Literature and the Language Arts

Responding to 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 book 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.
# Free Reading Log

Week of __________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PAGES READ FROM TO</th>
<th>SUMMARY/REACTIONS</th>
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Total number of pages read this week ______________

Genres read this week: (circle)

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

Possibilities for Pair and Small Groups

Pair Groups  
Small Groups

Possibilities for Large Groups

Fish Bowl  
Rows Facing Forward, Aisles Between (Least Distracting Seating Arrangement)
Communicating in a Pair Group

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.

**My evaluation of myself:**

I made eye contact and maintained a relaxed posture.

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I provided feedback as I listened.

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I did not interrupt.

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

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I controlled my emotions.

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

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Suggestions for improvement

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_____________________________________________________________________________________________________
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—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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My partner provided feedback as he/she listened.

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My partner did not interrupt.

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

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My partner controlled his/her emotions.

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

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Overall score_________________

Suggestions for improvement

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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 communicated 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 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.**

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

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

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**Group members stood up when making presentations.**

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

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

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**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 for 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.

_____________________________________________________________________________________________________

4 3 2 1 0

I asked short, clear, and direct questions.

_____________________________________________________________________________________________________

4 3 2 1 0

I did not debate or argue with the speaker.

_____________________________________________________________________________________________________

4 3 2 1 0

I did not take too much time asking questions.

_____________________________________________________________________________________________________

4 3 2 1 0

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

_____________________________________________________________________________________________________

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

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**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.

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I was patient.

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I gave clear, short, and direct answers.

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I rephrased difficult questions.

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I was courteous.

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I handled difficult members of the audience gracefully.

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Overall score_________________

Suggestions for improvement

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## Responding to Literature Readability Guide

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<th>SELECTION</th>
<th>READING LEVEL</th>
<th>DIFFICULTY CONSIDERATIONS</th>
<th>EASE FACTORS</th>
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<td><strong>UNIT 1</strong></td>
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<tr>
<td><strong>Working Toward Your Dreams</strong></td>
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<tr>
<td>Langston Hughes</td>
<td>Easy</td>
<td>Figurative language</td>
<td>Familiar subject; simple sentence structure</td>
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<th>DIFFICULTY CONSIDERATIONS</th>
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<td><strong>American Legend</strong>&lt;br&gt;&lt;i&gt;Richard Walser&lt;/i&gt;&lt;br&gt;“Blackbeard’s Last Fight”</td>
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<td>Pirate vocabulary</td>
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<td><strong>African-American Folk Tale</strong>&lt;br&gt;&lt;i&gt;Virginia Hamilton&lt;/i&gt;&lt;br&gt;“The People Could Fly”</td>
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<td><strong>Related Reading</strong>&lt;br&gt;&lt;i&gt;Albert E. Brumley&lt;/i&gt;&lt;br&gt;“I’ll Fly Away” (folk song)</td>
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<td><strong>African-American Tall Tale</strong>&lt;br&gt;&lt;i&gt;Walker Brents&lt;/i&gt;&lt;br&gt;“The Tale of Annie Christmas”</td>
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<td><strong>Yup’ik Folk Tale</strong>&lt;br&gt;&lt;i&gt;Andy Charlie&lt;/i&gt;&lt;br&gt;“The Blind Boy and the Two Arctic Loons”</td>
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<td><strong>Cheyenne Legend</strong>&lt;br&gt;&lt;i&gt;Joseph Bruchac and Gayle Ross&lt;/i&gt;&lt;br&gt;“Where the Girl Rescued Her Brother”</td>
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<td><strong>Insights: Examining History</strong>&lt;br&gt;The Battle of Rosebud Creek</td>
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#### UNIT 8

**Stories to Tell: Fiction**

- **Short Stories**<br>Setting<br><i>Marjorie Kinnan Rawlings</i><br>“A Mother in Mannville” | Moderate | Vocabulary | Vivid descriptions |

- **Theme**<br><i>Toni Cade Bambara</i><br>“The War of the Wall” | Moderate | Irony of situation | Vivid characters |

- **Insights: Looking at Outdoor Art**<br>Public Art: Murals and Graffiti | Moderate | Vocabulary | Visually appealing; high-interest topic |

- **Plot**<br><i>William Stafford</i><br>“The Osage Orange Tree” | Moderate | Unfamiliar setting | Subject matter |

- **Related Reading**<br><i>Arnold Adoff</i><br>“Walking Along the Edge of the Back Yard:” (poem) | Easy | Author’s style | Simple language |
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<td>Frances Goodrich and Albert Hackett</td>
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<td>from <em>Ishi in Two Worlds, a Biography of the Last Wild Indian in North America</em></td>
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### Responding to Literature Readability Guide (continued)

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<td>Dorothy M. Johnson</td>
<td>“Too Soon a Woman” (short story)</td>
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<td>Direct, simple language; easy-to-follow directions</td>
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Unit One
Working Toward Your Dreams
Opening the Unit, pages 2–4

Teacher’s Name ____________________________ Class ____________________________ Date ______________

Dates I Plan to Teach This Unit ________________________________

Unit 1 Goals/Objectives:
• to explore ideas related to the theme of working toward your dreams
• to discuss different perspectives about dreams
• to define theme, rhythm, sound, character, characterization, image, imagery, and figure of speech and recognize and explain examples of each
• to write a biographical memoir that involves narrative writing
• to recognize sentence fragments and demonstrate an ability to write in clear, complete sentences

Lessons I Plan to Teach

_________ “Dreams,” “A Dream Deferred,” and “The Dream Keeper,” page 5
_________ Related Reading: “A Poem for Langston Hughes,” page 9
_________ “Moon,” page 12
_________ Related Reading: “The Story of Iqbal Masih,” page 29
_________ “Born Worker,” page 35
_________ For Your Reading List, page 45
_________ Guided Writing—Narrative Writing: Preparing a Biographical Memoir, page 46
_________ Unit One Review, page 52

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: Fernand Leger. Have students discuss how the artwork relates to the title of this unit (PE, page 2).
_________ Echoes (PE, page 4)
_________ Additional Questions and Activities: Discussing the Quotes (ATE, page 4)
“Dreams,” “A Dream Deferred,” and “The Dream Keeper,” page 5

Teacher’s Name _________________________ Class __________________ Date __________________

**Reading Level:** Easy

**Difficulty Consideration:** Figurative language

**Ease Factors:** Familiar subject; simple sentence structure

**Synopsis:** Hughes’s poems state the effect of having goals impeded.

**Goals/Objectives:**
- to interpret and appreciate a poem about identity
- to discuss different perspectives on dreams
- to define theme, rhythm, and sound and recognize and explain examples of each
- to research dreams and their importance to African Americans and the Civil Rights movement
- to demonstrate an ability to identify sentence functions

**Related Reading:** “A Poem for Langston Hughes,” page 9

### Before Reading
- Daily Oral Language (VLR I, page 12; UR 1, page 1)
- Reader’s Journal (PE, page 5; UR 1, page 1)
- Reader’s Toolbox: Theme, Rhythm, and Sound (PE, page 5)
- Reader’s Resource: American History Connection and Social Studies Connection (PE, page 5)
- About the Author: Langston Hughes (PE, page 8)
- Fine Art: Lois Mailou Jones (PE, page 7; VLR II, page 1)
- Vocabulary: Morphemes and Meaning (VR, page 1)
- Reading Strategy: What Do You Know (RSR)

### During Reading
- Graphic Organizer (PE, page 5; VLR I, page 13; UR 1, page 2)
- Dramatic Recording: “Dreams” (AL, 0:58)
- Dramatic Recording: “A Dream Deferred” (AL, 0:43)
- Dramatic Recording: “The Dream Keeper” (AL, 0:23)
- Guided Reading Questions (PE, page 6; UR 1, page 3)
- Reading Strategy: Make Connections (RSR)
- Fix-Up Idea: Reread (RSR)

### After Reading
- Reading Strategy: Share Your Connections (RSR)
- Standardized Test Practice: Compare and Contrast Main Ideas (RSR)
- Respond to the Selection (PE, page 8; UR 1, page 3)
- Investigate, Inquire, and Imagine (PE, page 10; UR 1, page 4)
- Understanding Literature: Theme, Rhythm, and Sound (PE, page 10; UR 1, page 5)
- Writer’s Journal: Letter, Poem, or Speech (PE, page 11; UR 1, page 5)
- Study and Research: Writing a Brief Report (PE, page 11; UR 1, page 6)
- Language, Grammar, and Style: Identifying Sentence Functions (PE, page 11; UR 1, page 7)
- Vocabulary: Creating a Dream Cluster Chart (UR 1, page 14)
- Selection Check Test 4.1.1 (ATE, page 8; UR 1, page 9; TG)
- Selection Test 4.1.2 (UR 1, page 10; TG)
- Related Reading: “A Poem for Langston Hughes” (PE, page 9)
- Related Reading Questions (ATE, page 9; UR 1, page 3)
- Internet activities at http://www.emcp.com
- Free reading time

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<th><strong>Test Generator CD-ROM</strong></th>
<th><strong>internet</strong></th>
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“Dreams,” “A Dream Deferred,” and “The Dream Keeper,” page 5

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<td><strong>Tackle Figurative Language</strong></td>
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<td>__________ Motivation: Dream Collage and Overcoming Obstacles (ATE, page 6)</td>
<td>__________ Help students create the Graphic Organizer to record rhythm and rhyme (PE, page 5; VLR I, page 13; UR 1, page 2).</td>
</tr>
<tr>
<td>__________ Reading Proficiency: Listening to the Poems (ATE, page 6)</td>
<td>__________ Share information in the Literary Technique (ATE, page 7).</td>
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<tr>
<td>__________ English Language Learning: Vocabulary (ATE, page 6)</td>
<td>__________ Have pairs read the Related Reading aloud and discuss the meaning of rainbow ride (PE, page 9).</td>
</tr>
<tr>
<td>__________ Special Needs: Working with a Partner (ATE, page 6)</td>
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<td>__________ Enrichment: Personal Essay (ATE, page 6)</td>
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<td><strong>Cross-Curricular Activities</strong></td>
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<tr>
<td>__________ Poetry Reading (ATE, page 7)</td>
<td>__________ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 5).</td>
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<tr>
<td><strong>Literary Techniques</strong></td>
<td>__________ Read the poems aloud to the whole class, then have students reread them.</td>
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<tr>
<td>__________ Simile (ATE, page 7)</td>
<td>__________ Discuss Investigate, Inquire, and Imagine questions in small groups (PE page 10; UR 1, page 4).</td>
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<tr>
<td>__________ Metaphor (ATE, page 7)</td>
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<td><strong>Additional Questions and Activities</strong></td>
<td><strong>for “A Poem for Langston Hughes”</strong></td>
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<tr>
<td>__________ Related Reading Questions (ATE, page 9)</td>
<td>__________ Before reading, review allusion and illusion.</td>
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<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>__________ Read the poem aloud.</td>
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<tr>
<td>__________ Motivation: Dream Collage and Overcoming Obstacles (ATE, page 6)</td>
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<tr>
<td>__________ Special Needs: Working with a Partner (ATE, page 6)</td>
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<td>__________ Cross-Curricular Activities: Poetry Reading (ATE, page 7)</td>
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<td>__________ Investigate, Inquire, and Imagine (PE, page 10; UR 1, page 4)</td>
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<tr>
<td>__________ Understanding Literature: Theme, Rhythm, and Sound (PE, page 10; UR 1, page 5)</td>
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<tr>
<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>__________ Writer’s Journal: Letter, Poem, or Speech (PE, page 11; UR 1, page 5)</td>
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<tr>
<td>__________ Study and Research: Writing a Brief Report (PE, page 11; UR 1, page 6)</td>
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<tr>
<td>__________ Language, Grammar, and Style: Identifying Sentence Functions (PE, page 11; UR 1, page 7)</td>
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<tr>
<td>__________ Vocabulary: Creating a Dream Cluster Chart (UR 1, page 8)</td>
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</table>

Tackle Figurative Language

Help students create the Graphic Organizer to record rhythm and rhyme (PE, page 5; VLR I, page 13; UR 1, page 2).

Share information in the Literary Technique (ATE, page 7).

Have pairs read the Related Reading aloud and discuss the meaning of rainbow ride (PE, page 9).

Additional Strategies for English Language Learners

Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 5).

Read the poems aloud to the whole class, then have students reread them.

Discuss Investigate, Inquire, and Imagine questions in small groups (PE page 10; UR 1, page 4).

for “A Poem for Langston Hughes”

Before reading, review allusion and illusion.

Read the poem aloud.
“Moon,” page 12

Teacher’s Name ___________________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Consideration: Vocabulary

Ease Factor: Vivid main character

Synopsis: After Moon’s family welcomes Ashraf, a young Pakistani, into their home, Moon learns to become less angry and more self-focused.

Goals/Objectives:
• to appreciate what it might be like to experience a loss
• to summarize the effects of child labor
• to define and explain examples of character, characterization, image, and imagery
• to demonstrate an ability to find the complete subject and predicate in a sentence

Related Reading: “The Story of Iqbal Masih,” page 29

Before Reading
_________ Daily Oral Language (VLR I, page 15; UR 1, page 13)
_________ Reader’s Journal (PE, page 12; UR 1, page 14)
_________ Reader’s Toolbox: Image, Imagery, Character, and Characterization (PE, page 12)
_________ Reader’s Resource: Child Labor Information (PE, page 12)
_________ About the Author: Chaim Potok (PE, page 28)
_________ Art Smart: Chaim Potok (PE, page 27)
_________ Vocabulary from the Selection (ATE, page 13)
_________ Vocabulary: Spelling by Syllables (VR, page 3)
_________ Reading Strategy: Create a Prediction Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 12; VLR I, page 15; UR 1, page 13)
_________ Dramatic Recording: “Moon” (AL, 42:05)
_________ Guided Reading Questions (PE, page 14; UR 1, page 14)
_________ Reading Strategy: Make Predictions (RSR)
_________ Fix-Up Idea: Read Short Sections at a Time (RSR)

After Reading
_________ Reading Strategy: Share Your Predictions (RSR)
_________ Standardized Test Practice: Identify Cause-and-Effect Relationships (RSR)
_________ Respond to the Selection (PE, page 28; UR 1, page 17)
_________ Investigate, Inquire, and Imagine (PE, page 33; UR 1, page 18)
_________ Understanding Literature: Character, Characterization, Image, and Imagery (PE, page 33; UR 1, page 19)
_________ Writer’s Journal: Petition, Lyrics, or Writing Assignment (PE, page 34; UR 1, page 20)
_________ Study and Research: Researching Child Labor Laws (PE, page 34; UR 1, page 21)
_________ Language, Grammar, and Style: Identifying Complete Subjects and Predicates (PE, page 34; UR 1, page 21)
_________ Vocabulary: Sentence Completion (UR 1, page 22)
_________ Selection Check Test 4.1.3 (ATE, page 27; UR 1, page 23; TG)
_________ Selection Test 4.1.4 (UR 1, page 25; TG)
_________ Related Reading: “The Story of Iqbal Masih” (PE, page 29)
_________ Dramatic Recording: “The Story of Iqbal Masih” (AL, 11:01)
_________ Related Reading Questions (ATE, pages 29–32; UR 1, page 17)
_________ Internet activities at http://www.emcp.com

SOUTH CAROLINA STATE STANDARDS

click this box for details
Lesson Plan

“Moon,” page 12

Teacher’s Name _________________________ Class _________________________ Date ____________

Teaching Options

Individual Learning Strategies

_________ Motivation: Researching Child Labor Organizations (ATE, page 13)
_________ Reading Proficiency: Previewing Musical Terms (ATE, page 13)
_________ English Language Learning: Vocabulary (ATE, page 13)
_________ Special Needs: Collaborative Learning (ATE, page 13)
_________ Enrichment: Photographs of Child Labor (ATE, page 13)

Additional Questions and Activities

Rewriting Dialogue (ATE, page 14)
Child Labor in Pakistan (ATE, page 19)
Is Pete a Good Friend? (ATE, page 21)
Rewriting a Paragraph (ATE, page 25)
Related Reading Questions (ATE, pages 29–32)

Cross-Curricular Activities

Researching Child Labor Laws (ATE, page 31)
Drumming (ATE, page 32)

Flexible Grouping Suggestions

Motivation: Researching Child Labor Organizations (ATE, page 13)
Special Needs: Collaborative Learning (ATE, page 13)
Enrichment: Photographs of Child Labor (ATE, page 13)
Additional Questions and Activities: Rewriting Dialogue (ATE, page 14)
Cross-Curricular Activities: Researching Child Labor Laws (ATE, page 31)
Additional Questions and Activities: Related Reading Questions (ATE, pages 29–32)
Cross-Curricular Activities: Drumming (ATE, page 32)
Investigate, Inquire, and Imagine (PE, page 33; UR 1, page 18)
Understanding Literature: Character, Characterization, Image, and Imagery (PE, page 33; UR 1, page 19)

Homework Suggestions

Writer’s Journal: Petition, Lyrics, or Writing Assignment (PE, page 34; UR 1, page 20)

Study and Research: Researching Child Labor Laws (PE, page 34; UR 1, page 21)
Language, Grammar, and Style: Identifying Complete Subjects and Predicates (PE, page 34; UR 1, page 21)
Vocabulary: Sentence Completion (UR 1, page 22)

Strategies for Developing Readers

Tackle Vocabulary

Allow students to preview vocabulary words.
Have students identify words that they already know.
Encourage students to predict the meaning of unknown words by using context clues.
Familiarize students with the new vocabulary by working on the activities found in the VR (page 3).

Additional Strategies for English Language Learners

Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 12).
Read the synopsis aloud.
Read “The Story of Iqbal Masih” aloud to the whole class before reading “Moon.”
Bring in examples of different drumming patterns (Cross Curricular Activities, ATE, page 32).
Preview all of the vocabulary words first. As students read, have them write down other words they do not understand.
Have small groups read and answer the Guided Reading Questions together. Have them help each other complete the Graphic Organizer.
Have small groups discuss Investigate, Inquire, and Imagine questions (PE, page 33; UR 1, page 18).
Ask the students to view the picture on page 13 and discuss whether they think the image captures the essence of the story.
Use activities for Spanish speakers (SR, page 1).
“Born Worker,” page 35

Teacher’s Name ____________________________ Class ____________________________ Date ____________________________

Reading Level: Moderate

Difficulty Consideration: Unfamiliar subject matter

Ease Factors: Author’s style; vocabulary

Synopsis: José gets put to work by his cousin Arnie and sees Arnie for what he is—lazy and lacking moral integrity.

Goals/Objectives:
• to empathize with and understand the main character’s journey to better understand himself
• to discuss different perspectives on work and explain how these perspectives reflect on that person
• to define theme and figure of speech and recognize and explain examples of each
• to conduct research on summer job opportunities

Before Reading
_________ Daily Oral Language (VLR I, page 17; UR 1, page 29)
_________ Reader’s Journal (PE, page 35; UR 1, page 30)
_________ Reader’s Toolbox: Theme and Figure of Speech (PE, page 35)
_________ Reader’s Resource: Geography Connection (PE, page 35)
_________ About the Author: Gary Soto (PE, page 42)
_________ Vocabulary: Word Origins (VR, page 6)
_________ Reading Strategy: Draw a Cluster Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 35; VLR I, page 17; UR 1, page 29)
_________ Dramatic Recording (AL, 26:23)
_________ Guided Reading Questions (PE, page 36; UR 1, page 30)
_________ Reading Strategy: Find José’s Attributes (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Share Your Findings (RSR)
_________ Standardized Test Practice: Analyze Character Development and Theme (RSR)
_________ Respond to the Selection (PE, page 42; UR 1, page 32)
_________ Investigate, Inquire, and Imagine (PE, page 43; UR 1, page 32)
_________ Understanding Literature: Theme and Figure of Speech (PE, page 43; UR 1, page 33)
_________ Writer’s Journal: Classified Ad, Letter, or Scene (PE, page 44; UR 1, page 33)
_________ Applied English: Researching Job Opportunities (PE, page 44; UR 1, page 34)
_________ Language, Grammar, and Style: Examining Dialogue (PE, page 44; UR 1, page 35)
_________ Vocabulary: Identifying Adjectives (UR 1, page 36)
_________ Selection Check Test 4.1.5 (ATE, page 42; UR 1, page 37; TG)
_________ Selection Test 4.1.6 (UR 1, page 38; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 9
Reading Strategy: Write Things Down
Fix-Up Idea: Read Aloud
Standardized Test Practice:
Analyze Character Development and Theme

SOUTH CAROLINA STATE STANDARDS
click this box for details
“Born Worker,” page 35

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>_______ Motivation: Discussing Work Experiences (ATE, page 36)</td>
<td>_______ Use the alternative Reader’s Journal question (ATE, page 35).</td>
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<tr>
<td>_______ Reading Proficiency: Summarizing Prereading Information (ATE, page 36)</td>
<td>_______ Discuss students’ work experiences (Motivation, ATE, page 36).</td>
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<tr>
<td>_______ English Language Learning: Vocabulary (ATE, page 36)</td>
<td>_______ Discuss work ethics before students begin reading.</td>
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<tr>
<td>_______ Special Needs: Checking Comprehension (ATE, page 36)</td>
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<tr>
<td>_______ Enrichment: Personal Essay about Work Ethic (ATE, page 36)</td>
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<td></td>
<td>Additional Strategies for English Language Learners</td>
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<td>_______ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 35).</td>
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<td>_______ Use a map to show the setting of the story.</td>
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<td>_______ Have a Spanish speaker provide the correct pronunciation of mi’jo.</td>
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<td>Depending on the ELL students’ reading abilities, either pair them with advanced readers for this selection or have them write down any additional words they do not understand. Have students “check in” at the bottom of page 39, and discuss any words they have written down so far. Do this again at the end of the story.</td>
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<td>_______ Have small groups discuss the Investigate, Inquire, and Imagine questions (PE, page 43; UR 1, page 32).</td>
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<td></td>
<td>_______ Use activities for Spanish speakers (SR, page 11).</td>
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<td>_______ Additional Questions and Activities: Analyzing Motivation (ATE, page 36)</td>
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<tr>
<td>_______ Investigate, Inquire, and Imagine (PE, page 43; UR 1, page 32)</td>
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<tr>
<td>_______ Applied English: Researching Job Opportunities (PE, page 44; UR 1, page 34)</td>
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<td>_______ Writer’s Journal: Classified Ad, Letter, or Scene (PE, page 44; UR 1, page 33)</td>
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<td>_______ Language, Grammar, and Style: Examining Dialogue (PE, page 44; UR 1, page 35)</td>
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<td>_______ Vocabulary: Identifying Adjectives (UR 1, page 36)</td>
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Unit One
Working Toward Your Dreams
Closing the Unit, pages 45–53

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
________ Make Lemonade by Virginia Euwer Wolff (PE, page 45)
________ Book Club (PE, page 45; UR 1, page 42)

Other Books Students May Want to Read
________ The True Confessions of Charlotte Doyle by Avi (PE, page 45). This title is available as an EMC Masterpiece Series Access Edition.
________ The Day No Pigs Would Die by Robert Newton Peck (PE, page 45)

Guided Writing

Narrative Writing: Preparing a Biographical Memoir

Assignment: Students write a biographical memoir (PE, pages 46-51).

Before Writing
________ Preparing a Biographical Memoir (PE, page 46)
________ Professional Model (PE, page 46)
________ Previewing Models and Rubric for Assignment (VLR I, page 120; WR, page 32)
________ Prewriting (PE, page 47; WR, page 17)
________ Student Model—Graphic Organizer (PE, page 48; WR, page 21)
________ Graphic Organizer (VLR I, page 118; WR, page 20)

During Writing
________ Drafting (PE, page 49)
________ Student Model—Draft (PE, page 49; VLR I, page 119; WR, page 22)
________ Language, Grammar, and Style: Writing Complete Sentences (PE, page 48; WR, page 23)
________ Self- and Peer Evaluation (PE, page 50; WR, page 26)
________ Student Model—Revised (PE, page 50; WR, page 30)
________ Revising and Proofreading (PE, page 51)

After Writing
________ Publishing and Presenting (PE, page 51)

Individual Learning Strategies
________ Motivation: Examining a Biographical Documentary (ATE, page 48)
________ Reading Proficiency: SQ3R (ATE, page 48)
________ English Language Learning: Writing in a Native Language (ATE, page 48)
________ Special Needs: Choosing a Topic (ATE, page 48)
________ Enrichment: Comparing Memoirs (ATE, page 48)

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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Unit One
Working Toward Your Dreams

Closing the Unit, pages 45–53

Teacher’s Name _____________________________ Class __________________ Date __________________

Flexible GroupingSuggestions

- Special Needs: Choosing a Topic (ATE, page 48)
- Revising and Proofreading (PE, page 51)
- Publishing and Presenting (PE, page 51)

Homework Suggestions

- Graphic Organizer (VLR I, page 118; WR, page 20)
- Self-Evaluation—Biographical Memoir (PE, page 50; WR, page 26)
- Rubric for Narrative Writing: Preparing a Biographical Memoir (VLR I, page 120; WR, page 32)

Review and Assessment

- Words for Everyday Use (PE, page 52; UR 1, page 43)
- Vocabulary Development (ATE, page 52)
- Literary Tools (PE, page 52; UR 1, page 44)
- Unit 1 Review (UR 1, page 43)
- Unit 1 Study Guide (UR 1, page 46)
- Unit 1 Test (UR 1, page 50; TG)

Reflecting on Your Reading

- Theme (PE, page 52)
- Group Project (PE, page 53)
- Critical Thinking (PE, page 53; UR 1, page 45; VLR I, page 18)
Unit Two
Family Ties
Opening the Unit, pages 55–56

Unit 2 Goals/Objectives:
• to appreciate several selections that explore the theme of family ties
• to describe different family relations and situations
• to recognize and explain examples of dialogue, narration, characterization, irony, image, and tone
• to write a persuasive letter to the editor
• to recognize and correct double negatives

Lessons I Plan to Teach

_________ "The Medicine Bag," page 57
_________ "An Hour with Abuelo," page 69
_________ Related Reading: "Abuelito Who," page 75
_________ "Legacies," page 79
_________ Related Reading: "Grandma Ling," page 82
_________ Related Reading: "Grandma Traub," page 83
_________ "First Lesson" and "My Father's Hands Held Mine," page 86
_________ "Good Housekeeping," page 92
_________ Related Reading: "No More Birthdays," page 99
_________ Related Reading: "Happy or Sad," page 100
_________ Related Reading: "Punishing Yourself," page 100
_________ "For My Sister Molly Who in the Fifties," page 104
_________ For Your Reading List, page 111
_________ Guided Writing—Expressive Writing: Composing a Narrative Poem, page 112
_________ Unit Two Review, page 118

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 54–55).

Getting Started in the Classroom

_________ Fine Art: American artist. Have students discuss how the artwork relates to the title of this unit (PE, page 54).
_________ Echoes (PE, page 56)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 56)
Lesson Plan

“The Medicine Bag,” page 57

Teacher’s Name ___________________________ Class ___________________________ Date ____________

Reading Level: Moderate

Difficulty Consideration: Unfamiliar subject matter

Ease Factor: Author's style

Synopsis: A young boy comes to accept and respect his grandfather's heritage.

Goals/Objectives:
• to enjoy a short story about a family's heritage
• to discuss ethnic heritage and its role in forming a person's identity
• to define plot and dialogue and give examples of each
• to define narration and explain how it is used in the reading
• to demonstrate an ability to write instructions
• to demonstrate an ability to tell a story in front of an audience

Before Reading
_________ Daily Oral Language (VLR I, page 19; UR 2, page 1)
_________ Reader's Journal (PE, page 57; UR 2, page 2)
_________ Reader's Toolbox: Plot, Dialogue, and Narration (PE, page 57)
_________ Reader's Resource: History Connection (PE, page 57)
_________ About the Author: Virginia Driving Hawk Sneve (PE, page 65)
_________ Vocabulary from the Selection (ATE, page 58)
_________ Vocabulary: Connotation and Denotation (VR, page 8)
_________ Reading Strategy: Make a Mental Picture (RSR)

During Reading
_________ Graphic Organizer (PE, page 57; VLR I, page 19; UR 2, page 1)
_________ Dramatic Recording (AL, 21:48)
_________ Guided Reading Questions (PE, page 59; UR 2, page 2)
_________ Art Smart: Dan Lamont (ATE, page 62)
_________ Fix-Up Idea: Refocus (RSR)

After Reading
_________ Reading Strategy: Illustrate or Describe a Scene (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 65; UR 2, page 4)
_________ Investigate, Inquire, and Imagine (PE, page 66; UR 2, page 4)
_________ Understanding Literature: Plot, Dialogue, and Narration (PE, page 66; UR 2, page 5)
_________ Writer's Journal: Family Tree, Dream Report, or Elegy (PE, page 67; UR 2, page 6)
_________ Study and Research: Examining History (PE, page 67; UR 2, page 7)
_________ Language, Grammar, and Style: Finding the Simple Subject and Simple Verb (PE, page 67; UR, page 8)
_________ Applied English: Writing Instructions (PE, page 68; UR 2, page 8)
_________ Vocabulary: Completing Sentences (UR 2, page 9)
_________ Speaking and Listening: Storytelling (PE, page 68)
_________ Selection Check Test 4.2.1 (ATE, page 64; UR 2, page 10; TG)
_________ Selection Test 4.2.2 (UR 2, page 12; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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


UNIT 2 LESSON PLANS  responding to literature  LITERACY RESOURCE
Lesson Plan

“The Medicine Bag,” page 57

Teaching Options

Individual Learning Strategies
—— Motivation: Sharing Life Stories (ATE, page 58)
—— Reading Proficiency: Previewing Cultural Terms (ATE, page 58)
—— English Language Learning: Vocabulary (ATE, page 58)
—— Special Needs: Listening to the Selection (ATE, page 58)
—— Enrichment: Representing Medicine Bags (ATE, page 58)

Additional Questions and Activities
—— Relating to the Narrator’s Feelings (ATE, page 59)

Cross-Curricular Activities
—— Researching the Dakota, Lakota, or Nakota (ATE, page 60)
—— Rites of Passage Skit (ATE, page 63)

Art Smart
—— Dan Lamont (ATE, page 62)

Flexible Grouping Suggestions
—— Motivation: Sharing Life Stories (ATE, page 58)
—— Enrichment: Representing Medicine Bags (ATE, page 58)
—— Additional Questions and Activities: Relating to the Narrator’s Feelings (ATE, page 59)
—— Cross-Curricular Activities: Researching the Dakota, Lakota, or Nakota (ATE, page 60)
—— Cross-Curricular Activities: Rites of Passage Skit (ATE, page 63)
—— Investigate, Inquire, and Imagine (PE, page 66; UR 2, page 4)
—— Understanding Literature: Plot, Dialogue, and Narration (PE, page 66; UR 2, page 5)
—— Study and Research: Examining History (PE, page 67; UR 2, page 7)

Homework Suggestions
—— Writer’s Journal: Family Tree, Dream Report, or Elegy (PE, page 67; UR 2, page 6)
—— Language, Grammar, and Style: Finding the Simple Subject and Simple Verb (PE, page 67; UR, page 8)
—— Applied English: Writing Instructions (PE, page 68; UR 2, page 8)
—— Vocabulary: Completing Sentences (UR 2, page 9)
—— Speaking and Listening: Storytelling (PE, page 68)

Strategies for Developing Readers

Tackle Unfamiliar Subject Matter
—— Read the Reader’s Resource aloud (PE, page 57).
—— Share the information found in the Cross-Curricular Activities (ATE, page 63).
—— Ask students if their grandparents have ever passed something on to them.
—— Discuss generational gaps.

Additional Strategies for English Language Learners
—— Show students where the Rosebud Indian Reservation is located on a map, and look at the photo of the reservation on page 62.
—— Have students find out more about medicine bags so they understand their importance in Native American culture.
—— Read the synopsis of the story.
—— Have pairs read and answer the Guided Reading Questions. Ask them to write down words they do not understand.
—— Have small groups answer the Investigate, Inquire, and Imagine (PE, page 66; UR 2, page 4) and Understanding Literature questions (PE, page 66; UR 2, page 5) before engaging in a whole-class discussion.
—— Have students compare Moon Vinten from “Moon” (PE, page 12) to Martin. Discuss what lessons these characters learn.
—— Have students share stories of courage (Speaking and Listening, PE, page 68).
Lesson Plan

“An Hour with Abuelo,” page 69

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Unfamiliar subject matter

Ease Factor: First-person point of view

Synopsis: A young boy once again hears the stories of his grandfather’s struggles in Puerto Rico.

Goals/Objectives:
• to empathize with and understand the main character’s personal growth as he learns about life through his grandfather
• to discuss different perspectives in what it means to meet one’s dreams or goals
• to define first-person point of view and characterization and recognize and explain examples of each
• to work collaboratively to conduct an interview
• to conduct research on Puerto Rico

Related Reading: “Abuelito Who,” page 75

Before Reading
_________ Daily Oral Language (VLR I, page 20; UR 2, page 16)
_________ Reader’s Journal: Synopsis and Political Note (PE, page 69; UR 2, page 17)
_________ Reader’s Toolbox: First-Person Point of View and Characterization (PE, page 69)
_________ Reader’s Resource (PE, page 69)
_________ About the Author: Judith Ortiz Cofer (PE, page 74)
_________ Vocabulary from the Selection (ATE, page 70)
_________ Vocabulary: High-Frequency Spelling Rules (VR, page 11)
_________ Reading Strategy: What Is a First-Person Narrator? (RSR)

During Reading
_________ Graphic Organizer (PE, page 69; VLR I, page 20; UR 2, page 16)
_________ Dramatic Recording: “An Hour with Abuelo” (AL, 12:12)
_________ Guided Reading Questions (PE, page 70; UR 2, page 17)
_________ Reading Strategy: Evaluate the Narrator (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Discuss the Narrator’s Views (RSR)
_________ Standardized Test Practice: Analyze Author’s Point of View (RSR)
_________ Respond to the Selection (PE, page 74; UR 2, page 18)
_________ Investigate, Inquire, and Imagine (PE, page 76; UR 2, page 19)
_________ Understanding Literature: First-Person Point of View and Characterization (PE, page 77; UR 2, page 20)
_________ Writer’s Journal: Ending, Directions, or Editorial Article (PE, page 77; UR 2, page 21)
_________ Language, Grammar, and Style: Focusing on Pronouns (PE, page 77; UR 2, page 22)
_________ Speaking and Listening: Conducting an Interview (PE, page 78; UR 2, page 23)
_________ Study and Research: Geographical Research (PE, page 78; UR 2, page 24)
_________ Collaborative Learning: Role-Playing (PE, page 78)
_________ Media Literacy: Investigating the News (PE, page 78; UR 2, page 25)
_________ Vocabulary: Researching Family Titles (UR 2, page 26)
_________ Selection Check Test 4.2.3 (ATE, page 74; UR 2, page 27)
_________ Selection Test 4.2.4 (UR 2, page 28)
_________ Related Reading: “Abuelito Who” (PE, page 75)
_________ Dramatic Recording: “Abuelito Who” (AL, 1:17)
_________ Related Reading Questions (ATE, page 75; UR 2, page 19)
_________ Internet activities at http://www.emcp.com

_________ Selection Check Test 4.2.3 (ATE, page 74; UR 2, page 27)
_________ Selection Test 4.2.4 (UR 2, page 28)

_________ Free reading time

Print Resources    Transparency    Audio Library    Test Generator CD-ROM    Internet

“An Hour with Abuelo,” page 69

Teacher’s Name __________________________________ Class __________________ Date __________________

<table>
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<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers Additional Strategies for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Show students where Puerto Rico is located.</strong></td>
</tr>
<tr>
<td>Motivation: Interviewing an Elderly Person (ATE, page 70)</td>
<td>ELL students may not know what a nursing home is, so some explanation may be necessary. Have students share their knowledge about nursing homes.</td>
</tr>
<tr>
<td>Reading Proficiency: Listening to the Selection (ATE, page 70)</td>
<td>Have a Spanish-speaking student give the correct pronunciation of the Spanish words in the text: abuelo una bora, gracias hijo, así es la vida, ay bendito, campo, Mayaguez, Nueva, and Poemas De Arturo.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 70)</td>
<td>Have students write down additional words they do not understand.</td>
</tr>
<tr>
<td>Special Needs: Collaborative Learning (ATE, page 70)</td>
<td>Have small groups discuss Investigate, Inquire, and Imagine (PE, page 76; UR 2, page 19) and Understanding Literature questions (PE, page 77; UR 2, page 20) before engaging in a whole-class discussion.</td>
</tr>
<tr>
<td>Enrichment: Dream Journal (ATE, page 70)</td>
<td>The Additional Questions and Activities discussion may be too uncomfortable for some students (ATE, page 72). Perhaps have students write about learning to speak English instead.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Flexible Grouping Suggestions</th>
<th>for “Abuelito Who”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation: Interviewing an Elderly Person (ATE, page 70) Read this poem aloud or use the Dramatic Recording (AL, 1:17). Have students reread it silently, taking notes about what the grandfather is like.</td>
<td></td>
</tr>
<tr>
<td>Special Needs: Collaborative Learning (ATE, page 70)</td>
<td></td>
</tr>
<tr>
<td>Additional Questions and Activities: Experience of English as a Second Language (ATE, page 72)</td>
<td></td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 76; UR 2, page 19)</td>
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</tr>
<tr>
<td>Understanding Literature: First-Person Point of View and Characterization (PE, page 77; UR 2, page 20)</td>
<td></td>
</tr>
<tr>
<td>Speaking and Listening: Conducting an Interview (PE, page 78; UR 2, page 23)</td>
<td></td>
</tr>
<tr>
<td>Study and Research: Geographical Research (PE, page 78; UR 2, page 24)</td>
<td></td>
</tr>
<tr>
<td>Collaborative Learning: Role-Playing (PE, page 78)</td>
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<thead>
<tr>
<th>Homework Suggestions</th>
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</thead>
<tbody>
<tr>
<td>Writer’s Journal: Ending, Directions, or Editorial Article (PE, page 77; UR 2, page 21)</td>
<td></td>
</tr>
<tr>
<td>Language, Grammar, and Style: Focusing on Pronouns (PE, page 77; UR 2, page 22)</td>
<td></td>
</tr>
<tr>
<td>Media Literacy: Investigating the News (PE, page 78; UR 2, page 25)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary: Researching Family Titles (UR 2, page 26)</td>
<td></td>
</tr>
</tbody>
</table>

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Lesson Plan

“Legacies,” page 79

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Poetic style

Ease Factors: Selection length; vocabulary

Synopsis: Three poems offer insights into generational differences.

Goals/Objectives:
• to empathize with and understand a speaker’s perspective
• to summarize the way the speaker views communication
• to define free verse and irony and recognize and find examples of irony
• to work collaboratively to better understand communication skills

Related Readings: “Grandma Ling,” page 82, and “Grandma Traub,” page 83

Before Reading

_________ Daily Oral Language (VLR I, page 22; UR 2, page 32)
_________ Reader’s Journal (PE, page 79; UR 2, page 33)
_________ Reader’s Toolbox: Irony and Free Verse (PE, page 79)
_________ Reader’s Resource: Social Studies Connection (PE, page 79)
_________ About the Author: Nikki Giovanni (PE, page 81)
_________ Art Smart: Robert Brackman (ATE, page 81)
_________ Vocabulary: Word Roots (VR, page 13)
_________ Reading Strategy: What Have You Learned from Older People? (RSR)

During Reading

_________ Graphic Organizer (PE, page 79; VLR I, page 22; UR 2, page 32)
_________ Guided Reading Questions (PE, page 81; UR 2, page 33)
_________ Reading Strategy: Make Connections (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading

_________ Reading Strategy: Share Your Connections (RSR)
_________ Standardized Test Practice: Identify Main Ideas (RSR)
_________ Respond to the Selection (PE, page 81)
_________ Investigate, Inquire, and Imagine (PE, page 84; UR 2, page 35)
_________ Understanding Literature: Irony and Free Verse (PE, page 84; UR 2, page 36)
_________ Writer’s Journal: Letter, List, or Free-Verse Poem (PE, page 85; UR 2, page 36)
_________ Applied English & Collaborative Learning: Honing Communication Skills (PE, page 85; UR 2, page 37)
_________ Media Literacy: Videotaping (PE, page 85)
_________ Language, Grammar, and Style: Making Passive Sentences Active (UR 2, page 37)
_________ Vocabulary: Crossword Puzzle (UR 2, page 38)
_________ Selection Check Test 4.2.5 (ATE, page 80; UR 2, page 39; TG)
_________ Selection Test 4.2.6 (UR 2, page 40; TG)
_________ Related Reading: “Grandma Ling” (PE, page 82)
_________ Related Reading: “Grandma Traub” (PE, page 83)
_________ Related Reading Questions (ATE, page 82; UR 2, page 34)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 21

Reading Strategy: Connect to Prior Knowledge
Fix-Up Idea: Read Aloud

Standardized Test Practice:
Identify Main Ideas

SOUTH CAROLINA STATE STANDARDS

click this box for details
“Legacies,” page 79

Teacher's Name ________________________ Class __________________ Date _______________

Teaching Options

Individual Learning Strategies

- Motivation: Videotaping a Family Tradition (ATE, page 80)
- Reading Proficiency: Listening to the Selection (ATE, page 80)
- English Language Learning: Vocabulary (ATE, page 80)
- Special Needs: Working with a Partner (ATE, page 80)
- Enrichment: Family Recipe (ATE, page 80)

Cross-Curricular Activities

- Altering and Testing Recipes (ATE, page 81)

Art Smart

- Robert Brackman (ATE, page 81)

Additional Questions and Activities

- Related Reading Questions (ATE, pages 82 and 83)

Cross-Curricular Connections

- Gender Value (ATE, page 83)

Flexible Grouping Suggestions

- Special Needs: Working with a Partner (ATE, page 80)
- Art Smart: Robert Brackman (ATE, page 81)
- Additional Questions and Activities: Related Reading Questions (ATE, pages 82 and 83)
- Investigate, Inquire, and Imagine (PE, page 84; UR 2, page 35)
- Understanding Literature: Irony and Free Verse (PE, page 84; UR 2, page 36)

Homework Suggestions

- Writer's Journal: Letter, List, or Free-Verse Poem (PE, page 85; UR 2, page 36)
- Media Literacy: Videotaping (PE, page 85)
- Language, Grammar, and Style: Making Passive Sentences Active (UR 2, page 37)
- Vocabulary: Crossword Puzzle (UR 2, page 38)

Strategies for Developing Readers

Tackle Poetic Style

- Explain to students that in poetry, people are allowed to break grammar and sentence structure rules.
- Read Reader's Toolbox, focusing especially on Free Verse.
- Help students complete the Graphic Organizer activity (PE, page 79; VLR I, page 22; UR 2, page 32).

Additional Strategies for English Language Learners

- If applicable, include ELL students in Reading Proficiency: Listening to the Selection (ATE, page 80).

for “Grandma Ling”

- Explain tatami and paper-covered door.

for “Grandma Traub”

- Explain georgette and shoo-fly pie.
- Have small groups answer the Investigate, Inquire, and Imagine questions (PE, page 84; UR 2, page 35) and Understanding Literature questions (PE, page 84; UR 2, page 36) before engaging in a whole-class discussion.
**Lesson Plan**

“First Lesson” and “My Father’s Hands Held Mine,” page 86

Teacher’s Name ____________________________ Class __________________ Date ___________

**Reading Level:** Easy, Moderate

**Difficulty Consideration:** Poetic style

**Ease Factor:** Familiar subject

**Synopsis:** The two poems speak to the connections between fathers and sons.

**Goals/Objectives:**
- to appreciate a speaker’s connection to his or her family
- to summarize how the functions of a family differ from culture to culture
- to define speaker and theme and recognize and explain examples of each
- to work collaboratively to discuss good parenting

**Before Reading**
- Daily Oral Language (VLR I, page 23; UR 2, page 43)
- Reader’s Journal (PE, page 86; UR 2, page 44)
- Reader’s Toolbox: Speaker and Theme (PE, page 86)
- Reader’s Resource: Social Studies Connection (PE, page 86)
- Art Smart: Paul Cézanne (PE, page 87; VLR II, page 4; UR 2, page 44)
- About the Authors: Phyllis McGinley and Norman H. Russell (PE, page 89)
- Vocabulary: Prefixes and Suffixes (VR, page 15)
- Reading Strategy: Ways to Tackle New Words (RSR)

**During Reading**
- Graphic Organizer (PE, page 86; VLR I, page 23; UR 2, page 43)
- Dramatic Recording: “First Lesson” (AL, 1:25)
- Dramatic Recording: “My Father’s Hands Held Mine” (AL, 0:45)
- Guided Reading Questions (PE, page 87; UR 2, page 44)
- Reading Strategy: Look for Clues (RSR)
- Fix-Up Idea: Look at Other Word Clues (RSR)

**After Reading**
- Reading Strategy: What Clues Did You Find? (RSR)
- Standardized Test Practice: Use Context Clues (RSR)
- Respond to the Selection (PE, page 89; UR 2, page 44)
- Investigate, Inquire, and Imagine (PE, page 90; UR 2, page 45)
- Understanding Literature: Theme and Speaker (PE, page 90; UR 2, page 46)
- Writer’s Journal: Thank-You Note, Character Sketch, or Advice-Column Response (PE, page 91; UR 2, page 46)
- Applied English: Looking at Careers (PE, page 91; UR 2, page 48)
- Vocabulary: Finding Meaning (PE, page 91; UR 2, page 47)
- Collaborative Learning: Talking about Issues (PE, page 91; UR 2, page 49)
- Language, Grammar, and Style: Editing for Capitalization Errors (UR 2, page 49)
- Selection Check Test 4.2.7 (ATE, page 89; UR 2, page 51; TG)
- Selection Test 4.2.8 (UR 2, page 53; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**READING STRATEGIES RESOURCE, PAGE 25**

**Reading Strategy:** Tackle Difficult Vocabulary

**Fix-Up Idea:** Look at Other Word Clues

**Standardized Test Practice:**
Use Context Clues

**SOUTH CAROLINA STATE STANDARDS**

click this box for details
“First Lesson” and “My Father’s Hands Held Mine,” page 86

Teacher’s Name __________________________ Class __________________ Date ____________

Teaching Options

Individual Learning Strategies

Motivation: Images Related to a Male Relative (ATE, page 87)

Reading Proficiency: Working Together on Comprehension (ATE, page 87)

English Language Learning: Vocabulary (ATE, page 87)

Special Needs: Checking Comprehension (ATE, page 87)

Enrichment: Poem about a Male Relative (ATE, page 87)

Cross-Curricular Activities

Family Tree (ATE, page 88)

Flexible Grouping Suggestions

Reading Proficiency: Working Together on Comprehension (ATE, page 87)

Special Needs: Checking Comprehension (ATE, page 87)

Investigate, Inquire, and Imagine (PE, page 90; UR 2, page 45)

Collaborative Learning: Talking about Issues (PE, page 91; UR 2, page 49)

Understanding Literature: Theme and Speaker (PE, page 90; UR 2, page 46)

Homework Suggestions

Writer’s Journal: Thank-You Note, Character Sketch, or Advice-Column Response (PE, page 91; UR 2, page 46)

Applied English: Looking at Careers (PE, page 91; UR 2, page 48)

Vocabulary: Finding Meaning (PE, page 91; UR 2, page 47)

Language, Grammar, and Style: Editing for Capitalization Errors (UR 2, page 49)

Strategies for Developing Readers

Tackle Poetic Style

Explain to students that in poetry, people are allowed to break grammatical rules and sentence structure rules.

Tell students that poetry allows writers to be creative—more than any other medium—in sentence structure, style, grammar, and language.

Play the audio versions of the poems, allowing students to hear the flow of each line (AL, 1:25 and 0:45).

Additional Strategies for English Language Learners

for “First Lesson”

Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 86).

If applicable, include ELL students in Reading Proficiency: Working Together on Comprehension (ATE, page 87).

for “My Father’s Hands"

Explain: flint.

Have small groups answer Investigate, Inquire, and Imagine (PE, page 90; UR 2, page 45) and Understanding Literature questions (PE, page 90; UR 2, page 46) before engaging in a whole-class discussion.
Lesson Plan

“Good Housekeeping,” page 92

Teacher’s Name __________________________________ Class __________________ Date __________________

<table>
<thead>
<tr>
<th>M</th>
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<th>W</th>
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<th>F</th>
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</thead>
</table>

**Reading Level:** Moderate

**Difficulty Consideration:** Scientific terms

**Ease Factor:** Author’s style

**Synopsis:** Louise and her sister face resistance from their packrat mother as they try to clean the house.

**Goals/Objectives:**
- to enjoy a personal essay
- to describe how a person’s possessions tell a story about that person
- to define and give examples of image, dialogue, and irony of situation
- to demonstrate an ability to use descriptive language

**Related Readings:** “No More Birthdays,” page 99; “Happy or Sad,” page 100; and “Punishing Yourself,” page 100

**Before Reading**
- Daily Oral Language (VLR I, page 24; UR 2, page 56)
- Reader’s Journal (PE, page 92; UR 2, page 57)
- Reader’s Toolbox: Image, Dialogue, and Irony of Situation (PE, page 92)
- Reader’s Resource: Synopsis (PE, page 92)
- About the Author: Bailey White (PE, page 99)
- Fine Art: Ivan Albright (PE, page 93; VLR II, page 7)
- Vocabulary from the Selection (ATE, page 93)
- Vocabulary: PAVE (VR, page 17)
- Reading Strategy: Visualize Your Room (RSR)

**During Reading**
- Graphic Organizer (PE, page 92; VLR I, page 24; UR 2, page 56)
- Dramatic Recording: “Good Housekeeping” (AL, 19:00)
- Guided Reading Questions (PE, page 94; UR 2, page 57)
- Reading Strategy: Visualize People and Events (RSR)
- Fix-Up Idea: Take a Break (RSR)

**After Reading**
- Reading Strategy: Share Your Images (RSR)
- Standardized Test Practice: Identify the Setting (RSR)
- Respond to the Selection (PE, page 99; UR 2, page 58)
- Investigate, Inquire, and Imagine (PE, page 101; UR 2, page 59)
- Understanding Literature: Image, Dialogue, and Irony of Situation (PE, page 102; UR 2, page 60)
- Writer’s Journal: Conversation, To-Do List, or Letter (PE, page 102; UR 2, page 61)
- Language, Grammar, and Style: Choosing Colorful Words and Phrases (PE, page 103; UR 2, page 61)
- Vocabulary & Collaborative Learning: Searching for Spectacular Verbs and Adjectives (PE, page 103; UR 2, page 63)
- Selection Check Test 4.2.9 (ATE, page 98; UR 2, page 64; TG)
- Selection Test 4.2.10 (UR 2, page 66; TG)
- Related Readings: “No More Birthdays,” “Happy or Sad,” and “Punishing Yourself” (PE, pages 99–100)
- Dramatic Recording: “No More Birthdays” (AL, 0:31)
- Dramatic Recording: “Happy or Sad” (AL, 0:29)
- Dramatic Recording: “Punishing Yourself” (AL, 0:38)
- Related Reading Questions (ATE, pages 99–100; UR 2, page 58)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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Lesson Plan

“Good Housekeeping,” page 92

Teacher's Name _____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Personal Essay on Cleanliness (ATE, page 93)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 93)
- English Language Learning: Vocabulary (ATE, page 93)
- Special Needs: Collaborative Learning (ATE, page 93)
- Enrichment: Poster of Rare Plants (ATE, page 93)

Additional Questions and Activities

- Mementos (ATE, page 94)
- Related Reading Questions (ATE, pages 99–100)

Literary Techniques

- Character, Characterization, and Setting (ATE, page 96)

Flexible Grouping Suggestions

- Special Needs: Collaborative Learning (ATE, page 93)
- Enrichment: Poster of Rare Plants (ATE, page 93)
- Additional Questions and Activities: Mementos (ATE, page 94)
- Additional Questions and Activities: Related Reading Questions (ATE, pages 99–100)
- Investigate, Inquire, and Imagine (PE, page 101; UR 2, page 59)

Homework Suggestions

- Understanding Literature: Image, Dialogue, and Irony of Situation (PE, page 102; UR 2, page 60)
- Writer's Journal: Conversation, To-Do List, and Letter (PE, page 102; UR 2, page 61)
- Language, Grammar, and Style: Choosing Colorful Words and Phrases (PE, page 103; UR 2, page 61)
- Vocabulary and Collaborative Learning: Searching for Spectacular Verbs and Adjectives (PE, page 103; UR 2, page 63)

Strategies for Developing Readers

Tackle Scientific Terms

- Thoroughly read Reader's Resource before reading the selection (PE, page 92).
- Invite a science teacher to speak to students about botany and the type of plants and flowers mentioned in the selection.
- Invite a gardener to speak to students about how plants and flowers enhance our environment, both aesthetically and medically.

Additional Strategies for English Language Learners

- Read the Reader's Toolbox and Reader's Resource aloud (PE, page 92).
- Read a synopsis of the story.
- Use Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 93), and then listen to the Dramatic Recording of “Good Housekeeping” (AL, 19:00).
- As students listen to or read the selection, have them write down other words they do not understand.
- Clarify the old woman and the shoe reference in “Punishing Yourself” (PE, page 100).
- Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 101; UR 2, page 59) and Understanding Literature questions before engaging in a whole-class discussion (PE, page 102; UR 2, page 61).
- Use activities for Spanish speakers (SR, page 24).
Lesson Plan

“For My Sister Molly Who in the Fifties,” page 104

Teacher’s Name __________________ Class __________________ Date __________________

**Reading Level:** Challenging

**Difficulty Consideration:** Author’s style

**Ease Factor:** Selection length

**Synopsis:** A speaker pays tribute to her sister.

**Goals/Objectives:**
- to enjoy a poem about a special sister
- to discuss ideas about relationships between sisters
- to define free verse and tone and recognize and explain examples of tone
- to demonstrate an ability to find a compound verb in a sentence

**Before Reading**

- Daily Oral Language (VLR I, page 25; UR 2, page 70)
- Reader’s Journal (PE, page 104; UR 2, page 70)
- Reader’s Toolbox: Tone and Free Verse (PE, page 104)
- Reader’s Resource: Synopsis and History (PE, page 104)
- About the Author: Alice Walker (PE, page 108)
- Vocabulary from the Selection (ATE, page 105)
- Vocabulary: Easily Confused Pairs (VR, page 22)
- Reading Strategy: Skim the Poem (RSR)

**During Reading**

- Graphic Organizer (PE, page 104; VLR I, page 25; UR 2, page 70)
- Guided Reading Questions (PE, page 105; UR 2, page 71)
- Reading Strategy: Use a Text Organization Chart (RSR)
- Fix-Up Idea: Reread (RSR)

**After Reading**

- Reading Strategy: Share Your Chart (RSR)
- Standardized Test Practice: Identify Organizational Patterns (RSR)
- Respond to the Selection (PE, page 108; UR 2, page 71)
- Investigate, Inquire, and Imagine (PE, page 109; UR 2, page 72)
- Understanding Literature: Tone and Free Verse (PE, page 109; UR 2, page 73)
- Writer’s Journal: Letter, Journal Entry, or Free-Verse Poem (PE, page 110; UR 2, page 73)
- Study and Research: Researching the Background of a Literary Work (PE, page 110; UR 2, page 74)
- Language, Grammar, and Style: Identifying Compound Verbs (PE, page 110; UR 2, page 75)
- Vocabulary: Creating Word Finds (UR 2, page 76)
- Selection Check Test 4.2.11 (ATE, page 108; UR 2, page 77; TG)
- Selection Test 4.2.12 (UR 2, page 79; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**Reading Strategy:** Determine Text Organization

**Fix-Up Idea:** Reread

**Standardized Test Practice:** Identify Organizational Patterns

**SOUTH CAROLINA STATE STANDARDS**

click this box for details
“For My Sister Molly Who in the Fifties,” page 104

Teacher’s Name ____________________________ Class ____________________________ Date ____________________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Researching Author and African-American Sharecropper Farmers (ATE, page 105)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 105)
- English Language Learning: Vocabulary (ATE, page 105)
- Special Needs: Listening to the Selection (ATE, page 105)
- Enrichment: Collage (ATE, page 105)

**Cross-Curricular Activities**
- Sisterhood (ATE, page 106)
- Theories on Creativity (ATE, page 106)
- Mapping Molly’s Travels (ATE, page 107)

**Additional Questions and Activities**
- Leaving the Family (ATE, page 108)

**Flexible Grouping Suggestions**
- Motivation: Researching Author and African-American Sharecropper Farmers (ATE, page 105)
- Enrichment: Collage (ATE, page 105)
- Cross-Curricular Activities: Theories on Creativity (ATE, page 106)
- Cross-Curricular Activities: Mapping Molly’s Travels (ATE, page 107)
- Additional Questions and Activities: Leaving the Family (ATE, page 108)
- Investigate, Inquire, and Imagine (PE, page 109; UR 2, page 72)
- Understanding Literature: Tone and Free Verse (PE, page 109; UR 2, page 73)

**Homework Suggestions**
- Writer’s Journal: Letter, Journal Entry, or Free-Verse Poem (PE, page 110; UR 2, page 73)
- Study and Research: Researching the Background of a Literary Work (PE, page 110; UR 2, page 74)
- Language, Grammar, and Style: Identifying Compound Verbs (PE, page 110; UR 2, page 75)
- Vocabulary: Creating Word Finds (UR 2, page 76)

**Strategies for Developing Readers**

**Tackle Author’s Style**
- Read Reader’s Toolbox aloud, focusing especially on the definition of free verse (PE, page 104).
- Explain to students that poets often break grammar and sentence structure rules.
- Have students search for ways that the poet breaks the rules.
- Read the poem aloud, allowing students to hear the flow of each line.
- Use the questions in Understanding Literature: Free Verse to discuss the author’s style (PE, page 109).

**Additional Strategies for English Language Learners**
- Use Internet or library resources to find out what life was like in the 1950s for African Americans.
- Define the words in the Graphic Organizer, and help students create their own organizers (PE, page 104; VLR I, page 25; UR 2, page 70).
- Read the poem aloud so students can hear the rhythm and flow of the poem.
- Have students write down additional words they do not understand.
- Have small groups answer the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 109; UR 2, page 72).
Unit Two
Family Ties
Closing the Unit, pages 111–119

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

_________ Hope Was Here by Joan Bauer (PE, page 111)
_________ Constructing a Family History (PE, page 111; UR 2, page 82)

Other Books Students May Want to Read

_________ Tracker by Gary Paulsen (PE, page 111)
_________ Looking for Alibrandi by Melina Marchetta (PE, page 111)

Guided Writing

Expressive Writing: Composing a Narrative Poem

Assignment: Students write a narrative poem (PE, pages 112–117).

Before Writing

_________ Composing a Narrative Poem (PE, page 112)
_________ Professional Model (PE, page 112)
_________ Previewing Models and Rubric for Assignment (VLR I, page 124; WR, page 45)
_________ Prewriting (PE, page 113; WR, page 33)
_________ Student Model—Graphic Organizer (PE, page 113; WR, page 35)
_________ Graphic Organizer (VLR I, page 121; WR, page 34)

During Writing

_________ Drafting (PE, page 114)
_________ Student Model—Draft (PE, page 114; VLR I, page 122; WR, page 36)
_________ Self- and Peer Evaluation (PE, page 115; WR, page 39)
_________ Language, Grammar, and Style: Compound Verbs (PE, page 113; WR, page 37)
_________ Student Model—Revised (PE, page 116; WR, page 41)
_________ Revising and Proofreading (PE, page 116)

After Writing

_________ Publishing and Presenting (PE, page 117)
_________ Reflecting (PE, page 117)

Individual Learning Strategies

_________ Motivation: Listening to Narrative Poetry (ATE, page 112)
_________ Reading Proficiency: Responding to the Model (ATE, page 112)
_________ English Language Learning: Responding to a Poem (ATE, page 112)
_________ Special Needs: Collaborative Learning (ATE, page 112)
_________ Enrichment: Oral Interpretation (ATE, page 113)
Lesson Plan

Unit Two
Family Ties
Closing the Unit, pages 111–119

Teacher’s Name __________________________________ Class __________________ Date __________________

Flexible Grouping Suggestions

- Special Needs: Collaborative Learning (ATE, page 112)
- Enrichment: Oral Interpretation (ATE, page 113)
- Peer Evaluation (PE, page 115; WR, page 40)
- Revising and Proofreading (PE, page 116)
- Publishing and Presenting (PE, page 117)

Homework Suggestions

- Graphic Organizer (VLR, page 121; WR, page 34)
- Language, Grammar, and Style: Compound Verbs (PE, page 113; WR, page 37)
- Self-Evaluation—Narrative Poem (PE, page 115; WR, page 39)
- Rubric for Narrative Writing: Composing a Narrative Poem (VLR I, page 124; WR, page 45)

Unit Two Review

Review and Assessment

- Words for Everyday Use (PE, page 118; UR 2, page 83)
- Vocabulary Development (ATE, page 118)
- Literary Tools (PE, page 118; UR 2, page 84)
- Unit 2 Review (UR 2, page 83)
- Unit 2 Study Guide (UR 2, page 86)
- Unit 2 Test (UR 2, page 90; TG)

Reflecting on Your Reading

- Theme (PE, page 118)
- Group Project (PE, page 119; UR 2, page 85)
- Critical Thinking (PE, page 119; UR 2, page 85)

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Lesson Plan

Unit Three
Going Down the Road
Opening the Unit, pages 120–122

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Dates I Plan to Teach This Unit _____________________________________________

Unit 3 Goals/Objectives:
• to explore ideas related to the theme of travel
• to summarize how travel affects different people and their perceptions on life
• to define and recognize limited point of view, setting, dialogue, meter, rhyme scheme, allegory, and theme and explain examples of each
• to develop a persuasive research paper
• to write strong paragraphs
• to demonstrate an ability to document sources properly

Lessons I Plan to Teach
_________ from The Original Journals of the Lewis and Clark Expedition, page 123
_________ Related Reading: “The Corps of Discovery: They Had Some Help,” page 132
_________ from Blue Highways: A Journey into America, page 137
_________ Related Reading: “Southbound on the Freeway,” page 148
_________ Insights: The History of Auto Travel, page 149
_________ “Roads Go Ever Ever On” and “Travel,” page 152
_________ Related Reading: “Wanting to Move,” page 156
_________ “Freedom” and “The Road Not Taken,” page 159
_________ For Your Reading List, page 167
_________ Guided Writing—Informative/Persuasive Writing: Developing a Persuasive Research Paper, page 168
_________ Unit Three Review, page 179

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 120–122).

Getting Started in the Classroom
_________ Fine Art: Cadillac Ranch Photograph. Have students discuss how the photograph relates to the title of this unit (PE, page 120).
_________ Echoes (PE, page 122)
_________ Additional Questions and Activities: Creating a Mural (ATE, page 122)
**Lesson Plan**

from *The Original Journals of the Lewis and Clark Expedition*, page 123

Teacher’s Name ___________________________ Class ___________________________ Date ________________

**Reading Level:** Challenging

**Difficulty Considerations:** Unfamiliar names; vocabulary

**Ease Factor:** Journal format

**Synopsis:** In these excerpts from the summer of 1805, both Lewis and Clark describe the terrain, the Indians, the buffalo, and other events they encounter on a journey west.

**Goals/Objectives:**
- to appreciate what it might be like to explore unknown territory
- to briefly explain the significance of working on a team and depending on other people to carry through a plan
- to define *journal* and *limited point of view*
- to work to plan a vacation

**Related Reading:** "The Corps of Discovery: They Had Some Help," page 132

**Before Reading**
- Daily Oral Language (VLR I, page 26; UR 3, page 1)
- Reader’s Journal (PE, page 123; UR 3, page 1)
- Reader’s Resource: History Connection and Geography Connection (PE, page 123)
- Reader’s Toolbox: Journal and Limited Point of View (PE, page 123)
- About the Authors: Meriwether Lewis and William Clark (PE, page 131)
- Vocabulary from the Selection (ATE, page 124)
- Vocabulary: Pronunciations and Accented Syllables (VR, page 24)
- Reading Strategy: Write a Journal Entry (RSR)

**During Reading**
- Dramatic Recording: from *The Original Journals of the Lewis and Clark Expedition* (AL, 18:59)
- Guided Reading Questions (PE, page 124; UR 3, page 1)
- Reading Strategy: Summarize Journal Entries (RSR)
- Fix-Up Idea: Unlock Difficult Words (RSR)

**After Reading**
- Reading Strategy: Share Your Summaries (RSR)
- Standardized Test Practice: Compare and Contrast Information and Text (RSR)
- Respond to the Selection (PE, page 131; UR 3, page 3)
- Investigate, Inquire, and Imagine (PE, page 135; UR 3, page 5)
- Understanding Literature: Journal and Limited Point of View (PE, page 136; UR 3, page 6)
- Writer’s Journal: Journal Entry, Field Guide Entry, or Dialogue (PE, page 136; UR 3, page 7)
- Language, Grammar, and Style: Proofreading (PE, page 136; UR 3, page 8)
- Applied English: Planning a Vacation (PE, page 136; UR 3, page 9)
- Vocabulary: Word Definition Game (UR 3, page 9)
- Selection Check Test 4.3.1 (ATE, page 131; UR 3, page 10; TG)
- Selection Test 4.3.2 (UR 3, page 12; TG)
- Related Reading: "The Corps of Discovery: They Had Some Help" (PE, page 132)
- Dramatic Recording: "The Corps of Discovery: They Had Some Help" (AL, 11:03)
- Related Reading Questions (ATE, pages 132–134; UR 3, page 3)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

**Reading Strategies Resource, Page 38**

**Reading Strategy:** Write Things Down

**Fix-Up Idea:** Unlock Difficult Words

**Standardized Test Practice:**
- Compare and Contrast Information and Text

**South Carolina State Standards**

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

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

from *The Original Journals of the Lewis and Clark Expedition*, page 123

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td>________ Reading Proficiency: Grammatical Irregularities in Journals and Listening to the Selection (ATE, page 124)</td>
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<td>________ English Language Learning: Vocabulary (ATE, page 124)</td>
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<td>________ Special Needs: Working with a Partner (ATE, page 124)</td>
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<td>________ Enrichment: Mapping Lewis and Clark’s Route (ATE, page 125)</td>
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<tr>
<th>Cross-Curricular Activities</th>
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<td>________ Longitude and Latitude (ATE, page 126)</td>
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<td>________ Changing Rivers (ATE, page 129)</td>
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<th>Historical Note</th>
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<td>________ Sacagawea (ATE, page 127)</td>
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<tr>
<th>Additional Questions and Activities</th>
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<td>________ Discussing U.S. Attitudes (ATE, page 131)</td>
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<td>________ Related Reading Questions (ATE, pages 132–134)</td>
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<th>Flexible Grouping Suggestions</th>
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<td>________ Investigate, Inquire, and Imagine (PE, page 135; UR 3, page 5)</td>
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<td>________ Understanding Literature: Journal and Limited Point of View (PE, page 136; UR 3, page 6)</td>
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<td>________ Applied English: Planning a Vacation (PE, page 136; UR 3, page 9)</td>
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<tr>
<th>Homework Suggestions</th>
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<tr>
<td>________ Writer’s Journal: Journal Entry, Field Guide Entry, or Dialogue (PE, page 136; UR 3, page 7)</td>
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<td>________ Language, Grammar, and Style: Proofreading (PE, page 136; UR 3, page 8)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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<tr>
<td><strong>Tackle Unfamiliar Names</strong></td>
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<tr>
<td>________ Preview the names by listing them on the board and giving their pronunciations.</td>
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<tr>
<td>________ Play the audio version of the story so that students can hear the pronunciations of the names (AL, 18:59).</td>
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<tr>
<th><strong>Tackle Vocabulary</strong></th>
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<tr>
<td>________ Allow students to preview the new vocabulary words used in the selection.</td>
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<td>________ Have students identify words that they already know.</td>
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<td>________ Encourage students to predict the meaning of unknown words by using context clues.</td>
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<tr>
<td>________ Familiarize students with the new vocabulary by working on the activities found in the VR (page 24).</td>
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<tr>
<th>Additional Strategies for English Language Learners</th>
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<tr>
<td>________ Read the synopsis of the selection.</td>
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<tr>
<td>________ Use a map or a globe to show longitude and latitude (PE, page 123).</td>
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<tr>
<td>________ Use Internet or library resources to find out more about the route Lewis and Clark took.</td>
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<tr>
<td>________ Listen to the Dramatic Recording before reading (AL, 18:59), and then have students reread the selection.</td>
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<tr>
<td>________ Use Reading Proficiency: Grammatical Irregularities in Journals and Listening to the Selection (ATE, page 124). Have students write down words they do not understand.</td>
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<tr>
<td>________ Have small groups answer the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 135; UR 3, page 5).</td>
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from *Blue Highways: A Journey into America*, page 137

**Teacher's Name ________________________ Class ________________________ Date __________________**

**Reading Level:** Moderate  
**Difficulty Considerations:** Vocabulary; dialect  
**Ease Factor:** Subject matter  
**Synopsis:** The author describes his travels along the highways of rural America.  

**Goals/Objectives:**  
- to enjoy a descriptive autobiography  
- to summarize the way the main character views travel and people  
- to define and explain examples of setting, dialogue, and dialect in the selection  
- to work collaboratively to learn about the past

**Related Reading:** “Southbound on the Freeway,” page 148  

**Insights:** The History of Auto Travel, page 149

**Before Reading**
- Daily Oral Language (VLR I, page 27; UR 3, page 17)
- Reader’s Journal (PE, page 137; UR 3, page 18)
- Reader’s Toolbox: Setting, Dialogue, and Dialect (PE, page 137)
- Reader’s Resource (PE, page 137)
- About the Author: William Least Heat Moon (PE, page 147)
- Vocabulary from the Selection (ATE, page 139)
- Vocabulary: Morphemes and Spelling Patterns (VR, page 26)
- Reading Strategy: Think about an Author’s Purpose (RSR)

**During Reading**
- Graphic Organizer (PE, page 137; VLR I, page 27; UR 3, page 17)
- Guided Reading Questions (PE, page 138; UR 3, page 18)
- Art Smart: Lee Friedlander (PE, page 143)
- Reading Strategy: Why Did the Author Share His Journey? (RSR)
- Fix-Up Idea: Vary Reading Rate (RSR)

**After Reading**
- Reading Strategy: Discuss the Author’s Purpose (RSR)
- Standardized Test Practice: Determine Author’s Purpose (RSR)
- Respond to the Selection (PE, page 147; UR 3, page 20)
- Investigate, Inquire, and Imagine (PE, page 150; UR 3, page 21)
- Understanding Literature: Setting, Dialogue, and Dialect (PE, page 150; UR 3, page 23)
- Writer’s Journal: Travel Guide Entry, Travelogue, or Support Letter or Protest Statement (PE, page 151; UR 3, page 24)
- Speaking and Listening: Travelers’ Tales (PE, page 151)
- Collaborative Learning: Learning about the Past (PE, page 151; UR 3, page 25)
- Study and Research: Flight to the Cities (PE, page 151; UR 3, page 26)
- Language, Grammar, and Style: Identifying Dialect (UR 3, page 29)
- Vocabulary: Synonyms (UR 3, page 30)
- Selection Check Test 4.3.3 (ATE, page 147; UR 3, page 32; TG)
- Selection Test 4.3.4 (UR 3, page 34; TG)
- Related Reading: “Southbound on the Freeway” (PE, page 148)
- Dramatic Recording: “Southbound on the Freeway” (AL, 1:05)
- Insights: The History of Auto Travel (PE, page 149)
- Related Reading and Insights Questions (ATE, pages 148–149; UR 3, pages 20–21)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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

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

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from *Blue Highways: A Journey into America*, page 137

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Interviewing Older Relatives (ATE, page 139)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 139)
- English Language Learning: Vocabulary (ATE, page 139)
- Special Needs: Checking Comprehension (ATE, page 139)
- Enrichment: Collage of a Special Place (ATE, page 139)

**Literary Technique**

- Dialect (ATE, page 140)

**Cross-Curricular Activities**

- Researching Ponce de León (ATE, page 141)
- Researching Place Names (ATE, page 144)
- Bluegrass Music (ATE, page 146)

**Additional Questions and Activities**

- Discussing a Statement (ATE, page 143)
- Significance of Dialogue (ATE, page 145)
- Comparing Selections (ATE, page 146)
- Related Reading Questions (ATE, page 148; UR 5, page 20)
- Insight Questions (ATE, page 149; UR 3, page 21)

**Historical Notes**

- Osage Nation (ATE, page 137)
- Rural Medical Care (ATE, page 145)

**Flexible Grouping Suggestions**

- Special Needs: Checking Comprehension (ATE, page 139)
- Cross-Curricular Activities: Researching Ponce de León (ATE, page 141)
- Cross-Curricular Activities: Researching Place Names (ATE, page 144)
- Additional Questions and Activities: Discussing a Statement (ATE, page 143)
- Additional Questions and Activities: Comparing Selections (ATE, page 146)
- Related Reading Questions (ATE, page 148)
- Investigate, Inquire, and Imagine (PE, page 150; UR 3, page 21)
- Understanding Literature: Setting, Dialogue, and Dialect (PE, page 150; UR 3, page 23)

**Strategies for Developing Readers**

**Tackle Vocabulary**

- Allow students to preview the new vocabulary words used in the selection.
- Have students identify words that they already know.
- Encourage students to predict the meaning of unknown words by using context clues.
- Familiarize students with new vocabulary by working on the activities found in the VR (page 26).

**Tackle Dialect**

- Read Reader’s Toolbox, focusing especially on Dialect (PE, page 137).
- Present the information given under Literary Technique: Dialect (ATE, page 140).
- Direct students to the Language, Grammar, and Style Resource 3.5: Dialects of English (page 921).
- Help students complete Language, Grammar, and Style: Identifying Dialect, which asks them to identify examples of dialect in the selection (UR 3, page 28).

**Additional Strategies for English Language Learners**

- Bring in a road map so you can show students the blue highways.
- Have partners read and answer the Guided Reading Questions (PE, page 138; UR 3, page 18).
- Use activities for Spanish speakers (SR, page 30).
“Roads Go Ever Ever On” and “Travel,” page 152

Reading Level: Moderate, Easy

Difficulty Consideration: Word order

Ease Factors: Selection length; rhyme

Synopsis: Both poems discuss roads literally and metaphorically.

Goals/Objectives:
- to appreciate two works of poetry
- to discuss attitudes toward travel
- to define meter and rhyme scheme and recognize them in the selections
- to work to create an advertisement

Related Reading: “Wanting to Move,” page 156

Before Reading
- Daily Oral Language (VLR I, page 28; UR 3, page 39)
- Reader’s Journal (PE, page 152; UR 3, page 39)
- Reader’s Toolbox: Meter and Rhyme Scheme (PE, page 152)
- Reader’s Resource: Synopsis and History Connection (PE, page 152)
- About the Authors: J. R. R. Tolkien and Edna St. Vincent Millay (PE, page 155)
- Art Smart: Samuel Palmer (PE, page 153; ATE, page 153)
- Art Smart: Vincent van Gogh (PE, page 154; VLR II, page 10; ATE, page 154)
- Vocabulary from the Selection (ATE, page 154)
- Vocabulary: Disciplines: The –ologies (VR, page 31)
- Reading Strategy: Visualize Your Path in Life (RSR)

During Reading
- Graphic Organizer (PE, page 152; VLR I, page 28)
- Dramatic Recording: “Travel” (AL, 0:43)
- Guided Reading Questions (PE, page 153; UR 3, page 39)
- Reading Strategy: Visualize Images in the Poem (RSR)
- Fix-Up Idea: Read Aloud (RSR)

After Reading
- Reading Strategy: Discuss Differences Among the Poems (RSR)
- Standardized Test Practice: Describe an Author’s Point of View (RSR)
- Respond to the Selection (PE, page 155; UR 3, page 40)
- Investigate, Inquire, and Imagine (PE, page 157; UR 3, page 41)
- Understanding Literature: Meter and Rhyme Scheme (PE, page 157; UR 3, page 42)
- Writer’s Journal: Summary, Itinerary, or Persuasive Letter (PE, page 158; UR 3, page 43)
- Speaking and Listening & Collaborative Learning: Communicating the Mood of a Poem (PE, page 158; UR 3, page 44)
- Applied English: Creating an Advertisement (PE, page 158)
- Vocabulary: Using a Thesaurus (UR 3, page 45)
- Selection Check Test 4.3.5 (ATE, page 155; UR 3, page 47; TG)
- Selection Test 4.3.6 (UR 3, page 49; TG)
- Related Reading: “Wanting to Move” (PE, page 156)
- Related Reading Questions (ATE, page 156; UR 3, page 40)
- Internet activities at http://www.emcp.com
- Free reading time

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Lesson Plan

“Roads Go Ever Ever On” and “Travel,” page 152

Teacher’s Name ______________________________ Class __________________Date __________________

M T W TH F

Teaching Options

Individual Learning Strategies

— Motivation: Writing a Poem (ATE, page 152)
— Reading Proficiency: Prereading Activities (ATE, page 152)
— English Language Learning: Vocabulary (ATE, page 152)
— Special Needs: Listening to Poems (ATE, page 153)
— Enrichment: Personal Essay (ATE, page 153)

Art Smart

— Samuel Palmer (ATE, page 153)
— Vincent van Gogh (ATE, page 154)

Additional Questions and Activities

— Fantasy (ATE, page 153)
— Related Reading Questions (ATE, page 156)

Flexible Grouping Suggestions

— Art Smart: Discussing Images (ATE, page 154)
— Additional Questions and Activities: Fantasy (ATE, page 153)
— Additional Questions and Activities: Related Reading Questions (ATE, page 156)
— Investigate, Inquire, and Imagine (PE, page 157; UR 3, page 41)
— Understanding Literature: Meter and Rhyme Scheme (PE, page 157; UR 3, page 42)
— Speaking and Listening & Collaborative Learning: Communicating the Mood of a Poem (PE, page 158; UR 3, page 44)
— Applied English: Creating an Advertisement (PE, page 158)

Homework Suggestions

— Writer’s Journal: Summary, Itinerary, or Persuasive Letter (PE, page 158; UR 3, page 43)
— Vocabulary: Using a Thesaurus (UR 3, page 45)

Strategies for Developing Readers

Tackle Word Order

— Help students recognize that changing word order eases understanding phrases like winter sown, home afar, meadows green, and feet that wandering have gone.

Additional Strategies for English Language Learners

— Read the Reader’s Resource and Reader’s Toolbox aloud (PE, page 1).
— Have pairs read the poems and discuss Understanding Literature questions (PE, page 157; UR 3, page 42).
— Hold a whole-class discussion on travel and traveling. Have students share their experiences.

for “Wanting to Move”

— Use Additional Questions and Activities: Related Reading Questions (ATE, page 156).
**Lesson Plan**

**“Freedom” and “The Road Not Taken,” page 159**

Teacher's Name ___________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Philosophical tone

**Synopsis:** The two poems address the freedom of choices that we have.

**Goals/Objectives:**
- to interpret and appreciate poems about freedom and choices
- to describe Robert Frost's literary accomplishments and explain the historical significance of his writings
- to define allegory and theme and recognize and explain examples of each
- to demonstrate an ability to identify complements for linking verbs in a sentence

**Before Reading**
- Daily Oral Language (VLR I, page 29; UR 3, page 53)
- Reader's Journal (PE, page 159; UR 3, page 54)
- Reader's Toolbox: Allegory and Theme (PE, page 159)
- Reader's Resource: Synopsis and Individualism (PE, page 159)
- About the Authors: William Stafford and Robert Frost (PE, page 164)
- Fine Art: Edvard Munch (PE, page 166; VLR II, page 13; Art Smart, ATE, page 160)
- Vocabulary from the Selection (ATE, page 159)
- Vocabulary: Phobias (VR, page 34)
- Reading Strategy: What Do You Know about Freedom? (RSR)

**During Reading**
- Graphic Organizer (PE, page 159; VLR I, page 29; UR 3, page 53)
- Dramatic Recording: “Freedom” (AL, 0:42)
- Dramatic Recording: “The Road Not Taken” (AL, 1:08)
- Guided Reading Questions (PE, page 161; UR 3, page 54)
- Reading Strategy: How Do the Poems Define Freedom? (RSR)
- Fix-Up Idea: Reread (RSR)

**After Reading**
- Reading Strategy: Compare Your Ideas to Ideas in the Poems (RSR)
- Standardized Test Practice: Identify Main Ideas (RSR)
- Respond to the Selection (PE, page 164; UR 3, page 54)
- Investigate, Inquire, and Imagine (PE, page 165; UR 3, page 55)
- Understanding Literature: Theme and Allegory (PE, page 165; UR 3, page 56)
- Writer's Journal: Personal Creed, Poem, or Summary (PE, page 166; UR 3, page 57)
- Language, Grammar, and Style: Completers for Linking Verbs (PE, page 166; UR 3, page 58)
- Vocabulary: Antonym Game (UR 3, page 59)
- Selection Check Test 4.3.7 (ATE, page 164; UR 3, page 60; TG)
- Selection Test 4.3.8 (UR 3, page 62; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**South Carolina State Standards**

**Reading Strategies Resource, Page 50**

**Reading Strategy:** Connect to Prior Knowledge
**Fix-Up Idea:** Reread

**Standardized Test Practice:** Identify Main Ideas
“Freedom” and “The Road Not Taken,” page 159

Teacher’s Name ____________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Comparing Poems (ATE, page 160)
- Reading Proficiency: Listening to the Selection (ATE, page 160)
- English Language Learning: Vocabulary (ATE, page 160)
- Special Needs: Checking Comprehension (ATE, page 160)
- Enrichment: Bulletin Board (ATE, page 160)

**Cross-Curricular Activities**
- Biographical Criticism (ATE, page 162)
- Frost’s Poetry (ATE, page 162)

**Flexible Grouping Suggestions**
- Motivation: Comparing Poems (ATE, page 160)
- Enrichment: Bulletin Board (ATE, page 160)
- Art Smart: Edvard Munch (ATE, page 160; VLR II, page 13; Art Smart, ATE, page 160)
- Investigate, Inquire, and Imagine (PE, page 165; UR 3, page 55)
- Understanding Literature: Theme and Allegory (PE, page 165; UR 3, page 56)

**Homework Suggestions**
- Writer’s Journal: Personal Creed, Poem, or Summary (PE, page 166; UR 3, page 57)
- Language, Grammar, and Style: Completers for Linking Verbs (PE, page 166; UR 3, page 58)
- Vocabulary: Antonym Game (UR 3, page 59)

**Strategies for Developing Readers**

**Tackle Philosophical Tone**
- Read Reader’s Resource, focusing especially on the third point—Individualism (PE, page 159).
- Encourage students to reflect on the meaning of the following terms: freedom, oppression, and individualism.
- Allow students to fill in the Graphic Organizer as they read with a more proficient reader.

**Additional Strategies for English Language Learners**
- Read the Reader’s Resource and Reader’s Toolbox aloud (PE, page 159).
- Preview the new vocabulary for each poem before reading it (example: for “The Road Not Taken”: undergrowth, hence, diverged, tread.)
- Have small groups answer questions in Understanding Literature: Theme and Allegory (PE, page 166; UR 3, page 56).
- Discuss which road William Least Heat Moon from Blue Highways: A Journey into America (PE, page 137) would have taken and why.
- Use activities for Spanish speakers (SR, page 38).
Unit Three
Going Down the Road
Closing the Unit, pages 167–181

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
Stealing Freedom by Elisa Carbone (PE, page 167). This title is available as an EMC Masterpiece Series Access Edition.
Book Review (PE, page 167; UR 3, page 66)

Other Books Students May Want to Read
The Captain’s Dog: My Journey with the Lewis and Clark Tribe by Roland Smith (PE, page 167)
Journey of the Sparrows by Fran Leeper Buss with the assistance of Daisy Cubias (PE, page 167)
My American Adventure by Amy Burritt (PE, page 167)
The Voyage of the Dawn Treader by C. S. Lewis (PE, page 167)

Guided Writing
Informativ/Persuasive Writing: Developing a Persuasive Research Paper
Assignment: Students write a persuasive research paper (PE, pages 168–178).

Before Writing
Developing a Persuasive Research Paper (PE, page 168)
Professional Model (PE, page 168)
Previewing Models and Rubric for Assignment (VLR I, page 129; WR, page 61)
Previewing Models (PE, page 169; WR, page 46)
Student Model—Graphic Organizer (PE, page 170; WR, page 49)
Graphic Organizer (VLR I, page 125; WR, page 48)

During Writing
Drafting (PE, page 171)
Student Model—Draft (PE, page 172; VLR I, page 126; WR, page 50)
Language, Grammar, and Style: Documenting Sources (PE, page 173; WR, page 51)
Revising and Proofreading (PE, page 174)
Student Model—Revised (PE, page 175; WR, page 59)
Self- and Peer Evaluation (PE, page 176; WR, page 55)

After Writing
Publishing and Presenting (PE, page 178)
Reflecting (PE, page 178)
Lesson Plan

Unit Three
Going Down the Road
Closing the Unit, pages 167–181

Teacher’s Name __________________________ Class __________________ Date __________________

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Unit Four
Understanding Conflict
Opening the Unit, pages 182–184

Teacher's Name ___________________________________ Class ___________________ Date __________________

Dates I Plan to Teach This Unit _____________________________________________

Unit 4 Goals/Objectives:
• to enjoy fiction and nonfiction that explore the theme of conflict
• to discuss different perspectives about conflict
• to define metaphor, simile, mood, symbol, exposition, irony of situation, suspense, tone, and repetition and recognize and explain examples of each
• to write and present a persuasive speech
• to demonstrate an ability to use verb tenses correctly and consistently

Lessons I Plan to Teach

_________ “The Drummer Boy of Shiloh,” page 185
_________ Related Reading: from Reluctant Witnesses: Children's Voices from the Civil War, page 192
_________ Related Reading: “My Dear Josie,” page 194
_________ Related Reading: from “Echoes of Shiloh,” page 196

_________ “The Bracelet,” page 200
_________ Related Reading: “In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers,” page 206

_________ Related Reading: If You Could Be My Friend: Letters of Mervet Akram Sha’bam and Galit Fink, page 209

_________ Related Reading: “Jerusalem,” page 219

_________ “The Sniper,” page 223
_________ Related Readings: “The Community of the Peace People” from Northern Ireland: Troubled Land and “Declaration of the Peace People,” page 229

_________ from “Our struggle is against all forms of racism,” page 233

_________ For Your Reading List, page 239

_________ Guided Writing—Persuasive Writing: Generating a Persuasive Speech, page 240

_________ Unit Four Review, page 246

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 182–183).

Getting Started in the Classroom

_________ Fine Art: Pablo Picasso. Have students discuss how the artwork relates to the title of this unit (PE, page 182).

_________ Echoes (PE, page 184)

_________ Additional Questions and Activities: Discussing Quotes (ATE, page 184)
Lesson Plan

“The Drummer Boy of Shiloh,” page 185

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Unfamiliar setting; vocabulary

Ease Factor: Selection length

Synopsis: A young drummer boy learns the value of his contribution.

Goals/Objectives:
• to empathize with and understand a speaker’s perspective
• to summarize the duties of a Civil War drummer boy
• to define historical fiction and define and explain examples of metaphor and simile in the selection
• to find concrete nouns and abstract nouns in a sentence
• to research the Battle of Shiloh
• to plan a Civil War exhibit

Related Readings: from Reluctant Witnesses: Children’s Voices from the Civil War, page 192; “My Dear Josie,” page 194; and from “Echoes of Shiloh,” page 196

Before Reading
____ Daily Oral Language (VLR I, page 31; UR 4, page 1)
____ Reader’s Journal (PE, page 185; UR 4, page 2)
____ Reader’s Toolbox: Historical Fiction, Metaphor, and Simile (PE, page 185)
____ Reader’s Resource: History Connection (PE, page 185)
____ About the Author: Ray Bradbury (PE, page 192)
____ Vocabulary from the Selection (ATE, page 187)
____ Vocabulary: Morphemes and Meaning (VR, page 37)
____ Reading Strategy: Practice Making a Mind Movie (RSR)

During Reading
____ Graphic Organizer (PE, page 185; VLR I, page 31; UR 4, page 1)
____ Dramatic Recording: “The Drummer Boy of Shiloh” (AL, 13:43)
____ Guided Reading Questions (PE, page 186; UR 4, page 2)
____ Reading Strategy: Make a Mind Movie about the Story (RSR)
____ Fix-Up Idea: Reread (RSR)

After Reading
____ Reading Strategy: Share Your Mind Movies (RSR)
____ Standardized Test Practice: Identify Setting and Conflict (RSR)
____ Respond to the Selection (PE, page 192; UR 4, page 3)
____ Investigate, Inquire, and Imagine (PE, page 197; UR 4, page 4)
____ Writer’s Journal: Letter, Metaphors, Similes, or Speech (PE, page 198; UR 4, page 5)
____ Study and Research: Researching the Battle of Shiloh (PE, page 198; UR 4, page 6)
____ Applied English: Planning a Civil War Exhibit (PE, page 198)
____ Media Literacy: Appreciating a Dramatic Reading (PE, page 199)
____ Vocabulary: Identifying Adjectives (UR 4, page 8)
____ Art Smart: Winslow Homer (ATE, page 188)
____ Art Smart: Images of Civil War Drummer Boys and Young Soldiers (ATE, page 199)
____ Selection Check Test 4.4.1 (ATE, page 192; UR 4, page 9; TG)
____ Selection Test 4.4.2 (UR 4, page 11; TG)
____ Related Readings (PE, pages 192, 194, 196)
____ Dramatic Recording: “My Dear Josie” (AL, 4:32)
____ Related Reading Questions (ATE, pages 193–196)
____ Internet activities at http://www.emcp.com
____ Free reading time

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UNIT 4 LESSON PLANS RESPONDING TO LITERATURE LITERACY RESOURCE 37
“The Drummer Boy of Shiloh,” page 185

Teacher's Name ____________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Civil War Exhibit (ATE, page 187)
Reading Proficiency: Listening to the Selection (ATE, page 187)
English Language Learning: Vocabulary (ATE, page 187)
Special Needs: Previewing Vocabulary and Footnotes (ATE, page 187)
Enrichment: Civil War Drums (ATE, page 187)

Cross-Curricular Activities

Mapping a Battle Site (ATE, page 186)
Film Decisions (ATE, page 191)

Historical Note

Abraham Lincoln (ATE, page 188)

Art Smart

Winslow Homer (ATE, page 188)
Images of Civil War Drummer Boys and Young Soldiers (ATE, page 199)

Additional Questions and Activities

Facing Fears (ATE, page 189)
Applying a Quote (ATE, page 190)
Related Reading Questions (ATE, pages 193-196)
Horatio's Letter (ATE, pages 194, 195)
Discussing Horatio's Letter (ATE, page 195)
Battle of Shiloh (ATE, page 196)

Quotables

Leo Rosten (ATE, page 190)

Literary Technique

Description (ATE, page 191)

Flexible Grouping Suggestions

Cross-Curricular Activities: Mapping a Battle Site (ATE, page 186)
Motivation: Civil War Exhibit (ATE, page 187)
Enrichment: Civil War Drums (ATE, page 187)
Additional Questions and Activities: Related Reading Questions (ATE, pages 193-196)
Additional Questions and Activities: Discussing Horatio's Letter (ATE, page 195)
Investigate, Inquire, and Imagine (PE, page 197, UR 4, page 4)
Understanding Literature: Historical Fiction, Metaphor, and Simile (PE, page 197, UR 4, page 5)
Applied English: Planning a Civil War Exhibit (PE, page 198)

Homework Suggestions

Writer’s Journal: Letter, Metaphors, Similes, or Speech (PE, page 198; UR 4, page 5)
Study and Research: Researching the Battle of Shiloh (PE, page 198; UR 4, page 6)
Media Literacy: Appreciating a Dramatic Reading (PE, page 199; UR 4, page 8)
Vocabulary: Identifying Adjectives (UR 4, page 8)

Strategies for Developing Readers

Tackle Unfamiliar Setting

Thoroughly read Reader's Resource before reading the selection (PE, page 185).
Share information about the American Civil War, including time, place, and political and social views.
Share information included in the Historical Note (ATE, page 188).
Read Related Reading, from Reluctant Witnesses: Children's Voices from the Civil War, prior to reading the selection (PE, page 192).

Tackle Vocabulary

Allow students to preview the new vocabulary words used in the selection.
Have students identify vocabulary words that they already know.
Encourage students to predict the meaning of unknown words by using context clues.
Familiarize students with the new vocabulary by working on the activities found in the VR (page 37).

Additional Strategies for English Language Learners

Read from Reluctant Witnesses: Children's Voices from the Civil War before reading (PE, page 192).
Share information about Abraham Lincoln (Historical Note, ATE, page 188), and discuss the pictures on pages 185, 187, 188, 190, 193, and 199.
If applicable, include students in Reading Proficiency: Listening to the Selection (ATE, page 187).
Have students compare the emotions and responsibilities of Ashraf (the boy who drums in “Moon,” PE, page 120) and the drummer boy from Shiloh.
Use activities for Spanish speakers (SR, page 43).
Lesson Plan

“The Bracelet,” page 200

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Easy

**Difficulty Consideration:** Historical references

**Ease Factor:** Simple style

**Synopsis:** Yoshiko Uchida writes of her experience in a relocation camp during World War II.

**Goals/Objectives:**
- to appreciate what it might be like to be taken from your home and placed in a concentration camp
- to explain some of the effects of concentration camps on Japanese Americans
- to define mood and symbol and explain examples of each
- to work collaboratively to plan a memorial

**Related Reading:** “In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers,” page 206

**Before Reading**
- Daily Oral Language (VLR I, page 32; UR 4, page 16)
- Reader’s Journal (PE, page 200; UR 4, page 16)
- Reader’s Toolbox: Mood and Symbol (PE, page 200)
- Reader’s Resource: World History Connection (PE, page 200)
- About the Author: Yoshiko Uchida (PE, page 205)
- Art Smart: Roger Shimomura (PE, page 200; VLR II, page 16)
- Vocabulary: Context Clues (VR, page 39)
- Reading Strategy: Think about a Historical Event (RSR)

**During Reading**
- Dramatic Recording: “The Bracelet” (AL, 12:14)
- Guided Reading Questions (PE, page 201; UR 4, page 16)
- Reading Strategy: How Would You Feel? (RSR)
- Fix-Up Idea: Find a New Strategy (RSR)

**After Reading**
- Reading Strategy: Discuss your Reactions (RSR)
- Standardized Test Practice: Identify Author’s Point of View (RSR)
- Respond to the Selection (PE, page 205; UR 4, page 18)
- Investigate, Inquire, and Imagine (PE, page 207; UR 4, page 18)
- Understanding Literature: Mood and Symbol (PE, page 207; UR 4, page 19)
- Writer’s Journal: Announcement, List of Rules, or Conversation (PE, page 208; UR 4, page 20)
- Collaborative Learning: Memorizing the Event (PE, page 208)
- Study and Research: Looking at Primary Sources (PE, page 208; UR 4, page 21)
- Language, Grammar, and Style: Using Concrete and Abstract Nouns (PE, page 208; UR 4, page 22)
- Vocabulary: Investigating Word Origins (UR 4, page 22)
- Selection Check Test 4.4.3 (ATE, page 205; UR 4, page 23; TG)
- Selection Test 4.4.4 (UR 4, page 24; TG)
- Related Reading: “In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers” (PE, page 206)
- Dramatic Recording: “In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers” (AL, 1:19)
- Related Reading Questions (ATE, page 206)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)

Free reading time

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Lesson Plan

“The Bracelet,” page 200

Teacher’s Name ___________________________ Class __________________ Date ________________

Teaching Options

Individual Learning Strategies

Motivation: Create a Memorial Display (ATE, page 201)
Reading Proficiency: Listening to the Selection (ATE, page 201)
English Language Learning: Vocabulary (ATE, page 201)
Special Needs: Working with a Partner (ATE, page 201)
Enrichment: Researching Life in Relocation Camps (ATE, page 201)

Additional Questions and Activities

List of Personal Items (ATE, page 202)
Related Reading Questions (ATE, page 206)

Cross-Curricular Activities

Sketching the Civil Control Station (ATE, page 203)

Flexible Grouping Suggestions

Motivation: Create a Memorial Display (ATE, page 201)
Special Needs: Working with a Partner (ATE, page 201)
Enrichment: Researching Life in Relocation Camps (ATE, page 201)
Additional Questions and Activities: Related Reading Questions (ATE, page 206)
Investigate, Inquire, and Imagine (PE, page 207; UR 4, page 18)
Understanding Literature: Mood and Symbol (PE, page 207; UR 4, page 19)
Collaborative Learning: Memorializing the Event (PE, page 208)

Homework Suggestions

Writer’s Journal: Announcement, List of Rules, or Conversation (PE, page 208; UR 4, page 20)
Study and Research: Looking at Primary Sources (PE, page 208; UR 4, page 21)
Language, Grammar, and Style: Using Concrete and Abstract Nouns (PE, page 208; UR 4, page 22)
Vocabulary: Investigating Word Origins (UR 4, page 22)

Strategies for Developing Readers

Tackle Historical References

Read Reader’s Resource aloud (PE, page 200).
Preview all of the art in the selection and discuss the art of Roger Shimomura (PE, page 200; VLR II, page 16; Art Smart, PE, page 200).
Have students draw a picture of the Civil Control Central (Cross-Curricular Activities, ATE, page 203).

Additional Strategies for English Language Learners

Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 200).
Use Internet or library resources to find out more about relocation camps (Enrichment, ATE, page 201). On a map, show where these camps were located.
If students are willing, have them share firsthand information they may have about relocation camps in other parts of the world.
Preview the pictures on pages 200, 202, 203 and 204.
Have pairs define words they do not know as they read. Have them read and paraphrase short sections of the story using their definitions.
Read the Related Reading aloud (PE, page 206).
Have small groups answer the Investigate, Inquire, and Imagine (PE, page 207; UR 4, page 18) and Understanding Literature questions before engaging in a whole-class discussion (PE, page 207; UR 4, page 19).
Have students compare the cultural items given to the narrator in “The Medicine Bag” (PE, page 57) to those given to the narrator in this story. Ask how the items changed each person.
Use additional activities for Spanish speakers (SR, page 49).

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet


UNIT 4 LESSON PLANS  RESPONDING TO LITERATURE  LITERACY RESOURCE
Lesson Plan

from If You Could Be My Friend: Letters from Mervet Akram Sha’ban and Galit Fink, page 209

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Unfamiliar setting; shifts in time

Ease Factors: Prereading information; footnotes

Synopsis: Two girls, Mervit and Galit, develop a friendship as they exchange letters across enemy lines.

Goals/Objectives:
• to understand the circumstances surrounding the friendship between the two main characters
• to discuss different perspectives on conflict
• to define epistolary writing and exposition and explain examples of each in the selection
• to conduct research on the Israeli-Palestinian conflict

Related Reading: “Jerusalem,” page 219

Before Reading

Daily Oral Language (VLR I, page 33; UR 4, page 29)
Reader’s Journal (PE, page 209; UR 4, page 29)
Reader’s Toolbox: Epistolary Writing and Exposition (PE, page 209)
Reader’s Resource: World History Connection (PE, page 209)
Art Smart: Suleiman Mansour (ATE, page 210)
About the Author: Litsa Boudalika (PE, page 218)
Vocabulary from the Selection (ATE, page 209)
Vocabulary: Root Families (VR, page 41)
Reading Strategy: Draw Cluster Charts (RSR)

During Reading

Dramatic Recording: “If You Could Be My Friend” (AL, 23:40)
Guided Reading Questions (PE, page 211; UR 4, page 29)
Reading Strategy: Gather Information (RSR)
Fix-Up Idea: Read Short Sections (RSR)

After Reading

Reading Strategy: Discuss the Girls’ Lives (RSR)
Standardized Test Practice: Compare and Contrast Information (RSR)
Respond to the Selection (PE, page 218; UR 4, page 31)
Investigate, Inquire, and Imagine (PE, page 220; UR 4, page 31)
Understanding Literature: Epistolary Writing and Exposition (PE, page 220; UR 4, page 33)
Writer’s Journal: Letter, Journal Entry, or Poem (PE, page 221; UR 4, page 33)
Speaking and Listening & Collaborative Learning: Group Role-Play (PE, page 221)
Language, Grammar, and Style: Working with Inverted Sentences (PE, page 221; UR 4, page 34)
Media Literacy & Study and Research: Reading a Map and Researching the Occupied Territories (PE, page 222; UR 4, page 35)
Vocabulary: Choosing Synonyms (UR 4, page 36)
Related Reading: “Jerusalem” (PE, page 219)
Dramatic Recording: “Jerusalem” (AL, 2:21)
Related Reading Questions (ATE, page 219)
Selection Check Test 4.4.5 (ATE, page 218; UR 4, page 38; TG)
Selection Test 4.4.6 (UR 4, page 40; TG)
Internet activities at http://www.emcp.com
Free reading time

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UNIT 4 LESSON PLANS  RESPONDING TO LITERATURE  LITERACY RESOURCE


SOUTH CAROLINA STATE STANDARDS

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**Lesson Plan**

**from If You Could Be My Friend: Letters from Mervet Akram Sha’ban and Galit Fink, page 209**

Teacher's Name __________________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Letter to a Student from a Different Background (ATE, page 210)
- Reading Proficiency: Previewing the Vocabulary and Footnotes and Listening to the Selection (ATE, page 210)
- English Language Learning: Vocabulary (ATE, page 210)
- Special Needs: Reading Out Loud (ATE, page 210)
- Enrichment: Pictures of Mervet and Galit (ATE, page 210)

**Art Smart**

- Suleiman Mansour (ATE, page 210)

**Cross-Curricular Activities**

- Geography of Israel (ATE, page 211)

**Additional Questions and Activities**

- Letter to Galit (ATE, page 213)
- Letter to Mervet (ATE, page 214)
- Character Chart (ATE, page 215)
- Related Reading Questions (ATE, page 219)

**Flexible Grouping Suggestions**

- Enrichment: Pictures of Mervet and Galit (ATE, page 210)
- Art Smart: Suleiman Mansour (ATE, page 210)
- Cross-Curricular Activities: Geography of Israel (ATE, page 211)
- Investigate, Inquire, and Imagine (PE, page 220; UR 4, page 31)
- Understanding Literature: Epistolary Writing and Exposition (PE, page 220; UR 4, page 33)
- Speaking and Listening & Collaborative Learning: Group Role-Play (PE, page 221)

**Homework Suggestions**

- Writer's Journal: Letter, Journal Entry, or Poem (PE, page 221; UR 4, page 33)
- Language, Grammar, and Style: Working with Inverted Sentences (PE, page 221; UR 4, page 34)
- Media Literacy & Study and Research: Reading a Map and Researching the Occupied Territories (PE, page 222; UR 4, page 35)

**Strategies for Developing Readers**

**Tackle Unfamiliar Setting**

- Thoroughly read Reader’s Resource before reading the selection (PE, page 209).
- Discuss the political climate of relations between Israel and Palestine in 1989.
- Ask students to read the background information (in italics print) before reading each letter.
- Read About the Author information prior to reading the selection (PE, page 218).
- As an After-Reading activity, you may want to show the documentary “Duo,” which provides students with visuals of the setting and the two girls.

**Tackle Shifts in Time**

- Create a time line for the letters, including who wrote the letter and to whom and when the letter was written.
- Play the audio version of the selection (AL, 23:40).

**Additional Strategies for English Language Learners**

- Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 209).
- Ask students what they know about relations between Israel and Palestine now. Use the map on page 222 and review the footnotes before students read.
- Have students note the dates on the letters to get a sense that time has passed.
- Have students listen to the Dramatic Recording (AL, 23:40), stopping at the end of each page to read and discuss what the letter says. Help students define vocabulary words.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 220; UR 4, page 31) and Understanding Literature questions (PE, page 220; UR 4, page 33) before engaging in a whole-class discussion.
Lesson Plan

“The Sniper,” page 223

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Unfamiliar setting; vocabulary

Ease Factor: Selection length

Synopsis: A young Irish sniper unknowingly shoots his brother.

Goals/Objectives:
• to enjoy a suspenseful short story
• to describe the effect that war has on the main character
• to define irony of situation and suspense and recognize and explain examples of each
• to demonstrate an ability to find transitive and intransitive verbs in sentences

Related Readings: “The Community of the Peace People” from Northern Ireland: Troubled Land and “Declaration of the Peace People,” page 229

Before Reading
_________ Daily Oral Language (VLR I, page 34; UR 4, page 45)
_________ Reader’s Journal (PE, page 223; UR 4, page 45)
_________ Reader’s Toolbox: Irony of Situation and Suspense (PE, page 223)
_________ Reader’s Resource: World History Connection (PE, page 223)
_________ About the Author: Liam O’Flaherty (PE, page 228)
_________ Vocabulary from the Selection (ATE, page 223)
_________ Vocabulary: High-Frequency Spelling Rules (VR, page 44)
_________ Reading Strategy: Make a Prediction Chart (RSR)

During Reading
_________ Dramatic Recording (AL, 9:26)
_________ Guided Reading Questions (PE, page 224; UR 4, page 45)
_________ Reading Strategy: Fill in a Prediction Chart (RSR)
_________ Fix-Up Idea: Take a Break (RSR)

After Reading
_________ Reading Strategy: Share Your Predictions (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 228; UR 4, page 46)
_________ Investigate, Inquire, and Imagine (PE, page 230; UR 4, page 46)
_________ Understanding Literature: Irony of Situation and Suspense (PE, page 230; UR 4, page 48)
_________ Graphic Organizer (UR 4, page 48; VLR I, page 34)
_________ Writer’s Journal: Epitaph, Business Letter, or Children’s Story (PE, page 231; UR 4, page 49)
_________ Media Literacy: Internet Research (PE, page 231; UR 4, page 49)
_________ Critical Thinking & Collaborative Learning: Forming a Nonviolence Pledge (PE, page 232)
_________ Language, Grammar, and Style: Transitive and Intransitive (PE, page 232; UR 4, page 50)
_________ Vocabulary: Using New Words (PE, page 232; UR 4, page 52)
_________ Selection Check Test 4.4.7 (ATE, page 228; UR 4, page 53; TG)
_________ Selection Test 4.4.8 (UR 4, page 55; TG)
_________ Related Readings (PE, page 229)
_________ Related Reading Questions (ATE, page 229)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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“The Sniper,” page 223

Teacher’s Name ___________________________ Class __________________ Date __________________

Outline

Teaching Options

Individual Learning Strategies

_________ Motivation: Writing Peace Pledges (ATE, page 224)

_________ Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 224)

_________ English Language Learning: Vocabulary (ATE, page 224)

_________ Special Needs: Listening to the Selection (ATE, page 224)

_________ Enrichment: Speech (ATE, page 224)

Literary Technique

_________ Tone (ATE, page 225)

Additional Questions and Activities

_________ Discussing the Sniper (ATE, page 226)

_________ Sensory Detail Chart (ATE, page 227)

_________ Related Reading Questions (ATE, page 229)

Flexible Grouping Suggestions

_________ Motivation: Writing Peace Pledges (ATE, page 224)

_________ Special Needs: Listening to the Selection (ATE, page 224)

_________ Additional Questions and Activities: Discussing the Sniper (ATE, page 226)

_________ Investigate, Inquire, and Imagine (PE, page 230; UR 4, page 46)

_________ Understanding Literature: Irony of Situation and Suspense (PE, page 230; UR 4, page 48)

_________ Critical Thinking & Collaborative Learning: Forming a Nonviolence Pledge (PE, page 232)

Homework Suggestions

_________ Writer’s Journal: Epitaph, Business Letter, or Children’s Story (PE, page 231; UR 4, page 49)

_________ Media Literacy: Internet Research (PE, page 231; UR 4, page 49)

_________ Language, Grammar, and Style: Transitive and Intransitive (PE, page 232; UR 4, page 50)

_________ Vocabulary: Using New Words (PE, page 232; UR 4, page 52)

Strategies for Developing Readers

Tackle Unfamiliar Setting

_________ Thoroughly read Reader’s Resource, making sure students know the difference between Republicans and Free Staters (PE, page 223).

_________ Locate England and Ireland on a map; then point out the location of Dublin.

_________ Present students with a short synopsis of the story: the Republicans and Free Staters are at war and the story is told from the point of view of a Republican.

Tackle Vocabulary

_________ Allow students to preview the new vocabulary words used in the selection.

_________ Have students identify vocabulary words that they already know.

_________ Encourage students to predict the meaning of unknown words by using context clues.

_________ Familiarize students with the new vocabulary by working on the activities found in the VR (page 44).

Additional Strategies for English Language Learners

_________ The Reader’s Journal entry (PE, page 223; UR 4, page 45) may be too painful for some students. You might want to ask students to write about wars in the news instead.

_________ Read the Prereading information aloud (PE, page 223) and use Strategies for Developing Readers (above).

_________ Have partners read aloud to each other, alternating paragraphs and answering Guided Reading Questions as they proceed. Have them write down additional vocabulary words they cannot figure out from context.

_________ Have small groups answer and discuss the Investigate, Inquire, and Imagine questions (PE, page 230; UR 4, page 46).

_________ Have partners complete the Graphic Organizer (PE, page 231; VLR I, page 34).

_________ Read “The Community of the Peace People” and “Declaration of the Peace People” aloud. Ask students if they think Galit and Mervet from If You Could Be My Friend (PE, page 210) would agree with the ideas presented in “Declaration of the Peace People.”
Lesson Plan

from “Our struggle is against all forms of racism,” page 233

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Vocabulary; allusions to leading black figures

Ease Factor: Selection length

Synopsis: This selection reprints parts of Nelson Mandela’s 1990 speech given in Harlem, New York.

Goals/Objectives:
• to empathize with and understand a speaker’s perspective
• to summarize racial discrimination in South Africa
• to define and find examples of tone and repetition
• to conduct research on freedom fighters

Before Reading
- Daily Oral Language (VLR I, page 35; UR 4, page 60)
- Reader’s Journal (PE, page 233; UR 4, page 60)
- Reader’s Toolbox: Tone and Repetition (PE, page 233)
- Reader’s Resource: World History Connection (PE, page 233)
- Art Smart: Cheik Ledy (ATE, page 235)
- About the Author: Nelson Mandela (PE, page 236)
- Vocabulary from the Selection (ATE, page 234)
- Vocabulary: Word Parts Concerning Numbers (VR, page 46)
- Reading Strategy: Create a Cluster Chart (RSR)

During Reading
- Guided Reading Questions (PE, page 235; UR 4, page 60)
- Reading Strategy: Fill in a Cluster Chart (RSR)
- Fix-Up Idea: Read Aloud (RSR)

After Reading
- Reading Strategy: Share Your Cluster Chart (RSR)
- Standardized Test Practice: Determine an Author’s Purpose and Point of View (RSR)
- Respond to the Selection (PE, page 236; UR 4, page 61)
- Investigate, Inquire, and Imagine (PE, page 237; UR 4, page 61)
- Understanding Literature: Tone and Repetition (PE, page 237; UR 4, page 62)
- Writer’s Journal: Letter, Definitions, or News Story (PE, page 238; UR 4, page 64)
- Speaking and Listening: Reading Aloud (PE, page 238)
- Media Literacy: Searching the Internet (PE, page 238; UR 4, page 65)
- Language, Grammar, and Style: Reducing Wordiness (UR 4, page 66)
- Vocabulary: Proofreading for Spelling Errors (UR 4, page 67)
- Selection Check Test 4.4.9 (ATE, page 236; UR 4, page 68; TG)
- Selection Test 4.4.10 (UR 4, page 70; 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

from “Our struggle is against all forms of racism,” page 233

Teacher's Name ___________________________________ Class __________________ Date __________________

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<td>______ Motivation: Researching Freedom Fighters (ATE, page 234)</td>
<td>______ Allow students to preview the new vocabulary words used in the selection.</td>
</tr>
<tr>
<td>______ Reading Proficiency: Vocabulary Check (ATE, page 234)</td>
<td>______ Have students identify vocabulary words that they already know.</td>
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<tr>
<td>______ English Language Learning: Vocabulary (ATE, page 234)</td>
<td>______ Encourage students to predict the meaning of unknown words by using context clues.</td>
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<tr>
<td>______ Special Needs: Checking Comprehension (ATE, page 234)</td>
<td>______ Familiarize students with the new vocabulary by working on the activities found in the VR (page 46).</td>
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<td>______ Enrichment: Bulletin Board on South Africa (ATE, page 234)</td>
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<th><strong>Tackle Allusions to Leading Black Figures</strong></th>
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<tr>
<td>______ Cheik Ledy (ATE, page 235)</td>
<td>Mandela lists numerous black freedom fighters on page 235. Have students identify the figures they already know, asking them why Mandela would label him or her as a freedom fighter. For each person Mandela lists, summarize how each fought for freedom and the rights of black people.</td>
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<td>______ Understanding Literature: Tone and Repetition (PE, page 237; UR 4, page 62)</td>
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<tr>
<td>______ Study and Research: Researching the Freedom Fighters (PE, page 238; UR 4, page 64)</td>
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<tr>
<td>______ Writer's Journal: Letter, Definitions, or News Story (PE, page 238; UR 4, page 63)</td>
<td>Mandela lists numerous black freedom fighters on page 235. Have students identify the figures they already know, asking them why Mandela would label him or her as a freedom fighter. For each person Mandela lists, summarize how each fought for freedom and the rights of black people.</td>
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<td>______ Speaking and Listening: Reading Aloud (PE, page 238)</td>
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<tr>
<td>______ Media Literacy: Searching the Internet (PE, page 238; UR 4, page 65)</td>
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| **Additional Strategies for English Language Learners** | | |
|--------------------------------------------------------|--------------------------------------------------------|
| ______ Read the Reader's Toolbox and Reader's Resource aloud (PE, page 234). | | |
| ______ Use a map to show students where Harlem and South Africa are located. | | |
| ______ Use Internet or library resources to find out more about apartheid. | | |
| ______ Preview the new vocabulary by reading and discussing it before reading. | | |
| ______ Read About the Author (PE, page 236) and complete the Media Literacy activity (PE, page 238) before reading. | | |
| ______ After reading, have small groups go back and discuss the Guided Reading Questions. | | |
| ______ Complete the Study and Research activity: Researching the Freedom Fighters (PE, page 238; UR 4, page 64). Have students choose one of the people named by Mandela, making sure that all of the people named are selected. Have students write a one-page biography of the person, then publish each biography in a book, and present it to an elementary school nearby. | | |
Unit Four
Understanding Conflict
Closing the Unit, pages 239–247

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
_________ Breaking Rank by Kristen D. Randle (PE, page 239)
_________ Creating a Reader's Journal (PE, page 239; UR 4, page 75)

Other Books Students May Want to Read
_________ Behind the Bedroom Wall by Laura E. Williams (PE, page 239)
_________ Join In: Multiethnic Short Stories by Outstanding Writers for Young Adults edited by Donald R. Gallo (PE, page 239)

Guided Writing
Persuasive Writing: Generating a Persuasive Speech
Assignment: Students write a persuasive speech (PE, pages 240–245).

Before Writing
_________ Generating a Persuasive Speech (PE, page 240)
_________ Professional Model (PE, page 240)
_________ Previewing Models and Rubric for Assignment (VLR I, page 132; WR, page 75)
_________ Prewriting (PE, page 241; WR, page 62)
_________ Student Model—Graphic Organizer (PE, page 242; WR, page 64)
_________ Graphic Organizer (VLR I, page 130; WR, page 63)
_________ Student Model—Draft (PE, page 242; VLR I, page 131; WR, page 65)

During Writing
_________ Drafting (PE, page 242)
_________ Revising and Proofreading (PE, page 243)
_________ Student Model—Revised (PE, page 243; WR, page 73)
_________ Self- and Peer Evaluation (PE, page 243; WR, page 69)
_________ Language, Grammar, and Style: Using Verb Tenses Correctly (PE, page 244; WR, page 66)

After Writing
_________ Publishing and Presenting (PE, page 245)
_________ Reflecting (PE, page 245)

Individual Learning Strategies
_________ Motivation: Brainstorming Topics and Impromptu Speeches (ATE, page 242)
_________ Reading Proficiency: Practicing Active Reading (ATE, page 242)
_________ English Language Learning: Practicing Active Reading (ATE, page 242)
_________ Special Needs: Collaborative Learning (ATE, page 242)
_________ Enrichment: Rebuttal Speech (ATE, page 242)

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UNIT 4 LESSON PLANS
RESPONDING TO LITERATURE
LITERACY RESOURCE 47
Unit Four
Understanding Conflict
Closing the Unit, pages 239–247

Teacher’s Name ___________________________ Class ___________________ Date __________________

Flexible Grouping Suggestions

Motivation: Brainstorming Topics and Impromptu Speeches (ATE, page 242)
Special Needs: Collaborative Learning (ATE, page 242)
Enrichment: Rebuttal Speech (ATE, page 242)
Peer Evaluation (PE, page 243; WR, page 71)
Revising and Proofreading (PE, page 243)
Publishing and Presenting (PE, page 245)

Homework Suggestions

Graphic Organizer (VLR I, page 130; WR, page 63)
Language, Grammar, and Style: Using Verb Tenses Correctly (PE, page 244; WR, page 66)
Self-Evaluation—Generating a Persuasive Speech (PE, page 243; WR, page 69)
Rubric for Persuasive Writing: Generating a Persuasive Speech (VLR I, page 132; WR, page 75)

Unit Four Review

Review and Assessment

Words for Everyday Use (PE, page 246; UR 4, page 76)
Vocabulary Development (ATE, page 246)
Literary Tools (PE, page 246; UR 4, page 77)
Unit 4 Review (UR 4, page 76)
Unit 4 Study Guide (UR 4, page 81)
Unit 4 Test (UR 4, page 85; TG)

Reflecting on Your Reading

Theme (PE, page 246; UR 4, page 87)
Group Project (PE, page 247)
Critical Thinking (PE, page 247; VLR I, page 36; UR 4, page 79)
On Your Own (PE, page 247)
Unit Five
Open a Book, Open a World
Opening the Unit, pages 248–250

Unit 5 Goals/Objectives:
• to explore ideas related to the theme of reading
• to understand the importance of books and reading
• to define and recognize metaphor, tone, aim, conflict, cliché, and concrete language and explain examples of each
• to write an extended definition
• to recognize errors in subject-verb agreement and demonstrate an ability to avoid this problem in writing

Lessons I Plan to Teach
_________ “Women,” page 251
_________ Related Reading: “On Education,” page 254
_________ from The Autobiography of Malcolm X, page 257
_________ “The Story-Teller,” page 264
_________ from An American Childhood, page 272
_________ Related Reading: “The First Book,” page 278
_________ from Fahrenheit 451, page 281
_________ Insights: Gutenberg and the Age of the Printed Word, page 290
_________ For Your Reading List, page 295
_________ Guided Writing—Informative/Expressive Writing: Completing an Extended Definition, page 296
_________ Unit Five Review, page 301

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 248–249).

Getting Started in the Classroom
_________ Fine Art: Henri Matisse. Have students discuss how the artwork relates to the title of this unit (PE, page 248).
_________ Echoes (PE, page 250)
_________ Additional Questions and Activities: Creating a Bulletin Board or Internet Site (ATE, page 250)
“Women,” page 251

Teacher’s Name ____________________ Class ____________________ Date ________________

**Reading Level:** Moderate

**Difficulty Consideration:** Poetic conventions

**Ease Factors:** Selection length; vocabulary

**Synopsis:** A speaker applauds the strengths of the women in her mother’s generation.

**Goals/Objectives:**
- to empathize with African-American women of another generation
- to briefly explain the availability of education to African Americans through the years
- to define *tone* and *metaphor* and identify examples of each
- to work collaboratively to share stories

**Related Reading:** “On Education,” page 254

**Before Reading**
- Daily Oral Language (VLR I, page 37; UR 5, page 1)
- Reader’s Journal (PE, page 251; UR 5, page 2)
- Reader’s Toolbox: Metaphor and Tone (PE, page 251)
- About the Author: Alice Walker (PE, page 253)
- Fine Art: Maria Blanchard (PE, page 252; VLR II, page 19)
- Vocabulary from the Selection (ATE, page 252)
- Vocabulary: Words as Groups of Morphemes (VR, page 49)
- Reading Strategy: Imagine (RSR)

**During Reading**
- Graphic Organizer (PE, page 251; VLR I, page 37; UR 5, page 1)
- Guided Reading Questions (PE, page 252; UR 5, page 2)
- Reading Strategy: Visualize (RSR)
- Fix-Up Idea: Refocus (RSR)

**After Reading**
- Reading Strategy: Share Your Images (RSR)
- Standardized Test Practice: Draw Conclusions (RSR)
- Respond to the Selection (PE, page 253; UR 5, page 2)
- Investigate, Inquire, and Imagine (PE, page 255; UR 5, page 2)
- Understanding Literature: Tone and Metaphor (PE, page 255; UR 5, page 3)
- Writer’s Journal: Letter, List, or Poem (PE, page 256; UR 5, page 4)
- Study and Research: Researching the History of Educational Opportunities for African Americans (PE, page 256; UR 5, page 5)
- Speaking and Listening: Reading Poetry Out Loud (PE, page 256)
- Media Literacy: Analyzing Poetry (PE, page 256)
- Collaborative Learning: Sharing Stories (PE, page 256)
- Vocabulary: Forming Adjectives (UR 5, page 5)
- Language, Grammar, and Style: Accept vs. Except (UR 5, page 6)
- Selection Check Test 4.5.1 (ATE, page 253; UR 5, page 7; TG)
- Selection Test 4.5.2 (UR 5, page 8; TG)
- Related Reading: “On Education” (PE, page 254)
- Dramatic Recording: “On Education” (AL 2:54)
- Related Reading Questions (ATE, page 254)
- Fine Art: Joan Miro (PE, page 254; VLR II, page 22)
- Internet activities at http://www.emcp.com
- Free reading time

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“Women,” page 251

Teacher’s Name ___________________________________ Class __________________ Date __________________

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<td><strong>Tackle Poetic Conventions</strong></td>
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<tr>
<td>Motivation: Sharing Family Stories (ATE, page 252)</td>
<td>Read Reader’s Toolbox, pointing out that a major poetic convention that Walker uses is metaphor (PE, page 251).</td>
</tr>
<tr>
<td>Reading Proficiency: Listening to the Selection (ATE, page 252)</td>
<td>Explain to students that in poetry, people are allowed to break grammar and sentence structure rules.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 252)</td>
<td>Ask students to rewrite each poem, adding the missing punctuation, to help them understand the meaning of each line.</td>
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<tr>
<td>Special Needs: Working with a Partner (ATE, page 252)</td>
<td>Read the poem aloud so that students can hear the flow of each line.</td>
</tr>
<tr>
<td>Enrichment: Mobile (ATE, page 252)</td>
<td>Use the questions for Understanding Literature: Tone and Metaphor to further clarify this poetic convention.</td>
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<td>Related Reading Questions (ATE, page 254)</td>
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<tr>
<td>Special Needs: Working with a Partner (ATE, page 252)</td>
<td>Have the class discuss what they know about opportunities for women in their mother’s generation and in their grandmother’s generation.</td>
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<tr>
<td>Additional Questions and Activities: Related Reading Questions (ATE, page 254)</td>
<td>Use the picture on page 252 to discuss what types of work were available to women of Alice Walker’s mother’s generation.</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 255; UR 5, page 2)</td>
<td>Compare the woman in “For My Sister Molly Who in the Fifties” (PE, page 105) to the woman in this poem.</td>
</tr>
<tr>
<td>Understanding Literature: Tone and Metaphor (PE, page 255; UR 5, page 3)</td>
<td>Explain headragged (head covered with rags).</td>
</tr>
<tr>
<td>Media Literacy: Analyzing Poetry (PE, page 256)</td>
<td>Preview the vocabulary.</td>
</tr>
<tr>
<td>Collaborative Learning: Sharing Stories (PE, page 256)</td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 254; UR 5, page 2) and Understanding Literature: Tone and Metaphor questions (PE, page 255; UR 5, page 255) before engaging in a whole-class discussion.</td>
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<td>Writer’s Journal: Letter, List, or Poem (PE, page 256; UR 5, page 4)</td>
<td>Have partners read and discuss the poem.</td>
</tr>
<tr>
<td>Study and Research: Researching the History of Educational Opportunities for African Americans (PE, page 256; UR 5, page 5)</td>
<td>Use the Dramatic Recording (AL, 2:54).</td>
</tr>
<tr>
<td>Speaking and Listening: Reading Poetry Out Loud (PE, page 256)</td>
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<tr>
<td>Vocabulary: Forming Adjectives (UR 5, page 5)</td>
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<tr>
<td>Language, Grammar, and Style: Accept vs. Except (UR 5, page 6)</td>
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**Tackle Poetic Conventions**

- Read Reader’s Toolbox, pointing out that a major poetic convention that Walker uses is metaphor (PE, page 251).
- Explain to students that in poetry, people are allowed to break grammar and sentence structure rules.
- Ask students to rewrite each poem, adding the missing punctuation, to help them understand the meaning of each line.
- Read the poem aloud so that students can hear the flow of each line.
- Use the questions for Understanding Literature: Tone and Metaphor to further clarify this poetic convention.

**Additional Strategies for English Language Learners**

- Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 251).
- Have the class discuss what they know about opportunities for women in their mother’s generation and in their grandmother’s generation.
- Use the picture on page 252 to discuss what types of work were available to women of Alice Walker’s mother’s generation.
- Compare the woman in “For My Sister Molly Who in the Fifties” (PE, page 105) to the woman in this poem.
- Explain headragged (head covered with rags).
- Preview the vocabulary.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 254; UR 5, page 2) and Understanding Literature: Tone and Metaphor questions (PE, page 255; UR 5, page 255) before engaging in a whole-class discussion.

**for “On Education”**

- Have partners read and discuss the poem.
- Use the Dramatic Recording (AL, 2:54).
Lesson Plan

from *The Autobiography of Malcolm X*, page 257

Teacher's Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factor:** Selection length

**Synopsis:** Malcolm recounts his process of self-education.

**Goals/Objectives:**
- to empathize with and understand a speaker's perspective
- to understand the motivations of the subject of the autobiography
- to define autobiography and aim and explain examples of aim in the selection
- to demonstrate an ability to use irregular verbs

**Before Reading**
- Daily Oral Language (VLR I, page 38; UR 5, page 11)
- Reader's Journal (PE, page 257; UR 5, page 12)
- Reader's Toolbox: Autobiography and Aim (PE, page 257)
- Reader's Resource: History Connection (PE, page 257)
- About the Authors: Malcolm X and Alex Haley (PE, page 261)
- Vocabulary from the Selection (ATE, page 257)
- Vocabulary: PAVE (VR, page 53)
- Reading Strategy: Discuss Text Organization (RSR)

**During Reading**
- Graphic Organizer (PE, page 257; VLR I, page 38; UR 5, page 11)
- Guided Reading Questions (PE, page 259; UR 5, page 12)
- Reading Strategy: Fill in a Flow Chart (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Share Your Flow Chart (RSR)
- Standardized Test Practice: Follow Sequence (RSR)
- Respond to the Selection (PE, page 261; UR 5, page 12)
- Investigate, Inquire, and Imagine (PE, page 262; UR 5, page 13)
- Understanding Literature: Autobiography and Aim (PE, page 262; UR 5, page 14)
- Writer's Journal: Dictionary Definition, Memo, or Incentive Plan (PE, page 263; UR 5, page 14)
- Vocabulary: Using Prefixes (UR 5, page 15)
- Language, Grammar, and Style: Reviewing Irregular Verbs (PE, page 263; UR 5, page 16)
- Collaborative Learning: Getting Around Language Barriers (PE, page 263)
- Speaking and Listening: Discussing the Issues (PE, page 263)
- Selection Check Test 4.5.3 (ATE, page 261; UR 5, page 17; TG)
- Selection Test 4.5.4 (UR 5, page 19; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**Reading Strategies Resource, Page 78**

**Reading Strategy:** Use Text Organization

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

**Standardized Test Practice:**
- Follow Sequence

**South Carolina State Standards**

[Click this box for details]
from The Autobiography of Malcolm X, page 257

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: Essay on Reading (ATE, page 258)</td>
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<tr>
<td>______ Reading Proficiency: Background Information on Malcolm X (ATE, page 258)</td>
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<tr>
<td>______ English Language Learning: Vocabulary (ATE, page 258)</td>
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<tr>
<td>______ Special Needs: Listening to the Selection (ATE, page 258)</td>
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<tr>
<td>______ Enrichment: Researching and Comparing Islam and Nation of Islam (ATE, page 258)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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<tr>
<td><strong>Tackle Vocabulary</strong></td>
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<tr>
<td>______ Allow students to preview new vocabulary words.</td>
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<tr>
<td>______ Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>______ Encourage students to predict meanings of unknown words by using context clues.</td>
</tr>
<tr>
<td>______ Familiarize students with new vocabulary by working on the activities found in the VR (page 53).</td>
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</tbody>
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<tr>
<th>Additional Questions and Activities</th>
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<tr>
<td>______ Using Dictionaries (ATE, page 259)</td>
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<td>______ Debate (ATE, page 260)</td>
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<td>______ Writing a Letter (ATE, page 260)</td>
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<tr>
<th>Quotables</th>
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<td>______ Richard Lovelace (ATE, page 259)</td>
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<td>______ Dorothy Osborne (ATE, page 260)</td>
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<th>Flexible Grouping Suggestions</th>
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<td>______ Enrichment: Researching and Comparing Islam and Nation of Islam (ATE, page 258)</td>
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<td>______ Additional Questions and Activities: Debate (ATE, page 260)</td>
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<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 262; UR 5, page 13)</td>
</tr>
<tr>
<td>______ Understanding Literature: Autobiography and Aim (PE, page 262; UR 5, page 14)</td>
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<tr>
<td>______ Collaborative Learning: Getting Around Language Barriers (PE, page 263)</td>
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<th>Homework Suggestions</th>
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<tr>
<td>______ Writer’s Journal: Dictionary Definition, Memo, or Incentive Plan (PE, page 263; UR 5, page 14)</td>
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<td>______ Vocabulary: Using Prefixes (UR 5, page 15)</td>
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<tr>
<td>______ Language, Grammar, and Style: Reviewing Irregular Verbs (PE, page 263; UR 5, page 16)</td>
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<td>______ Speaking and Listening: Discussing the Issues (PE, page 263)</td>
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<tr>
<th>Additional Strategies for English Language Learners</th>
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</thead>
<tbody>
<tr>
<td>______ Read the Prereading information aloud (PE, page 257).</td>
</tr>
<tr>
<td>______ Have small groups discuss the Reader’s Journal question (PE, page 257). ELL students may be able to relate to this in a closer way, since many of them are still learning to read English. If students are literate in their first language, you might ask them to name strategies they use in reading their first language that help them read a second language.</td>
</tr>
<tr>
<td>______ Have students read this with a partner, answering the Guided Reading Questions (PE, page 259; UR 5, page 12) as they proceed. Have students write down words they cannot understand.</td>
</tr>
<tr>
<td>______ Ask the students how Malcolm X learned to read.</td>
</tr>
<tr>
<td>______ Have small groups answer Investigate, Inquire, and Imagine (PE, page 262; UR 5, page 13) and Understanding Literature questions (PE, page 263; UR 5, page 14).</td>
</tr>
<tr>
<td>______ Have students choose a word from their first language for Writer’s Journal Activity 1: Dictionary Definition (PE, page 263).</td>
</tr>
</tbody>
</table>

Tackle Vocabulary

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### Additional Strategies for English Language Learners

- Read the Prereading information aloud (PE, page 257).
- Have small groups discuss the Reader’s Journal question (PE, page 257). ELL students may be able to relate to this in a closer way, since many of them are still learning to read English. If students are literate in their first language, you might ask them to name strategies they use in reading their first language that help them read a second language.
- Have students read this with a partner, answering the Guided Reading Questions (PE, page 259; UR 5, page 12) as they proceed. Have students write down words they cannot understand.
- Ask the students how Malcolm X learned to read.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 262; UR 5, page 13) and Understanding Literature questions (PE, page 263; UR 5, page 14).
- Have students choose a word from their first language for Writer’s Journal Activity 1: Dictionary Definition (PE, page 263).
“The Story-Teller,” page 264

Teacher’s Name ___________________________ Class ___________________________ Date ___________________________

Reading Level: Moderate

Difficulty Consideration: Frame story format

Ease Factors: Whimsical tone; selection length

Synopsis: A bachelor on a train quiets three young children with a story about a girl who is eaten by a wolf.

Goals/Objectives:
• to enjoy a story about storytelling
• to discuss different perspectives on how to effectively tell a story
• to explain narrator, conflict, and frame story
• to work collaboratively to illustrate a story

Before Reading
_________ Daily Oral Language (VLR I, page 39; UR 5, page 23)
_________ Reader’s Journal (PE, page 264; UR 5, page 23)
_________ Reader’s Toolbox: Narrator, Conflict, and Frame Story (PE, page 264)
_________ Reader’s Resource: History Connection (PE, page 264)
_________ About the Author: Saki (PE, page 269)
_________ Vocabulary from the Selection (ATE, page 264)
_________ Vocabulary: Prefixes and Suffixes (VR, page 58)
_________ Reading Strategy: Preview (RSR)

During Reading
_________ Graphic Organizer (PE, page 264; VLR I, page 39; UR 5, page 23)
_________ Dramatic Recording (AL, 12:25)
_________ Guided Reading Questions (PE, page 265; UR 5, page 24)
_________ Reading Strategy: Create a Prediction Chart (RSR)
_________ Fix-Up Idea: Vary Reading Rate (RSR)

After Reading
_________ Reading Strategy: Evaluate Your Predictions (RSR)
_________ Standardized Test Practice: Understand Theme and Conflict (RSR)
_________ Respond to the Selection (PE, page 269; UR 5, page 25)
_________ Investigate, Inquire, and Imagine (PE, page 270; UR 5, page 25)
_________ Understanding Literature: Narrator, Conflict, and Frame Story (PE, page 270; UR 5, page 26)
_________ Writer’s Journal: Children’s Story, Letter, or Diary Entry (PE, page 271; UR 5, page 27)
_________ Collaborative Learning: Illustrating a Story (PE, page 271)
_________ Speaking and Listening: Reading Aloud (PE, page 271)
_________ Vocabulary: Synonyms (UR 5, page 28)
_________ Language, Grammar, and Style: Advice vs. Advise (UR 5, page 29)
_________ Selection Check Test 4.5.5 (ATE, page 269; UR 5, page 30; TG)
_________ Selection Test 4.5.6 (UR 5, page 32; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“The Story-Teller,” page 264

Teacher’s Name ___________________________ Class ___________________ Date __________________

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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Frame Story Format</strong></td>
</tr>
<tr>
<td>______ Motivation: Illustrating the Story (ATE, page 265)</td>
<td>______ Thoroughly read Reader’s Toolbox, focusing especially on the Frame Story definition (PE, page 264).</td>
</tr>
<tr>
<td>______ English Language Learning: Vocabulary (ATE, page 265)</td>
<td>______ Use the Reading Proficiency activity to discuss the selection’s vocabulary (ATE, page 265).</td>
</tr>
<tr>
<td>______ Special Needs: Listening to the Selection (ATE, page 265)</td>
<td>______ As students read, help them fill in the Graphic Organizer and tackle difficult vocabulary (PE, page 264; VLR I, page 39; UR 5, page 23).</td>
</tr>
<tr>
<td>______ Enrichment: Personal Essay (ATE, page 265)</td>
<td>______ Use the Circle Story activity (Additional Questions and Activities, ATE, page 268).</td>
</tr>
<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td>______ Have partners or small groups work on the following: Investigate, Inquire, and Imagine (PE, page 270; UR 5, page 25), the Graphic Organizer (PE, page 264; VLR I, page 39; UR 5, page 23) and Understanding Literature questions (PE, page 270; UR 5, page 26).</td>
</tr>
<tr>
<td>______ Examining Opinions (ATE, page 266)</td>
<td>______ Use activities for Spanish speakers (SR, page 55).</td>
</tr>
<tr>
<td>______ Circle Story (ATE, page 267)</td>
<td>______ Investigate, Inquire, and Imagine (PE, page 270; UR 5, page 25)</td>
</tr>
<tr>
<td><strong>Literary Note</strong></td>
<td>______ Understanding Literature: Narrator, Conflict, and Frame Story (PE, page 270; UR 5, page 26)</td>
</tr>
<tr>
<td>______ Children’s Books (ATE, page 268)</td>
<td>______ Collaborative Learning: Illustrating a Story (PE, page 271)</td>
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<tr>
<td><strong>Cross-Curricular Activities</strong></td>
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<td>______ Illustrating the Story (ATE, page 268)</td>
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<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
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<tr>
<td>______ Motivation: Illustrating the Story (ATE, page 265)</td>
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<td>______ Additional Questions and Activities: Circle Story (ATE, page 267)</td>
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<td>______ Cross-Curricular Activities: Illustrating the Story (ATE, page 268)</td>
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<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 270; UR 5, page 25)</td>
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<td>______ Understanding Literature: Narrator, Conflict, and Frame Story (PE, page 270; UR 5, page 26)</td>
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<td>______ Collaborative Learning: Illustrating a Story (PE, page 271)</td>
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<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>______ Writer’s Journal: Children’s Story, Letter, or Diary Entry (PE, page 271; UR 5, page 27)</td>
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<td>______ Speaking and Listening: Reading Aloud (PE, page 271)</td>
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<tr>
<td>______ Vocabulary: Synonyms (UR 5, page 28)</td>
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<tr>
<td>______ Language, Grammar, and Style: Advice vs. Advise (UR 5, page 29)</td>
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</table>

from *An American Childhood*, page 272

Teacher's Name ____________________________ Class __________________ Date ________________

**Reading Level:** Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factor:** Subject matter

**Synopsis:** Annie Dillard recalls her first memories of a public library.

**Goals/Objectives:**
- to enjoy a short story
- to discuss what books mean to the main character of the selection
- to define *first-person point of view*, *cliché*, and *concrete language* and recognize and explain examples of each
- to demonstrate an ability to identify pronouns in a sentence

**Related Reading:** “The First Book,” page 278

**Before Reading**

- Daily Oral Language (VLR I, page 40; UR 5, page 37)☐
- Reader's Journal (PE, page 272; UR 5, page 37)☐
- Reader's Toolbox: First-Person Point of View, Cliché, and Concrete Language (PE, page 272)
- Reader's Resource: Libraries (PE, page 272)
- About the Author: Annie Dillard (PE, page 277)
- Art Smart: Jacob Lawrence (ATE, page 273; VLR II, page 25)☐
- Vocabulary from the Selection (ATE, page 272)
- Vocabulary: Spelling by Syllables (VR, page 62)☐
- Reading Strategy: Learn New Words (RSR)☐

**During Reading**

- Guided Reading Questions (PE, page 274; UR 5, page 37)☐
- Reading Strategy: Locate Unfamiliar Words (RSR)☐
- Fix-Up Idea: Reread (RSR)☐

**After Reading**

- Reading Strategy: Use the Power of Rereading (RSR)☐
- Standardized Test Practice: Use Context Clues (RSR)☐
- Respond to the Selection (PE, page 277; UR 5, page 38)☐
- Investigate, Inquire, and Imagine (PE, page 279; UR 5, page 38)☐
- Understanding Literature: First-Person Point of View, Cliché, and Concrete Language (PE, page 279; UR 5, page 39)☐
- Graphic Organizer (PE, page 280; VLR I, page 40; UR 5, page 40)☐
- Writer's Journal: Review, Request for Information, or Slogan (PE, page 280; UR 5, page 40)☐
- Language, Grammar, and Style: Identifying Pronouns and Point of View (PE, page 280; UR 5, page 42)☐
- Vocabulary: Antonyms (UR 5, page 41)☐
- Selection Check Test 4.5.7 (ATE, page 277; UR 5, page 43; TG)☐
- Selection Test 4.5.8 (UR 5, page 45; TG)☐
- Related Reading: “The First Book” (PE, page 278)
- Dramatic Recording: “The First Book” (AL, 1:14)☐
- Related Reading Questions (ATE, page 278)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)☐
- Free reading time

**READING STRATEGIES RESOURCE, PAGE 86**

**Reading Strategy:** Tackle Difficult Vocabulary

**Fix-Up Idea:** Reread

**Standardized Test Practice:** Use Context Clues

**SOUTH CAROLINA STATE STANDARDS**

[link for details]
Lesson Plan

from An American Childhood, page 272

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td><strong>Tackle Vocabulary</strong></td>
</tr>
<tr>
<td>______ Motivation: Field Book (ATE, page 273)</td>
<td>______ Allow students to preview new vocabulary words.</td>
</tr>
<tr>
<td>______ Reading Proficiency: Listening to the Selection (ATE, page 273)</td>
<td>______ Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>______ English Language Learning: Vocabulary (PE, page 273)</td>
<td>______ Encourage students to predict meanings of unknown words by using context clues.</td>
</tr>
<tr>
<td>______ Special Needs: Checking Comprehension (ATE, page 273)</td>
<td>______ Familiarize students with new vocabulary by working on the activities found in the VR (page 62).</td>
</tr>
<tr>
<td>______ Enrichment: Library Bulletin Board (ATE, page 273)</td>
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<tr>
<td><strong>Art Smart</strong></td>
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<tr>
<td>______ Jacob Lawrence (ATE, page 273)</td>
<td>______ Read the Reader’s Resource and Reader’s Toolbox aloud (PE, page 272).</td>
</tr>
<tr>
<td><strong>Cross-Curricular Activities</strong></td>
<td>______ Discuss Art Smart (ATE, page 273) and read the poem “The First Book” (page 278) before students read the story.</td>
</tr>
<tr>
<td>______ Reading Organizations (ATE, page 274)</td>
<td>______ Have students discuss what libraries are like in their native country. Perhaps have them write about such libraries in the Reader’s Journal question (PE, page 272; UR 5, page 37). Have them share this information with their fellow students.</td>
</tr>
<tr>
<td><strong>Quotables</strong></td>
<td>______ Discuss how library books used to be checked out before scanning came into being.</td>
</tr>
<tr>
<td>______ Sir Francis Bacon (ATE, page 275)</td>
<td>______ Bring in field books on birds, plants, ponds, and streams for students to look at.</td>
</tr>
<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td>______ During reading, pair ELL students with readers who can help explain terms such as killing jars and hip boots.</td>
</tr>
<tr>
<td>______ Oral Interpretation (ATE, page 276)</td>
<td>______ Explain these sentences: “A book of fiction was a bomb. It was a land mine you wanted to go off. You wanted it to blow your whole day” (PE, page 275, column 2).</td>
</tr>
<tr>
<td>______ Related Reading Questions (ATE, page 278)</td>
<td>______ Have small group answer Investigate, Inquire, and Imagine (PE, page 279; UR 5, page 38) and Understanding Literature questions (PE, page 279; UR 5, page 39) before reading.</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>______ Use activities for Spanish speakers (SR, page 61).</td>
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<tr>
<td>______ Enrichment: Library Bulletin Board (ATE, page 273)</td>
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<tr>
<td>______ Cross-Curricular Activities: Reading Organizations (ATE, page 274)</td>
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<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 279; UR 5, page 38)</td>
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</tr>
<tr>
<td>______ Understanding Literature: First-Person Point of View, Cliché, and Concrete Language (PE, page 279; UR 5, page 39)</td>
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<tr>
<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>______ Graphic Organizer (PE, page 280; VLR I, page 40; UR 5, page 40)</td>
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<tr>
<td>______ Writer’s Journal: Review, Request for Information, or Slogan (PE, page 280; UR 5, page 40)</td>
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<tr>
<td>______ Language, Grammar, and Style: Identifying Pronouns and Point of View (PE, page 280; UR 5, page 42)</td>
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<tr>
<td>______ Vocabulary: Antonyms (UR 5, page 41)</td>
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</table>
**Lesson Plan**

**from Fahrenheit 451, page 281**

**Reading Level:** Moderate

**Difficulty Considerations:** Unfamiliar setting; vocabulary

**Ease Factor:** Informative Prereading page

**Synopsis:** Guy Montag, a government fireman who burns outlawed books, feels a growing unease about his job.

**Goals/Objectives:**
- to enjoy a work of science fiction
- to discuss censorship issues and the value of books
- to define *science fiction* and *figure of speech* and find examples of figure of speech in the selection
- to write a recommendation for a company's future

**Insights:** “Gutenberg and the Age of the Printed Word,” page 290

### Before Reading
- Daily Oral Language (VLR I, page 41; UR 5, page 49)
- Reader's Journal (PE, page 281; UR 5, page 49)
- Reader's Toolbox: Science Fiction and Figure of Speech (PE, page 281)
- Reader's Resource: History Connection (PE, page 281)
- About the Author: Ray Bradbury (PE, page 289)
- Vocabulary from the Selection (ATE, page 281)
- Vocabulary: Word Origins (VR, page 65)
- Reading Strategy: What Do You Think? (RSR)

### During Reading
- Dramatic Recording: from *Fahrenheit 451* (AL, 18:30)
- Guided Reading Questions (PE, page 282; UR 5, page 49)
- Reading Strategy: Write Down a Reaction (RSR)
- Fix-Up Idea: Take a Break (RSR)

### After Reading
- Reading Strategy: Share Your Reactions (RSR)
- Standardized Test Practice: Compare and Contrast Characters (RSR)
- Respond to the Selection (PE, page 288; UR 5, page 51)
- Investigate, Inquire, and Imagine (PE, page 292; UR 5, page 51)
- Understanding Literature: Science Fiction and Figure of Speech (PE, page 293; UR 5, page 52)
- Graphic Organizer (PE, page 293; VLR I, page 41; UR 5, page 53)
- Writer's Journal: List of Laws, Dialogue, or Internet Public Posting (PE, page 293; UR 5, page 53)
- Applied English: Considering the Future (PE, page 294)
- Vocabulary: Using Words in Context (PE, page 294; UR 5, page 54)
- Speaking and Listening: Debating the Issues (PE, page 294)
- Language, Grammar, and Style: Their, They’re, and There (UR 5, page 55)
- Selection Check Test 4.5.9 (ATE, page 289; UR 5, page 56; TG)
- Selection Test 4.5.10 (UR 5, page 58; TG)
- Insights: “Gutenberg and the Age of the Printed Word” (PE, page 290–291)
- Dramatic Recording: “Gutenberg and the Age of the Printed Word” (AL, 3:27)
- Insights Questions (ATE, pages 290–291)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**SOUTH CAROLINA STATE STANDARDS**

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**READING STRATEGIES RESOURCE, PAGE 90**

- Reading Strategy: Write Things Down
- Fix-Up Idea: Take a Break
- Standardized Test Practice: Compare and Contrast Characters

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**PRINT RESOURCES**

- Print Resources
- Transparency
- Audio Library
- Test Generator CD-ROM
- Internet
Lesson Plan

from Fahrenheit 451, page 281

Teacher's Name ____________________________ Class __________________ Date __________________

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| **Additional Questions and Activities** |
| _______ Differences between Montag and the Girl (ATE, page 284) |
| _______ Is Montag Happy? (ATE, page 287) |
| _______ Insights Questions (ATE, pages 290–291) |

| **Bibliographic Notes** |
| _______ Ray Bradbury (ATE, page 285) |
| _______ Edna St. Vincent Millay, Walt Whitman, and William Faulkner (ATE, page 286) |

| **Quotables** |
| _______ John Stuart Mill (ATE, page 287) |

| **Flexible Grouping Suggestions** |
| _______ Motivation: Debating (ATE, page 282) |
| _______ Special Needs: Working in Small Groups (ATE, page 282) |
| _______ Enrichment: Researching Banned Books (ATE, page 282) |
| _______ Insights Questions and Activities: Insights Questions (ATE, pages 290–291) |
| _______ Investigate, Inquire, and Imagine (PE, page 292; UR 5, page 51) |
| _______ Understanding Literature: Science Fiction and Figure of Speech (PE, page 293; UR 5, page 52) |
| _______ Graphic Organizer (PE, page 293; VLR I, page 41; UR 5, page 53) |
| _______ Speaking and Listening: Debating the Issues (PE, page 294) |

| **Homework Suggestions** |
| _______ Writer's Journal: List of Laws, Dialogue, or Internet Public Posting (PE, page 293; UR 5, page 53) |
| _______ Applied English: Considering the Future (PE, page 294) |

| **Strategies for Developing Readers** |
| _______ Tackle Unfamiliar Setting |
| Thoroughly read Prereading information before reading the selection (PE, page 281). |
| Present students with reasons why some people are for and why some are against censorship. |
| Use Understanding Literature: Science Fiction questions to discuss setting (PE, page 293). |

| _______ Tackle Vocabulary |
| Allow students to preview the new vocabulary words used in the selection. |
| Have students identify words that they already know. |
| Encourage students to predict the meaning of unknown words by using context clues. |
| Familiarize students with new vocabulary by working on the activities found in the VR (page 65). |

| _______ Additional Strategies for English Language Learners |
| Read the Reader's Resource and Reader's Toolbox aloud (PE, page 281). |
| If students are comfortable talking about it, have them share what it feels like to live in a country without many of the freedoms that we enjoy. |
| Before reading the story, read aloud Insights on page 290. |
| Read the synopsis aloud. |
| Use the Reading Proficiency activity (ATE, page 282). Then have students reread the story. Help them with vocabulary and the Guided Reading Questions as they read. |
| Have small groups answer Investigate, Inquire, and Imagine (PE, page 292; UR 5, page 51) and Understanding Literature questions (PE, page 293; UR 5, page 52) before engaging in a whole-class discussion. |
| Have pairs work on verb tenses (Vocabulary: Using Words in Context, PE, page 294; UR 5, page 54). |
Unit Five
Open a Book, Open a World
Closing the Unit, pages 295–303

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
_______ Letters to Julia by Barbara Ware Holmes (PE, page 295)
_______ Writing to an Author (PE, page 296; UR 5, page 63)

Other Books Students May Want to Read
_______ The Raging Quiet by Sherryl Jordan (PE, page 295)
_______ Cat Running by Zilpha Keatley Snyder (PE, page 295)

Guided Writing
Informative/Expressive Writing: Completing an Extended Definition

Assignment: Students write an extended definition essay (PE, pages 296–300).

Before Writing
_______ Completing an Extended Definition (PE, page 296)
_______ Professional Model (PE, page 296)
_______ Previewing Models and Rubric for Assignment (VLR I, page 135; WR, page 86)
_______ Student Model—Graphic Organizer (PE, page 297; WR, page 78)
_______ Prewriting (PE, page 298; WR, page 76)
_______ Graphic Organizer (VLR I, page 133; WR, page 77)

During Writing
_______ Drafting (PE, page 298)
_______ Student Model—Draft (PE, page 298; VLR I, page 134; WR, page 79)
_______ Student Model—Revised (PE, page 299; WR, page 84)
_______ Self- and Peer Evaluation (PE, page 299; WR, page 82)
_______ Language, Grammar, and Style: Subject-Verb Agreement Problems (PE, page 297; WR, page 80)
_______ Revising and Proofreading (PE, page 299)

After Writing
_______ Publishing and Presenting (PE, page 300)
_______ Reflecting (PE, page 300)

Individual Learning Strategies
_______ Motivation: Showing a Malcolm X Movie (ATE, page 298)
_______ Reading Proficiency: Book on Tape (ATE, page 298)
_______ English Language Learning: Challenges to Literacy (ATE, page 298)
_______ Special Needs: Talking about Reading and Writing Experiences (ATE, page 298)
_______ Enrichment: Autobiographical Essay Report (ATE, page 299)

SOUTH CAROLINA STATE STANDARDS

GUIDED WRITING Software
See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.
Unit Five
Open a Book, Open a World
Closing the Unit, pages 295–303

Teacher’s Name ________________________________________ Class ______________ Date ____________

Flexible Grouping Suggestions
_________ Enrichment: Autobiographical Essay Report (ATE, page 299)
_________ Peer Evaluation (PE, page 299; WR, page 83)
_________ Revising and Proofreading (PE, page 299)
_________ Publishing and Presenting (PE, page 300)

Homework Suggestions
_________ Graphic Organizer (VLR I, page 133; WR, page 77)
_________ Language, Grammar, and Style: Subject-Verb Agreement (PE, page 297; WR, page 80)
_________ Self-Evaluation—Extended Definition (PE, page 299; WR, page 82)
_________ Rubric for Informative/Imaginative Writing: Completing an Extended Definition (VLR I, page 135; WR, page 86)

Unit Five Review

Review and Assessment
_________ Words for Everyday Use (PE, page 301; UR 5, page 64)
_________ Vocabulary Development (ATE, page 301)
_________ Literary Tools (PE, page 301; UR 5, page 65)
_________ Unit 5 Review (UR 5, page 64)
_________ Unit 5 Study Guide (UR 5, page 66)
_________ Unit 5 Test (UR 5, page 72; TG)

Reflecting on Your Reading
_________ Theme (PE, page 301)
_________ Group Project (PE, page 302)
_________ Graphic Organizer (PE, page 303)
Unit Six
Far Horizons
Opening the Unit, pages 304–306

Teacher’s Name ____________________________ Class ___________________ Date ____________________

Dates I Plan to Teach This Unit __________________________

Unit 6 Goals/Objectives:
• to experience several selections that explore themes related to the future
• to summarize the different ways writings can express ideas about the future
• to define and recognize examples of science fiction, captions, labels, sensory details, description, suspense, narrator, point of view, irony, setting, and dialogue
• to engage in a meaningful independent reading experience by reading a work by Orson Scott Card and staging a fictional interview
• to create a science fiction setting
• to recognize sentence run-ons and demonstrate an ability to avoid them in writing

Lessons I Plan to Teach
_________ “Obi-Wan Kenobi: Jedi Knight” from Star Wars Episode 1: The Visual Dictionary, page 307
_________ “Lose Now, Pay Later,” page 315
_________ “The Ruum,” page 325
_________ “The Third Level,” page 340
_________ “The Fun They Had,” page 348
_________ For Your Reading List, page 354
_________ Guided Writing—Imaginative/Descriptive Writing: Creating the Setting for a Science Fiction Movie, page 355
_________ Unit Six Review, page 360

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 304–305).

Getting Started in the Classroom
_________ Fine Art: Yves Tanguy. Have students discuss how the artwork relates to the title of this unit (PE, page 304; VLR II, page 28)
_________ Echoes (PE, page 306)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 306)
Lesson Plan

“Obi-Wan Kenobi: Jedi Knight” from
*Star Wars Episode 1: The Visual Dictionary*, page 307

Teacher’s Name __________________________ Class __________________ Date __________________

**Reading Level:** Easy

**Difficulty Consideration:** *Star Wars* knowledge

**Ease Factors:** Visually appealing; high-interest topic

**Synopsis:** A *Star Wars* expert provides a complete description of a Jedi knight.

**Goals/Objectives:**
- to enjoy a science fiction story
- to summarize terms used in *Star Wars* and explain the significance of *Star Wars* and special effects in movies
- to define science fiction and define and explain examples of captions and labels in the selection
- to conduct research on samurai

**Related Reading:** “Industrial Light & Magic, Part 1: History,” page 310

**Before Reading**
- Daily Oral Language (VLR I, page 42; UR 6, page 1)
- Reader’s Journal (PE, page 307; UR 6, page 1)
- Reader’s Toolbox: Captions, Labels, and Science Fiction (PE, page 307)
- Reader’s Resource: Synopsis and Background Information (PE, page 307)
- About the Author: Dr. David West Reynolds (PE, page 310)
- Vocabulary: Context Clues (VR, page 68)
- Reading Strategy: Preview (RSR)

**During Reading**
- Critical Thinking (ATE, page 307)
- Reading Strategy: Use the Text’s Organizational Features (RSR)
- Fix-Up Idea: Unlock Difficult Words (RSR)

**After Reading**
- Reading Strategy: Discuss the Text’s Organizational Features (RSR)
- Standardized Test Practice: Determine Organizational Features (RSR)
- Respond to the Selection (PE, page 310; UR 6, page 2)
- Investigate, Inquire, and Imagine (PE, page 312; UR 6, page 2)
- Understanding Literature: Captions, Labels, and Science Fiction (PE, page 313; UR 6, page 4)
- Graphic Organizer (PE, page 313; VLR I, page 42; UR 6, page 5)
- Writer’s Journal: Movie Review, Visual Dictionary Entry, or Lecture (PE, page 313; UR 6, page 5)
- Vocabulary: Using Context Clues (PE, page 314; UR 6, page 7)
- Critical Thinking: Analyzing the Related Reading (PE, page 314)
- Study and Research: Researching Samurai (PE, page 314; UR 6, page 8)
- Media Literacy: Viewing and Comparing Films (PE, page 314)
- Language, Grammar, and Style: Achieving Parallelism (UR 6, page 10)
- Selection Check Test 4.6.1 (ATE, page 310; UR 6, page 12; TG)
- Selection Test 4.6.2 (UR 6, page 13; TG)
- Related Reading: “Industrial Light & Magic, Part I: History” (PE, page 310)
- Related Reading Questions (ATE, page 311; UR 6, page 2)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
“Obi-Wan Kenobi: Jedi Knight” from Star Wars Episode 1: The Visual Dictionary, page 307

Teacher’s Name ____________________________ Class ____________________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Acting Out Part of the Movie (ATE, page 308)
- Reading Proficiency: Previewing Vocabulary and Terminology (ATE, page 308)
- English Language Learning: Vocabulary (ATE, page 308)
- Special Needs: Reading Out Loud (ATE, page 308)
- Enrichment: Visual Dictionary (ATE, page 308)

**Additional Questions and Activities**

- Reading Comprehension (ATE, page 309)
- Related Reading Questions (ATE, page 311; UR 6, page 2)

**Literary Technique**

- Cliché (ATE, page 311)

**Flexible Grouping Suggestions**

- Motivation: Acting Out Part of the Movie (ATE, page 308)
- Special Needs: Reading Out Loud (ATE, page 308)
- Enrichment: Visual Dictionary (ATE, page 308)
- Related Reading Questions: (ATE, page 311; UR 6, page 2)
- Investigate, Inquire, and Imagine (PE, page 312; UR 6, page 2)
- Understanding Literature: Captions, Labels, and Science Fiction (PE, page 313; UR 6, page 4)
- Study and Research: Researching Samurai (PE, page 314; UR 6, page 6)

**Homework Suggestions**

- Graphic Organizer (PE, page 313; VLR I, page 42; UR 6, page 5)
- Writer’s Journal: Movie Review, Visual Dictionary Entry, or Lecture (PE, page 313; UR 6, page 5)
- Vocabulary: Using Context Clues (PE, page 314; UR 6, page 7)
- Critical Thinking: Analyzing the Related Reading (PE, page 314)
- Media Literacy: Viewing and Comparing Films (PE, page 314)
- Language, Grammar, and Style: Achieving Parallelism (UR 6, page 10)

**Strategies for Developing Readers**

**Tackle Star Wars Knowledge**

- Thoroughly read the Prereading page, especially the background information on Star Wars and George Lucas (PE, page 307).
- Read the About the Author and the Related Reading prior to reading the selection (PE, page 310).
- Have students view a Star Wars movie.

**Additional Strategies for English Language Learners**

- Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 307).
- Discuss the movie Star Wars.
- Use the Special Needs activity (ATE, page 308), but have students work on all of the questions in Investigate, Inquire, and Imagine (PE, page 312; UR 6, page 2) with a partner.
- Have small groups discuss and fill in the Graphic Organizer at the end of the selection (PE, page 313; UR 6, page 4).
- Have students go to www.starwars.com if they need more information (About the Related Reading, PE, page 310).
Lesson Plan

“Lose Now, Pay Later,” page 315

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Unusual events

Ease Factors: Informal tone; selection length

Synopsis: Debbie and her friend Trinja develop a taste for a fattening sweet, swoodies, and then find out that they can pay to lose weight instantly.

Goals/Objectives:
• to enjoy a brief work of science fiction
• to explain the use of propaganda in advertisements
• to define science fiction and sensory details and find examples of sensory details in the selection
• to write a jingle

Before Reading

_____ Daily Oral Language (VLR I, page 43; UR 6, page 17)
_____ Reader’s Journal (PE, page 315; UR 6, page 17)
_____ Reader’s Toolbox: Science Fiction and Sensory Details (PE, page 315)
_____ Reader’s Resource: Psychology Connection and Health Connection (PE, page 315)
_____ Art Smart: Julie Delton (ATE, page 317)
_____ About the Author: Carol Farley (PE, page 322)
_____ Vocabulary from the Selection (ATE, page 315)
_____ Vocabulary: Root Families (VR, page 70)
_____ Reading Strategy: Preview (RSR)

During Reading

_____ Dramatic Recording (AL, 17:53)
_____ Guided Reading Questions (PE, page 318; UR 6, page 17)
_____ Reading Strategy: Make Predictions (RSR)
_____ Fix-Up Idea: Read Short Sections (RSR)

After Reading

_____ Reading Strategy: Share Your Predictions (RSR)
_____ Standardized Test Practice: Recognize Cause-and-Effect (RSR)
_____ Respond to the Selection (PE, page 322; UR 6, page 18)
_____ Investigate, Inquire, and Imagine (PE, page 323; UR 6, page 19)
_____ Understanding Literature: Science Fiction and Sensory Details (PE, page 323; UR 6, page 21)
_____ Graphic Organizer (PE, page 324; VLR I, page 43; UR 6, page 21)
_____ Writer’s Journal: Advertisement, News Report, or Interview Questions (PE, page 324; UR 6, page 22)
_____ Applied English: Writing Jingles (PE, page 324)
_____ Study and Research: Researching Eating Disorders (PE, page 324; UR 6, page 23)
_____ Vocabulary: Creating New Words (UR 6, page 25)
_____ Selection Check Test 4.6.3 (ATE, page 322; UR 6, page 27; TG)
_____ Selection Test 4.6.4 (UR 6, page 29; TG)
_____ Internet activities at http://www.emcp.com
_____ Free reading time

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UNIT 6 LESSON PLANS RESPONDING TO LITERATURE LITERACY RESOURCE 65
Lesson Plan

“Lose Now, Pay Later,” page 315

Teacher’s Name __________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Illustrating a Scene (ATE, page 316)
Reading Proficiency: Propaganda and Advertisements (ATE, page 316)
English Language Learning: Vocabulary (ATE, page 316)
Special Needs: Listening to the Selection (ATE, page 316)
Enrichment: Personal Essay (ATE, page 316)

Art Smart
Julie Delton (ATE, page 317)

Cross-Curricular Activities
Healthy Foods (ATE, page 318)

Additional Questions and Activities
Examining a Character’s Appearance and Actions (ATE, page 319)
Discussing Quotables (ATE, page 320)

Quotables
Tennessee Williams (ATE, page 320)
C. F. Kettering (ATE, page 320)

Flexible Grouping Suggestions
Art Smart: Julie Delton (ATE, page 317)
Additional Questions and Activities: Discussing Quotables (ATE, page 320)
Investigate, Inquire, and Imagine (PE, page 19; UR 6, page 19)
Understanding Literature: Science Fiction and Sensory Details (PE, page 323; UR 6, page 21)
Study and Research: Researching Eating Disorders (PE, page 324; UR 6, page 23)

Homework Suggestions
Graphic Organizer (PE, page 324; VLR I, page 43; UR 6, page 21)
Writer’s Journal: Advertisement, News Report, or Interview Questions (PE, page 324; UR 6, page 22)
Applied English: Writing Jingles (PE, page 324)

Strategies for Developing Readers

Tackle Unusual Events
Share the synopsis with students.
Have students look for events that twist reality.
Make sure students understand the definition of science fiction (PE, page 315).

Additional Strategies for English Language Learners
Read the Prereading information aloud (PE, page 315).
Ask students what their favorite junk foods are and why they might be called that. They may want to use this food item in the Cross-Curricular Activity (ATE, page 318).
Before reading, explain that the Health Brigade Corp is a governmental agency designed to protect citizens’ health.
Have partners read the story, discussing difficult vocabulary and the Guided Reading Questions as they read.
Have small groups answer Investigate, Inquire, and Imagine (PE, page 323; UR 6, page 19) and Understanding Literature questions (PE, page 323; UR 6, page 21).
The Motivation activity will help students understand the selection (ATE, 316).
Lesson Plan

“The Ruum,” page 325

Teacher’s Name __________________________________ Class __________________________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Complicated plot; vocabulary

Ease Factor: Vivid descriptions

Synopsis: A robot, programmed to collect specimens of a certain weight, is left on Earth. Centuries later, a hunter struggles for his life against the robot.

Goals/Objectives:
• to appreciate a suspenseful short story
• to summarize the way the main character experiences fear and how he handles that stress
• to define description and suspense and explain examples of each in the selection
• to work collaboratively to stage a press conference

Before Reading
_______ Daily Oral Language (VLR I, page 44; UR 6, page 33)
_______ Reader's Journal (PE, page 325; UR 6, page 33)
_______ Reader's Toolbox: Description and Suspense (PE, page 325)
_______ Reader's Resource: Science Connection (PE, page 325)
_______ About the Author: Arthur Porges (PE, page 337)
_______ Vocabulary from the Selection (ATE, page 327)
_______ Reading Strategy: Discuss Story Maps (RSR)

During Reading
_______ Graphic Organizer (PE, page 325; VLR I, page 44; UR 6, page 34)
_______ Dramatic Recording (AL, 35:04)
_______ Guided Reading Questions (PE, page 327; UR 6, page 35)
_______ Reading Strategy: Fill in Story Maps (RSR)
_______ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_______ Reading Strategy: Share Your Story Map (RSR)
_______ Standardized Test Practice: Draw Conclusions (RSR)
_______ Respond to the Selection (PE, page 337; UR 6, page 37)
_______ Investigate, Inquire, and Imagine (PE, page 338; UR 6, page 37)
_______ Understanding Literature: Description and Suspense (PE, page 338; UR 6, page 38)
_______ Writer's Journal: Fortune Cookie Insert, Moral, or Character Sketch (PE, page 339; UR 6, page 39)
_______ Speaking and Listening: Staging a Press Conference (PE, page 339)
_______ Study and Research: Researching Science Fiction (PE, page 339; UR 6, page 40)
_______ Applied English: Technical Art (PE, page 339)
_______ Vocabulary: Forming Plurals: Game (UR 6, page 42)
_______ Language, Grammar, and Style: Register and Tone (UR 6, page 43)
_______ Selection Check Test 4.6.5 (ATE, page 337; UR 6, page 45; TG)
_______ Selection Test 4.6.6 (UR 6, page 47; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time

READING STRATEGIES RESOURCE, PAGE 103

Reading Strategy: Write Things Down
Fix-Up Idea: Use Guided Reading Questions

Standardized Test Practice:
Draw Conclusions

SOUTH CAROLINA STATE STANDARDS

click this box for details
“The Ruum,” page 325

Teacher’s Name ________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_______ Motivation: Special Effects Decisions (ATE, page 326)
_______ Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 326)
_______ English Language Learning: Vocabulary (ATE, page 326)
_______ Special Needs: Listening to the Selection (ATE, page 326)
_______ Enrichment: Researching Extraterrestrial Life (ATE, page 326)

Additional Questions and Activities

_______ Solving the Problem (ATE, page 327)
_______ Discussing Jim’s Decision (ATE, page 331)
_______ Reading Comprehension (ATE, page 335)

Cross-Curricular Activities

_______ Researching Mercury (ATE, page 329)
_______ Researching Long-Distance Running (ATE, page 332)

Flexible Grouping Suggestions

_______ Motivation: Special Effects Decisions (ATE, page 326)
_______ Special Needs: Listening to the Selection (ATE, page 326)
_______ Enrichment: Researching Extraterrestrial Life (ATE, page 326)
_______ Cross-Curricular Activities: Researching Mercury (ATE, page 329)
_______ Additional Questions and Activities: Discussing Jim’s Decision (ATE, page 331)
_______ Cross-Curricular Activities: Researching Long-Distance Running (ATE, page 332)
_______ Investigate, Inquire, and Imagine (PE, page 338; UR 6, page 37)
_______ Understanding Literature: Description and Suspense (PE, page 338; UR 6, page 38)
_______ Speaking and Listening: Staging a Press Conference (PE, page 339)

Strategies for Developing Readers

Tackle Complicated Plot

_______ Read Prereading information, focusing especially on the Science Connection and the Graphic Organizer (PE, page 325).
_______ Have students read the definition of plot on page 990 of the Handbook of Literary Terms. Help them identify the exposition, inciting incident, climax, crisis, resolution, and dénouement of the story.

Tackle Vocabulary

_______ Allow students to preview the new vocabulary words used in the selection.
_______ Have students identify vocabulary words that they already know.
_______ Encourage students to predict the meaning of unknown words by using context clues.
_______ Familiarize students with the new vocabulary by working on the activities found in the VR (page 72).

Additional Strategies for English Language Learners

_______ Read the Prereading information aloud (PE, page 325).
_______ Make a copy of the Graphic Organizer for students (PE, page 325; VLR I, page 44; UR 6, page 34).
_______ Read the synopsis of the story aloud.
_______ Use Reading Proficiency activity (ATE, page 326). Because of the vocabulary and the complicated plot, use the Dramatic Recording (AL 35:04).
_______ Have small groups answer Investigate, Inquire, and Imagine (PE, page 338; UR 6, page 37) and Understanding Literature questions (PE, page 338; UR 6, page 38).
_______ Use the Applied English activity (PE, page 339) to assess students’ ability to illustrate descriptions. Review the definitions of captions and labels to help students add captions and labels to their illustrations (PE, pages 307 and 313).
_______ Use activities for Spanish speakers (SR, page 67).

Homework Suggestions

_______ Writer’s Journal: Fortune Cookie Insert, Moral, or Character Sketch (PE, page 339; UR 6, page 39)
_______ Study and Research: Researching Science Fiction (PE, page 339; UR 6, page 40)
_______ Applied English: Technical Art (PE, page 339)

_______ Vocabulary: Forming Plurals: Game (UR 6, page 42)
_______ Language, Grammar, and Style: Register and Tone (UR 6, page 43)
Lesson Plan

“The Third Level,” page 340

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Subject matter

Ease Factors: Conversational tone; selection length

Synopsis: Charley, the first-person narrator, finds a way to travel back in time.

Goals/Objectives:
• to appreciate what it might be like to discover a way to time travel
• to contrast life in the United States in 1894 with life today
• to define narrator, point of view, setting, and irony and recognize and explain examples of each
• to demonstrate an ability to use semicolons and colons

Before Reading
_________ Daily Oral Language (VLR I, page 45; UR 6, page 52)
_________ Reader’s Journal (PE, page 340; UR 6, page 52)
_________ Reader’s Toolbox: Narrator, Point of View, Setting, and Irony (PE, page 340)
_________ Reader’s Resource: History Connection (PE, page 340)
_________ About the Author: Jack Finney (PE, page 344)
_________ Vocabulary: Words with Multiple Meanings (VR, page 75)
_________ Reading Strategy: What Is in a Vivid Scene? (RSR)

During Reading
_________ Dramatic Recording (AL, 11:23)
_________ Guided Reading Questions (PE, page 341; UR 6, page 52)
_________ Reading Strategy: Visualize (RSR)
_________ Fix-Up Idea: Take a Break (RSR)

After Reading
_________ Reading Strategy: Share Your Images (RSR)
_________ Standardized Test Practice: Identify Setting and Conflict (RSR)
_________ Respond to the Selection (PE, page 344; UR 6, page 54)
_________ Investigate, Inquire, and Imagine (PE, page 345; UR 6, page 54)
_________ Understanding Literature: Narrator, Point of View, Irony, and Setting (PE, page 345; UR 6, page 55)
_________ Graphic Organizer (PE, page 346; VLR I, page 45; UR 6, page 56)
_________ Writer’s Journal: List, Prediction, or Setting (PE, page 346; UR 6, page 56)
_________ Applied English: Cost of Living Then and Now (PE, page 346)
_________ Collaborative Learning: Assembling a Time Capsule (PE, page 347)
_________ Language, Grammar, and Style: Semicolons and Colons (UR 6, page 57)
_________ Vocabulary: Using Context Clues (UR 6, page 59)
_________ Study and Research: 19th-Century Fashions (PE, page 347)
_________ Selection Check Test 4.6.7 (ATE, page 344; UR 6, page 60; TG)
_________ Selection Test 4.6.8 (UR 6, page 61; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet

“The Third Level,” page 340

Teacher's Name ___________________________ Class ___________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- **Motivation:** Discussing a Time Capsule (ATE, page 341)
- **Reading Proficiency:** Listening to the Selection and Discussing the Setting (ATE, page 341)
- **English Language Learning:** Vocabulary (ATE, page 341)
- **Special Needs:** Checking Comprehension (ATE, page 341)
- **Enrichment:** Researching Life in 1894 (ATE, page 341)

**Cross-Curricular Activities**
- **Describing Grand Central Station** (ATE, page 342)
- **Comparing Prices** (ATE, page 343)

**Literary Technique**
- **Simile** (ATE, page 342)

**Flexible Grouping Suggestions**
- **Motivation:** Discussing a Time Capsule (ATE, page 341)
- **Enrichment:** Researching Life in 1894 (ATE, page 341)
- **Cross-Curricular Activities:** Comparing Prices (ATE, page 343)
- **Investigate, Inquire, and Imagine** (PE, page 345; UR 6, page 54)
- **Understanding Literature:** Narrator, Point of View, Irony, and Setting (PE, page 345; UR 6, page 55)
- **Applied English:** Cost of Living Then and Now (PE, page 346)
- **Collaborative Learning:** Assembling a Time Capsule (PE, page 347)

**Homework Suggestions**
- **Graphic Organizer** (PE, page 346; VLR I, page 45; UR 6, page 56)
- **Writer's Journal:** List, Prediction, or Setting (PE, page 346; UR 6, page 56)
- **Language, Grammar, and Style:** Semicolons and Colons (UR 6, page 57)
- **Vocabulary:** Using Context Clues (UR 6, page 59)
- **Study and Research:** 19th-Century Fashions (PE, page 347)

**Strategies for Developing Readers**

**Tackle Subject Matter**
- **Read the Reader's Resource aloud, and discuss the photo on page 341.**
- **Complete the Social Studies activity before reading (Cross-Curricular, ATE, page 342).**

**Additional Strategies for English Language Learners**
- **Make sure students understand what a subway and a psychiatrist are.**
- **Discuss the photo on page 341.**
- **Preview the vocabulary before reading.**
- **Have pairs answer Guided Reading Questions as they read** (PE, page 341; UR 6, page 52).
- **Have small groups answer Investigate, Inquire, and Imagine** (PE, page 345; UR 6, page 54) and Understanding Literature questions (PE, page 345; UR 6, page 55).
- **Have partners work on using semicolons and colons** (Language, Grammar, and Style, PE, page 347; UR 6, page 57).
- **Use activities for Spanish speakers** (SR, page 76).
Lesson Plan

“The Fun They Had,” page 348

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Subject matter

Ease Factor: Accessible story

Synopsis: Children in a futuristic classroom are taught by computers.

Goals/Objectives:
• to enjoy an amusing classic science fiction short story
• to describe the first electronic computer
• to define third-person point of view and dialogue and find examples of dialogue in the selection
• to work to write a book review

Before Reading
_________ Daily Oral Language (VLR I, page 46; UR 6, page 65)
_________ Reader’s Journal (PE, page 348; UR 6, page 65)
_________ Reader’s Toolbox: Third-Person Point of View and Dialogue (PE, page 348)
_________ Reader’s Resource: Science Connection and History Connection (PE, page 348)
_________ About the Author: Isaac Asimov (PE, page 351)
_________ Vocabulary from the Selection (ATE, page 348)
_________ Vocabulary: High-Frequency Spelling Rules (VR, page 78)
_________ Reading Strategy: What Have You Learned? (RSR)

During Reading
_________ Dramatic Recording (AL, 6:49)
_________ Guided Reading Questions (PE, page 349; UR 6, page 65)
_________ Reading Strategy: What Do You Learn? (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Discuss What You Learned (RSR)
_________ Standardized Test Practice: Find Main Ideas (RSR)
_________ Respond to the Selection (PE, page 351; UR 6, page 66)
_________ Investigate, Inquire, and Imagine (PE, page 352; UR 6, page 66)
_________ Understanding Literature: Third-Person Point of View and Dialogue (PE, page 352; UR 6, page 68)
_________ Graphic Organizer (PE, page 353; VLR I, page 46; UR 6, page 67)
_________ Writer’s Journal: Thank-You Note, Schedule, or Questionnaire (PE, page 353; UR 6, page 68)
_________ Media Literacy & Critical Thinking: Writing a Book Review (PE, page 353)
_________ Applied English: Writing Lesson Plans (PE, page 353)
_________ Language, Grammar, and Style: Indirect Objects (UR 6, page 69)
_________ Vocabulary: Forming Adverbs (UR 6, page 71)
_________ Selection Check Test 4.6.9 (ATE, page 351; UR 6, page 72; TG)
_________ Selection Test 4.6.10 (UR 6, page 74; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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

“*The Fun They Had,*” page 348

Teacher’s Name ____________________________ Class ________________ Date ________________

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**Teaching Options**

**Individual Learning Strategies**

- Motivation: Brainstorming Predictions (ATE, page 349)
- Reading Proficiency: Prereading Page (ATE, page 349)
- English Language Learning: Vocabulary (ATE, page 349)
- Special Needs: Reading the Selection Out Loud (ATE, page 349)
- Enrichment: Interview and Report on Changes in School (ATE, page 349)

**Cross-Curricular Activities**

- Tutoring (ATE, page 350)

**Flexible Grouping Suggestions**

- Motivation: Brainstorming Predictions (ATE, page 349)
- Special Needs: Reading the Selection Out Loud (ATE, page 349)
- Enrichment: Interview and Report on Changes in School (ATE, page 349)
- Cross-Curricular Activities: Tutoring (ATE, page 350)
- Investigate, Inquire, and Imagine (PE, page 352; UR 6, page 66)
- Understanding Literature: Third-Person Point of View and Dialogue (PE, page 352; UR 6, page 68)
- Graphic Organizer (PE, page 353; VLR I, page 46; UR 6, page 67)

**Homework Suggestions**

- Writer’s Journal: Thank-You Note, Schedule, or Questionnaire (PE, page 353; UR 6, page 68)
- Media Literacy & Critical Thinking: Writing a Book Review (PE, page 353)
- Applied English: Writing Lesson Plans (PE, page 353)
- Language, Grammar, and Style: Indirect Objects (UR 6, page 69)
- Vocabulary: Forming Adverbs (UR 6, page 71)

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**Strategies for Developing Readers**

**Tackle Subject Matter**

- Read the Reader’s Resource aloud (PE, page 348).
- Use the Guided Reading Questions as prereading questions (PE, page 349; UR 6, page 65)
- Discuss students’ responses to the Reader’s Journal activity (PE, page 348).

**Additional Strategies for English Language Learners**

- Read aloud the Reader’s Resource and Reader’s Toolbox (PE, page 348).
- Have pairs read the selection together, answering Guided Reading Questions and jotting down words they cannot figure out from context.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 352; UR 6, page 66) and Understanding Literature questions (PE, page 352; UR 6, page 68).
- Have partners complete the Media Literacy & Critical Thinking activity (PE, page 353).
Lesson Plan

Unit Six
Far Horizons
Closing the Unit, pages 354–361

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

__________ Ender’s Game by Orson Scott Card (PE, page 354)

Staging a Fictional Interview (PE, page 354; UR 6, page 78)

Other Books Students May Want to Read

__________ Speaker for the Dead and Xenocide by Orson Scott Card

(PE, page 354)

__________ The Martian Chronicles by Ray Bradbury (PE, page 354)

__________ Dune by Frank Herbert (PE, page 354)

Imaginative/Descriptive Writing: Creating the Setting for a Science Fiction Movie

Assignment: Students create a setting for a science fiction movie (PE, pages 355–359).

Before Writing

__________ Creating the Setting for a Science Fiction Movie (PE, page 355)

__________ Professional Model (PE, page 355)

__________ Previewing Models and Rubric for Assignment (VLR I, page 138; WR, page 96)

__________ Prewriting (PE, page 356; WR, page 87)

__________ Student Model—Graphic Organizer (PE, page 357; WR, page 89)

__________ Graphic Organizer (VLR I, page 136; WR, page 88)

During Writing

__________ Drafting (PE, page 357)

__________ Student Model—Draft (PE, page 357; VLR I, page 137; WR, page 90)

__________ Self- and Peer Evaluation (PE, page 358; WR, page 93)

__________ Language, Grammar, and Style: Sentence Run-Ons (PE, page 356; WR, page 91)

__________ Revising and Proofreading (PE, page 358)

__________ Student Model—Revised (PE, page 359; WR, page 95)

After Writing

__________ Publishing and Presenting (PE, page 359)

__________ Reflecting (PE, page 359)

SOUTH CAROLINA STATE STANDARDS

click this box for details

GUIDED WRITING

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.
## Lesson Plan

### Unit Six

**Far Horizons**

**Closing the Unit, pages 354–361**

<table>
<thead>
<tr>
<th>Teacher's Name</th>
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#### Individual Learning Strategies
- **Motivation:** Getting Excited about Science Fiction (ATE, page 356)
- **Reading Proficiency:** Descriptive Language (ATE, page 356)
- **English Language Learning:** Understanding Setting (ATE, page 356)
- **Special Needs:** Identifying Settings (ATE, page 357)
- **Enrichment:** Writing a Short Story (ATE, page 357)

#### Flexible Grouping Suggestions
- **Special Needs:** Identifying Settings (ATE, page 357)
- **Peer Evaluation (PE, page 358; WR, page 94)**
- **Revising and Proofreading (PE, page 358)**
- **Publishing and Presenting (PE, page 359)**

#### Homework Suggestions
- **Graphic Organizer (VLR I, page 136; WR, page 88)**
- **Language, Grammar, and Style:** Sentence Run-Ons (PE, page 356; WR, page 91)
- **Self-Evaluation—Setting for a Science Fiction Movie (PE, page 358; WR, page 93)**
- **Rubric for Imaginative/Descriptive Writing:** Creating the Setting for a Science Fiction Movie (VLR I, page 138; WR, page 96)

#### Unit Six Review

##### Review and Assessment
- **Words for Everyday Use (PE, page 360; UR 6, page 80)**
- **Vocabulary Development (ATE, page 360)**
- **Literary Tools (PE, page 360; UR 6, page 81)**
- **Unit 6 Review (UR 6, page 80)**
- **Unit 6 Study Guide (UR 6, page 83)**
- **Unit 6 Test (UR 6, page 89; TG)**

##### Reflecting on Your Reading
- **Theme (PE, page 360)**
- **Genre (PE, page 361; VLR I, page 47; UR 6, page 82)**
- **Art Smart:** Yves Tanguy (PE, page 361; VLR II, page 28)

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**Print Resources**
- **ATE—Annotated Teacher’s Edition**
- **PE—Pupil’s Edition**
- **RSR—Reading Strategies Resource**
- **SR—Spanish Resource**
- **TG—Test Generator**
- **UR—Unit Resource**
- **VLR—Visual Literacy Resource**
- **VR—Vocabulary Resource**
- **WR—Writing Resource**
- **AL—Audio Library**
Unit Seven
Folklore of the Americas
Opening the Unit, pages 364–366

Teacher’s Name ______________________ Class __________________ Date __________________

Dates I Plan to Teach This Unit _________________________________

Unit 7 Goals/Objectives:
• to respond to several different kinds of folklore
• to summarize the different ways folklore can express humor and history
• to engage in a meaningful independent reading experience by reading Hawaiian myths and creating a literary audiotape
• to define and explain examples of personification, anecdote, hyperbole, characterization, mood, climax, repetition, irony, tone, and aim
• to write analytically about a legend
• to demonstrate an ability to write using sentence parallelism

Lessons I Plan to Teach
_________ “Pecos Bill,” page 367
_________ “Paul Bunyan of the North Woods,” page 377
_________ Related Reading: “The Ole Feller Recollects How Joe Fournier Became Paul Bunyan,” page 381
_________ “Blackbeard’s Last Fight,” page 387
_________ “The People Could Fly,” page 393
_________ Related Reading: “I’ll Fly Away,” page 400
_________ “The Tale of Annie Christmas,” page 403
_________ “The Blind Boy and the Two Arctic Loons,” page 410
_________ Insights: Getting into Storytelling, page 421
_________ “Where the Girl Rescued Her Brother,” page 424
_________ Insights: The Battle of Rosebud Creek, page 430
_________ “Legend of the Feathered Serpent,” page 435
_________ “Gatoried Community,” page 447
_________ For Your Reading List, page 455
_________ Guided Writing—Informative Writing: Analyzing a Legend, page 456
_________ Unit Seven Review, page 462

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 364–366).

Getting Started in the Classroom
_________ Fine Art: George Caleb Bingham. Have students discuss how the artwork relates to the title of this unit (PE, page 364).
_________ Elements of the Oral Tradition (PE, page 366)
_________ Additional Questions and Activities: Example of Forms of the Oral Tradition (ATE, page 366)

Assessment
_________ Genre Check Test 4.7.1 (ATE, page 366; UR 7, page 1; TG)□●
_________ Genre Test 4.7.2 (UR 7, page 2; TG)□●
_________ Example of Forms of the Oral Tradition (ATE, page 366)
“Pecos Bill,” page 367

Reading Level: Moderate

Difficulty Consideration: Unfamiliar setting

Ease Factors: Author's style; vocabulary

Synopsis: Pecos Bill is raised by coyotes and creates the lasso, spurs, cowboys songs, Death Valley, and the six shooter.

Goals/Objectives:
- to enjoy a humorous tall tale
- to briefly describe life in the Old West
- to define tall tale and personification and recognize examples of personification in the selection
- to work to develop an invention

Before Reading
- Daily Oral Language (VLR I, page 49; UR 7, page 4)
- Reader's Journal (PE, page 367; UR 7, page 5)
- Reader's Toolbox: Tall Tale and Personification (PE, page 367)
- Reader's Resource: Geography Connection and History Connection (PE, page 367)
- About the Author: Adrien Stoutenburg (PE, page 374)
- Vocabulary: Prefixes and Suffixes (VR, page 80)
- Reading Strategy: Create a Cluster Chart (RSR)

During Reading
- Graphic Organizer (PE, page 367; VLR I, page 49; UR 7, page 4)
- Dramatic Recording (AL, 20:15)
- Guided Reading Questions (PE, page 369; UR 7, page 5)
- Reading Strategy: Complete Your Cluster Chart (RSR)
- Fix-Up Idea: Read Short Sections (RSR)

After Reading
- Reading Strategy: Discuss Your Chart (RSR)
- Standardized Test Practice: Identify the Author's Purpose (RSR)
- Respond to the Selection (PE, page 374; UR 7, page 6)
- Investigate, Inquire, and Imagine (PE, page 375; UR 7, page 7)
- Understanding Literature: Tall Tale and Personification (PE, page 375; UR 7, page 8)
- Writer's Journal: Lyrics, Wedding Vows, or Paragraph (PE, page 376; UR 7, page 8)
- Collaborative Learning: Developing an Invention (PE, page 376)
- Media Literacy: Reviewing a Film (PE, page 376)
- Vocabulary: Synonyms (UR 7, page 9)
- Selection Check Test 4.7.3 (ATE, page 372; UR 7, page 11; TG)
- Selection Test 4.7.4 (UR 7, page 13; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“Pecos Bill,” page 367

Teacher’s Name __________________________________ Class __________________ Date __________________

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<th>Strategies for Developing Readers</th>
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<td><strong>Tackle Unfamiliar Setting</strong></td>
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<tr>
<td>Motivation: Demonstrating Inventions (ATE, page 368)</td>
<td>Thoroughly read Reader’s Resource before reading the selection (jPE, page 367).</td>
</tr>
<tr>
<td>Reading Proficiency: Prereading Page (ATE, page 368)</td>
<td>Show a film or documentary about the Old West, and discuss the setting, or bring in pictures of the Old West.</td>
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<tr>
<td>English Language Learning: Vocabulary (ATE, page 368)</td>
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<td>Special Needs: Checking Comprehension (ATE, page 368)</td>
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<td>Enrichment: Researching Cowboys (ATE, page 368)</td>
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<td><strong>Literary Technique</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
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<td>Flashback (ATE, page 369)</td>
<td>Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 367).</td>
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<td><strong>Cross-Curricular Activities</strong></td>
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<td>Drawing from Descriptions (ATE, page 371)</td>
<td>Have students find the Pecos River in Texas on a map.</td>
</tr>
<tr>
<td>Cowboy Song (ATE, page 371)</td>
<td>Have students share tall tales from their native country.</td>
</tr>
<tr>
<td>Researching Mustangs (ATE, page 373)</td>
<td>Discuss the sculpture on page 368 and the coyote on page 371.</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>Give an example of an exaggeration.</td>
</tr>
<tr>
<td>Motivation: Demonstrating Inventions (ATE, page 368)</td>
<td>If a film about the Old West is not available, have students find out more about it on the Internet or in the library.</td>
</tr>
<tr>
<td>Special Needs: Checking Comprehension (ATE, page 368)</td>
<td>Before reading, review the definition of flashback (ATE, page 369).</td>
</tr>
<tr>
<td>Enrichment: Researching Cowboys (ATE, page 368)</td>
<td>Have partners read and discuss the exaggerations.</td>
</tr>
<tr>
<td>Cross-Curricular Activities: Cowboy Song (ATE, page 371)</td>
<td>Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 375; UR 7, page 7).</td>
</tr>
<tr>
<td>Cross-Curricular Activities: Researching Mustangs (ATE, page 373)</td>
<td>Have partners review the parts of a sentence (Language, Grammar, and Style, PE, page 376; UR 7, page 10).</td>
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<tr>
<td>Investigate, Inquire, and Imagine (PE, page 375; UR 7, page 7)</td>
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<tr>
<td>Understanding Literature: Tall Tale and Personification (PE, page 375; UR 7, page 8)</td>
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<td>Collaborative Learning: Developing an Invention (PE, page 376)</td>
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<tr>
<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>Writer’s Journal: Lyrics, Wedding Vows, or Paragraph (PE, page 376; UR 7, page 8)</td>
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<tr>
<td>Media Literacy: Reviewing a Film (PE, page 376)</td>
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<tr>
<td>Language, Grammar, and Style: Review: Parts of a Sentence (PE, page 376; UR 7, page 10)</td>
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<tr>
<td>Vocabulary: Synonyms (UR 7, page 9)</td>
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- Print Resources
- Transparency
- Audio Library
- Test Generator CD-ROM
- Internet


UNIT 7 LESSON PLANS  RESPONDING TO LITERATURE  LITERACY RESOURCE
**Lesson Plan**

“Paul Bunyan of the North Woods,” page 377

Teacher’s Name ____________________ Class ____________________ Date ____________________

| M | T | W | TH | F |

**Reading Level:** Moderate  
**Difficulty Consideration:** Vocabulary  
**Ease Factors:** Familiar story line; selection length; author’s style  
**Synopsis:** Paul Bunyan is credited with extraordinary feats of strength such as bringing white snow from China and turning off the rain.

**Goals/Objectives:**  
- to enjoy a humorous tall tale  
- to describe American pioneer life  
- to define tall tale  
- to define anecdote and hyperbole and explain examples of each from the selection  
- to conduct an interview

**Related Reading:** “The Ole Feller Recollects How Joe Fournier Became Paul Bunyan,” page 381

**Before Reading**  
- Daily Oral Language (VLR I, page 50; UR 7, page 16)  
- Reader’s Journal (PE, page 377; UR 7, page 16)  
- Reader’s Toolbox: Tall Tale, Anecdote, and Hyperbole (PE, page 377)  
- Reader’s Resource: Environmental Connection (PE, page 377)  
- About the Author: Carl Sandburg (PE, page 380)  
- Vocabulary from the Selection (ATE, page 377)  
- Vocabulary: Word Roots (VR, page 83)  
- Reading Strategy: Share an Anecdote (RSR)

**During Reading**  
- Dramatic Recording (AL, 5:05)  
- Guided Reading Questions (PE, page 378; UR 7, page 16)  
- Reading Strategy: Gather Information (RSR)  
- Fix-Up Idea: Reread (RSR)

**After Reading**  
- Reading Strategy: Share Information (RSR)  
- Standardized Test Practice: Find Main Ideas (RSR)  
- Respond to the Selection (PE, page 380; UR 7, page 17)  
- Investigate, Inquire, and Imagine (PE, page 384; UR 7, page 18)  
- Understanding Literature: Tall Tale, Anecdote, and Hyperbole (PE, page 385; UR 7, page 19)  
- Graphic Organizer (PE, page 385; VLR I, page 50; UR 7, page 20)  
- Writer’s Journal: Tall Tales, Titles, or Journal Entry (PE, page 385; UR 7, page 20)  
- Speaking and Listening: Interviewing a Classmate (PE, page 386)  
- Study and Research: Researching Pioneer Americans (PE, page 386; UR 7, page 23)  
- Collaborative Learning: Writing a Comic Strip (PE, page 386)  
- Language, Grammar, and Style: Compound Sentences (PE, page 386; UR 7, page 22)  
- Vocabulary: Writing Sentences (UR 7, page 21)  
- Selection Check Test 4.7.5 (ATE, page 380; UR 7, page 25; TG)  
- Selection Test 4.7.6 (UR 7, page 27; TG)  
- Related Reading: “The Ole Feller Recollects How Joe Fournier Became Paul Bunyan” (PE, page 381)  
- Related Reading Questions (ATE, page 381; UR 7, page 17)  
- Internet activities at http://www.emcp.com

Free reading time

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

ATE—Annotated Teacher’s Edition  
PE—Pupil’s Edition  
RSR—Reading Strategies Resource  
SR—Spanish Resource  
TG—Test Generator  
UR—Unit Resource  
VLR—Visual Literacy Resource  
VR—Vocabulary Resource  
WR—Writing Resource  
AL—Audio Library
“Paul Bunyan of the North Woods,” page 377

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td>________ Motivation: Writing a Comic Strip (ATE, page 378)</td>
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<td>________ Reading Proficiency: Listening to the Selection and Discussing Heroic Qualities (ATE, page 378)</td>
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<tr>
<td>________ English Language Learning: Vocabulary (ATE, page 378)</td>
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<td>________ Special Needs: Previewing Vocabulary and Footnotes (ATE, page 378)</td>
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<td>________ Enrichment: Illustrating a Scene (ATE, page 378)</td>
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<td>________ Heroes in the Media (ATE, page 379)</td>
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<td>Additional Questions and Activities</td>
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<td>________ Related Reading Questions (ATE, pages 381–383)</td>
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<td>Flexible Grouping Suggestions</td>
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<td>________ Motivation: Writing a Comic Strip (ATE, page 378)</td>
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<tr>
<td>________ Special Needs: Previewing Vocabulary and Footnotes (ATE, page 378)</td>
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<td>________ Enrichment: Illustrating a Scene (ATE, page 378)</td>
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<td>________ Cross-Curricular Activities: Heroes in the Media (ATE, page 379)</td>
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<td>________ Investigate, Inquire, and Imagine (PE, page 384; UR 7, page 18)</td>
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<td>________ Understanding Literature: Tall Tale, Anecdote, and Hyperbole (PE, page 385; UR 7, page 19)</td>
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<td>________ Collaborative Learning: Writing a Comic Strip (PE, page 386)</td>
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<td>Homework Suggestions</td>
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<tr>
<td>________ Graphic Organizer (PE, page 385; VLR I, page 50; UR 7, page 20)</td>
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<tr>
<td>________ Writer’s Journal: Tall Tale, Titles, or Journal Entry (PE, page 385; UR 7, page 20)</td>
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<th>Strategies for Developing Readers</th>
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<td>Tackle Vocabulary</td>
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<tr>
<td>________ Have pairs work on vocabulary activities (Word Roots, VR, page 83; Writing Sentences, UR 7, page 21).</td>
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<tr>
<td>________ Read the footnotes before reading.</td>
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<tr>
<td>Additional Strategies for English Language Learners</td>
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<td>________ Read the Reader’s Resource aloud (PE, page 377).</td>
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<tr>
<td>________ Discuss lumberjacks.</td>
</tr>
<tr>
<td>________ Discuss tall tales and then read aloud the Reader’s Toolbox (PE, page 377).</td>
</tr>
<tr>
<td>________ Use the Special Needs activity (ATE, page 378).</td>
</tr>
<tr>
<td>________ Have students place sticky notes near examples of hyperbole as they read to help them fill in the Graphic Organizer (PE, page 385; VLR I, page 50; UR 7, page 20).</td>
</tr>
<tr>
<td>________ Use the Enrichment activity to check students’ understanding of the tale (ATE, page 378).</td>
</tr>
<tr>
<td>________ Have small groups answer Investigate, Inquire, and Imagine (PE, page 385; UR 7, page 18) and Understanding Literature questions (PE, page 385; UR 7, page 19).</td>
</tr>
<tr>
<td>________ Have partners work on compound sentences (Language, Grammar, and Style, page 386).</td>
</tr>
<tr>
<td>________ As a link to the previous selection, ask students: If Pecos Bill and Paul Bunyan met, would they be friends? Why, or why not?</td>
</tr>
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<td>________ Read the Related Reading aloud (PE, page 381).</td>
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</tbody>
</table>
“Blackbeard’s Last Fight,” page 387

Reading Level: Moderate

Difficulty Consideration: Pirate vocabulary

Ease Factors: Selection length; author’s style

Synopsis: Blackbeard meets his demise at the hands of Lieutenant Robert Maynard.

Goals/Objectives:
• to interpret a legend based on Blackbeard
• to discuss the legends surrounding Blackbeard
• to define legend and characterization and explain examples of characterization from the selection
• to demonstrate an ability to find simple verb tenses

Before Reading
_________ Daily Oral Language (VLR I, page 51; UR 7, page 30)
_________ Reader’s Journal (PE, page 387; UR 7, page 30)
_________ Reader’s Toolbox: Legend and Characterization (PE, page 387)
_________ Reader’s Resource: Synopsis and Background Information (PE, page 387)
_________ About the Author: Richard Walser (PE, page 389)
_________ Vocabulary from the Selection (ATE, page 387)
_________ Reading Strategy: Preview New Words (RSR)

During Reading
_________ Graphic Organizer (PE, page 387; VLR I, page 51; UR 7, page 30)
_________ Dramatic Recording (AL, 2:22)
_________ Guided Reading Questions (PE, page 388; UR 7, page 31)
_________ Reading Strategy: Gather Information about New Words (RSR)
_________ Fix-Up Idea: Create a Mnemonic Device (RSR)

After Reading
_________ Reading Strategy: Review New Words (RSR)
_________ Standardized Test Practice: Use Context Clues (RSR)
_________ Respond to the Selection (PE, page 389; UR 7, page 31)
_________ Investigate, Inquire, and Imagine (PE, page 390; UR 7, page 32)
_________ Understanding Literature: Legend and Characterization (PE, page 391; UR 7, page 33)
_________ Writer’s Journal: Response, Article, or Script (PE, page 391; UR 7, page 33)
_________ Collaborative Learning: Acting (PE, page 391)
_________ Speaking and Listening: Writing a Speech (PE, page 392)
_________ Study and Research: Digging for Further Information (PE, page 392; UR 7, page 36)
_________ Language, Grammar, and Style: Verb Tenses (PE, page 392; UR 7, page 35)
_________ Vocabulary: Using a Dictionary (UR 7, page 35)
_________ Selection Check Test 4.7.7 (ATE, page 389; UR 7, page 38; TG)
_________ Selection Test 4.7.8 (UR 7, page 40; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Lesson Plan
Lesson Plan

“Blackbeard’s Last Fight,” page 387

Teacher’s Name ___________________________ Class ___________________________ Date __________________

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<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Pirate Vocabulary</strong></td>
</tr>
<tr>
<td>Motivation: Researching Blackbeard (ATE, page 388)</td>
<td>Present students with the information given under Reading Proficiency and English Language Learning (ATE, page 388).</td>
</tr>
<tr>
<td>Reading Proficiency: Previewing Footnotes (ATE, page 388)</td>
<td>Help students replace each footnoted word with its modern definition before reading the selection (i.e., the sentence with footnote number one would read: “Not even heavy-armored Navy warships…” instead of “Not even heavy-armored men-o’war…”).</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 388)</td>
<td></td>
</tr>
<tr>
<td>Special Needs: Listening to the Selection (ATE, page 388)</td>
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</tr>
<tr>
<td>Enrichment: Pirate Collage (ATE, page 388)</td>
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<tr>
<th><strong>Additional Questions and Activities</strong></th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
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<tbody>
<tr>
<td>Working with Modifiers (ATE, page 388)</td>
<td>Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 387).</td>
</tr>
</tbody>
</table>

| **Flexible Grouping Suggestions** | **| |
|-------------------------------|----------------------------------|
| Motivation: Researching Blackbeard (ATE, page 388) | Use the Motivation and Reading Proficiency activities before reading (ATE, page 388). |
| Investigate, Inquire, and Imagine (PE, page 390; UR 7, page 32) | Have small groups answer Investigate, Inquire, and Imagine (PE, page 390; UR 7, page 32) and Understanding Literature questions (PE, page 391; UR 7, page 33). |
| Understanding Literature: Legend and Characterization (PE, page 391; UR 7, page 33) | |
| Collaborative Learning: Acting (PE, page 391) | |
| Study and Research: Digging for Further Information (PE, page 392; UR 7, page 36) | |

| **Homework Suggestions** | **| |
|------------------------|----------------------------------|
| Writer’s Journal: Response, Article, or Script (PE, page 391; UR 7, page 33) | |
| Speaking and Listening: Writing a Speech (PE, page 392) | |
| Language, Grammar, and Style: Verb Tenses (PE, page 392; UR 7, page 35) | |
| Vocabulary: Using a Dictionary (UR 7, page 35) | |
Lesson Plan

“The People Could Fly,” page 393

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Dialect

Ease Factor: Imaginative plot

Synopsis: Toby, a slave with magical powers, teaches other slaves to fly.

Goals/Objectives:
• to appreciate a folk tale
• to describe ways in which slaves gave each other hope
• to define folk tale and mood and give examples of mood
• to demonstrate an ability to find the perfect tenses of sentences

Related Reading: “I’ll Fly Away,” page 400

Before Reading

_________ Daily Oral Language (VLR I, page 52; UR 7, page 44)

_________ Reader’s Journal (PE, page 393; UR 7, page 44)

_________ Reader’s Toolbox: Folk Tale and Mood (PE, page 393)

_________ Reader’s Resource: History Connection (PE, page 393)

_________ Art Smart: Leo and Diane Dillon (ATE, page 395)

_________ About the Author: Virginia Hamilton (PE, page 399)

_________ Vocabulary from the Selection (ATE, page 395)

_________ Vocabulary: Morphemes and Meaning (VR, page 88)

_________ Reading Strategy: Share Images You Remember (RSR)

During Reading

_________ Graphic Organizer (PE, page 393; VLR I, page 52; UR 7, page 44)

_________ Dramatic Recording: “The People Could Fly” (AL, 9:44)

_________ Guided Reading Questions (PE, page 396; UR 7, page 45)

_________ Reading Strategy: Visualize (RSR)

_________ Fix-Up Idea: Take a Break (RSR)

After Reading

_________ Reading Strategy: Share Your Images (RSR)

_________ Standardized Test Practice: Determine the Author’s Purpose (RSR)

_________ Respond to the Selection (PE, page 398; UR 7, page 45)

_________ Investigate, Inquire, and Imagine (PE, page 401; UR 7, page 46)

_________ Understanding Literature: Folk Tale and Mood (PE, page 401; UR 7, page 47)

_________ Writer’s Journal: Journal Entry, Poem, or Directions (PE, page 402; UR 7, page 47)

_________ Vocabulary: Synonyms (UR 7, page 48)

_________ Language, Grammar, and Style: Perfect Tenses (PE, page 402; UR 7, page 49)

_________ Selection Check Test 4.7.9 (ATE, page 399; UR 7, page 50; TG)

_________ Selection Test 4.7.10 (UR 7, page 52; TG)

_________ Related Reading: “I’ll Fly Away” (PE, page 400)

_________ Dramatic Recording: “I’ll Fly Away” (AL, 2:20)

_________ Related Reading Questions (ATE, page 400)

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

_________ Free reading time

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  internet


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Lesson Plan

“The People Could Fly,” page 393

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<td><strong>Tackle Dialect</strong></td>
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<tr>
<td>_______ Reading Proficiency: Listening to the Selection (ATE, page 394)</td>
<td>Play the audio version of the selection, allowing students to hear the dialect (AL, 9:44).</td>
</tr>
<tr>
<td>_______ English Language Learning: Vocabulary (ATE, page 394)</td>
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<tr>
<td>_______ Special Needs: Working as a Group to Answer Guided Reading Questions (ATE, page 394)</td>
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<tr>
<td>_______ Enrichment: Discussing Magic (ATE, page 394)</td>
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<th><strong>Art Smart</strong></th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
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<tr>
<td>_______ Leo and Diane Dillon (ATE, page 395)</td>
<td>Read the Reader’s Resource and Reader’s Toolbox aloud (PE, page 393).</td>
</tr>
<tr>
<td></td>
<td>Read aloud “Notes from Virginia Hamilton” before students read (PE, page 398).</td>
</tr>
<tr>
<td></td>
<td>Read the Art Smart information before students read (ATE, page 395).</td>
</tr>
<tr>
<td></td>
<td>Preview vocabulary (include overseer).</td>
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<td></td>
<td>Help students fill in the Graphic Organizer (PE, page 393; VLR I, page 52; UR 7, page 44).</td>
</tr>
<tr>
<td></td>
<td>Listen to the Dramatic Recording (AL, 2:20).</td>
</tr>
<tr>
<td></td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 401; UR 7, page 32) and Understanding Literature questions (PE, page 401).</td>
</tr>
<tr>
<td></td>
<td>Reread “Dreams” (PE, page 6). Help students compare the imagery in the poem with the imagery in the story. (They should note the references to flying in each.)</td>
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<th><strong>Flexible Grouping Suggestions</strong></th>
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<td>_______ Skit (ATE, page 397)</td>
<td>_______ Motivation: Role-Play (ATE, page 394)</td>
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<td>_______ Related Reading Questions (ATE, page 400)</td>
<td>_______ Special Needs: Working as a Group to Answer Guided Reading Questions (ATE, page 394)</td>
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<td></td>
<td>_______ Enrichment: Discussing Magic (ATE, page 394)</td>
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<tr>
<td></td>
<td>_______ Additional Questions and Activities: Skit (ATE, page 397)</td>
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<tr>
<td></td>
<td>_______ Investigate, Inquire, and Imagine (PE, page 401; UR 7, page 46)</td>
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<td></td>
<td>_______ Understanding Literature: Folk Tale and Mood (PE, page 401; UR 7, page 47)</td>
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<tr>
<td>_______ Writer’s Journal: Journal Entry, Poem, or Directions (PE, page 402; UR 7, page 47)</td>
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<tr>
<td>_______ Vocabulary: Synonyms (UR 7, page 48)</td>
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</tr>
<tr>
<td>_______ Language, Grammar, and Style: Perfect Tenses (PE, page 402; UR 7, page 49)</td>
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UNIT 7 LESSON PLANS RESPONDING TO LITERATURE LITERACY RESOURCE 83
“The Tale of Annie Christmas,” page 403

Teacher’s Name ____________________________ Class ____________________________ Date ________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factors: Author’s style; selection length

Synopsis: Annie Christmas performs several extraordinary feats single-handedly.

Goals/Objectives:
• to enjoy a tall tale
• to summarize the main character’s views on life
• to define tall tale and climax and recognize the climax in the selection
• to conduct research on black folklore

Before Reading
— Daily Oral Language (VLR I, page 53; UR 7, page 57)
— Reader’s Journal (PE, page 403; UR 7, page 57)
— Reader’s Toolbox: Tall Tale and Climax (PE, page 403)
— Reader’s Resource: Geography and History Connection (PE, page 403)
— About the Author: Walker Brents (PE, page 407)
— Vocabulary from the Selection (ATE, page 403)
— Vocabulary: Word Origins (VR, page 90)
— Reading Strategy: Create a Cluster Chart (RSR)

During Reading
— Graphic Organizer (PE, page 403; VLR I, page 53; UR 7, page 57)
— Dramatic Recording (AL, 9:35)
— Guided Reading Questions (PE, page 404; UR 7, page 58)
— Reading Strategy: Fill in Your Cluster Chart (RSR)
— Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
— Reading Strategy: Share Your Cluster Chart (RSR)
— Standardized Test Practice: Draw Conclusions (RSR)
— Respond to the Selection (PE, page 407; UR 7, page 58)
— Investigate, Inquire, and Imagine (PE, page 408; UR 7, page 59)
— Understanding Literature: Tall Tale and Climax (PE, page 408; UR 7, page 60)
— Writer’s Journal: Map, Eulogy, or Obituary (PE, page 409; UR 7, page 60)
— Vocabulary: Matching (UR 7, page 61)
— Language, Grammar, and Style: Modifiers: Adjective or Adverb? (PE, page 409; UR 7, page 62)
— Study and Research: Researching and Telling Black Folklore (PE, page 409; UR 7, page 63)
— Selection Check Test 4.7.11 (ATE, page 407; UR 7, page 64; TG)
— Selection Test 4.7.12 (UR 7, page 66; 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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Lesson Plan

“The Tale of Annie Christmas,” page 403

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td>Tackle Vocabulary</td>
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<tr>
<td>______ Motivation: Depicting Annie Christmas (ATE, page 404)</td>
<td>______ Allow students to preview new vocabulary words.</td>
</tr>
<tr>
<td>______ Reading Proficiency: Previewing and Practicing Vocabulary (ATE, page 404)</td>
<td>______ Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>______ English Language Learning: Vocabulary (ATE, page 404)</td>
<td>______ Encourage students to predict meanings of unknown words by using context clues.</td>
</tr>
<tr>
<td>______ Special Needs: Listening to the Selection (ATE, page 404)</td>
<td>______ Familiarize students with new vocabulary by working on activities found in the VR (page 90).</td>
</tr>
<tr>
<td>______ Enrichment: Rewriting an Adventure (ATE, page 404)</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Cross-Curricular Activities</td>
<td>Additional Strategies for English Language Learners</td>
</tr>
<tr>
<td>______ Dramatizing a Folk Tale (ATE, page 405)</td>
<td>______ Read aloud Reader’s Resource (PE, page 403).</td>
</tr>
<tr>
<td></td>
<td>______ Discuss tall tales; then read aloud the Reader’s Toolbox (PE, page 403).</td>
</tr>
<tr>
<td>Literary Technique</td>
<td>______ Use a map to show students where New Orleans is located. Provide background on how funeral processions were conducted in New Orleans at the time of this selection.</td>
</tr>
<tr>
<td></td>
<td>______ Have pairs read and answer the Guided Reading Questions, writing down words or phrases they cannot figure out from the context.</td>
</tr>
<tr>
<td>Flexible Grouping Suggestions</td>
<td></td>
</tr>
<tr>
<td>______ Special Needs: Listening to the Selection (ATE, page 404)</td>
<td>______ Have small groups answer Investigate, Inquire, and Imagine (PE, page 408; UR 7, page 59) and Understanding Literature questions (PE, page 408; UR 7, page 60).</td>
</tr>
<tr>
<td>______ Enrichment: Rewriting an Adventure (ATE, page 404)</td>
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</tr>
<tr>
<td>______ Cross-Curricular Activities: Dramatizing a Folk Tale (ATE, page 405)</td>
<td>______ Include the students’ native cultures in Cross-Curricular Activities: Dramatizing a Folk Tale (ATE, page 405).</td>
</tr>
<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 408; UR 7, page 59)</td>
<td></td>
</tr>
<tr>
<td>______ Study and Research: Researching and Telling Black Folklore (PE, page 409; UR 7, page 63)</td>
<td>______ Use activities for Spanish speakers (SR, page 81).</td>
</tr>
<tr>
<td>Homework Suggestions</td>
<td></td>
</tr>
<tr>
<td>______ Understanding Literature: Tall Tale and Climax (PE, page 408; UR 7, page 60)</td>
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<tr>
<td>______ Writer’s Journal: Map, Eulogy, or Obituary (PE, page 409; UR 7, page 60)</td>
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<td>______ Language, Grammar, and Style: Modifiers: Adjective or Adverb? (PE, page 409; UR 7, page 62)</td>
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UNIT 7 LESSON PLANS  RESPONSING TO LITERATURE  LITERACY RESOURCE
“The Blind Boy and the Two Arctic Loons,” page 410

Teacher’s Name _____________________________ Class _____________________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Yup’ik language; author’s style

Ease Factors: Footnotes; Guided Reading Questions

Synopsis: A young man, who is tricked by his grandmother and seeks revenge, finds that seeking revenge is not a good thing.

Goals/Objectives:
• to interpret a Yup’ik story
• to discuss the Yup’ik culture and the types of stories they use in their oral tradition
• to define and explain examples of transcription, translation, and repetition

Insights: Getting into Storytelling, page 421

Before Reading
- Daily Oral Language (VLR I, page 54; UR 7, page 70)
- Reader’s Journal (PE, page 410; UR 7, page 70)
- Reader’s Toolbox: Transcription, Translation, and Repetition (PE, page 410)
- Reader’s Resource: Culture Connection (PE, page 410)
- About the Author: Andy Charlie (PE, page 420)
- Fine Art: Yup’ik Artist (PE, page 416; VLR II, page 31)
- Vocabulary from the Selection (ATE, page 410)
- Vocabulary: PAVE (VR, page 92)
- Reading Strategy: Create a Venn Diagram (RSR)

During Reading
- Dramatic Recording: “The Blind Boy and the Two Artic Loons” (AL, 16:20)
- Guided Reading Questions (PE, page 412; UR 7, page 70)
- Reading Strategy: Gather Information (RSR)
- Fix-Up Idea: Vary Reading Rate (RSR)

After Reading
- Reading Strategy: Share Your Information (RSR)
- Standardized Test Practice: Compare and Contrast Tales (RSR)
- Respond to the Selection (PE, page 420; UR 7, page 72)
- Investigate, Inquire, and Imagine (PE, page 423; UR 7, page 73)
- Understanding Literature: Transcription, Translation, and Repetition (PE, page 423; UR 7, page 74)
- Vocabulary: Writing Sentences (UR 7, page 74)
- Language, Grammar, and Style: Correcting Sentence Fragments (UR 7, page 76)
- Selection Check Test 4.7.13 (ATE, page 420; UR 7, page 78; TG)
- Selection Test 4.7.14 (UR 7, page 80; TG)
- Insights: Getting into Storytelling (PE, page 421)
- Dramatic Recording: Getting into Storytelling (AL, 4:38)
- Insights Questions (ATE, page 421; UR 7, page 72)
- Internet activities at http://www.emcp.com
- Free reading time

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“The Blind Boy and the Two Arctic Loons,” page 410

Teacher’s Name ____________________________ Class __________________ Date ____________

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<td><strong>Tackle Yup’ik Language</strong></td>
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<tr>
<td>Motivation: Comparing Yup’ik Stories (ATE, page 411)</td>
<td>Read Reader’s Resource, making sure students understand the meaning of <em>qulirat</em>.</td>
</tr>
<tr>
<td>Reading Proficiency: Listening to the Selection (ATE, page 411)</td>
<td>Allow students to preview the Yup’ik words (words in italics).</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 411)</td>
<td>Play the audio version of the selection, allowing students to hear the pronunciation of the Yup’ik words (AL, 16:20).</td>
</tr>
<tr>
<td>Special Needs: Previewing Vocabulary and Footnotes (ATE, page 411)</td>
<td>Encourage students to figure out the meaning of the Yup’ik words using context clues.</td>
</tr>
<tr>
<td>Enrichment: Transcription (ATE, page 411)</td>
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<th>Cross-Curricular Activities</th>
<th><strong>Tackle Author’s Style</strong></th>
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<td>Researching Hunting Nets (ATE, page 412)</td>
<td>Read Reader’s Toolbox aloud (PE, page 410).</td>
</tr>
<tr>
<td>Song of Lament (ATE, page 418)</td>
<td>Reiterate that the story was written exactly as it was told, making the reading style different from what students are normally used to.</td>
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<th><strong>Additional Strategies for English Language Learners</strong></th>
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<td>Discussing a Saying (ATE, page 417)</td>
<td>Read Insights on page 421 before reading the selection.</td>
</tr>
<tr>
<td>Personal Essay (ATE, page 419)</td>
<td>Bring in books with pictures of southwestern Alaska, or have students research the region on the Internet. Make sure students know what a loon looks like.</td>
</tr>
<tr>
<td>Related Reading Questions (ATE, pages 421–422).</td>
<td>Preview the vocabulary.</td>
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<tr>
<td>Cross-Curricular Activities: Song of Lament (ATE, page 418)</td>
<td>Use the Reading Proficiency activity (ATE, page 411).</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 423; UR 7, page 73)</td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 423; UR 7, page 73) and Understanding Literature: Transcription and Translation and Repetition questions (PE, page 423; UR 7, page 74).</td>
</tr>
<tr>
<td>Understanding Literature: Transcription, Translation, and Repetition (PE, page 423; UR 7, page 74)</td>
<td>Under Tackle Author’s Style above, not all students may be familiar with the Bible. Perhaps show students an example of numbered verses in the Bible.</td>
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<tr>
<th>Flexible Grouping Suggestions</th>
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<td>Enrichment: Transcription (ATE, page 411)</td>
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<tr>
<td>Cross-Curricular Activities: Researching Hunting Nets (ATE, page 412)</td>
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<tr>
<td>Additional Questions and Activities: Discussing a Saying (ATE, page 417)</td>
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<tr>
<td>Cross-Curricular Activities: Song of Lament (ATE, page 418)</td>
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<tr>
<td>Investigate, Inquire, and Imagine (PE, page 423; UR 7, page 73)</td>
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<td>Understanding Literature: Transcription, Translation, and Repetition (PE, page 423; UR 7, page 74)</td>
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<td>Vocabulary: Writing Sentences (UR 7, page 74)</td>
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<tr>
<td>Language, Grammar, and Style: Correcting Sentence Fragments (UR 7, page 76)</td>
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“Where the Girl Rescued Her Brother,” page 424

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Reading Level: Moderate
Difficulty Consideration: Unfamiliar setting
Ease Factors: Selection length; vocabulary
Synopsis: Buffalo Calf Road Woman rescues her brother in a battle.
Goals/Objectives:
• to appreciate what it might be like to save a loved one from harm
• to explain the circumstances surrounding the Battle of Rosebud Creek
• to define legend
• to define mood and characterization and explain examples of each in the selection
• to work collaboratively to create a multimedia presentation
Insights: The Battle of Rosebud Creek, page 430

Before Reading
------- Daily Oral Language (VLR I, page 55; UR 7, page 84)
------- Reader’s Journal (PE, page 424; UR 7, page 84)
------- Reader’s Toolbox: Legend, Mood, and Characterization (PE, page 424)
------- Reader’s Resource: History Connection (PE, page 424)
------- About the Authors: Joseph Bruchac and Gayle Ross (PE, page 429)
------- Vocabulary: Words with Multiple Meanings (VR, page 96)
------- Reading Strategy: What Do You Know? (RSR)

During Reading
------- Guided Reading Questions (PE, page 426; UR 7, page 84)
------- Reading Strategy: Gather Information (RSR)
------- Fix-Up Idea: Find a New Strategy (RSR)

After Reading
------- Reading Strategy: Share Your Information (RSR)
------- Standardized Test Practice: Determine Author’s Point of View (RSR)
------- Art Smart: Medicine Crow (ATE, page 427; UR 7, page 85)
------- Respond to the Selection (PE, page 429; UR 7, page 85)
------- Investigate, Inquire, and Imagine (PE, page 432; UR 7, page 86)
------- Understanding Literature: Legend, Mood, and Characterization (PE, page 432; UR 7, page 88)
------- Writer’s Journal: Code of Ethics, Description, or Poem (PE, page 433; UR 7, page 88)
------- Vocabulary: Synonyms (UR 7, page 89)
------- Language, Grammar, and Style: Prepositional Phrases (UR 7, page 90)
------- Study and Research: Researching Historical Figures (PE, page 433; UR 7, page 91)
------- Graphic Organizer (PE, page 433; VLR I, page 55; UR 7, page 91)
------- Insights: The Battle of Rosebud Creek (PE, page 430)
------- Insights Questions (ATE, page 430; UR 7, page 86)
------- Selection Check Test 4.7.15 (ATE, page 429; UR 7, page 92; TG)
------- Selection Test 4.7.16 (UR 7, page 94; TG)
------- Internet activities at http://www.emcp.com
------- Free reading time

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SOUTH CAROLINA STATE STANDARDS

click this box for details
**Lesson Plan**

“Where the Girl Rescued Her Brother,” page 424

Teacher’s Name ____________________________ Class __________________ Date __________________

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<th><strong>Teaching Options</strong></th>
<th><strong>Homework Suggestions</strong></th>
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<tr>
<th><strong>Individual Learning Strategies</strong></th>
<th><strong>Writer’s Journal:</strong> Code of Ethics, Description, or Poem (PE, page 433; UR 7, page 88)</th>
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</thead>
<tbody>
<tr>
<td>Motivation: Researching the Cheyenne (ATE, page 425)</td>
<td>Vocabulary: Synonyms (UR 7, page 89)</td>
</tr>
<tr>
<td>Reading Proficiency: Listening to the Selection and Discussing Values (ATE, page 425)</td>
<td>Language, Grammar, and Style: Prepositional Phrases (UR 7, page 90)</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 425)</td>
<td>Study and Research: Researching Historical Figures (PE, page 433; UR 7, page 91)</td>
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<tr>
<td>Special Needs: Checking Comprehension (ATE, page 425)</td>
<td>Graphic Organizer (PE, page 433; VLR I, page 55; UR 7, page 91)</td>
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<tr>
<td>Enrichment: Recreating Cheyenne Artifacts (ATE, page 425)</td>
<td><strong>Strategies for Developing Readers</strong></td>
</tr>
</tbody>
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<thead>
<tr>
<th><strong>Additional Questions and Activities</strong></th>
<th><strong>Tackle Unfamiliar Setting</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech (ATE, page 426)</td>
<td>Thoroughly read Reader’s Resource before reading the selection (PE, page 424).</td>
</tr>
<tr>
<td>Related Reading Questions (ATE, pages 430–431)</td>
<td>Read Insights: The Battle of Rosebud Creek as a Prereading activity (PE, page 430).</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Art Smart</strong></th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
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<thead>
<tr>
<th><strong>Cross-Curricular Activities</strong></th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>War Song (ATE, page 428)</td>
<td>Have students locate Rosebud Creek on a map.</td>
</tr>
<tr>
<td>Role-Play (ATE, page 428)</td>
<td>Read aloud Insights before having students read the story (PE, page 430).</td>
</tr>
<tr>
<td>Gold on Native American Land (ATE, page 428)</td>
<td>Preview vocabulary.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Flexible Grouping Suggestions</strong></th>
<th><strong>Have pairs read and answer the Guided Reading Questions, writing down words they do not understand.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation: Researching the Cheyenne (ATE, page 425)</td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 432; UR 7, page 86) and Understanding Literature questions (PE, page 432; UR 7, page 88).</td>
</tr>
<tr>
<td>Enrichment: Recreating Cheyenne Artifacts (ATE, page 425)</td>
<td>Have students illustrate parts of the story on 6-inch square sheets of paper. Have them assemble the squares in quilt fashion.</td>
</tr>
<tr>
<td>Cross-Curricular Activities: Role-Play (ATE, page 428)</td>
<td>Students may refer to these drawings for Additional Questions and Activities: Speech (ATE, page 426).</td>
</tr>
<tr>
<td>Cross-Curricular Activities: Gold on Native American Land (ATE, page 428)</td>
<td><strong>Understanding Literature: Legend, Mood, and Characterization (PE, page 432; UR 7, page 88)</strong></td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 432; UR 7, page 86)</td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>Understanding Literature: Legend, Mood, and Characterization (PE, page 432; UR 7, page 88)</td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
</tbody>
</table>

**Tackle Unfamiliar Setting**

Thoroughly read Reader’s Resource before reading the selection (PE, page 424).

Read Insights: The Battle of Rosebud Creek as a Prereading activity (PE, page 430).

**Additional Strategies for English Language Learners**

Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 424).

Have students locate Rosebud Creek on a map.

Read aloud Insights before having students read the story (PE, page 430).

Preview vocabulary.

Have pairs read and answer the Guided Reading Questions, writing down words they do not understand.

Have small groups answer Investigate, Inquire, and Imagine (PE, page 432; UR 7, page 86) and Understanding Literature questions (PE, page 432; UR 7, page 88).

Have students illustrate parts of the story on 6-inch square sheets of paper. Have them assemble the squares in quilt fashion.

Students may refer to these drawings for Additional Questions and Activities: Speech (ATE, page 426).
Lesson Plan

“Legend of the Feathered Serpent,” page 435

Teacher’s Name _______________________________ Class ______________________ Date __________

Reading Level: Moderate

Difficulty Consideration: Aztec names

Ease Factor: Vocabulary

Synopsis: Moctezuma welcomes the Spanish conquistadors, thinking that Cortes is the returning god Quetzalcoatl. One hero, Itaqui, emerges to protect the statue of the god Xochipilli.

Goals/Objectives:
• to appreciate a legend
• to briefly describe Aztec culture and beliefs
• to define legend and irony and find examples of irony in the selection
• to research ancient Mexico

Before Reading
_________ Daily Oral Language (VLR I, page 56; UR 7, page 98)
_________ Reader’s Journal (PE, page 435; UR 7, page 99)
_________ Reader’s Toolbox: Legend and Irony (PE, page 435)
_________ Reader’s Resource: History Connection (PE, page 435)
_________ About the Author: Antonio Hernández Madrigal (PE, page 444)
_________ Vocabulary from the Selection (ATE, page 435)
_________ Vocabulary: Morphemes and Spelling Patterns (VR, page 99)
_________ Reading Strategy: Create a Prediction Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 435; VLR I, page 56; UR 7, page 98)
_________ Guided Reading Questions (PE, page 436; UR 7, page 99)
_________ Art Smart: Aztec Artist (PE, page 441)
_________ Reading Strategy: Gather Information (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Share Your Predictions (RSR)
_________ Standardized Test Practice: Evaluate Cause and Effect (RSR)
_________ Respond to the Selection (PE, page 444; UR 7, page 101)
_________ Investigate, Inquire, and Imagine (PE, page 445; UR 7, page 101)
_________ Understanding Literature: Legend and Irony (PE, page 445; UR 7, page 102)
_________ Writer’s Journal: Metaphor, Lyric Poem, or Epitaph (PE, page 446; UR 7, page 102)
_________ Vocabulary: Spelling (UR 7, page 104)
_________ Language, Grammar, and Style: Avoiding Double Negatives (UR 7, page 104)
_________ Study and Research: Researching Ancient Mexico (PE, page 446; UR 7, page 105)
_________ Applied English: Designing a Museum Display (PE, page 446)
_________ Speaking and Listening & Collaborative Learning: Reading Legends (PE, page 446)
_________ Selection Check Test 4.7.17 (ATE, page 443; UR 7, page 107; TG)
_________ Selection Test 4.7.18 (UR 7, page 109; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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“Legend of the Feathered Serpent,” page 435

Teacher’s Name ___________________________ Class ___________________________ Date __________________

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<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
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</thead>
<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Aztec Names</strong></td>
</tr>
<tr>
<td>——— Motivation: Recreating Decorative Jewelry (ATE, page 437)</td>
<td>——— Follow the instructions found in the Reading Proficiency activity (ATE, page 437).</td>
</tr>
<tr>
<td>——— Reading Proficiency: Previewing Pronunciations (ATE, page 437)</td>
<td>——— Preview Aztec names by listing them on the board.</td>
</tr>
<tr>
<td>——— English Language Learning: Vocabulary (ATE, page 437)</td>
<td>——— Share with students the pronunciation of Aztec names (some of them can be found on page 444).</td>
</tr>
<tr>
<td>——— Special Needs: Listening to the Selection (ATE, page 437)</td>
<td>——— Read the story aloud so that students can hear the pronunciation of the names.</td>
</tr>
<tr>
<td>——— Enrichment: Researching a God or Goddess (ATE, page 437)</td>
<td></td>
</tr>
<tr>
<td><strong>Cross-Curricular Activities</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>——— Researching Tenochtitlan (ATE, page 438)</td>
<td>——— Discuss legends and read aloud the Reader’s Toolbox (PE, page 435).</td>
</tr>
<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td>——— Read aloud Reader’s Resource (PE, page 445).</td>
</tr>
<tr>
<td>——— Moctezuma (ATE, page 440)</td>
<td>——— Read “The Aztecs” on page 444 before reading the story.</td>
</tr>
<tr>
<td>——— Reading Comprehension (ATE, pages 442 and 444)</td>
<td>——— Share the synopsis of the story.</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>——— Discuss the picture on pages 437, 439, and 440.</td>
</tr>
<tr>
<td>——— Motivation: Recreating Decorative Jewelry (ATE, page 437)</td>
<td>——— Use the Study and Research activity before reading (PE, page 446; UR 7, page 105).</td>
</tr>
<tr>
<td>——— Enrichment: Researching a God or Goddess (ATE, page 437)</td>
<td>——— Have small groups answer Investigate, Inquire, and Imagine (PE, page 445; UR 7, page 102) and Understanding Literature questions (PE, page 446; UR 7, page 102).</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 445; UR 7, page 101)</td>
<td></td>
</tr>
<tr>
<td>——— Understanding Literature: Legend and Irony (PE, page 445; UR 7, page 102)</td>
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</tr>
<tr>
<td>——— Study and Research: Researching Ancient Mexico (PE, page 446; UR 7, page 105)</td>
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</tr>
<tr>
<td>——— Speaking and Listening &amp; Collaborative Learning: Reading Legends (PE, page 446)</td>
<td></td>
</tr>
<tr>
<td><strong>Homework Suggestions</strong></td>
<td></td>
</tr>
<tr>
<td>——— Writer’s Journal: Metaphor, Lyric Poem, or Epitaph (PE, page 446; UR 7, page 102)</td>
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</tr>
<tr>
<td>——— Vocabulary: Spelling (UR 7, page 104)</td>
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</tr>
<tr>
<td>——— Language, Grammar, and Style: Avoiding Double Negatives (UR 7, page 104)</td>
<td></td>
</tr>
<tr>
<td>——— Applied English: Designing a Museum Display (PE, page 446)</td>
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</table>
“Gatoried Community,” page 447

Teacher’s Name _____________________ Class ____________________________ Date __________________

READING LEVEL: Challenging

DIFFICULTY CONSIDERATIONS: Structural shifts; vocabulary

EASE FACTOR: Author's style

SYNOPSIS: The authors rebut stories about finding alligators in the sewers of New York City.

GOALS/OBJECTIVES:
• to respond to a persuasive writing
• to discuss urban legends as a type of folklore
• to define, recognize, and find examples of tone and aim in the selection
• to research urban legends on the Internet

BEFORE READING
- Daily Oral Language (VLR I, page 58; UR 7, page 114)
- Reader's Journal (PE, page 447; UR 7, page 114)
- Reader's Toolbox: Tone and Aim (PE, page 447)
- Reader's Resource: Science Connection and Culture Connection (PE, page 447)
- About the Authors: Barbara and David P. Mikkelson (PE, page 452)
- Vocabulary from the Selection (ATE, page 447)
- Vocabulary: Word Origins (VR, page 103)
- Reading Strategy: Preview (RSR)

DURING READING
- Graphic Organizer (PE, page 447; VLR I, page 58; UR 7, page 114)
- Guided Reading Questions (PE, page 448; UR 7, page 115)
- Reading Strategy: Use a Text's Organizational Features (RSR)
- Fix-Up Idea: Refocus (RSR)

AFTER READING
- Reading Strategy: Discuss the Organizational Features (RSR)
- Standardized Test Practice: Distinguish Fact from Opinion (RSR)
- Respond to the Selection (PE, page 452; UR 7, page 115)
- Investigate, Inquire, and Imagine (PE, page 453; UR 7, page 116)
- Understanding Literature: Tone and Aim (PE, page 453; UR 7, page 117)
- Writer's Journal: News Article, Short Story, or Urban Legend (PE, page 454; UR 7, page 117)
- Applied English: Writing a Public Service Announcement (PE, page 454)
- Media Literacy & Study and Research: Urban Legends on the Internet (PE, page 454; UR 7, page 120)
- Language, Grammar, and Style: Prepositions (UR 7, page 118)
- Vocabulary: Matching (UR 7, page 119)
- Selection Check Test 4.7.19 (ATE, page 450; UR 7, page 121; TG)
- Selection Test 4.7.20 (UR 7, page 123; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“Gatored Community,” page 447

Teacher’s Name _______________________ Class __________________ Date __________________

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<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
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<tbody>
<tr>
<td>Individual Learning Strategies</td>
<td>Tackle Structural Shifts</td>
</tr>
<tr>
<td>——— Motivation: Urban Legend Research (ATE, page 448)</td>
<td>Discuss the selection’s secondary sources: quotes from other people and written sources such as newspapers and books.</td>
</tr>
<tr>
<td>——— Reading Proficiency: Prereading Page (ATE, page 448)</td>
<td>Make copies of the story. Have students identify those sections that are the narrator’s own words, those sections that are from newspaper clippings, and those sections that the narrator quotes from other people.</td>
</tr>
<tr>
<td>——— English Language Learning: Vocabulary (ATE, page 448)</td>
<td></td>
</tr>
<tr>
<td>——— Special Needs: Working with a Partner (ATE, page 448)</td>
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<tr>
<td>——— Enrichment: Bulletin Board about Alligators (ATE, page 448)</td>
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</tr>
<tr>
<td>Cross-Curricular Activities</td>
<td>Tackle Vocabulary</td>
</tr>
<tr>
<td>——— Researching Crocodilians (ATE, page 449)</td>
<td>Allow students to preview new vocabulary words.</td>
</tr>
<tr>
<td>Additional Questions and Activities</td>
<td></td>
</tr>
<tr>
<td>——— Writing a Ballad (ATE, page 451)</td>
<td>Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>Flexible Grouping Suggestions</td>
<td>Encourage students to predict meanings of unknown words by using context clues.</td>
</tr>
<tr>
<td>——— Motivation: Urban Legend Research (ATE, page 448)</td>
<td>Familiarize students with new vocabulary by working on the activities found in the VR (page 103).</td>
</tr>
<tr>
<td>——— Special Needs: Working with a Partner (ATE, page 448)</td>
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<tr>
<td>——— Enrichment: Bulletin Board about Alligators (ATE, page 448)</td>
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</tr>
<tr>
<td>——— Cross-Curricular Activities: Researching Crocodilians (ATE, page 449)</td>
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<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 453; UR 7, page 116)</td>
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<tr>
<td>——— Understanding Literature: Tone and Aim (PE, page 453; UR 7, page 117)</td>
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<tr>
<td>——— Media Literacy &amp; Study and Research: Urban Legends on the Internet (PE, page 454; UR 7, page 120)</td>
<td></td>
</tr>
<tr>
<td>Homework Suggestions</td>
<td>Additional Strategies for English Language Learners</td>
</tr>
<tr>
<td>——— Applied English: Writing a Public Service Announcement (PE, page 454)</td>
<td>Make sure that students understand the play on words of “Gatored Community.” Some students may not have heard of a gated community before. Ask what they know about sewers. Fill in any needed information.</td>
</tr>
<tr>
<td>——— Language, Grammar, and Style: Prepositions (UR 7, page 118)</td>
<td>Have students locate several of the settings on a map.</td>
</tr>
<tr>
<td>——— Vocabulary: Matching (UR 7, page 119)</td>
<td>Preview new vocabulary; have students write down additional words they do not understand as they read.</td>
</tr>
<tr>
<td>——— Tackle Structural Shifts</td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 453; UR 7, page 116) and Understanding Literature questions (PE, page 453; UR 7, page 117).</td>
</tr>
<tr>
<td>——— Tackle Vocabulary</td>
<td></td>
</tr>
<tr>
<td>——— Additional Strategies for English Language Learners</td>
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</tbody>
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UNIT 7 LESSON PLANS RESPONDING TO LITERATURE LITERACY RESOURCE
This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

**Featured Book and Activity**
- Hawaiian Myths of Earth, Sea, and Sky by Vivian L. Thompson (PE, page 455)
- Creating a Literary Audiotape (PE, page 455; UR 7, page 127)

**Other Books Students May Want to Read**
- Antelope Woman: An Apache Folktale by Michael Lacapa (PE, page 455)
- The Dark-Thirty: Southern Tales of the Supernatural by Pat McKissack (PE, page 455)
- The Girl Who Dreamed Only Geese: And Other Tales of the Far North by Howard Norman (PE, page 455)
- When Shlemiel Went to Warsaw and Other Stories by Isaac Bashevis Singer (PE, page 455)

**Informative Writing: Analyzing a Legend**

**Assignment:** Students read and analyze a legend (PE, pages 456–461).

**Before Writing**
- Analyzing a Legend (PE, page 456)
- Student Model (PE, page 456)
- Previewing Models and Rubric for Assignment (VLR I, page 141; WR, page 111)
- Prewriting (PE, page 457; WR, page 97)
- Student Model—Graphic Organizer (PE, page 458; WR, page 101)
- Graphic Organizer (VLR I, page 139; WR, page 100)

**During Writing**
- Drafting (PE, page 458)
- Student Model—Draft (PE, page 459; VLR I, page 140; WR, page 102)
- Revising and Proofreading (PE, page 460)
- Student Model—Revised (PE, page 460; WR, page 109)
- Self- and Peer Evaluation (PE, page 460; WR, page 105)

**After Writing**
- Publishing and Presenting (PE, page 461)
- Reflecting (PE, page 461)
Lesson Plan

Unit Seven
Folklore of the Americas
Closing the Unit, pages 455–463

Teacher’s Name __________________________ Class __________________ Date __________________

Individual Learning Strategies

_________ Motivation: Discussing the Role of Legends (ATE, page 456)
_________ Reading Proficiency: SEARCH Approach (ATE, page 457)
_________ English Language Learning: Vocabulary Development (ATE, page 457)
_________ Special Needs: Using the Library (ATE, page 457)
_________ Enrichment: Scrapbook (ATE, page 457)

Flexible Grouping Suggestions

_________ Special Needs: Using the Library (ATE, page 457)
_________ Enrichment: Scrapbook (ATE, page 457)
_________ Peer Evaluation (PE, page 460; WR, page 107)
_________ Revising and Proofreading (PE, page 460)
_________ Publishing and Presenting (PE, page 461)

Homework Suggestions

_________ Graphic Organizer (VLR I, page 139; WR, page 100)
_________ Language, Grammar, and Style: Achieving Parallelism (PE, page 458; WR, page 103)
_________ Self-Evaluation—Analyzing a Legend (PE, page 460; WR, page 109)
_________ Rubric for Informative Writing: Analyzing a Legend (VLR I, page 141; WR, page 111)

Unit Seven Review

Review and Assessment

_________ Words for Everyday Use (PE, page 462; UR 7, page 128)
_________ Vocabulary Development (ATE, page 462)
_________ Literary Tools (PE, page 462; UR 7, page 129)
_________ Unit 7 Review (UR 7, page 128)
_________ Unit 7 Study Guide (UR 7, page 131)
_________ Unit 7 Test (UR 7, page 136; TG)

Reflecting on Your Reading

_________ Genre (PE, page 462)
_________ Group Project (PE, page 463)
_________ On Your Own (PE, page 463)
Unit Eight
Stories to Tell: Fiction
Opening the Unit, pages 464–468

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Dates I Plan to Teach This Unit _____________________________________________

Unit 8 Goals/Objectives:
• to respond to several different pieces of fiction
• to summarize the different ways fiction can express ideas and emotions
• to define and explain examples of setting, point of view, theme, irony of situation, plot, character, characterization, verbal irony, conflict, and symbol

Lessons I Plan to Teach
_________ “A Mother in Mannville,” page 469
_________ “The War of the Wall,” page 481
_________ Insights: Public Art: Murals and Graffiti, page 489
_________ “The Osage Orange Tree,” page 492
_________ Related Reading: “Walking Along the Edge of the Back Yard,” page 500
_________ “A Retrieved Reformation,” page 503
_________ The Pearl, Chapters 1–3, page 513
_________ The Pearl, Chapters 4–6, page 537
_________ For Your Reading List, page 565
_________ Guided Writing—Narrative/Imaginative Writing: Developing a Short Story, page 566
_________ Unit Eight Review, page 574

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 464–465).

Getting Started in the Classroom
_________ Fine Art: Gustave Caillebotte. Have students discuss how the artwork relates to the title of this unit (PE, page 464).
_________ Elements of Fiction (PE, page 466)
_________ Additional Questions and Activities: Identify Elements of a Story (ATE, page 466)
_________ Additional Questions and Activities: Essay about Fiction (ATE, page 468)

Assessment
_________ Genre Check Test 4.8.1 (ATE, page 466; UR 8, page 1; TG)
_________ Genre Test 4.8.2 (UR 8, page 3; TG)
Lesson Plan

“A Mother in Mannville,” page 469

Teacher’s Name __________________________ Class __________________ Date __________________

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<thead>
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**Reading Level:** Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factor:** Vivid descriptions

**Synopsis:** A writer befriends a young boy who tells stories of his mother that the writer discovers are not true.

**Goals/Objectives:**
- to enjoy a short story
- to describe Marjorie Kinnan Rawlings’s literary accomplishments
- to define and explain examples of **setting** and **point of view**
- to demonstrate an ability to use vocabulary words correctly

**Before Reading**
- Daily Oral Language (VLR I, page 60; UR 8, page 7)
- Reader’s Journal (PE, page 469; UR 8, page 7)
- Reader’s Toolbox: Point of View and Setting (PE, page 469)
- Reader’s Resource: Geography Connection (PE, page 469)
- Art Smart: Ross Dickinson (ATE, page 471)
- About the Author: Marjorie Kinnan Rawlings (PE, page 477)
- Vocabulary from the Selection (ATE, page 470)
- Reading Strategy: Create Images (RSR)

**During Reading**
- Graphic Organizer (PE, page 469; VLR I, page 60; UR 8, page 7)
- Dramatic Recording (AL, 20:36)
- Guided Reading Questions (PE, page 471; UR 8, page 8)
- Reading Strategy: Visualize (RSR)
- Fix-Up Idea: Reread (RSR)

**After Reading**
- Reading Strategy: Share Your Images (RSR)
- Standardized Test Practice: Describe Character Development (RSR)
- Respond to the Selection (PE, page 477; UR 8, page 9)
- Investigate, Inquire, and Imagine (PE, page 478; UR 8, page 10)
- Understanding Literature: Setting and Point of View (PE, page 478; UR 8, page 11)
- Writer’s Journal: Conversation, Letter, or Diary Entry (PE, page 479; UR 8, page 11)
- Speaking and Listening: Role-Playing (PE, page 479)
- Study and Research: Studying Photographs (PE, page 479)
- Media Literacy: Analyzing an Article (PE, page 479; UR 8, page 15)
- Vocabulary: Antonyms (UR 8, page 13)
- Language, Grammar, and Style: Verb Tenses (UR 8, page 14)
- Selection Check Test 4.8.3 (ATE, page 477; UR 8, page 16; TG)
- Selection Test 4.8.4 (UR 8, page 18; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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*Reading Strategies Resource, Page 152*

**Reading Strategy:** Visualize

**Fix-Up Idea:** Reread

**Standardized Test Practice:** Describe Character Development

**South Carolina State Standards**

[click this box for details]
Lesson Plan

“A Mother in Mannville,” page 469

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Studying Photographs (ATE, page 470)
Reading Proficiency: Listening to the Selection (ATE, page 470)
English Language Learning: Vocabulary (ATE, page 470)
Special Needs: Working in Small Groups (ATE, page 470)
Enrichment: Researching the Author (ATE, page 470)

Art Smart

Ross Dickinson (ATE, page 471)

Literary Technique

Foreshadowing (ATE, page 472)

Additional Questions and Activities

Examining a Narrator’s Words (ATE, page 473)
Examining Jerry’s Integrity (ATE, page 474)
Male or Female Narrator (ATE, page 476)

Flexible Grouping Suggestions

Motivation: Studying Photographs (ATE, page 470)
Special Needs: Working in Small Groups (ATE, page 470)
Enrichment: Researching the Author (ATE, page 470)
Art Smart: Ross Dickinson (ATE, page 471)
Additional Questions and Activities: Male or Female Narrator (ATE, page 476)
Investigate, Inquire, and Imagine (PE, page 478; UR 8, page 10)
Understanding Literature: Setting and Point of View (PE, page 478; UR 8, page 11)
Speaking and Listening: Role-Playing (PE, page 479)
Study and Research: Studying Photographs (PE, page 479)

Homework Suggestions

Writer’s Journal: Conversation, Letter, or Diary Entry (PE, page 479; UR 8, page 11)
Media Literacy: Analyzing an Article (PE, page 479; UR 8, page 15)
Vocabulary: Antonyms (UR 8, page 13)
Language, Grammar, and Style: Verb Tenses (UR 8, page 14)

Strategies for Developing Readers

Tackle Vocabulary

Allow students to preview new vocabulary words.
Have students identify vocabulary words that they already know.
Encourage students to predict meanings of unknown words by using context clues.
Familiarize students with new vocabulary by working on the activities found in the VR (page 105).

Additional Strategies for English Language Learners

Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 469).
Have students locate the Appalachian Mountains on a map and discuss the picture on page 471.
Have students find pictures of hemlocks, laurel, rhododendron, corn shocks, and maples.
Make sure students know what an orphanage is.
Use the Reading Proficiency activity (ATE, page 470).
Help students fill in the Graphic Organizer (PE, page 469; VLR I, page 60; UR 8, page 7).
Have students gather additional unfamiliar vocabulary as they read. They may use these words for the Vocabulary activity on page 480.
Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 478; UR, 8, page 10).
Use activities for Spanish speakers (SR, page 92).
“The War of the Wall,” page 481

Teacher’s Name ________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Irony of situation

Ease Factor: Vivid characters

Synopsis: A neighborhood wall is decorated by an artist who at first irritates the neighborhood.

Goals/Objectives:
• to enjoy a short story about a community and a special wall
• to briefly discuss the history of murals
• to define and recognize examples of theme and irony of situation in the selection
• to work collaboratively to express theme and irony visually

Insights: Public Art: Murals and Graffiti, page 489

Before Reading
_________ Daily Oral Language (VLR I, page 61; UR 8, page 23)
_________ Reader’s Journal (PE, page 481; UR 8, page 23)
_________ Reader’s Toolbox: Theme and Irony of Situation (PE, page 481)
_________ Reader’s Resource: Art Connection (PE, page 481)
_________ Art Smart: Charles Wilbert White (PE, page 483; VLR II, page 34; UR 8, page 25)
_________ About the Author: Toni Cade Bambara (PE, page 488)
_________ Vocabulary from the Selection (ATE, page 481)
_________ Vocabulary: Words as Groups of Morphemes (VR, page 109)
_________ Reading Strategy: What Do You Know? (RSR)

During Reading
_________ Dramatic Recording: “The War of the Wall” (AL, 17:01)
_________ Guided Reading Questions (PE, page 482; UR 8, page 23)
_________ Reading Strategy: Gather Information (RSR)
_________ Fix-Up Idea: Take a Break (RSR)

After Reading
_________ Reading Strategy: Identify Theme (RSR)
_________ Standardized Test Practice: Compare and Contrast Characters (RSR)
_________ Respond to the Selection (PE, page 488; UR 8, page 25)
_________ Investigate, Inquire, and Imagine (PE, page 490; UR 8, page 26)
_________ Understanding Literature: Theme and Irony of Situation (PE, page 490; UR 8, page 27)
_________ Writer’s Journal: Community Interest Article, Journal Entry, or Conversation (PE, page 491; UR 8, page 28)
_________ Collaborative Learning: Expressing Theme and Irony Visually (PE, page 491)
_________ Vocabulary: Writing Sentences (UR 8, page 29)
_________ Language, Grammar, and Style: Commas (UR 8, page 29)
_________ Selection Check Test 4.8.5 (ATE, page 488; UR 8, page 31; TG)
_________ Selection Test 4.8.6 (UR 8, page 33; TG)
_________ Insights: Public Art: Murals and Graffiti (PE, page 489)
_________ Dramatic Recording: Public Art: Murals and Graffiti (AL, 3:01)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“The War of the Wall,” page 481

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

—— Motivation: Creating a Mural (ATE, page 483)
—— Reading Proficiency: Prereading Page (ATE, page 483)
—— English Language Learning: Vocabulary (ATE, page 483)
—— Special Needs: Listening to the Selection (ATE, page 483)
—— Enrichment: Bulletin Board about Murals (ATE, page 483)

Art Smart

—— Charles Wilbert White (PE, page 483; VLR II, page 34; UR 8, page 25)

Literary Note

—— “Geraldine Moore the Poet” (ATE, page 484)

Additional Questions and Activities

—— Issues of Tolerance (ATE, page 485)
—— Researching a Person on the Wall (ATE, page 487)
—— Related Reading Questions (ATE, page 489)

Cross-Curricular Activities

—— Mapping Africa (ATE, page 487)

Flexible Grouping Suggestions

—— Motivation: Creating a Mural (ATE, page 483)
—— Enrichment: Bulletin Board about Murals (ATE, page 483)
—— Additional Questions and Activities: Researching a Person on the Wall (ATE, page 487)
—— Cross-Curricular Activities: Mapping Africa (ATE, page 487)
—— Investigate, Inquire, and Imagine (PE, page 490; UR 8, page 26)
—— Understanding Literature: Theme and Irony of Situation (PE, page 490; UR 8, page 27)
—— Collaborative Learning: Expressing Theme and Irony Visually (PE, page 491)

Homework Suggestions

—— Writer’s Journal: Community Interest Article, Journal Entry, or Conversation (PE, page 491; UR 8, page 28)
—— Vocabulary: Writing Sentences (UR 8, page 29)
—— Language, Grammar, and Style: Commas (UR 8, page 29)

Strategies for Developing Readers

Tackle Irony of Situation

—— Read Reader’s Toolbox, focusing especially on Irony of Situation.
—— Use the questions asked about irony of situation to discuss the many instances of irony in this selection.

Additional Strategies for English Language Learners

—— Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 481).
—— To clarify what a mural is, look at the one on page 483. Come back to the questions in Art Smart after reading the selection.
—— For additional clarification, read aloud Public Art: Murals and Graffiti (PE, page 489).
—— Explain what a chalk line is and why it is used.
—— Have partners read and answer the Guided Reading Questions, marking signs of irony with sticky notes as they read.
—— Have small groups answer Investigate, Inquire, and Imagine (PR, page 490; UR 8, page 26) and Understanding Literature questions (PE, page 490; UR 8, page 27).
# Lesson Plan

**“The Osage Orange Tree,” page 492**

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<tr>
<th>Teacher’s Name</th>
<th>Class</th>
<th>Date</th>
</tr>
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</table>

## Reading Level: Moderate

## Difficulty Consideration: Unfamiliar setting

## Ease Factor: Subject matter

## Synopsis:
The narrator sells newspapers to a classmate who steals from her own graduation dress fund to pay for the papers.

## Goals/Objectives:
- to respond to a short story about friendship
- to briefly describe the Great Depression
- to define and explain examples of plot and setting
- to conduct research on the Great Depression

## Related Reading: “Walking Along the Edge of the Back Yard:,” page 500

### Before Reading
- Daily Oral Language (VLR I, page 62; UR 8, page 37)
- Reader's Journal (PE, page 492; UR 8, page 37)
- Reader’s Toolbox: Plot and Setting (PE, page 492)
- Reader's Resource: History Connection (PE, page 492)
- Art Smart: Gale Stockwell (PE, page 494; UR 8, page 39)
- About the Author: William Stafford (PE, page 499)
- Vocabulary from the Selection (ATE, page 493)
- Vocabulary: Prefixes and Suffixes (VR, page 112)
- Reading Strategy: Create a Chart (RSR)

### During Reading
- Graphic Organizer (PE, page 492; VLR I, page 62; UR 8, page 37)
- Dramatic Recording (AL, 17:10)
- Guided Reading Questions (PE, page 494; UR 8, page 38)
- Reading Strategy: Gather Information (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

### After Reading
- Reading Strategy: Share Information (RSR)
- Standardized Test Practice: Examine Point of View (RSR)
- Respond to the Selection (PE, page 499; UR 8, page 40)
- Investigate, Inquire, and Imagine (PE, page 501; UR 8, page 40)
- Understanding Literature: Plot and Setting (PE, page 502; UR 8, page 42)
- Writer’s Journal: Letter, List, or Alternate Ending (PE, page 502; UR 8, page 42)
- Speaking and Listening: Interviewing (PE, page 502)
- Study and Research: Examining the Great Depression (PE, page 502; UR 8, page 44)
- Vocabulary: Matching (UR 8, page 43)
- Language, Grammar, and Style: Correcting Common Usage Problems (UR 8, page 44)
- Selection Check Test 4.8.7 (ATE, page 499; UR 8, page 46; TG)
- Selection Test 4.8.8 (UR 8, page 48; TG)
- Related Reading: “Walking Along the Edge of the Back Yard:” (PE, page 500)
- Related Reading Questions (ATE, page 500; UR 8, page 40)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**SOUTH CAROLINA STATE STANDARDS**

[click this box for details]
“The Osage Orange Tree,” page 492

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

Teaching Options

Individual Learning Strategies

_________ Motivation: Drawing the Narrator and Evangeline (ATE, page 493)
_________ Reading Proficiency: Previewing Vocabulary and Footnotes and Listening to the Selection (ATE, page 493)
_________ English Language Learning: Vocabulary (ATE, page 493)
_________ Special Needs: Checking Comprehension (ATE, page 493)
_________ Enrichment: Poem from the Story (ATE, page 493)

Cross-Curricular Activities

_________ Researching the Meadowlark (ATE, page 494)
_________ Illustrating a Paragraph (ATE, page 495)
_________ Researching Daily Life During the Great Depression (ATE, page 496)

Additional Questions and Activities

_________ Discussing Plot (ATE, page 498)
_________ Discussing the Poem (ATE, page 500)

Flexible Grouping Suggestions

_________ Special Needs: Checking Comprehension (ATE, page 493)
_________ Cross-Curricular Activities: Researching the Meadowlark (ATE, page 494)
_________ Cross-Curricular Activities: Researching Daily Life During the Great Depression (ATE, page 496)
_________ Investigate, Inquire, and Imagine (PE, page 501; UR 8, page 40)
_________ Understanding Literature: Plot and Setting (PE, page 502; UR 8, page 42)
_________ Study and Research: Examining the Great Depression (PE, page 502; UR 8, page 44)

Homework Suggestions

_________ Writer’s Journal: Letter, List, or Alternative Ending (PE, page 502; UR 8, page 42)
_________ Speaking and Listening: Interviewing (PE, page 502)
_________ Vocabulary: Matching (UR 8, page 43)
_________ Language, Grammar, and Style: Correcting Common Usage Problems (UR 8, page 44)

Strategies for Developing Readers

Tackle Unfamiliar Setting

_________ Read Reader’s Resource before reading the selection (PE, page 492).
_________ Present students with a synopsis of the story, including the time, place, and mood of America during the Great Depression.
_________ To familiarize students with the setting before they read, use the Cross-Curricular Activity as a Prereading activity (ATE, page 496).
_________ Invite a history teacher or a person who lived during the Great Depression to tell students more about life during that era.

Additional Strategies for English Language Learners

_________ Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 493).
_________ Use Cross-Curricular Activities before reading (ATE, pages 494–496).
_________ Have students find a picture of an Osage orange tree.
_________ Have students read the selection and write down any words they do not understand.
_________ Have small groups answer Investigate, Inquire, and Imagine (PE, page 501; UR 8, page 40) and Understanding Literature questions (PE, page 502; UR 8, page 42).
_________ Use activities for Spanish speakers (SR, page 99).
_________ Read the Related Reading aloud (PE, page 500).
Lesson Plan

“A Retrieved Reformation,” page 503

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Author’s style

Synopsis: Jimmy Valentine, a former safe cracker and convict, travels to a new town, assumes the name of Ralph Spencer, gets married, and has to crack open a safe in the presence of his legal nemesis in order to rescue his fiancée’s niece. The police officer allows the former crook to go free.

Goals/Objectives:
• to enjoy a short story with a plot twist
• to explain the similarities between the main character and the author
• to define and explain examples of character, characterization, and verbal irony

Before Reading
_________ Daily Oral Language (VLR I, page 63; UR 8, page 53)
_________ Reader’s Journal (PE, page 503; UR 8, page 53)
_________ Reader’s Toolbox: Character, Characterization, and Verbal Irony (PE, page 503)
_________ Reader’s Resource: Synopsis (PE, page 503)
_________ About the Author: O. Henry (PE, page 510)
_________ Vocabulary from the Selection (ATE, page 503)
_________ Vocabulary: Context Clues (VR, page 115)
_________ Reading Strategy: Create a Prediction Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 503; VLR I, page 63; UR 8, page 53)
_________ Dramatic Recording (AL, 18:57)
_________ Guided Reading Questions (PE, page 505; UR 8, page 54)
_________ Reading Strategy: Gather Information (RSR)
_________ Fix-Up Idea: Read Shorter Sections (RSR)

After Reading
_________ Reading Strategy: Share Your Predictions (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 510; UR 8, page 55)
_________ Investigate, Inquire, and Imagine (PE, page 511; UR 8, page 55)
_________ Understanding Literature: Character, Characterization, and Verbal Irony (PE, page 512; UR 8, page 57)
_________ Writer’s Journal: Wanted Poster, Outline or Long Narrative List, or Character Sketch (PE, page 512; UR 8, page 57)
_________ Vocabulary: Fill in the Blank (UR 8, page 58)
_________ Language, Grammar, and Style: Correcting Spelling Errors (UR 8, page 59)
_________ Selection Check Test 4.8.9 (ATE, page 510; UR 8, page 60; TG)
_________ Selection Test 4.8.10 (UR 8, page 62; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READIMG STRATEGIES RESOURCE, PAGE 164

Reading Strategy: Make Predictions
Fix-Up Idea: Read Shorter Selections
Standardized Test Practice:
Draw Conclusions

SOUTH CAROLINA STATE STANDARDS

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“A Retrieved Reformation,” page 503

Teacher’s Name __________________________________ Class __________________ Date __________________

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<td>——— Responding to Quotations Essay (ATE, page 508)</td>
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<td>——— Comparing Stories (ATE, page 507)</td>
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<td>——— O. Henry (ATE, page 509)</td>
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<td>——— O. Henry (ATE, page 509)</td>
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<td>——— Special Needs: Checking Understanding (ATE, page 504)</td>
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<tr>
<td>——— Cross-Curricular Activities: Researching Careers in Law Enforcement (ATE, page 505)</td>
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<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 511; UR 8, page 55)</td>
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<tr>
<td>——— Understanding Literature: Character, Characterization, and Verbal Irony (PE, page 512; UR 8, page 57)</td>
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<th>Homework Suggestions</th>
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<tr>
<td>——— Writer’s Journal: Wanted Poster, Outline or Long Narrative List, or Character Sketch (PE, page 512; UR 8, page 55)</td>
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<td>——— Vocabulary: Fill in the Blank (UR 8, page 58)</td>
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<tr>
<td>——— Language, Grammar, and Style: Correcting Spelling Errors (UR 8, page 59)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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<tr>
<td><strong>Tackle Vocabulary</strong></td>
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<tr>
<td>——— Allow students to preview the new vocabulary words used in the selection.</td>
</tr>
<tr>
<td>——— Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>——— Encourage students to predict the meaning of unknown words by using context clues.</td>
</tr>
<tr>
<td>——— Familiarize students with the new vocabulary by working on the activities found in the VR (page 115).</td>
</tr>
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<tr>
<th>Additional Strategies for English Language Learners</th>
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<td>——— Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 503).</td>
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<tr>
<td>——— Preview vocabulary.</td>
</tr>
<tr>
<td>——— Explain the meanings of additional words: stir, get sent up, alibi, and pardon.</td>
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<tr>
<td>——— Use the Reading Proficiency activity (ATE, page 504).</td>
</tr>
<tr>
<td>——— Have small groups answer Investigate, Inquire, and Imagine (PE, page 511; UR 8, page 55) and Understanding Literature questions (PE, page 512; UR 8, page 57).</td>
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</tbody>
</table>
Lesson Plan

The Pearl, Chapters 1-3, page 513

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Selection length; symbolism; vocabulary

Ease Factor: Guided Reading Questions

Synopsis: A poor fisherman finds a rare and expensive pearl and his world falls apart.

Goals/Objectives:
• to appreciate what it might be like to be faced with decisions that could affect your entire family
• to briefly describe pearls and where they’re found
• to define conflict and symbol and recognize and explain examples of each in the selection
• to dramatize a scene from The Pearl
• to work collaboratively to identify the causes of a problem and to find solutions

Before Reading

_________ Daily Oral Language (VLR I, page 64; UR 8, page 67)
_________ Reader’s Journal (PE, page 513; UR 8, page 67)
_________ Reader’s Toolbox: Conflict and Symbol (PE, page 513)
_________ Reader’s Resource: Pearls and Baja California (PE, page 513)
_________ About the Author: John Steinbeck (PE, page 562)
_________ Vocabulary from the Selection (ATE, page 516)
_________ Vocabulary: Morpheme Review (VR, page 118)
_________ Reading Strategy: Create a Chart (RSR)

During Reading

_________ Graphic Organizer (PE, page 513; VLR I, page 64; UR 8, page 67)
_________ Guided Reading Questions (PE, page 516; UR 8, page 68)
_________ Reading Strategy: Gather Information (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading

_________ Reading Strategy: Share Information (RSR)
_________ Standardized Test Practice: Recognize Cause and Effect (RSR)
_________ Investigate, Inquire, and Imagine (PE, page 536; UR 8, page 71)
_________ Understanding Literature: Conflict (PE, page 536; UR 8, page 72)
_________ Selection Check Test 4.8.11 (ATE, page 535; UR 8, page 73; TG)
_________ Selection Test 4.8.12 (UR 8, page 75; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Reading Strategy: Write Things Down
Fix-Up Idea: Read Aloud
Standardized Test Practice:
Recognize Cause and Effect

SOUTH CAROLINA STATE STANDARDS

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Lesson Plan

The Pearl, Chapters 1–3, page 513

Teacher's Name ___________________________ Class ___________________________ Date ____________

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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Selection Length</strong></td>
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<td>——— Motivation: Strategies to Stop the Pearl Buyers’ Monopoly (ATE, page 515)</td>
<td>——— Read the story in short sections.</td>
</tr>
<tr>
<td>——— Reading Proficiency: Previewing Vocabulary (ATE, page 515)</td>
<td>——— Use the Guided Reading Questions to check comprehension (jPE, page 516; UR 8, page 68).</td>
</tr>
<tr>
<td>——— English Language Learning: Vocabulary (ATE, page 515)</td>
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<td>——— Special Needs: Checking Comprehension (ATE, page 515)</td>
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<td>——— Enrichment: Display about Gemstones (ATE, page 515)</td>
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<tr>
<td><strong>Literary Techniques</strong></td>
<td><strong>Tackle Symbolism</strong></td>
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<td>——— Parable (ATE, page 514)</td>
<td>——— Read Reader’s Toolbox aloud, focusing on the definition of symbol (PE, page 513).</td>
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<tr>
<td>——— Allegory (ATE, page 517)</td>
<td>——— Encourage students to fill in the Graphic Organizer as they read (PE, page 513; VLR I, page 64; UR 8, page 67).</td>
</tr>
<tr>
<td>——— Theme (ATE, page 521)</td>
<td>——— Share information about allegory (Literary Technique, ATE, page 517).</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 536; UR 8, page 71)</td>
<td>——— Use the questions asked under Symbol to discuss what the pearl symbolizes in the novel (PE, page 563).</td>
</tr>
<tr>
<td><strong>Cross-Curricular Activities</strong></td>
<td><strong>Tackle Vocabulary</strong></td>
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<tr>
<td>——— Researching Poisonous Insects (ATE, page 518)</td>
<td>——— Allow students to preview new vocabulary words.</td>
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<td>——— Finding Places on a Map (ATE, page 525)</td>
<td>——— Have students identify vocabulary words that they already know.</td>
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<td>——— Examining the Doctor (ATE, page 522)</td>
<td>——— Encourage students to predict meanings of unknown words by using context clues.</td>
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<td>——— Juana’s Prayer (ATE, page 523)</td>
<td>——— Familiarize students with new vocabulary by working on the activity found in the VR (page 118).</td>
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<td>——— Predicting (ATE, page 526)</td>
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<td>——— Evil Song (ATE, page 529)</td>
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<td>——— Is It Really Medicine? (ATE, page 531)</td>
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<td>——— The Effect of Riches (ATE, page 532)</td>
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<td><strong>Flexible Grouping Suggestions</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
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<td>——— Motivation: Strategies to Stop the Pearl Buyers’ Monopoly (ATE, page 515)</td>
<td>Use Cross-Curricular Activities on page 525 before reading.</td>
</tr>
<tr>
<td>——— Special Needs: Checking Comprehension (ATE, page 515)</td>
<td>Discuss pearl diving and the picture on page 527. Use the Study and Research activity on page 564 before students read the novel.</td>
</tr>
<tr>
<td>——— Enrichment: Display about Gemstones (ATE, page 515)</td>
<td>Preview vocabulary before students read.</td>
</tr>
<tr>
<td>——— Cross-Curricular Activities: Researching Poisonous Insects (ATE, page 518)</td>
<td>Follow the Strategies for Developing Readers (above).</td>
</tr>
<tr>
<td>——— Cross-Curricular Activities: Finding Places on a Map (ATE, page 525)</td>
<td>——— Have a Spanish speaker read the names of the characters aloud: Juana, Coyotito, Juan Tomás, and Apolonia.</td>
</tr>
<tr>
<td>——— Additional Questions and Activities: The Effect of Riches (ATE, page 532)</td>
<td>——— At the end of each chapter, have students summarize story events with a partner.</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 536; UR 8, page 71)</td>
<td>——— Have small groups answer Investigate, Inquire, and Imagine (PE, page 536; UR 8, page 71) and Understanding Literature questions (PE, page 536; UR 8, page 72).</td>
</tr>
</tbody>
</table>

Homework Suggestions

——— Understanding Literature: Conflict (PE, page 536; UR 8, page 72)
Lesson Plan

The Pearl, Chapters 4–6, page 537

Teacher’s Name ________________________________________ Class __________________ Date __________________

Before Reading

_________ Vocabulary from the Selection (ATE, page 537)
_________ Vocabulary: Word Roots, Prefixes, and Suffixes (VR, page 122)
_________ Review Chapters 1–3.
_________ Reading Strategy: Create a Chart (RSR)

During Reading

_________ Guided Reading Questions (PE, page 537; UR 8, page 80)
_________ Reading Strategy: Gather Information (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading

_________ Reading Strategy: Share Information (RSR)
_________ Standardized Test Practice: Recognize Cause and Effect (RSR)
_________ Respond to the Selection (PE, page 562; UR 8, page 85)
_________ Investigate, Inquire, and Imagine (PE, page 563; UR 8, page 85)
_________ Understanding Literature: Symbol (PE, page 563; UR 8, page 86)
_________ Writer’s Journal: Paragraph, Song, or One Scene (PE, page 564; UR 8, page 87)
_________ Speaking and Listening: Dramatizing a Scene (PE, page 564)
_________ Study and Research: Researching Pearls (PE, page 564; UR 8, page 90)
_________ Media Literacy: Interviewing Juana (PE, page 564)
_________ Vocabulary: Synonyms (UR 8, page 88)
_________ Language, Grammar, and Style: Using Contractions (UR 8, page 89)
_________ Selection Check Test 4.8.13 (ATE, page 562; UR 8, page 92; TG)
_________ Selection Test 4.8.14 (UR 8, page 94; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

The Pearl, Chapters 4–6, page 537

Teacher's Name ________________________ Class ________________ Date __________________

Teaching Options

Additional Questions and Activities

- Neighbors' Worry (ATE, page 538)
- Political Consequences (ATE, page 539)
- Man's Friendliness (ATE, page 540)
- Kino's Lost World (ATE, page 543)
- Analyzing Kino's Treatment (ATE, page 547)
- Borrowed Things (ATE, page 550)
- Examining the Horse's Activity (ATE, page 554)
- Reading Comprehension (ATE, page 558)

Cross-Curricular Activities

- Researching Canoes (ATE, page 548)
- Illustrating a Paragraph (ATE, page 556)

Flexible Grouping Suggestions

- Cross-Curricular Activities: Researching Canoes (ATE, page 548)
- Cross-Curricular Activities: Illustrating a Paragraph (ATE, page 556)
- Investigate, Inquire, and Imagine (PE, page 563; UR 8, page 85)
- Speaking and Listening: Dramatizing a Scene (PE, page 564)
- Media Literacy: Interviewing Juana (PE, page 564)

Homework Suggestions

- Understanding Literature: Symbol (PE, page 563; UR 8, page 86)
- Writer's Journal: Paragraph, Song, or One Scene (PE, page 564; UR 8, page 87)
- Study and Research: Researching Pearls (PE, page 564; UR 8, page 90)
- Vocabulary: Synonyms (UR 8, page 88)
- Language, Grammar, and Style: Using Contractions (UR 8, page 89)

Strategies for Developing Readers

Additional Strategies for English Language Learners

- Preview vocabulary.
- Explain mangroves and cacti.
- Have partners summarize events after reading each chapter.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 563; UR 8, page 85) and Understanding Literature questions (PE, page 563; UR 8, page 86).
Unit Eight
Stories to Tell: Fiction
Closing the Unit, pages 565–575

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
_________ From One Experience to Another: Award-Winning Authors Sharing Real-Life Experiences through Fiction edited by Dr. M. Jerry Weiss and Helen S. Weiss (PE, page 565)
_________ Forced Story Writing (PE, page 565; UR 8, page 98)

Other Books Students May Want to Read
_________ Welcome to Your Life: Writings for the Heart of Young America edited by David Haynes and Julie Landsman (PE, page 565)
_________ Connections: Short Stories edited by Donald Gallo (PE, page 565)
_________ A Way Out of No Way: Writings About Growing Up Black in America edited by Jacqueline Woodson (PE, page 565)

Guided Writing
Narrative/Imaginative Writing: Developing a Short Story
Assignment: Students create a short story (PE, pages 566–573).

Before Writing
_________ Developing a Short Story (PE, page 566)
_________ Professional Model (PE, page 566)
_________ Previewing Models and Rubric for Assignment (VLR I, page 144; WR, page 127)
_________ Prewriting (PE, page 567; WR, page 112)
_________ Student Model—Graphic Organizer (PE, page 568; WR, page 114)
_________ Graphic Organizer (VLR I, page 142; WR, page 113)

During Writing
_________ Drafting (PE, page 568)
_________ Student Model—Draft (PE, page 569; VLR I, page 143; WR, page 115)
_________ Language, Grammar, and Style: Sentence Variety (PE, page 568; WR, page 116)
_________ Student Model—Revised (PE, page 570; WR, page 122)
_________ Self- and Peer Evaluation (PE, page 570; WR, page 118)
_________ Revising and Proofreading (PE, page 571)

After Writing
_________ Publishing and Presenting (PE, page 572)
_________ Reflecting (PE, page 572)

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.

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet
Unit Eight
Stories to Tell: Fiction
Closing the Unit, pages 565–575

Teacher’s Name __________________________ Class __________________ Date __________

Individual Learning Strategies

Motivation: Sharing Short Stories (ATE, page 566)
Reading Proficiency: Reading Out Loud (ATE, page 566)
English Language Learning: Understanding Dialect (ATE, page 567)
Special Needs: Adding Fine Art (ATE, page 567)
Enrichment: Changing Point of View and Oral Interpretation (ATE, page 567)

Flexible Grouping Suggestions

Motivation: Sharing Short Stories (ATE, page 566)
Special Needs: Adding Fine Art (ATE, page 567)
Peer Evaluation (PE, page 570; WR, page 120)
Revising and Proofreading (PE, page 571)
Publishing and Presenting (PE, page 572)

Homework Suggestions

Graphic Organizer (VLR I, page 142; WR, page 113)
Language, Grammar, and Style: Sentence Variety (PE, page 568; WR, page 116)
Self-Evaluation (PE, page 570; WR, page 118)
Rubric for Narrative/Imaginative Writing: Developing a Short Story (VLR I, page 144; WR, page 127)

Unit Eight Review

Review and Assessment

Words for Everyday Use (PE, page 574; UR 8, page 99)
Vocabulary Development (ATE, page 574)
Literary Tools (PE, page 575; UR 8, page 100)
Unit 8 Review (UR 8, page 99)
Unit 8 Study Guide (UR 8, page 101)
Unit 8 Test (UR 8, page 106; TG)

Reflecting on Your Reading

Genre (PE, page 575)
Group Project (PE, page 575)
Unit Nine
Words in Motion: Poetry
Opening the Unit, pages 576–578

Unit 9 Goals/Objectives:
• to appreciate different poems from various authors
• to summarize the different ways poems can express ideas and emotions
• to define and explain examples of image, imagery, rhyme, refrain, metaphor, free verse, alliteration, concrete and abstract language, simile, stress, tone, onomatopoeia, repetition, flashback, hyperbole, and analogy
• to write an essay comparing and contrasting two poems
• to demonstrate an ability to recognize and use sentence variety

Lessons I Plan to Teach
_________ “Winter,” page 579
_________ Related Reading: “Winter Fairyland in Vermont,” page 582
_________ “Night Clouds,” page 585
_________ “The Bat” and “Bats,” page 589
_________ “Wildlife Cameo, Early Morn,” page 597
_________ “Paul Revere’s Ride,” page 603
_________ “Courage” and “The Cremation of Sam McGee,” page 611
_________ “Player Piano,” page 621
_________ “Pretty Words,” page 625
_________ “Blue Cornucopia,” page 629
_________ “Digging,” page 635
_________ “Childhood of the Ancients,” page 639
_________ “Without Title,” page 643
_________ “The Highwayman,” page 649
_________ “A short long story,” page 656
_________ “There is no frigate like a book,” “He ate and drank the precious words,” and “The Brain—is wider than the Sky—,” page 662
_________ “I Ask My Mother to Sing,” page 667
_________ “Ode to My Socks” and “Oda a los calcetines,” page 673
_________ Related Reading: “Childhood and Poetry,” page 678
_________ For Your Reading List, page 681
_________ Guided Writing—Informative Writing: Comparing and Contrasting Poems, 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 576–577).

Getting Started in the Classroom
_________ Fine Art: Stuart Davis. Have students discuss how the artwork relates to the title of this unit (PE, page 576).
_________ Elements of Poetry (PE, page 578)
_________ Additional Questions and Activities: Examining Elements of Poetry (ATE, page 578)

Assessment
_________ Genre Check Test 4.8.1 (ATE, page 578; UR 9, page 1; TG)
_________ Genre Test 4.8.2 (UR 9, page 2; TG)

“Winter,” page 579

Teacher’s Name ________________________ Class ________________________ Date ________________________

**Reading Level:** Challenging

**Difficulty Consideration:** Archaic language

**Ease Factor:** Selection length

**Synopsis:** A lyric poem by William Shakespeare describes the sights and sounds of winter.

**Goals/Objectives:**
- to appreciate a poem about winter
- to briefly explain William Shakespeare’s use of songs in plays
- to define *image*, *imagery*, *rhyme*, and *refrain* and explain examples of each

**Related Reading:** “Winter Fairyland in Vermont,” page 582

**Before Reading**
- Daily Oral Language (VLR I, page 67; UR 9, page 5)
- Reader’s Journal (PE, page 579; UR 9, page 5)
- Reader’s Toolbox: Image, Imagery, Rhyme, and Refrain (PE, page 579)
- Reader’s Resource: Synopsis and Background Information (PE, page 579)
- Art Smart: Pieter Brueghel the Younger (PE and ATE, page 581; VLR II, page 37; UR 9, page 6)
- About the Author: William Shakespeare (PE, page 581)
- Vocabulary from the Selection (ATE, page 579)
- Vocabulary: PAVE (VR, page 124)
- Reading Strategy: Visualize and Describe the Seasons (RSR)

**During Reading**
- Graphic Organizer (PE, page 579; VLR I, page 67; UR 9, page 5)
- Dramatic Recording: “Winter” (AL, 1:02)
- Guided Reading Questions (PE, page 580; UR 9, page 6)
- Reading Strategy: Visualize the Poem’s Imagery (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Evaluate the Poem’s Imagery (RSR)
- Standardized Test Practice: Draw Conclusions (RSR)
- Respond to the Selection (PE, page 581; UR 9, page 6)
- Investigate, Inquire, and Imagine (PE, page 583; UR 9, page 7)
- Understanding Literature: Image, Imagery, Rhyme, and Refrain (PE, page 584; UR 9, page 8)
- Writer’s Journal: Poem, Retort, or Rewrite (PE, page 584; UR 9, page 9)
- Study and Research: Researching Shakespeare’s Work (PE, page 584; UR 9, page 13)
- Vocabulary: One Word, Many Definitions (UR 9, page 11)
- Language, Grammar, and Style: Formal and Informal English (UR 9, page 12)
- Selection Check Test 4.9.3 (ATE, page 582; UR 9, page 15; TG)
- Selection Test 4.9.4 (UR 9, page 16; TG)
- Related Reading: “Winter in Fairyland in Vermont” (PE, page 582)
- Dramatic Recording: “Winter Fairyland in Vermont” (AL, 0:58)
- Related Reading Questions (ATE, page 582; UR 9, page 7)
- Internet activities at http://www.emcp.com
- Free reading time
“Winter,” page 579

Teacher’s Name ____________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Representing Winter (ATE, page 580)
- Reading Proficiency: Listening to the Selection (ATE, page 580)
- English Language Learning: Vocabulary (ATE, page 580)
- Special Needs: Previewing Vocabulary and Footnotes (ATE, page 580)
- Enrichment: Poems about Winter (ATE, page 580)

**Art Smart**
- Pieter Brueghel the Younger (PE, page 581 and ATE, page 581, VLR II, page 37; UR 9, page 6)

**Additional Questions and Activities**
- Passages from *A Midsummer Night’s Dream* (ATE, page 581)
- Related Reading Questions (ATE, page 582)

**Flexible Grouping Suggestions**
- Motivation: Representing Winter (ATE, page 580)
- Special Needs: Previewing Vocabulary and Footnotes (ATE, page 580)
- Additional Questions and Activities: Related Reading Questions (ATE, page 582)
- Investigate, Inquire, and Imagine (PE, page 583; UR 9, page 7)
- Understanding Literature: Image, Imagery, Rhyme, and Refrain (PE, page 584; UR 9, page 8)
- Study and Research: Researching Shakespeare’s Work (PE, page 584; UR 9, page 13)

**Homework Suggestions**
- Writer’s Journal: Poem, Retort, or Rewrite (PE, page 584; UR 9, page 9)
- Vocabulary: One Word, Many Definitions (UR 9, page 11)
- Language, Grammar, and Style: Formal and Informal English (UR 9, page 12)

**Strategies for Developing Readers**

**Tackle Archaic Language**
- Have students preview the footnotes and vocabulary before reading the selection.
- Play the audio version of the selection (AL, 1:02).

**Additional Strategies for English Language Learners**
- Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 583). Preview vocabulary.
- If students have not experienced snow, bring in snow scenes, or have students find out more about snow on the Internet.
- Use the Reading Proficiency activity (ATE, page 580).
- Have partners read and discuss the meaning of the poem line by line. Have them reread the poem aloud after their discussions.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 583; UR 9, page 7) and Understanding Literature questions (PE, page 584; UR 9, page 8).
- Read the Related Reading aloud (PE, page 582).
“Night Clouds,” page 585

Reading Level: Challenging

Difficulty Consideration: Poetic technique

Ease Factor: Selection length

Synopsis: A descriptive poem compares clouds to mares and the sun to a tiger.

Goals/Objectives:
- to enjoy a poem that uses figurative language
- to briefly explain different types of clouds
- to define free verse
- to define and identify examples of image, metaphor, and alliteration

Before Reading
- Daily Oral Language (VLR I, page 68; UR 9, page 19)
- Reader’s Journal (PE, page 585; UR 9, page 19)
- Reader’s Toolbox: Image, Imagery, Metaphor, Free Verse, and Alliteration (PE, page 585)
- Reader’s Resource: Science Connection (PE, page 585)
- About the Author: Amy Lowell (PE, page 587)
- Fine Art: Washington Allston (PE, page 586; VLR II, page 40)
- Vocabulary from the Selection (ATE, page 585)
- Vocabulary: PAVE (VR, page 124)
- Reading Strategy: Activate Prior Knowledge (RSR)

During Reading
- Graphic Organizer (PE, page 585; VLR I, page 68; UR 9, page 19)
- Dramatic Recording (AL, 0:46)
- Guided Reading Questions (PE, page 586; UR 9, page 20)
- Reading Strategy: Connect to Prior Knowledge (RSR)
- Fix-Up Idea: Read Shorter Sections (RSR)

After Reading
- Reading Strategy: Write About Your Connections (RSR)
- Standardized Test Practice: Identify Author’s Purpose and Point of View (RSR)
- Respond to the Selection (PE, page 587; UR 9, page 20)
- Investigate, Inquire, and Imagine (PE, page 588; UR 9, page 20)
- Understanding Literature: Image, Imagery, Metaphor, Free Verse, and Alliteration (ATE, page 588; UR 9, page 21)
- Vocabulary: Antonyms (UR 9, page 22)
- Language, Grammar, and Style: Finding the Complete Subject and Complete Predicate in a Sentence (UR 9, page 22)
- Selection Check Test 4.9.5 (ATE, page 587; UR 9, page 23; TG)
- Selection Test 4.9.6 (UR 9, page 24; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“Night Clouds,” page 585

Teacher’s Name ________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_________ Motivation: Myth or Poem about the Moon (ATE, page 586)
_________ Reading Proficiency: Listening to the Selection (ATE, page 586)
_________ English Language Learning: Vocabulary (ATE, page 586)
_________ Special Needs: Previewing Vocabulary (ATE, page 586)
_________ Enrichment: Drawing Clouds (ATE, page 586)

Cross-Curricular Activities

_________ Observing the Clouds (ATE, page 587)

Flexible Grouping Suggestions

_________ Enrichment: Drawing Clouds (ATE, page 586)
_________ Cross-Curricular Activities: Observing the Clouds (ATE, page 587)
_________ Investigate, Inquire, and Imagine (PE, page 588; UR 9, page 20)
_________ Understanding Literature: Image, Imagery, Metaphor, Free Verse, and Alliteration (ATE, page 588; UR 9, page 21)

Homework Suggestions

_________ Vocabulary: Antonyms (UR 9, page 22)
_________ Language, Grammar, and Style: Finding the Complete Subject and Complete Predicate in a Sentence (UR 9, page 22)

Strategies for Developing Readers

Tackle Poetic Technique

_________ Read Reader’s Toolbox aloud (PE, page 585).
_________ Read Reader’s Resource, focusing on the definitions of image, imagery, and metaphor (PE, page 585).
_________ Help students complete the Graphic Organizer (PE, page 585; VLR I, page 68; UR 9, page 19).
_________ Remind students that Imagist poetry is more difficult to understand because the poet does not directly describe the feeling but rather creates an image that captures the emotion.

Additional Strategies for English Language Learners

_________ Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 585).
_________ Use the Enrichment activity before reading (ATE, page 586).
_________ Before reading, refer to the picture on page 586 and ask what mood this picture creates. After reading, ask if this picture reflects the same mood as the poem.
_________ Have partners read the poem aloud, listening for rhyme and alliteration. Have them discuss what they have found.
_________ Have small groups answer Investigate, Inquire, and Imagine (PE, page 588; UR 9, page 20) and Understanding Literature questions (PE, page 588; UR 9, page 21).
_________ Use activities for Spanish speakers (SR, page 105).
“The Bat” and “Bats,” page 589

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Easy, Easy

Difficulty Consideration: Lack of bat knowledge

Ease Factors: Simple, direct language; vivid images

Synopsis: Both poems describe bats.

Goals/Objectives:
• to enjoy two poems about bats
• to briefly describe bats
• to define and recognize examples of image, imagery, and concrete and abstract language
• to conduct research on an animal

Before Reading
_________ Daily Oral Language (VLR I, page 69; UR 9, page 27)
_________ Reader’s Journal (PE, page 589; UR 9, page 27)
_________ Reader’s Toolbox: Image, Imagery, Concrete and Abstract Language (PE, page 589)
_________ Reader’s Resource: Science Connection (PE, page 589)
_________ About the Authors: Theodore Roethke and Randall Jarrell (PE, page 593)
_________ Vocabulary: PAVE (VR, page 124)
_________ Art Smart: Cuna Artist (PE and ATE, page 591; VLR II, page 43; UR 9, page 27)
_________ Reading Strategy: Set a Purpose for Reading (RSR)

During Reading
_________ Graphic Organizer (PE, page 589; VLR I, page 69; UR 9, page 27)
_________ Dramatic Recording: “The Bat” (AL, 0:51)
_________ Dramatic Recording: “Bats” (AL, 1:58)
_________ Guided Reading Questions (PE, page 590; UR 9, page 28)
_________ Reading Strategy: Read to Compare and Contrast (RSR)
_________ Fix-Up Idea: Reread (RSR)

After Reading
_________ Reading Strategy: Compare and Contrast the Poems (RSR)
_________ Standardized Test Practice: Compare and Contrast Literary Techniques (RSR)
_________ Respond to the Selection (PE, page 592; UR 9, page 29)
_________ Investigate, Inquire, and Imagine (PE, page 594; UR 9, page 29)
_________ Understanding Literature: Image, Imagery, Concrete and Abstract Language (PE, page 595; UR 9, page 30)
_________ Writer’s Journal: Menu, Dream Report, or Description (PE, page 595; UR 9, page 31)
_________ Vocabulary: Brainstorming (UR 9, page 32)
_________ Language, Grammar, and Style: Correcting Passive Sentences (PE, page 595; UR 9, page 32)
_________ Study and Research: Using Biographical References, Encyclopedias, and Periodicals (PE, page 596; UR 9, page 34)
_________ Critical Thinking: Discriminating Fact from Opinion (PE, page 596; UR 9, page 35)
_________ Selection Check Test 4.9.7 (ATE, page 593; UR 9, page 36; TG)
_________ Selection Test 4.9.8 (UR 9, page 37; TG)
_________ Internet activities at http://www.emcp.com

Free reading time

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UNIT 9 LESSON PLANS
RESPONDING TO LITERATURE
LITERACY RESOURCE
Lesson Plan

“The Bat” and “Bats,” page 589

Teacher’s Name __________________________________ Class __________________ Date __________________

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<tr>
<th>Teaching Options</th>
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</thead>
<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
</tr>
<tr>
<td>________ Motivation: Researching Animals (ATE, page 591)</td>
</tr>
<tr>
<td>________ Reading Proficiency: Listening to the Selections (ATE, page 591)</td>
</tr>
<tr>
<td>________ English Language Learning: Vocabulary (ATE, page 591)</td>
</tr>
<tr>
<td>________ Special Needs: Working in Small Groups (ATE, page 591)</td>
</tr>
<tr>
<td>________ Enrichment: Researching Bats (ATE, page 591)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross-Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Bats (ATE, page 590)</td>
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<table>
<thead>
<tr>
<th>Art Smart</th>
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<tbody>
<tr>
<td>________ Cuna Artist (PE and ATE, page 591; VLR II, page 43; UR 9, page 29)</td>
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<thead>
<tr>
<th>Additional Questions and Activities</th>
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<tbody>
<tr>
<td>________ “In Praise of Bats” (ATE, page 592)</td>
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<thead>
<tr>
<th>Cross-Curricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Bulletin Board or Internet Site on Bats (ATE, page 592)</td>
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<thead>
<tr>
<th>Flexible Grouping Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Motivation: Researching Animals (ATE, page 591)</td>
</tr>
<tr>
<td>________ Special Needs: Working in Small Groups (ATE, page 591)</td>
</tr>
<tr>
<td>________ Enrichment: Researching Bats (ATE, page 591)</td>
</tr>
<tr>
<td>________ Cross-Curricular Activities: Bulletin Board or Internet Site on Bats (ATE, page 592)</td>
</tr>
<tr>
<td>________ Investigate, Inquire, and Imagine (PE, page 594; UR 9, page 29)</td>
</tr>
<tr>
<td>________ Understanding Literature: Image, Imagery, Concrete and Abstract Language (PE, page 595)</td>
</tr>
<tr>
<td>________ Study and Research: Using Biographical References, Encyclopedias, and Periodicals (PE, page 596; UR 9, page 34)</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Homework Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Writer’s Journal: Menu, Dream Report, or Description (PE, page 595; UR 9, page 31)</td>
</tr>
<tr>
<td>________ Vocabulary: Brainstorming (UR 9, page 32)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies for Developing Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Language, Grammar, and Style: Correcting Passive Sentences (PE, page 595; UR 9, page 32)</td>
</tr>
<tr>
<td>________ Critical Thinking: Discriminating Fact from Opinion (PE, page 596; UR 9, page 35)</td>
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</tbody>
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<thead>
<tr>
<th>Tackle Lack of Bat Knowledge</th>
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<tbody>
<tr>
<td>________ Use Cross-Curricular Activities to expand students’ knowledge about bats (ATE, pages 590 and 592).</td>
</tr>
<tr>
<td>________ Use Fine Art information to gain additional insight about bats (Art Smart, PE and ATE, page 591; VLR II, page 43; UR 9, page 29).</td>
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</tbody>
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<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
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<tbody>
<tr>
<td>________ Discuss what students know about image and imagery; then read aloud the rest of Reader’s Toolbox (PE, page 589).</td>
</tr>
<tr>
<td>________ Read aloud Reader’s Resource (PE, page 589).</td>
</tr>
<tr>
<td>________ Share information in Cross-Curricular Connections before students read (ATE, page 590).</td>
</tr>
<tr>
<td>________ Have students find out more about bats on the Internet or in the library before they read these poems.</td>
</tr>
<tr>
<td>________ Have students read “The Bat” silently; then use the Dramatic Recording for “Bats” (AL 1:58). Have students reread “Bats.”</td>
</tr>
<tr>
<td>________ Have small groups answer Investigate, Inquire, and Imagine (PE, page 594; UR 9, page 29); and Understanding Literature questions (PE, page 595).</td>
</tr>
<tr>
<td>________ Have partners work on Language, Grammar, and Style activity (PE, page 595; UR 9, page 32).</td>
</tr>
</tbody>
</table>

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“Wildlife Cameo, Early Morn,” page 597

Teacher's Name ________________________ Class ________________________ Date __________________

**Reading Level:** Challenging

**Difficulty Consideration:** Author's style

**Ease Factor:** Selection length

**Synopsis:** A speaker watches deer drink from a river.

**Goals/Objectives:**
- to appreciate a poem about nature
- to explain the Beat generation
- to define *concrete poem* and *simile* and recognize examples of simile in the selection
- to demonstrate an ability to use an atlas

**Before Reading**
- Daily Oral Language (VLR I, page 70; UR 9, page 41)
- Reader's Journal (PE, page 597; UR 9, page 41)
- Reader's Toolbox: Concrete Poem and Simile (PE, page 597)
- Reader's Resource (PE, page 597)
- About the Author: Lawrence Ferlinghetti (PE, page 599)
- Fine Art: Albert Bierstadt (PE, page 599; VLR II, page 46)
- Vocabulary from the Selection (ATE, page 597)
- Vocabulary: PAVE (VR, page 124)
- Reading Strategy: Discuss Reactions to Texts and Prepare to React (RSR)

**During Reading**
- Graphic Organizer (PE, page 597; VLR I, page 70; UR 9, page 41)
- Dramatic Recording (AL, 1:29)
- Guided Reading Question (PE, page 598; UR 9, page 42)
- Reading Strategy: Record Reactions to the Poem (RSR)
- Fix-Up Idea: Read Aloud (RSR)

**After Reading**
- Reading Strategy: Synthesize and Summarize Your Reactions (RSR)
- Standardized Test Practice: Recognize Author's Tone and Point of View (RSR)
- Respond to the Selection (PE, page 599; UR 9, page 42)
- Investigate, Inquire, and Imagine (PE, page 600; UR 9, page 42)
- Understanding Literature: Concrete Poem and Simile (PE, page 601; UR 9, page 43)
- Writer's Journal: Shape Poem, Simile, or Personal Essay (PE, page 601; UR 9, page 44)
- Vocabulary: Compound Words (UR 9, page 45)
- Language, Grammar, and Style: Verbs and Correcting Sentence Fragments (PE, page 601; UR 9, page 46)
- Study and Research: Using Almanacs, Yearbooks, and Atlases (PE, page 602)
- Speaking and Listening: Communication Styles and Barriers (PE, page 602; UR 9, page 47)
- Selection Check Test 4.9.9 (ATE, page 599; UR 9, page 48; TG)
- Selection Test 4.9.10 (UR 9, page 49; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“Wildlife Cameo, Early Morn,” page 597

Teacher's Name ____________________________ Class __________________ Date __________________

<table>
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<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Author's Style</strong></td>
</tr>
<tr>
<td>_______ Motivation: Creating a Shape Poem (ATE, page 598)</td>
<td>Read Prereading information, focusing especially on the definition of concrete poem and the Beat Generation (PE, page 597).</td>
</tr>
<tr>
<td>_______ Reading Proficiency: Previewing Vocabulary and Footnotes and Listening to the Selection (ATE, page 598)</td>
<td>Play the audio version of the selection, allowing students to hear the flow of each line (AL, 1:29).</td>
</tr>
<tr>
<td>_______ English Language Learning: Vocabulary (ATE, page 598)</td>
<td>Tell students that poetry allows writers to be creative—more than any other medium—in sentence structure, style, grammar, and language.</td>
</tr>
<tr>
<td>_______ Special Needs: Working in Pairs (ATE, page 598)</td>
<td>Additional Strategies for English Language Learners</td>
</tr>
</tbody>
</table>

| Flexible Grouping Suggestions | |
| _______ Special Needs: Working in Pairs (ATE, page 598) | Look at the image on page 599; ask students what mood is created. |
| _______ Enrichment: Researching Beat Writers (ATE, page 598) | Preview the vocabulary. |
| _______ Investigate, Inquire, and Imagine (PE, page 600; UR 9, page 42) | Read this poem aloud—the Beat Generation poets would have! |
| _______ Understanding Literature: Concrete Poem and Simile (PE, page 601; UR 9, page 43) | Have small groups answer Investigate, Inquire, and Imagine (PE, page 600; UR 9, page 42) and Understanding Literature questions (PE, page 601; UR 9, page 43). |

| Homework Suggestions | |
| _______ Writer's Journal: Shape Poem, Simile, or Personal Essay (PE, page 601; UR 9, page 44) | |
| _______ Vocabulary: Compound Words (UR 9, page 45) | |
| _______ Language, Grammar, and Style: Verbs and Correcting Sentence Fragments (PE, page 601; UR 9, page 46) | |
| _______ Speaking and Listening: Communication Styles and Barriers (PE, page 602; UR 9, page 47) | |

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“Paul Revere’s Ride,” page 603

Teacher's Name ____________________________ Class ____________________________ Date ________________

Reading Level: Moderate

Difficulty Considerations: Long sentences; archaic language

Ease Factors: Narrative poem; appealing rhyme and rhythm

Synopsis: The poem tells the story of Paul Revere’s famous ride to warn American patriots that the British were coming.

Goals/Objectives:
• to enjoy a narrative poem about a historical event
• to summarize the events that occurred the evening before the battle that began the Revolutionary War
• to define and recognize examples of rhythm and stress in the selection
• to demonstrate an ability to use context clues to figure out the definition of a word

Before Reading
_________ Daily Oral Language (VLR I, page 71; UR 9, page 52)
_________ Reader's Journal (PE, page 603; UR 9, page 52)
_________ Reader’s Toolbox: Rhythm, Stress, and Narrative Poem (PE, page 603)
_________ Reader’s Resource: Background Information (PE, page 603)
_________ Art Smart: Grant Wood (PE, page 603; VLR II, page 49; UR 9, page 52)
_________ About the Author: Henry Wadsworth Longfellow (PE, page 607)
_________ Vocabulary from the Selection (ATE, page 603)
_________ Vocabulary: Writing Sentences (VR, page 129)
_________ Reading Strategy: Preview the Selection and Vocabulary (RSR)

During Reading
_________ Dramatic Recording (AL, 5:41)
_________ Guided Reading Questions (PE, page 605; UR 9, page 52)
_________ Reading Strategy: Tackle Difficult Vocabulary (RSR)
_________ Fix-Up Idea: Create a Mnemonic Device (RSR)

After Reading
_________ Reading Strategy: Use Difficult Vocabulary (RSR)
_________ Standardized Test Practice: Use Context Clues (RSR)
_________ Respond to the Selection (PE, page 607; UR 9, page 53)
_________ Investigate, Inquire, and Imagine (PE, page 608; UR 9, page 53)
_________ Understanding Literature: Narrative Poem, Rhythm, and Stress (PE, page 608; UR 9, page 54)
_________ Graphic Organizer (PE, page 609; VLR I, page 71; UR 9, page 55)
_________ Writer’s Journal: Wanted Poster, Journal Entry, or Epitaph (PE, page 609; UR 9, page 55)
_________ Language, Grammar, and Style: Working with Negatives (PE, page 609; UR 9, page 57)
_________ Speaking and Listening: Oral Interpretation (PE, page 610)
_________ Vocabulary: Using Context Clues (PE, page 610; UR 9, page 56)
_________ Selection Check Test 4.9.11 (ATE, page 607; UR 9, page 58; TG)
_________ Selection Test 4.9.12 (UR 9, page 60; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“Paul Revere’s Ride,” page 603

Teacher’s Name ______________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
- Motivation: Researching Revere’s Ride (ATE, page 604)
- Reading Proficiency: Previewing Vocabulary and Listening to the Selection (ATE, page 604)
- English Language Learning: Vocabulary (ATE, page 604)
- Special Needs: Working in Small Groups (ATE, page 604)
- Enrichment: Painting of the Ride (ATE, page 604)

Cross-Curricular Connections
- Paul Revere (ATE, page 606)

Additional Questions and Activities
- Oral Interpretation (ATE, page 606)

Cross-Curricular Activities
- Mapping Revere’s Route (ATE, page 607)

Flexible Grouping Suggestions
- Motivation: Researching Revere’s Ride (ATE, page 604)
- Special Needs: Working in Small Groups (ATE, page 604)
- Additional Questions and Activities: Oral Interpretation (ATE, page 606)
- Cross-Curricular Activities: Mapping Revere’s Route (ATE, page 607)
- Investigate, Inquire, and Imagine (PE, page 608; UR 9, page 53)
- Understanding Literature: Narrative Poem, Rhythm, and Stress (PE, page 608; UR 9, page 54)
- Speaking and Listening: Oral Interpretation (PE, page 610)

Strategies for Developing Readers

Homework Suggestions
- Graphic Organizer (PE, page 609; VLR I, page 71; UR 9, page 55)
- Writer’s Journal: Wanted Poster, Journal Entry, or Epitaph (PE, page 609; UR 9, page 55)
- Language, Grammar, and Style: Working with Negatives (PE, page 609; UR 9, page 57)
- Vocabulary: Using Context Clues (PE, page 610; UR 9, page 56)

Tackle Long Sentences
- Play the audio version of the story, or have skilled readers read aloud the selection, interpreting each sentence as they read (AL, 5:41).
- Replay or reread difficult sections of the story.
- Use the Guided Reading Questions to check understanding (PE, page 605; UR 9, page 52).

Tackle Archaic Language
- Have students preview the footnotes and vocabulary before reading the selection.
- Complete the Reading Proficiency activity (ATE, page 604).
- Play the audio version of the selection (AL, 5:41).

Additional Strategies for English Language Learners
- Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 603).
- Help students find Boston on a map.
- Use Additional Questions and Activities after students read the poem (ATE, page 606).
- Follow the suggestions in Strategies for Developing Readers (above) and the Reading Proficiency activity (ATE, page 604).
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 608; UR 9, page 53) and Understanding Literature questions (PE, page 608; UR 9, page 54).
- Have partners work on the Language, Grammar, and Style activity (PE, page 609; UR 9, page 57).
“Courage” and “The Cremation of Sam McGee,” page 611

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factors: Narrative poem; rhyme

Synopsis: In the poem “Courage,” an apple blossom speaks of its strength. “The Cremation of Sam McGee” tells the story of a cold gold miner who only thawed when placed in a ship’s furnace.

Goals/Objectives:
• to enjoy two surprising poems
• to describe the Yukon
• to define ballad
• to define and identify examples of rhyme and tone in the selections
• to work collaboratively to form a book club

Before Reading
_________ Daily Oral Language (VLR I, page 72; UR 9, page 64)
_________ Reader’s Journal (PE, page 611; UR 9, page 65)
_________ Reader’s Toolbox: Rhyme, Ballad, and Tone (PE, page 611)
_________ Reader’s Resource: Yukon (PE, page 611)
_________ About the Author: Robert Service (PE, page 617)
_________ Vocabulary from the Selection (ATE, page 611)
_________ Vocabulary: Writing Sentences (VR, page 129)
_________ Reading Strategy: Review Poetic Organizational Features (RSR)

During Reading
_________ Graphic Organizer (PE, page 611; VLR I, page 72; UR 9, page 64)
_________ Dramatic Recording: “Courage” (AL, 1:46)
_________ Dramatic Recording: “The Cremation of Sam McGee” (AL, 6:01)
_________ Guided Reading Questions (PE, page 612; UR 9, page 65)
_________ Reading Strategy: Use Text Organization (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Analyze Organizational Features (RSR)
_________ Standardized Test Practice: Find Main Ideas (RSR)
_________ Respond to the Selection (PE, page 617; UR 9, page 67)
_________ Investigate, Inquire, and Imagine (PE, page 618; UR 9, page 67)
_________ Understanding Literature: Rhyme, Ballad, and Tone (PE, page 618; UR 9, page 68)
_________ Writer’s Journal: Jingle, Song Lyrics, or Personal Essay (PE, page 619; UR 9, page 69)
_________ Vocabulary: Writing Sentences (UR 9, page 70)
_________ Language, Grammar, and Style: Using I and Me (PE, page 619; UR 9, page 71)
_________ Collaborative Learning: Reading with a Book Club and Taking Notes on Your Reading (PE, page 620)
_________ Critical Thinking: Tackling Analogy Questions (PE, page 620; UR 9, page 72)
_________ Selection Check Test 4.9.13 (ATE, page 617; UR 9, page 73; TG)
_________ Selection Test 4.9.14 (UR 9, page 75; 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


VLR—Visual Literacy Resource VR—Vocabulary Resource WR—Writing Resource AL—Audio Library

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Lesson Plan

“Courage” and “The Cremation of Sam McGee,” page 611

Teacher’s Name ____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Motivation: Forming a Book Club (ATE, page 612)</td>
</tr>
<tr>
<td>_______</td>
<td>Reading Proficiency: Listening to the Selections (ATE, page 612)</td>
</tr>
<tr>
<td>_______</td>
<td>English Language Learning: Vocabulary (ATE, page 612)</td>
</tr>
<tr>
<td>_______</td>
<td>Special Needs: Working with a Partner (ATE, page 612)</td>
</tr>
<tr>
<td>_______</td>
<td>Enrichment: Researching Service’s Life and Works (ATE, page 612)</td>
</tr>
</tbody>
</table>

Literary Note

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Researching Bibliography (ATE, page 613)</td>
</tr>
</tbody>
</table>

Cross-Curricular Activities

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Researching Northern Lights (ATE, page 614)</td>
</tr>
</tbody>
</table>

Additional Questions and Activities

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Predicting (ATE, page 615)</td>
</tr>
</tbody>
</table>

Flexible Grouping Suggestions

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Motivation: Forming a Book Club (ATE, page 612)</td>
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<td>_______</td>
<td>Special Needs: Working with a Partner (ATE, page 612)</td>
</tr>
<tr>
<td>_______</td>
<td>Enrichment: Researching Service’s Life and Works (ATE, page 612)</td>
</tr>
<tr>
<td>_______</td>
<td>Cross-Curricular Activities: Researching Northern Lights (ATE, page 614)</td>
</tr>
<tr>
<td>_______</td>
<td>Investigate, Inquire, and Imagine (PE, page 618; UR 9, page 67)</td>
</tr>
<tr>
<td>_______</td>
<td>Understanding Literature: Rhyme, Ballad, and Tone (PE, page 618; UR 9, page 68)</td>
</tr>
<tr>
<td>_______</td>
<td>Collaborative Learning: Reading with a Book Club and Taking Notes on Your Reading (PE, page 620)</td>
</tr>
</tbody>
</table>

Homework Suggestions

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Writer’s Journal: Jingle, Song Lyrics, or Personal Essay (PE, page 619; UR 9, page 69)</td>
</tr>
<tr>
<td>_______</td>
<td>Vocabulary: Writing Sentences (UR 9, page 70)</td>
</tr>
<tr>
<td>_______</td>
<td>Language, Grammar, and Style: Using I and Me (PE, page 619; UR 9, page 71)</td>
</tr>
<tr>
<td>_______</td>
<td>Critical Thinking: Tackling Analogy Questions (PE, page 620; UR 9, page 72)</td>
</tr>
</tbody>
</table>

Strategies for Developing Readers

Tackle Vocabulary

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Allow students to preview new vocabulary words.</td>
</tr>
<tr>
<td>_______</td>
<td>Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>_______</td>
<td>Encourage students to predict meanings of unknown words by using context clues.</td>
</tr>
<tr>
<td>_______</td>
<td>Familiarize students with new vocabulary by working on the activities found in the VR (page 129).</td>
</tr>
</tbody>
</table>

Additional Strategies for English Language Learners

for “Courage”

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 611).</td>
</tr>
<tr>
<td>_______</td>
<td>Preview the vocabulary.</td>
</tr>
<tr>
<td>_______</td>
<td>Use the Reading Proficiency activity (ATE, page 612).</td>
</tr>
</tbody>
</table>

for “The Cremation of Sam McGee”

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Use Cross-Curricular Activities before reading (ATE, page 614).</td>
</tr>
<tr>
<td>_______</td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 618; UR 9, page 67) and Understanding Literature questions (PE, page 618; UR 9, page 68).</td>
</tr>
<tr>
<td>_______</td>
<td>Have partners complete the Critical Thinking activity (PE, page 620; UR 9, page 72).</td>
</tr>
</tbody>
</table>

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Lesson Plan

“Player Piano,” page 621

Teacher's Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Synopsis: A player piano speaks and describes its skills.

Goals/Objectives:
• to enjoy a short poem
• to describe player pianos and their history
• to define and recognize examples of onomatopoeia, alliteration, and assonance

Before Reading

______ Daily Oral Language (VLR I, page 74; UR 9, page 79)
______ Reader's Journal (PE, page 621; UR 9, page 79)
______ Reader's Toolbox: Onomatopoeia, Alliteration, and Assonance (PE, page 621)
______ Reader's Resource: Player Piano (PE, page 621)
______ About the Author: John Updike (PE, page 623)
______ Vocabulary from the Selection (ATE, page 621)
______ Vocabulary: Writing Sentences (VR, page 129)
______ Reading Strategy: Set a Purpose for Reading (RSR)

During Reading

______ Graphic Organizer (PE, page 621; VLR I, page 74; UR 9, page 79)
______ Dramatic Recording (AL, 0:41)
______ Guided Reading Questions (PE, page 622; UR 9, page 80)
______ Reading Strategy: Determine Author's Purpose (RSR)
______ Fix-Up Idea: Refocus (RSR)

After Reading

______ Reading Strategy: Analyze Author's Purpose (RSR)
______ Standardized Test Practice: Identify Author's Purpose (RSR)
______ Respond to the Selection (PE, page 623; UR 9, page 80)
______ Investigate, Inquire, and Imagine (PE, page 624; UR 9, page 80)
______ Understanding Literature: Onomatopoeia, Alliteration, and Assonance (PE, page 624; UR 9, page 81)
______ Vocabulary: Synonyms and Antonyms (UR 9, page 82)
______ Language, Grammar, and Style: Achieving Parallelism (UR 9, page 83)
______ Selection Check Test 4.9.15 (ATE, page 623; UR 9, page 85; TG)
______ Selection Test 4.9.16 (UR 9, page 86; TG)
______ Internet activities at http://www.emcp.com
______ Free reading time
“Player Piano,” page 621

Teacher’s Name ____________________________ Class __________________ Date __________________

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<tr>
<th>Teaching Options</th>
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</thead>
<tbody>
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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Vocabulary</strong></td>
</tr>
<tr>
<td>Motivation: Comparing Pianos (ATE, page 622)</td>
<td>Allow students to preview new vocabulary words.</td>
</tr>
<tr>
<td>Reading Proficiency: Listening to the Poem (ATE, page 622)</td>
<td>Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 622)</td>
<td>Encourage students to predict meanings of unknown words by using context clues.</td>
</tr>
<tr>
<td>Special Needs: Previewing Footnotes (ATE, page 622)</td>
<td>Familiarize students with new vocabulary by working on the activities found in the VR (page 129).</td>
</tr>
<tr>
<td>Enrichment: Reporting on John Updike’s Works (ATE, page 622)</td>
<td></td>
</tr>
<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>Science Fiction Stories (ATE, page 623)</td>
<td>Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 620).</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>Discuss the picture on page 622.</td>
</tr>
<tr>
<td>Special Needs: Previewing Footnotes (ATE, page 622)</td>
<td>Have students find out more about player pianos on the Internet or in the library; perhaps they can listen to one being played.</td>
</tr>
<tr>
<td>Enrichment: Reporting on John Updike’s Works (ATE, page 622)</td>
<td>Use the Reading Proficiency activity (ATE, page 622).</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 624; UR 9, page 80)</td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 624; UR 9, page 80) and Understanding Literature questions (PE, page 624; UR 9, page 81).</td>
</tr>
<tr>
<td>Understanding Literature: Onomatopoeia, Alliteration, and Assonance (PE, page 624; UR 9, page 81)</td>
<td></td>
</tr>
<tr>
<td><strong>Homework Suggestions</strong></td>
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</tr>
<tr>
<td>Vocabulary: Synonyms and Antonyms (UR 9, page 82)</td>
<td></td>
</tr>
<tr>
<td>Language, Grammar, and Style: Achieving Parallelism (UR 9, page 83)</td>
<td></td>
</tr>
</tbody>
</table>
Teacher’s Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factor:** Selection length

**Synopsis:** The speaker in a Petrarchan sonnet describes her love of words.

**Goals/Objectives:**
- to appreciate a sonnet about words
- to describe the two different kinds of sonnets
- to define and find examples of onomatopoeia and alliteration in the selection

**Before Reading**
- Daily Oral Language (VLR I, page 75; UR 9, page 89)
- Reader’s Journal (PE, page 625; UR 9, page 89)
- Reader’s Toolbox: Onomatopoeia and Alliteration (PE, page 625)
- Reader’s Resource: Writing about Literature (PE, page 625)
- About the Author: Elinor Wylie (PE, page 627)
- Vocabulary from the Selection (ATE, page 625)
- Vocabulary: Writing Sentences (VR, page 129)
- Reading Strategy: Identify and Record Specific Kinds of Words (RSR)

**During Reading**
- Graphic Organizer (PE, page 625; VLR I, page 75; UR 9, page 89)
- Dramatic Recording (AL, 1:06)
- Guided Reading Questions (PE, page 626; UR 9, page 90)
- Reading Strategy: Record the Poet’s Examples (RSR)
- Fix-Up Idea: Read Shorter Sections at a Time (RSR)

**After Reading**
- Reading Strategy: Analyze the Poet’s Examples (RSR)
- Standardized Test Practice: Use Context Clues (RSR)
- Art Smart: Woodrow Crumbo (PE, page 627; UR 9, page 90)
- Respond to the Selection (PE, page 627; UR 9, page 90)
- Investigate, Inquire, and Imagine (PE, page 628; UR 9, page 91)
- Understanding Literature: Onomatopoeia and Alliteration (PE, page 628; UR 9, page 92)
- Vocabulary: Matching (UR 9, page 92)
- Language, Grammar, and Style: Irregular Verbs (UR 9, page 93)
- Selection Check Test 4.9.17 (ATE, page 627; UR 9, page 95; TG)
- Selection Test 4.9.18 (UR 9, page 97; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

**RENEWAL STRATEGIES RESOURCE, PAGE 202**

- **Reading Strategy:** Write Things Down
- **Fix-Up Idea:** Read Shorter Sections at a Time
- **Standardized Test Practice:** Use Context Clues

**SOUTH CAROLINA STATE STANDARDS**

[click this box for details]
Lesson Plan

“Pretty Words,” page 625

Teacher’s Name ___________________________ Class _______________ Date _______________

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<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Vocabulary</strong></td>
</tr>
<tr>
<td>Motivation: Writing a Sonnet (ATE, page 626)</td>
<td>Allow students to preview new vocabulary words.</td>
</tr>
<tr>
<td>Reading Proficiency: Previewing Footnotes and Vocabulary (ATE, page 626)</td>
<td>Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 626)</td>
<td>Encourage students to predict meanings of unknown words by using context clues.</td>
</tr>
<tr>
<td>Special Needs: Listening to the Selection (ATE, page 626)</td>
<td>Familiarize students with new vocabulary by working on the activities found in the VR (page 129).</td>
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<tr>
<td>Enrichment: Illustration (ATE, page 626)</td>
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<tr>
<th>Flexible Grouping Suggestions</th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment: Illustration (ATE, page 626)</td>
<td>Help students review <em>onomatopoeia</em> and <em>alliteration</em> (Reader’s Toolbox, PE, page 625).</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 628; UR 9, page 91)</td>
<td>Read aloud the Reader’s Resource (PE, page 625).</td>
</tr>
<tr>
<td>Understanding Literature: Onomatopoeia and Alliteration (PE, page 628; UR 9, page 92)</td>
<td>Use the Reading Proficiency activity (ATE, page 626).</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Homework Suggestions</th>
<th><strong>Additional Strategies for English Language Learners</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary: Matching (UR 9, page 92)</td>
<td>Have students read with a partner, each reading a stanza aloud. Have them write down any other words they cannot figure out from the context.</td>
</tr>
<tr>
<td>Language, Grammar, and Style: Irregular Verbs (UR 9, page 93)</td>
<td>Have students reread the poem, writing down the <em>alliteration</em> that they hear.</td>
</tr>
<tr>
<td></td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 628; UR 9, page 91) and Understanding Literature questions (PE, page 628; UR 9, page 92).</td>
</tr>
</tbody>
</table>
“Blue Cornucopia,” page 629

Teacher's Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Unfamiliar colors

Ease Factor: Selection length

Synopsis: The poem provides a stream-of-consciousness listing of blue colors.

Goals/Objectives:
- to enjoy a poem about the color blue
- to explain imagism
- to define and recognize examples of repetition, image, and imagery in the selection
- to deliver a press release

Before Reading
- Daily Oral Language (VLR I, page 76; UR 9, page 100)
- Reader's Journal (PE, page 629; UR 9, page 100)
- Reader's Toolbox: Repetition, Image, and Imagery (PE, page 629)
- Reader's Resource: Imagism (PE, page 629)
- About the Author: Robert Francis (PE, page 631)
- Vocabulary from the Selection (ATE, page 629)
- Vocabulary: Writing Sentences (VR, page 129)
- Reading Strategy: Identify Shades of Blue and Their Associations (RSR)

During Reading
- Graphic Organizer (PE, page 629; VLR I, page 77; UR 9, page 100)
- Dramatic Recording (AL, 1:15)
- Guided Reading Questions (PE, page 630; UR 9, page 102)
- Reading Strategy: Visualize Imagery (RSR)
- Fix-Up Idea: Unlock Difficult Words (RSR)

After Reading
- Reading Strategy: Summarize Your Visualization (RSR)
- Standardized Test Practice: Compare and Contrast Images (RSR)
- Art Smart: Elsworth Kelly (PE, page 631; VLR II, page 52; UR 9, page 102)
- Respond to the Selection (PE, page 631; UR 9, page 102)
- Investigate, Inquire, and Imagine (PE, page 632; UR 9, page 103)
- Understanding Literature: Repetition, Image, and Imagery (PE, page 632; UR 9, page 104)
- Writer's Journal: Description, Lines of Poetry, or Consumer Report (PE, page 633; UR 9, page 104)
- Speaking and Listening: Active Listening and Listening for Comprehension (PE, page 633)
- Study and Research: Computerized and Card Catalogs (PE, page 634; UR 9, page 107)
- Vocabulary: Word Origins (PE, page 634; UR 9, page 106)
- Selection Check Test 4.9.19 (ATE, page 631; UR 9, page 108; TG)
- Selection Test 4.9.20 (UR 9, page 109; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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128 UNIT 9 LESSON PLANS RESPONDING TO LITERATURE LITERACY RESOURCE
“Blue Cornucopia,” page 629

Teacher's Name ___________________________ Class __________________ Date __________________

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<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Unfamiliar Colors</strong></td>
</tr>
<tr>
<td>_______ Motivation: Blue Collage (ATE, page 630)</td>
<td>——— As a Prereading activity, ask students to visualize the different colors mentioned.</td>
</tr>
<tr>
<td>_______ Reading Proficiency: Listening to the Selection and Noting Images (ATE, page 630)</td>
<td>——— After reading the selection, have students list the different shades of the color blue. Then have them find as many of the colors mentioned, using reference sources (encyclopedias, dictionaries) or magazines.</td>
</tr>
<tr>
<td>_______ English Language Learning: Vocabulary (ATE, page 630)</td>
<td></td>
</tr>
<tr>
<td>_______ Special Needs: Checking Comprehension (ATE, page 630)</td>
<td></td>
</tr>
<tr>
<td>_______ Enrichment: Color Poem (ATE, page 630)</td>
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<thead>
<tr>
<th>Additional Questions and Activities</th>
<th>Additional Strategies for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ Motivation: Blue Collage (ATE, page 630)</td>
<td>——— Help students read and understand the Reader's Toolbox (PE, page 629).</td>
</tr>
<tr>
<td>_______ Additional Questions and Activities: Clichés (ATE, page 631)</td>
<td>——— Use the Reading Proficiency activity (ATE, page 630).</td>
</tr>
<tr>
<td>_______ Investigate, Inquire, and Imagine (PE, page 632; UR 9, page 103)</td>
<td>——— Use the suggestions in Strategies for Developing Readers (above).</td>
</tr>
<tr>
<td>_______ Understanding Literature: Repetition, Image, and Imagery (PE, page 632; UR 9, page 104)</td>
<td>——— Have small groups answer Investigate, Inquire, and Imagine (PE, page 632; UR 9, page 103) and Understanding Literature questions (PE, page 632; UR 9, 104).</td>
</tr>
<tr>
<td>_______ Speaking and Listening: Active Listening and Listening for Comprehension (PE, page 633)</td>
<td></td>
</tr>
</tbody>
</table>

| Homework Suggestions | |
|----------------------||
| _______ Motivation: Blue Collage (ATE, page 630) | |
| _______ Special Needs: Checking Comprehension (ATE, page 630) | |
| _______ Additional Questions and Activities: Clichés (ATE, page 631) | |
| _______ Investigate, Inquire, and Imagine (PE, page 632; UR 9, page 103) | |
| _______ Understanding Literature: Repetition, Image, and Imagery (PE, page 632; UR 9, page 104) | |
| _______ Speaking and Listening: Active Listening and Listening for Comprehension (PE, page 633) | |

**Tackle Unfamiliar Colors**

As a Prereading activity, ask students to visualize the different colors mentioned. After reading the selection, have students list the different shades of the color blue. Then have them find as many of the colors mentioned, using reference sources (encyclopedias, dictionaries) or magazines.

**Additional Strategies for English Language Learners**

**“Digging,” page 635**

**Teacher’s Name ___________________________ Class ______________________ Date ___________**

**Reading Level:** Moderate

**Difficulty Consideration:** Understanding a poetic comparison

**Ease Factor:** Selection length

**Synopsis:** A poet compares his own work with a pen to his father’s work with a shovel.

**Goals/Objectives:**
- to empathize with the feelings of the speaker about his heritage
- to describe the importance of potatoes to Ireland
- to define and find examples of *flashback* and *figure of speech* in the selection

**Before Reading**
- Daily Oral Language (VLR I, page 78; UR 9, page 112)
- Reader’s Journal (PE, page 635; UR 9, page 112)
- Reader’s Toolbox: Flashback and Figure of Speech (PE, page 635)
- Reader’s Resource: Synopsis (PE, page 635)
- About the Author: Seamus Heaney (PE, page 637)
- Vocabulary: High-Frequency Spelling Rules (VR, page 132)
- Reading Strategy: Construct Graphic Organizers (RSR)

**During Reading**
- Graphic Organizer (PE, page 635; VLR I, page 78; UR 9, page 112)
- Dramatic Recording (AL, 1:40)
- Guided Reading Questions (PE, page 636; UR 9, page 113)
- Reading Strategy: Complete Graphic Organizers (RSR)
- Fix-Up Idea: Take a Break (RSR)

**After Reading**
- Reading Strategy: Make Connections (RSR)
- Standardized Test Practice: Determine Point of View and Character Development (RSR)
- Respond to the Selection (PE, page 637; UR 9, page 113)
- Investigate, Inquire, and Imagine (PE, page 638; UR 9, page 113)
- Understanding Literature: Flashback and Figure of Speech (PE, page 638; UR 9, page 115)
- Vocabulary: Brainstorming (UR 9, page 115)
- Selection Check Test 4.9.21 (ATE, page 637; UR 9, page 117; TG)
- Selection Test 4.9.22 (UR 9, page 119; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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**Reading Strategies Resource, Page 210**

**Reading Strategy:** Write Things Down

**Fix-Up Idea:** Take a Break

**Standardized Test Practice:**
Determine Point of View and Character Development

**South Carolina State Standards**

[click this box for details]
“Digging,” page 635

Teacher’s Name __________________________ Class __________________ Date __________________

M T W TH F

Individual Learning Strategies

_____ Motivation: Planting and Nurturing Growth (ATE, page 636)
_____ Reading Proficiency: Listening to the Selection (ATE, page 636)
_____ English Language Learning: Vocabulary (ATE, page 636)
_____ Special Needs: Previewing Footnotes (ATE, page 636)
_____ Enrichment: Map and History of Ireland (ATE, page 636)

Cross-Curricular Activities

_____ Thinking about Skills (ATE, page 637)

Flexible Grouping Suggestions

_____ Motivation: Planting and Nurturing Growth (ATE, page 636)
_____ Special Needs: Previewing Footnotes (ATE, page 636)
_____ Enrichment: Map and History of Ireland (ATE, page 636)
_____ Cross-Curricular Activities: Thinking about Skills (ATE, page 637)
 _____ Investigate, Inquire, and Imagine (PE, page 638; UR 9, page 113)

Homework Suggestions

_____ Understanding Literature: Flashback and Figure of Speech (PE, page 638; UR 9, page 115)
_____ Vocabulary: Brainstorming (UR 9, page 115)
_____ Language, Grammar, and Style: Using Who and Whom (UR 9, page 116)

Strategies for Developing Readers

Tackle Understanding a Poetic Comparison

_____ Read Reader’s Toolbox aloud, focusing on the definition of figure of speech (PE, page 635).
_____ Use the questions under Figure of Speech to discuss the ways in which the poet uses the term digging, both literally and figuratively (PE, page 638).
_____ Tell students that while the speaker’s father and grandfather dig with a shovel for their livelihood, the speaker “digs” with a pen for his.

Additional Strategies for English Language Learners

_____ Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 635).
_____ Discuss the word sickened as used in reference to potato crops.
_____ Have students locate Ireland on a map.
_____ Preview the vocabulary and footnotes and use the Reading Proficiency activity (ATE, page 636).
_____ Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 638; UR 9, page 113).
_____ Directly after reading this poem, use the Study and Research activity (PE, page 647; UR 9, page 138).
“Childhood of the Ancients,” page 639

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Reading poetic lines

Ease Factors: Vocabulary; subject matter

Synopsis: The speaker uses hyperbole to describe how hard life was for him as a child.

Goals/Objectives:
- to respond to a speaker's perspective about difficult times
- to explain feelings of guilt and the positive and negative effects of guilt
- to define and recognize examples of hyperbole and apostrophe in the selection

Before Reading
- Daily Oral Language (VLR I, page 79; UR 9, page 122)
- Reader's Journal (PE, page 639; UR 9, page 122)
- Reader's Toolbox: Hyperbole and Apostrophe (PE, page 639)
- Reader's Resource: Synopsis (PE, page 639)
- About the Author: Andrew Hudgins (PE, page 641)
- Vocabulary: High-Frequency Spelling Rules (VR, page 132)
- Reading Strategy: Activate Prior Knowledge (RSR)

During Reading
- Graphic Organizer (PE, page 639; VLR I, page 79; UR 9, page 122)
- Guided Reading Questions (PE, page 640; UR 9, page 123)
- Reading Strategy: Connect to Prior Knowledge (RSR)
- Fix-Up Idea: Choose a New Strategy (RSR)

After Reading
- Reading Strategy: Compare Connections (RSR)
- Standardized Test Practice: Describe Author's Tone (RSR)
- Respond to the Selection (PE, page 641; UR 9, page 123)
- Investigate, Inquire, and Imagine (PE, page 642; UR 9, page 123)
- Understanding Literature: Hyperbole and Apostrophe (PE, page 642; UR 9, page 124)
- Vocabulary: Synonym (UR 9, page 125)
- Language, Grammar, and Style: Clauses of a Sentence (UR 9, page 125)
- Selection Check Test 4.9.23 (ATE, page 641; UR 9, page 127; TG)
- Selection Test 4.9.24 (UR 9, page 129; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“Childhood of the Ancients,” page 639

Teacher’s Name ____________________________ Class ______________________ Date __________________

M T W TH F

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Interviewing and Comparing Lives (ATE, page 640)
- Reading Proficiency: Reading Out Loud and Discussing the Speaker (ATE, page 640)
- English Language Learning: Vocabulary (ATE, page 640)
- Special Needs: Hyperbole and Apostrophe (ATE, page 640)
- Enrichment: Poem (ATE, page 640)

**Flexible Grouping Suggestions**

- Reading Proficiency: Reading Out Loud and Discussing the Speaker (ATE, page 640)
- Special Needs: Hyperbole and Apostrophe (ATE, page 640)
- Investigate, Inquire, and Imagine (PE, page 642; UR 9, page 123)
- Understanding Literature: Hyperbole and Apostrophe (PE, page 642; UR 9, page 124)

**Homework Suggestions**

- Vocabulary: Synonym (UR 9, page 125)
- Language, Grammar, and Style: Clauses of a Sentence (UR 9, page 125)

**Strategies for Developing Readers**

**Tackle Reading Poetic Lines**

- Show students how to read to the end of a thought, not to the end of a line.
- Read the poem aloud.

**Additional Strategies for English Language Learners**

- Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 639).
- Use the Reading Proficiency activity (ATE, page 640).
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 642; UR 9, page 123) and Understanding Literature questions (PE, page 642; UR 9, page 124).
- Have partners complete the Language, Grammar, and Style activity (PE, page 648; UR 9, page 137).
“Without Title,” page 643

Teacher's Name ________________________ Class ________________________ Date ________________________ M T W TH F

Reading Level: Moderate

Difficulty Consideration: Understanding an analogy

Ease Factor: Selection length

Synopsis: The poem's extended metaphor compares the life of an Indian warrior to the speaker's father's modern way of life and its frustrations.

Goals/Objectives:
- to appreciate what it might be like to move to a new place
- to describe a vision quest
- to define and identify examples of analogy and simile
- to demonstrate an ability to use a thesaurus

Before Reading
- Daily Oral Language (VLR I, page 80; UR 9, page 131)
- Reader's Journal (PE, page 643; UR 9, page 131)
- Reader's Toolbox: Analogy and Simile (PE, page 643)
- Reader's Resource: Ceremony and Synopsis (PE, page 643)
- About the Author: Diane Glancy (PE, page 645)
- Vocabulary from the Selection (ATE, page 643)
- Vocabulary: High-Frequency Spelling Rules (VR, page 132)
- Reading Strategy: Set a Purpose for Reading (RSR)

During Reading
- Graphic Organizer (PE, page 643; VLR I, page 80; UR 9, page 131)
- Dramatic Recording (AL, 1:06)
- Guided Reading Questions (PE, page 644; UR 9, page 132)
- Reading Strategy: Read with a Purpose (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
- Reading Strategy: Share Your Experience (RSR)
- Standardized Test Practice: Identify Author's Purpose and Point of View (RSR)
- Art Smart: Jaune Quick-to-See Smith (PE, page 645; VLR II, page 55; UR 9, page 132)
- Respond to the Selection (PE, page 645; UR 9, page 132)
- Investigate, Inquire, and Imagine (PE, page 646; UR 9, page 133)
- Understanding Literature: Analogy and Simile (PE, page 647; UR 9, page 134)
- Writer's Journal: Appeal, Children's Story, or Comic Skit (PE, page 647; UR 9, page 134)
- Vocabulary: Homonyms (UR 9, page 136)
- Study and Research: Using a Thesaurus (PE, page 647; UR 9, page 138)
- Language, Grammar, and Style: Expanding and Combining Sentences (PE, page 648; UR 9, page 137)
- Speaking and Listening: Formal and Informal English (PE, page 648; UR 9, page 138)
- Selection Check Test 4.9.25 (ATE, page 645; UR 9, page 140; TG)
- Selection Test 4.9.26 (UR 9, page 142; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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

“Without Title,” page 643

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>____ Motivation: Rites of Passage (ATE, page 644)</td>
</tr>
<tr>
<td>____ Reading Proficiency: Listening to the Selection (ATE, page 644)</td>
</tr>
<tr>
<td>____ English Language Learning: Vocabulary (ATE, page 644)</td>
</tr>
<tr>
<td>____ Special Needs: Checking Comprehension (ATE, page 644)</td>
</tr>
<tr>
<td>____ Enrichment: Vision Quests (ATE, page 644)</td>
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</table>

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<tr>
<th>Cross-Curricular Connections</th>
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</thead>
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<td>____ Meat-packing Industry (ATE, page 645)</td>
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</table>

<table>
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<tr>
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<td>____ Motivation: Rites of Passage (ATE, page 644)</td>
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<tr>
<td>____ Special Needs: Checking Comprehension (ATE, page 644)</td>
</tr>
<tr>
<td>____ Enrichment: Vision Quests (ATE, page 644)</td>
</tr>
<tr>
<td>____ Investigate, Inquire, and Imagine (PE, page 646; UR 9, page 133)</td>
</tr>
<tr>
<td>____ Understanding Literature: Analogy and Simile (PE, page 647; UR 9, page 134)</td>
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<td>____ Writer’s Journal: Appeal, Children’s Story, or Comic Skit (PE, page 647; UR 9, page 134)</td>
</tr>
<tr>
<td>____ Vocabulary: Homonyms (UR 9, page 136)</td>
</tr>
<tr>
<td>____ Study and Research: Using a Thesaurus (PE, page 647; UR 9, page 138)</td>
</tr>
<tr>
<td>____ Language, Grammar, and Style: Expanding and Combining Sentences (PE, page 648; UR 9, page 137)</td>
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<tr>
<td>____ Speaking and Listening: Formal and Informal English (PE, page 648; UR 9, page 138)</td>
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<tr>
<th>Strategies for Developing Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tackle Understanding an Analogy</strong></td>
</tr>
<tr>
<td>____ Read the Reader’s Toolbox, focusing on the definition of analogy (PE, page 643).</td>
</tr>
<tr>
<td>____ Encourage students to complete the Graphic Organizer activity as they read (PE, page 643; VLR I, page 80; UR 9, page 131).</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
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</thead>
<tbody>
<tr>
<td>____ Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 643).</td>
</tr>
<tr>
<td>____ If students are not familiar with traditional Native American culture, give them more information.</td>
</tr>
<tr>
<td>____ Share information in Cross-Curricular Connections (ATE, page 645).</td>
</tr>
<tr>
<td>____ Preview the vocabulary and footnotes.</td>
</tr>
<tr>
<td>____ Have small groups answer Investigate, Inquire, and Imagine (PE, page 646; UR 9, page 133) and Understanding Literature questions (PE, page 647; UR 9, page 134).</td>
</tr>
<tr>
<td>____ Have partners work on the Language, Grammar, and Style activity (PE, page 648; UR 9, page 138).</td>
</tr>
</tbody>
</table>
“The Highwayman,” page 649

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Vocabulary; unfamiliar setting

Ease Factor: Selection length

Synopsis: A highwayman’s lover tries to warn him about danger with a shot that takes her own life.

Goals/Objectives:
• to enjoy an exciting narrative poem
• to define a highwayman
• to define narrative poem and repetition and identify examples in the poem

Before Reading
_________ Daily Oral Language (VLR I, page 81; UR 9, page 145)
_________ Reader’s Journal (PE, page 649; UR 9, page 146)
_________ Reader’s Toolbox: Narrative Poem and Repetition (PE, page 649)
_________ Reader’s Resource: Synopsis (PE, page 649)
_________ About the Author: Alfred Noyes (PE, page 654)
_________ Vocabulary: Word Origins (VR, page 134)
_________ Reading Strategy: Gather Clues and Write “I Wonder” Statements (RSR)

During Reading
_________ Graphic Organizer (PE, page 649; VLR I, page 81; UR 9, page 145)
_________ Dramatic Recording (AL, 7:06)
_________ Guided Reading Questions (PE, page 651; UR 9, page 146)
_________ Reading Strategy: Make and Adjust Predictions (RSR)
_________ Fix-Up Idea: Reread (RSR)

After Reading
_________ Reading Strategy: Adjust Predictions and Summarize Events (RSR)
_________ Standardized Test Practice: Follow Sequence of Events (RSR)
_________ Respond to the Selection (PE, page 654; UR 9, page 147)
_________ Investigate, Inquire, and Imagine (PE, page 655; UR 9, page 147)
_________ Understanding Literature: Narrative Poem and Repetition (PE, page 655; UR 9, page 148)
_________ Vocabulary: Matching (UR 9, page 149)
_________ Language, Grammar, and Style: Editing for Spelling Errors (UR 9, page 149)
_________ Selection Check Test 4.9.27 (ATE, page 653; UR 9, page 150; TG)
_________ Selection Test 4.9.28 (UR 9, page 152; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

South Carolina State Standards

Reading Strategies Resource, Page 222
Reading Strategy: Make Predictions
Fix-Up Idea: Reread
Standardized Test Practice:
Follow Sequence of Events

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

“The Highwayman,” page 649

Teacher’s Name _____________________________ Class __________________ Date __________________

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<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
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<tbody>
<tr>
<td><strong>Motivation:</strong></td>
<td><strong>Tackle Vocabulary</strong></td>
</tr>
<tr>
<td>Creating an Archive (ATE, page 650)</td>
<td>Allow students to preview new vocabulary words.</td>
</tr>
<tr>
<td>Listening to the Selection (ATE, page 650)</td>
<td>Have students identify vocabulary words that they already know.</td>
</tr>
<tr>
<td>Vocabulary (ATE, page 650)</td>
<td>Encourage students to predict meanings of unknown words by using context clues.</td>
</tr>
<tr>
<td>Previewing Vocabulary and Footnotes (ATE, page 650)</td>
<td>Familiarize students with new vocabulary by working on the activities found in the VR (page 134).</td>
</tr>
<tr>
<td>Researching an Outlaw (ATE, page 650)</td>
<td></td>
</tr>
<tr>
<td><strong>Discussing the Romantic Treatment of Outlaws (ATE, page 651)</strong></td>
<td><strong>Tackle Unfamiliar Setting</strong></td>
</tr>
<tr>
<td><strong>Refrain (ATE, page 652)</strong></td>
<td>Thoroughly read Reader’s Resource before reading the selection (PE, page 649).</td>
</tr>
<tr>
<td><strong>Alliteration (ATE, page 653)</strong></td>
<td>Ask students to complete the Motivation activity (ATE, page 650).</td>
</tr>
<tr>
<td><strong>Investigate, Inquire, and Imagine (PE, page 655; UR 9, page 147)</strong></td>
<td>Present students with a synopsis of the story, including the time, place, and political tone of England during King George’s reign.</td>
</tr>
<tr>
<td><strong>Understanding Literature: Narrative Poem and Repetition (PE, page 655; UR 9, page 148)</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td><strong>Motivation:</strong></td>
<td><strong>Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 649).</strong></td>
</tr>
<tr>
<td>Creating an Archive (ATE, page 650)</td>
<td><strong>Discuss the image on page 630.</strong></td>
</tr>
<tr>
<td><strong>Enrichment:</strong></td>
<td><strong>Use Strategies for Developing Readers (above).</strong></td>
</tr>
<tr>
<td>Researching an Outlaw (ATE, page 650)</td>
<td><strong>Have partners work on the Study and Research activity (PE, page 661; UR 9, page 164).</strong></td>
</tr>
<tr>
<td><strong>Understand Literature:</strong></td>
<td><strong>Use the Reading Proficiency activity (ATE, page 650).</strong></td>
</tr>
<tr>
<td>Narrative Poem and Repetition (PE, page 655; UR 9, page 148)</td>
<td><strong>Have small groups answer Investigate, Inquire, and Imagine (PE, page 655; UR 9, page 147) and Understanding Literature questions (PE, page 655; UR 9, page 148).</strong></td>
</tr>
</tbody>
</table>

**Flexible Grouping Suggestions**

- **Motivation:** Creating an Archive (ATE, page 650)
- **Enrichment:** Researching an Outlaw (ATE, page 650)
- Investigate, Inquire, and Imagine (PE, page 655; UR 9, page 147)
- Understanding Literature: Narrative Poem and Repetition (PE, page 655; UR 9, page 148)

**Homework Suggestions**

- Vocabulary: Matching (UR 9, page 149)
- Language, Grammar, and Style: Editing for Spelling Errors (UR 9, page 149)
“A short long story,” page 656

Teacher's Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Understanding poetic lines

Ease Factor: Selection length

Synopsis: A young boy, grieving for his dead mother, finds comfort in his father's understanding.

Goals/Objectives:
- to enjoy a narrative poem
- to describe stages of the grieving process
- to define narrative poem and free verse
- to define plot, image, and imagery and explain examples of each in the selection
- to demonstrate an ability to correct wordy sentences

Before Reading
- Daily Oral Language (VLR I, page 82; UR 9, page 156)
- Reader's Journal (PE, page 656; UR 9, page 156)
- Reader's Toolbox: Narrative Poem, Plot, Image, Imagery, and Free Verse (PE, page 656)
- Reader's Resource: Synopsis and Thanatology (PE, page 656)
- About the Author: Julia Cunningham (PE, page 658)
- Vocabulary from the Selection (ATE, page 656)
- Vocabulary: Word Origins (VR, page 134)
- Reading Strategy: Activate Prior Knowledge (RSR)

During Reading
- Dramatic Recording (AL, 1:13)
- Guided Reading Questions (PE, page 657; UR 9, page 157)
- Fix-Up Idea: Vary Reading Rate (RSR)

After Reading
- Reading Strategy: Analyze the Poem (RSR)
- Standardized Test Practice: Examine Character Development (RSR)
- Respond to the Selection (PE, page 658; UR 9, page 157)
- Investigate, Inquire, and Imagine (PE, page 659; UR 9, page 158)
- Understanding Literature: Narrative Poem, Plot, Image, Imagery, and Free Verse (PE, page 659; UR 9, page 159)
- Writer's Journal: Autobiographical Essay, Free-Verse Poem, or Character Sketch (PE, page 660; UR 9, page 159)
- Vocabulary: Synonyms and Antonyms (UR 9, page 161)
- Language, Grammar, and Style: Correcting Wordy Sentences (PE, page 660; UR 9, page 162)
- Speaking and Listening: The Power of Verbal and Nonverbal Communication (PE, page 661; UR 9, page 163)
- Study and Research: Using a Dictionary (PE, page 661; UR 9, page 164)
- Selection Check Test 4.9.29 (ATE, page 658; UR 9, page 165; TG)
- Selection Test 4.9.30 (UR 9, page 167; TG)
- Internet activities at http://www.emcp.com
- Free reading time

South Carolina State Standards

Click this box for details

Reading Strategies Resource, Page 226

Reading Strategy: Connect to Prior Knowledge
Fix-Up Idea: Vary Reading Rate
Standardized Test Practice: Examine Character Development

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Lesson Plan

“A short long story,” page 656

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>
<td><strong>Tackle Understanding Poetic Lines</strong></td>
</tr>
<tr>
<td>Motivation: Depicting a Scene (ATE, page 657)</td>
<td>Have students read to the end of a thought, not to the end of a line.</td>
</tr>
<tr>
<td>Reading Proficiency: Listening to and Identifying Elements of the Poem (ATE, page 657)</td>
<td>Have a volunteer read the poem aloud.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 657)</td>
<td></td>
</tr>
<tr>
<td>Special Needs: Working in Small Groups (ATE, page 657)</td>
<td></td>
</tr>
<tr>
<td>Enrichment: Personal Essay about Mourning (ATE, page 657)</td>
<td></td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>Motivation: Depicting a Scene (ATE, page 657)</td>
<td>Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 656).</td>
</tr>
<tr>
<td>Special Needs: Working in Small Groups (ATE, page 657)</td>
<td>If students come from war-torn countries, this poem may bring back strong emotions of loss. Use the additional Respond to the Selection question (ATE, page 658).</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 659; UR 9, page 158)</td>
<td>Have small groups answer Investigate, Inquire, and Imagine (PE, page 659; UR 9, page 158) and Understanding Literature questions (PE, page 659; UR 9, page 159).</td>
</tr>
<tr>
<td>Understanding Literature: Narrative Poem, Plot, Image, Imagery, and Free Verse (PE, page 659; UR 9, page 159)</td>
<td>Have partners or small groups complete the Speaking and Listening activity (PE, page 661; UR 9, page 163).</td>
</tr>
</tbody>
</table>

| Homework Suggestions | |
| Writer’s Journal: Autobiographical Essay, Free-Verse Poem, or Character Sketch (PE, page 660; UR 9, page 159) | |
| Vocabulary: Synonyms and Antonyms (UR 9, page 161) | |
| Language, Grammar, and Style: Correcting Wordy Sentences (PE, page 660; UR 9, page 162) | |
| Speaking and Listening: The Power of Verbal and Nonverbal Communication (PE, page 661; UR 9, page 163) | |
| Study and Research: Using a Dictionary (PE, page 661; UR 9, page 164) | |

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UNIT 9 LESSON PLANS  RESPONDING TO LITERATURE  LITERACY RESOURCE  139
Lesson Plan

“There is no frigate like a book,” “He ate and drank the precious words,” and “The Brain—is wider than the Sky—,” page 662

Teacher's Name __________________ Class __________________ Date __________________

Reading Level: Challenging, Easy, Moderate

Difficulty Considerations: Vocabulary; understanding a poetic comparison

Ease Factor: Selection length

Synopsis: All three poems celebrate the life of the curious and literate mind.

Goals/Objectives:
- to enjoy three lyric poems
- to describe Emily Dickinson's literary accomplishments
- to define lyric poem
- to define stanza, image, and imagery and recognize and explain examples of each in the selections

Before Reading
- Daily Oral Language (VLR I, page 83; UR 9, page 170)
- Reader's Journal (PE, page 662; UR 9, page 171)
- Reader's Toolbox: Lyric Poem, Stanza, Image, and Imagery (PE, page 662)
- Reader's Resource: Emily Dickinson (PE, page 662)
- About the Author: Emily Dickinson (PE, page 665)
- Fine Art: Mary Cassatt (PE, page 663; VLR II, page 58)
- Vocabulary: Test-Taking Language (VR, page 136)
- Reading Strategy: Preview the Text (RSR)

During Reading
- Graphic Organizer (PE, page 662; VLR I, page 83; UR 9, page 170)
- Dramatic Recording: “There is no frigate like a book” (AL, 0:32)
- Dramatic Recording: “He ate and drank the precious words” (AL, 0:34)
- Dramatic Recording: “The Brain—is wider than the Sky—” (AL, 1:02)
- Guided Reading Questions (PE, page 663; UR 9, page 171)
- Reading Strategy: Record and Analyze Figurative Comparisons (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
- Reading Strategy: Analyze Figurative Language (RSR)
- Standardized Test Practice: Make Comparisons (RSR)
- Respond to the Selection (PE, page 665; UR 9, page 171)
- Investigate, Inquire, and Imagine (PE, page 666; UR 9, page 172)
- Understanding Literature: Lyric Poem, Stanza, Image, and Imagery (PE, page 666; UR 9, page 173)
- Vocabulary: Definitions (UR 9, page 173)
- Selection Check Test 4.9.31 (ATE, page 665; UR 9, page 176; TG)
- Selection Test 4.9.32 (UR 9, page 178; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“There is no frigate like a book,” “He ate and drank the precious words,” and “The Brain—is wider than the Sky—,” page 662

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_________ Motivation: Decorative Version of a Poem (ATE, page 663)
_________ Reading Proficiency: Reading Out Loud and Listening to the Selections (ATE, page 663)
_________ English Language Learning: Vocabulary (ATE, page 663)
_________ Special Needs: Reading Out Loud (ATE, page 663)
_________ Enrichment: Biography of Dickinson (ATE, page 663)

Additional Questions and Activities

_________ Oral Interpretation (ATE, page 664)

Cross-Curricular Activities

_________ Mapping the Brain (ATE, page 664)

Flexible Grouping Suggestions

_________ Enrichment: Biography of Dickinson (ATE, page 663)
_________ Cross-Curricular Activities: Mapping the Brain (ATE, page 664)
_________ Investigate, Inquire, and Imagine (PE, page 666; UR 9, page 172)
_________ Understanding Literature: Lyric Poem, Stanza, Image, and Imagery (PE, page 666; UR 9, page 173)

Homework Suggestions

_________ Vocabulary: Definitions (UR 9, page 173)
_________ Language, Grammar, and Style: Using Contractions (UR 9, page 174)

Strategies for Developing Readers

Tackle Vocabulary

_________ Allow students to preview new vocabulary words.
_________ Have students identify vocabulary words that they already know.
_________ Encourage students to predict meanings of unknown words by using context clues.
_________ Familiarize students with new vocabulary by working on the activities found in the VR (page 136).

Tackle Understanding a Poetic Comparison

_________ After reading the selection, ask students to compare and contrast the brain and sky using a Venn diagram.
_________ To check students’ understanding of the comparison, ask students to tell in their own words why the speaker believes that the brain is wider than the sky, deeper than the sea, and just the weight of God.

Additional Strategies for English Language Learners

_________ Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 662).
_________ Use the Reading Proficiency activity (ATE, page 663).
_________ Have partners complete the Language, Grammar, and Style activity (PE, page 671; UR 9, page 186).
Lesson Plan

“I Ask My Mother to Sing,” page 667

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Allusions to unfamiliar places

Ease Factors: Author’s style; selection length

Synopsis: Song sung by the speaker’s mother and grandmother help him learn about his heritage.

Goals/Objectives:
• to interpret and appreciate a poem about a family song
• to describe the Summer Palace in China
• to define lyric poem and allusion and identify examples of allusion in the selection
• to analyze a newspaper or newsmagazine

Before Reading
_________ Daily Oral Language (VLR I, page 84; UR 9, page 182)
_________ Reader’s Journal (PE, page 667; UR 9, page 182)
_________ Reader’s Toolbox: Lyric Poem and Allusion (PE, page 667)
_________ Reader’s Resource: Summer Place and Chinese Music (PE, page 667)
_________ About the Author: Li-Young Lee (PE, page 669)
_________ Vocabulary: Test-Taking Language (VR, page 136)
_________ Reading Strategy: Preview the Text (RSR)

During Reading
_________ Graphic Organizer (PE, page 667; VLR I, page 84; UR 9, page 182)
_________ Dramatic Recording (AL, 1:01)
_________ Guided Reading Questions (PE, page 668; UR 9, page 183)
_________ Reading Strategy: Visualize the Imagery (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Describe the Imagery (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 669; UR 9, page 183)
_________ Investigate, Inquire, and Imagine (PE, page 670; UR 9, page 183)
_________ Understanding Literature: Lyric Poem and Allusion (PE, page 670; UR 9, page 184)
_________ Writer’s Journal: Interview Questions, Advertisement, or Personal Essay (PE, page 671; UR 9, page 185)
_________ Vocabulary: Brainstorming (UR 9, page 186)
_________ Language, Grammar, and Style: Editing for Capitalization Errors: Proper Nouns and Adjectives (PE, page 671; UR 9, page 186)
_________ Language, Grammar, and Style: Hyphens and Dashes (PE, page 671; UR 9, page 187)
_________ Study and Research: Evaluating Articles in a Newspaper or Newsmagazine (PE, page 672; UR 9, page 188)
_________ Selection Check Test 4.9.33 (ATE, page 669; UR 9, page 189; TG)
_________ Selection Test 4.9.34 (UR 9, page 190; TG)
_________ Internet activities at http://www.emcp.com

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

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Lesson Plan

“I Ask My Mother to Sing,” page 667

Teacher’s Name ____________________________ Class ____________________________ Date __________________

<table>
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<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
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<tr>
<td><strong>Individual Learning Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>——— Motivation: Chinese Music (ATE, page 668)</td>
<td>——— Tackle Allusions to Unfamiliar Places</td>
</tr>
<tr>
<td>——— English Language Learning: Vocabulary (ATE, page 668)</td>
<td>——— Have students preview the footnotes before reading the selection.</td>
</tr>
<tr>
<td>——— Special Needs: Listening to the Selection (ATE, page 668)</td>
<td>——— As a Prereading activity, identify on a map the places that the speaker mentions and/or show pictures of them.</td>
</tr>
<tr>
<td>——— Enrichment: Essay about a Memoir (ATE, page 668)</td>
<td></td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td></td>
</tr>
<tr>
<td>——— Motivation: Chinese Music (ATE, page 668)</td>
<td>——— Additional Strategies for English Language Learners</td>
</tr>
<tr>
<td>——— Investigate, Inquire, and Imagine (PE, page 670; UR 9, page 183)</td>
<td>——— Have students find out more about China on the Internet or in the library, looking for pictures of Peking (Beijing), The Summer Palace, Kuen Ming Lake (Kunming Lake), and waterlilies.</td>
</tr>
<tr>
<td>——— Understanding Literature: Lyric Poem and Allusion (PE, page 670; UR 9, page 184)</td>
<td>——— Have small groups answer Investigate, Inquire, and Imagine (PE, page 670; UR 9, page 183) and Understanding Literature questions (PE, page 679, UR 9, page 184).</td>
</tr>
<tr>
<td><strong>Homework Suggestions</strong></td>
<td>——— Have partners complete the Language, Grammar, and Style activity (PE, page 671; UR 9, page 187).</td>
</tr>
<tr>
<td>——— Writer’s Journal: Interview Questions, Advertisement, or Personal Essay (PE, page 671; UR 9, page 185)</td>
<td></td>
</tr>
<tr>
<td>——— Vocabulary: Brainstorming (UR 9, page 186)</td>
<td></td>
</tr>
<tr>
<td>——— Language, Grammar, and Style: Editing for Capitalization Errors: Proper Nouns and Adjectives (PE, page 671; UR 9, page 186)</td>
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<td>——— Language, Grammar, and Style: Hyphens and Dashes (PE, page 671; UR 9, page 187)</td>
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<td>——— Study and Research: Evaluating Articles in a Newspaper or Newsmagazine (PE, page 672; UR 9, page 188)</td>
<td></td>
</tr>
</tbody>
</table>

Tackle Allusions to Unfamiliar Places

——— Read Reader’s Resource aloud (PE, page 667).
——— Have students preview the footnotes before reading the selection.
——— As a Prereading activity, identify on a map the places that the speaker mentions and/or show pictures of them.

Additional Strategies for English Language Learners

——— Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 667).
——— Have students find out more about China on the Internet or in the library, looking for pictures of Peking (Beijing), The Summer Palace, Kuen Ming Lake (Kunming Lake), and waterlilies.
——— Have small groups answer Investigate, Inquire, and Imagine (PE, page 670; UR 9, page 183) and Understanding Literature questions (PE, page 679, UR 9, page 184).
——— Have partners complete the Language, Grammar, and Style activity (PE, page 671; UR 9, page 187).
“Ode to My Socks” and “Oda a los calcetines,” page 673

Reading Level: Moderate

Difficulty Considerations: Vocabulary; Spanish language

Ease Factors: Subject matter; selection length

Synopsis: The speaker admires his new socks.

Goals/Objectives:
• to enjoy an unconventional poem
• to understand gift-giving customs
• to define and recognize examples of metaphor, simile, and mood
• to prepare an oral interpretation of a poem

Related Reading: “Childhood and Poetry,” page 678

Before Reading
_________ Daily Oral Language (VLR I, page 85; UR 9, page 193)
_________ Reader's Journal (PE, page 673; UR 9, page 193)
_________ Reader’s Toolbox: Metaphor, Simile, and Mood (PE, page 673)
_________ Reader’s Resource: Translation (PE, page 673)
_________ About the Author: Pablo Neruda (PE, page 677)
_________ Vocabulary from the Selection (ATE, page 673)
_________ Vocabulary: Spelling (VR, page 139)
_________ Reading Strategy: Set a Purpose for Reading (RSR)

During Reading
_________ Graphic Organizer (PE, page 673; VLR I, page 85; UR 9, page 193)
_________ Dramatic Recording: “Ode to My Socks” (AL, 1:54)
_________ Guided Reading Questions (PE, page 674; UR 9, page 194)
_________ Fix-Up Idea: Read Short Sections (RSR)

After Reading
_________ Reading Strategy: Identify the Main Idea (RSR)
_________ Standardized Test Practice: Identify Main Idea (RSR)
_________ Respond to the Selection (PE, page 677; UR 9, page 194)
_________ Investigate, Inquire, and Imagine (PE, page 679; UR 9, page 195)
_________ Understanding Literature: Metaphor, Simile, and Mood (PE, page 679; UR 9, page 196)
_________ Writer’s Journal: Thank-You Note, Simile or Metaphor, or Fantasy Story (PE, page 680; UR 9, page 197)
_________ Study and Research: Comparing and Contrasting and How to Locate Library Materials (PE, page 680; UR 9, page 200)
_________ Speaking and Listening: Oral Interpretation (PE, page 680)
_________ Vocabulary: Antonyms (UR 9, page 198)
_________ Language, Grammar, and Style: Identifying Parts of Speech (UR 9, page 199)
_________ Selection Check Test 4.9.35 (ATE, page 677; UR 9, page 201; TG)
_________ Selection Test 4.9.36 (UR 9, page 203; TG)
_________ Related Reading: “Childhood and Poetry” (PE, page 678)
_________ Dramatic Recording: “Childhood and Poetry” (AL, 3:44)
_________ Related Reading Questions (ATE, page 678; UR, page 195)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 238
Reading Strategy: Find a Purpose for Reading
Fix-Up Idea: Read Short Sections
Standardized Test Practice:
Identify Main Idea

SOUTH CAROLINA STATE STANDARDS

click this box for details
Lesson Plan

“Ode to My Socks” and “Oda a los calcetines,” page 673

Teacher’s Name ____________________________ Class __________________ Date __________________

M T W TH F

Tackle Vocabulary

- Allow students to preview new vocabulary words.
- Have students identify vocabulary words that they already know.
- Encourage students to predict meanings of unknown words by using context clues.
- Familiarize students with new vocabulary by working on the activities found in the VR (page 139).

Tackle Spanish Language

- Read Reader’s Resource aloud (PE, page 673).
- Ask a student or faculty member who speaks Spanish to read the poem aloud.

Additional Strategies for English Language Learners

- Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 673).
- In addition to having a Spanish speaker read the poem aloud in Spanish, have a Spanish speaker choose a word or phrase that has been changed by the translation and explain the translation to the class.
- Preview the vocabulary and footnotes before listening to the poem.
- Use the Dramatic Recording of the Related Reading (AL, 3:44).
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 679; UR 9, page 195) and Understanding Literature: Metaphor, Simile and Mood questions (PE, page 679; UR 9, page 196).
- To hear the beauty of different languages, see if students have poems from their own cultures they would like to share in the Speaking and Listening activity (PE, page 680).

Homework Suggestions

- Writer's Journal: Thank-You Note, Simile or Metaphor, or Fantasy Story (PE, page 680; UR 9, page 197)
- Speaking and Listening: Oral Interpretation (PE, page 680)
- Vocabulary: Antonyms (UR 9, page 198)
- Language, Grammar, and Style: Identifying Parts of Speech (UR 9, page 199)

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UNIT 9 LESSON PLANS
RESPONDING TO LITERATURE
LITERACY RESOURCE

Unit Nine
Words in Motion: Poetry
Closing the Unit, pages 681–691

Teacher’s Name ____________________________ Class __________________ Date __________________

M T W TH F

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 Invisible Ladder: An Anthology of Contemporary American Poems for Young Readers edited by Liz Rosenberg (PE, page 681)

____________________ Creating Your Own Poetry and Quote Anthology (PE, page 681; UR 9, page 206)

Other Books Students May Want to Read

____________________ This Same Sky: A Collection of Poems from Around the World edited by Naomi Shihab Nye (PE, page 681)

____________________ Preposterous Poems of Youth compiled by Paul B. Janeczko (PE, page 681)

____________________ Earth Shattering Poems edited by Liz Rosenberg (PE, page 681)

____________________ I Am the Darker Brother: An Anthology of Modern Poems by African Americans edited by Arnold Adoff et al. (PE, page 681)

Guided Writing

Informative Writing: Comparing and Contrasting Poems

Assignment: Students compare and contrast two poems (PE, pages 682–688).

Before Writing

____________________ Comparing and Contrasting Poems (PE, page 682)

____________________ Professional Model (PE, page 682)

____________________ Previewing Models and Rubric for Assignment (VLR I, page 146; WR, page 142)

____________________ Prewriting (PE, page 684; WR, page 128)

____________________ Student Model—Graphic Organizer (PE, page 685; WR, page 133)

____________________ Graphic Organizer (VLR I, page 145; WR, page 132)

During Writing

____________________ Drafting (PE, page 685)

____________________ Student Model—Revised (PE, page 686; WR, page 140)

____________________ Self- and Peer Evaluation (PE, page 687; WR, page 136)

____________________ Language, Grammar, and Style: Sentence Variety (PE, page 688; WR, page 134)

____________________ Revising and Proofreading (PE, page 688)

After Writing

____________________ Publishing and Presenting (PE, page 688)

SOUTH CAROLINA STATE STANDARDS

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GUIDED WRITING

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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UNIT 9 LESSON PLANS 146
Lesson Plan

Unit Nine
Words in Motion: Poetry
Closing the Unit, pages 681–691

Teacher’s Name __________________________ Class __________________ Date __________________

Individual Learning Strategies

Motivation: Comparing and Contrasting (ATE, page 683)
Reading Proficiency: Active Reading and Reading Journals (ATE, page 683)
English Language Learning: Sharing Poems in Native Languages (ATE, page 683)
Special Needs: Choosing and Developing a Topic (ATE, page 683)
Enrichment: Oral Report or Multimedia Presentation (ATE, page 684)

Flexible Grouping Suggestions

Special Needs: Choosing and Developing a Topic (ATE, page 683)
Enrichment: Oral Report or Multimedia Presentation (ATE, page 684)
Peer Evaluation (PE, page 687; WR, page 138)
Revising and Proofreading (PE, page 688)
Publishing and Presenting (PE, page 688)

Homework Suggestions

Graphic Organizer (VLR I, page 145; WR, page 132)
Language, Grammar, and Style: Sentence Variety (PE, page 683; WR, page 134)
Self-Evaluation—Comparison-Contrast Essay (PE, page 687; WR, page 136)
Rubric for Informative Writing: Comparing and Contrasting Poems (VLR I, page 146; WR, page 142)

Unit Nine Review

Review and Assessment

Words for Everyday Use (PE, page 689; UR 9, page 207)
Vocabulary Development (ATE, page 689)
Literary Tools (PE, page 689; UR 9, page 208)
Unit 9 Review (UR 9, page 207)
Unit 9 Study Guide (UR 9, page 211)
Unit 9 Test (UR 9, page 216; TG)

Reflecting on Your Reading

Genre (PE, page 690)
Graphic Organizer (PE, page 690; VLR I, page 86; UR 9, page 210)
Group Project (PE, page 691)
On Your Own (PE, page 691)
Unit Ten
Turning Words into Action: Drama
Opening the Unit, pages 692–700

Unit 10 Goals/Objectives:
• to appreciate drama
• to describe the background of *The Diary of Anne Frank* and understand the context in which it was written
• to define and explain examples of *dialogue* and *setting*
• to write a scene for a play
• to demonstrate an ability to use commas effectively

Lessons I Plan to Teach
_________ *The Diary of Anne Frank*, Act 1, page 701
_________ *The Diary of Anne Frank*, Act 2, page 740
_________ For Your Reading List, page 765
_________ Guided Writing—Imaginative/Expressive Writing:
 __________ Constructing a Skit or Play, page 766
_________ Unit Ten Review, page 772

Getting Started in the Classroom
_________ Fine Art: Roman artist. Have students discuss how the artwork relates to the title of this unit (PE, page 692).
_________ Elements of Drama (PE, page 694)
_________ Insights: Getting into Drama: Spotlight on Nathan D. T. Kitada (PE, page 695; RSR, page 242)
_________ Dramatic Recording: from Fighting the Enemy (PE, page 696; AL, 9:26)
_________ Additional Questions and Activities: Insights Questions (ATE, pages 695–700; UR 10, page 6)

Assessment
_________ Genre Check Test 4.10.1 (ATE, page 694; UR 10, page 1; TG)
_________ Genre Test 4.10.2 (UR 10, page 3; TG)

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 692–693).
**Lesson Plan**

**The Diary of Anne Frank, Act 1, page 701**

Teacher's Name __________________________ Class __________________ Date __________________

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**Reading Level:** Moderate

**Difficulty Considerations:** Selection length; stage directions; unfamiliar setting

**Ease Factors:** Young girl's perspective; familiar story

**Synopsis:** Miep and Mr. Kraler help Anne Frank and her family go into hiding from the Nazis. The Franks are joined by another family, the Van Daans, and a single man, Mr. Dussel. The drama is told in flashbacks by Anne's father.

**Goals/Objectives:**
- to enjoy a Pulitzer Award-winning dramatic work
- to discuss the impact of the Holocaust
- to define **dialogue** and **setting** and explain examples of each
- to work collaboratively to express ideas visually

**Before Reading**
- Daily Oral Language (VLR I, page 87; UR 10, page 8)
- Reader's Journal (PE, page 701; UR 10, page 8)
- Reader's Toolbox: Dialogue and Setting (PE, page 701)
- Reader's Resource: World History Connection (PE, page 701)
- About the Authors: Frances Goodrich and Albert Hackett (PE, page 762)
- Vocabulary from the Selection (ATE, page 703)
- Vocabulary: Word Roots, Prefixes, and Suffixes (VR, page 141)
- Reading Strategy: Preview the Text (RSR)

**During Reading**
- Dramatic Recording (AL, 1:56:36 for the entire play; 1:10:32 for act 1)
- Guided Reading Questions (PE, page 704; UR 10, page 8)
- Reading Strategy: Write Things Down (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Summarize the Play and the Characters (RSR)
- Standardized Test Practice: Determine Character Development (RSR)
- Investigate, Inquire, and Imagine (PE, page 739; UR 10, page 14)
- Understanding Literature: Dialogue (PE, page 739; UR 10, page 15)
- Vocabulary: Matching (UR 10, page 16)
- Language, Grammar, and Style: Functions of a Sentence (UR 10, page 18)
- Selection Check Test 4.10.3 (ATE, page 738; UR 10, page 19; TG)
- Selection Test 4.10.4 (UR 10, page 21; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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**SOUTH CAROLINA STATE STANDARDS**

Click this box for details
Lesson Plan

The Diary of Anne Frank, Act 1, page 701

Teacher's Name ____________________________ Class __________________ Date __________________

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| Cross-Curricular Connections |
| — Hitler’s Anti-Jewish Policies (ATE, page 711) |
| — Concentration Camps (ATE, page 726) |

| Cross-Curricular Activities |
| — Drawing a Set (ATE, page 714) |
| — Identifying Changes in European Geography (ATE, page 717) |
| — Group Survival (ATE, page 722) |
| — Researching Holidays (ATE, page 732) |
| — Potato Pancakes (ATE, page 732) |

| Pronunciation Notes |
| — German Pronunciation (ATE, page 730) |

| Quotables |
| — Anne Frank (ATE, page 734) |
| — Elie Wiesel (ATE, page 737) |

| Flexible Grouping Suggestions |
| — Motivation: Playing Sardines (ATE, page 702) |
| — Special Needs: Diaries (ATE, page 702) |
| — Additional Questions and Activities: Impressions of Anne (ATE, page 713) |
| — Cross-Curricular Activities: Drawing a Set (ATE, page 714) |
| — Cross-Curricular Activities: Identifying Changes in European Geography (ATE, page 717) |
| — Cross-Curricular Activities: Group Survival (ATE, page 722) |
| — Additional Questions and Activities: Discussing Group Dynamics (ATE, page 725) |
| — Additional Questions and Activities: Discussing Character (ATE, page 731) |
| — Additional Questions and Activities: Missing Objects and Activities (ATE, page 731) |
| — Cross-Curricular Activities: Researching Holidays (ATE, page 732) |
| — Cross-Curricular Activities: Potato Pancakes (ATE, page 732) |
| — Additional Questions and Activities: Gift Giving (ATE, page 733) |
| — Investigate, Inquire, and Imagine (PE, page 739; UR 10, page 14) |
| — Understtanding Literature: Dialogue (PE, page 739; UR 10, page 15) |
Lesson Plan

The Diary of Anne Frank, Act 1, page 701

Teacher's Name ____________________________ Class ___________ Date ________________________

Homework Suggestions

_________ Vocabulary: Matching (UR 10, page 16)
_________ Language, Grammar, and Style: Functions of a Sentence (UR 10, page 18)

Strategies for Developing Readers

Tackle Selection Length

_________ Read story in short sections.
_________ Use Guided Reading Questions to check comprehension.

Tackle Stage Directions

_________ Reread the definition of stage directions on page 694.
_________ Share the information given under Literary Technique (ATE, page 728).
_________ To help students see how stage directions help to create setting, have students complete the Cross-Curricular Activity (ATE, page 714).
_________ Perform scenes from the play so that students can see the importance of stage directions.

Tackle Unfamiliar Setting

_________ Thoroughly read Reader’s Resource before reading the selection (PE, page 701).
_________ Present students with a synopsis of the story, including time, place, and political atmosphere of Europe during World War II.
_________ Read Reader’s Toolbox aloud. Use the questions under Setting to discuss the setting of the play (PE, pages 701 and 763).
_________ Present students with the historical information found in the Cross-Curricular Connections (ATE, pages 711, 726, and 745).

Additional Strategies for English Language Learners

This play may bring back difficult memories of hiding and fear for some students. If students have experiences they would like to share, pose to them the questions in the Additional Questions and Activities box (ATE, page 708) so that other students may understand the fear and tension involved in other real-life situations.

_________ Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 701).
_________ Preview all of the photographs before reading.
_________ Make copies of the “Secret Annex” on page 764 to help students visualize the setting as they read act 1, scene 1.
_________ Use the Reading Proficiency activity (ATE, page 702) and the Strategies for Developing Readers suggestions (above).
_________ Ask German-speaking students to give correct pronunciation of German words (ATE, page 730).
_________ Have students write down words they do not understand.
_________ Have small groups answer Investigate, Inquire, and Imagine (PE, page 739; UR 10, page 14) and Understanding Literature questions (PE, page 739; UR 10, page 15).
_________ Use activities for Spanish speakers (SR, page 114).

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

Lesson Plan

The Diary of Anne Frank, Act 2, page 740

Teacher's Name ___________________________________ Class __________________ Date __________________

Before Reading

_________ Daily Oral Language (VLR I, page 88; UR 10, page 26)
_________ Vocabulary: Context Clues (VR, page 143)
_________ Vocabulary from the Selection (ATE, page 740)
_________ Review Act 1
_________ Reading Strategy: Preview the Text (RSR)

During Reading

_________ Dramatic Recording (AL, 1:56:36 for the entire play; 46:04 for act 2)
_________ Guided Reading Questions (PE, page 740; UR 10, page 26)
_________ Reading Strategy: Write Things Down (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading

_________ Reading Strategy: Summarize the Play and the Characters (RSR)
_________ Standardized Test Practice: Determine Character Development (RSR)
_________ Respond to the Selection (PE, page 762; UR 10, page 30)
_________ Investigate, Inquire, and Imagine (PE, page 763; UR 10, page 31)
_________ Understanding Literature: Setting (PE, page 763; UR 10, page 32)
_________ Writer's Journal: Diary Entry, Thank-You Note, or Personal Letter (PE, page 764; UR 10, page 32)
_________ Vocabulary: Writing Definitions (UR 10, page 33)
_________ Language, Grammar, and Style: Identifying Kinds of Nouns (UR 10, page 34)
_________ Collaborative Learning: Expressing Your Ideas Visually (PE, page 764)
_________ Selection Check Test 4.10.5 (ATE, page 762; UR 10, page 35; TG)
_________ Selection Test 4.10.6 (UR 10, page 37; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 246

Reading Strategy: Write Things Down
Fix-Up Idea: Use Guided Reading Questions
Standardized Test Practice:
Determine Character Development

SOUTH CAROLINA STATE STANDARDS

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Lesson Plan

The Diary of Anne Frank, Act 2, page 740

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Cross-Curricular Activities

- _______ List of Wanted Items (ATE, page 741)
- _______ Play about Persecution (ATE, page 742)
- _______ Ecclesiastes Verse (ATE, page 744)
- _______ Biographical Presentation about Anne Frank (ATE, page 752)
- _______ Researching Adolf Hitler (ATE, page 754)
- _______ D-Day Bulletin Board (ATE, page 756)
- _______ Holocaust Memorial (ATE, page 758)
- _______ Videos about Anne Frank (ATE, page 759)
- _______ Performing the Play (ATE, page 762)

Cross-Curricular Connections

- _______ Warsaw Ghetto (ATE, page 745)
- _______ Rescue Efforts (ATE, page 757)
- _______ Secret Annex Exposed (ATE, page 758)
- _______ United States Holocaust Memorial Museum (ATE, page 759)

Additional Questions and Activities

- _______ Diary (ATE, page 746)
- _______ Preparing to Go Out (ATE, page 747)
- _______ Captions (ATE, page 749)
- _______ Margot (ATE, page 750)
- _______ Personal Essay about Goals (ATE, page 751)
- _______ Anne’s Happiness (ATE, page 761)

Pronunciation Notes

- _______ German Pronunciations (ATE, pages 753 and 760)

Flexible Grouping Suggestions

- _______ Cross-Curricular Activities: Play about Persecution (ATE, page 742)
- _______ Cross-Curricular Activities: Biographical Presentation about Anne Frank (ATE, page 752)
- _______ Cross-Curricular Activities: Researching Adolf Hitler (ATE, page 754)
- _______ Cross-Curricular Activities: D-Day Bulletin Board (ATE, page 756)
- _______ Cross-Curricular Activities: Holocaust Memorial (ATE, page 758)
- _______ Cross-Curricular Activities: Performing the Play (ATE, page 762)
- _______ Investigate, Inquire, and Imagine (PE, page 763; UR 10, page 31)

Homework Suggestions

- _______ Collaborative Learning: Expressing Your Ideas Visually (PE, page 764)
- _______ Understanding Literature: Setting (PE, page 763; UR 10, page 32)

Additional Strategies for English Language Learners

- _______ Have a German speaker pronounce the German words (ATE, pages 753 and 760).
- _______ Have students continue to write down words they do not understand.
- _______ For Cross-Curricular Activities, students may write a short play about their own experiences (ATE, page 742).
- _______ Use activities for Spanish speakers (SR, page 128).

Investigate, Inquire, and Imagine (PE, page 763; UR 10, page 31) and Understanding Literature questions (PE, page 763; UR 10, page 32).
Unit Ten
Turning Words into Action: Drama
Closing the Unit, pages 765–773

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

Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family by Miep Gies (PE, page 765)
Creating a Performance (PE, page 765; UR 10, page 42)

Another Book Students May Want to Read

Anne Frank: Beyond the Diary: A Photographic Remembrance by Ruud Van Der Rol and Rian Verhoeven, with an Introduction by Anna Quindlen (PE, page 765)

Guided Writing

Imaginative/Expressive Writing: Constructing a Skit or Play

Assignment: Students write a skit or play (PE, pages 766–771).

Before Writing

Constructing a Skit or Play (PE, page 766)
Professional Model (PE, page 766)
Previewing Models and Rubric for Assignment (VLR I, page 149; WR, page 157)
Prewriting (PE, page 768; WR, page 143)
Student Model—Graphic Organizer (PE, page 768; WR, page 145)
Graphic Organizer (VLR I, page 147; WR, page 144)

During Writing

Drafting (PE, page 769)
Student Model—Draft (VLR I, page 148; WR, page 146)
Self- and Peer Evaluation (PE, page 769; WR, page 149)
Revising and Proofreading (PE, page 770)
Student Model—Revised (PE, page 770; WR, page 153)
Language, Grammar, and Style: Commas in Dialogue (PE, page 770; WR, page 147)

After Writing

Publishing and Presenting (PE, page 771)
Reflecting (PE, page 771)

Individual Learning Strategies

Motivation: Viewing a Play (ATE, page 767)
Reading Proficiency: Verbal and Nonverbal Communication (ATE, page 767)
English Language Learning: Practicing Elements of Verbal Communication (ATE, page 767)
Special Needs: Collaborative Learning (ATE, page 767)
Enrichment: Directing a Play or Skit (ATE, page 767)

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.
Lesson Plan

Unit Ten
Turning Words into Action: Drama
Closing the Unit, pages 765–773

Teacher’s Name __________________________________ Class __________________ Date __________________

Flexible Grouping Suggestions
—— Motivation: Viewing a Play (ATE, page 767)
—— English Language Learning: Practicing Elements of Verbal Communication (ATE, page 767)
—— Special Needs: Collaborative Learning (ATE, page 767)
—— Enrichment: Directing a Play or Skit (ATE, page 767)
—— Peer Evaluation (PE, page 769; WR, page 151)
—— Revising and Proofreading (PE, page 770)
—— Publishing and Presenting (PE, page 771)

Homework Suggestions
—— Graphic Organizer (VLR I, page 147; WR, page 144)
—— Language, Grammar, and Style: Commas in Dialogue (PE, page 770; WR, page 147)
—— Self-Evaluation—Skit or Play (PE, page 769; WR, page 149)
—— Rubric for Imaginative Writing: Constructing a Skit or Play (VLR I, page 149; WR, page 157)

Unit Ten Review

Review and Assessment
—— Words for Everyday Use (PE, page 772; UR 10, page 43)
—— Vocabulary Development (ATE, page 772)
—— Literary Tools (PE, page 772; UR 10, page 44)
—— Unit 10 Review (UR 10, page 43)
—— Unit 10 Study Guide (UR 10, page 45)
—— Unit 10 Test (UR 10, page 51; TG)

Reflecting on Your Reading
—— Theme (PE, page 773)
—— Genre (PE, page 773)
Unit Eleven
Telling It As It Is: Nonfiction
Opening the Unit, pages 774–776

Unit 11 Goals/Objectives:
• to respond to several different kinds of nonfiction
• to summarize the different ways nonfiction can express beliefs and opinions
• to define stereotype, aim, simile, thesis, external conflict, and coherence and recognize and explain examples of each
• to enjoy an independent reading experience that explores citizen involvement
• to write a scientific report
• to recognize and demonstrate an ability to revise wordy sentences

Lessons I Plan to Teach
_________ from Ishi in Two Worlds, page 777
_________ Related Reading: “Yana People to Receive Ishi’s Brain,” page 784
_________ “Do not ask us to give up the buffalo for the sheep,” page 789
_________ “A Tale of Two Rocks,” page 795
_________ Related Reading: Geologic Time Chart, page 802
_________ “Chac” from Jaguar, page 805
_________ from Soul of a Citizen: Living with Conviction in a Cynical Time, page 817
_________ For Your Reading List, page 828
_________ Guided Writing—Informative Writing: Assembling a Scientific Report, page 829
_________ Unit Eleven Review, page 834

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 774–776).

Getting Started in the Classroom
_________ Fine Art: George Bellows. Have students discuss how the artwork relates to the title of this unit (PE, page 774).
_________ Elements of Nonfiction (PE, page 776)
_________ Additional Questions and Activities: Examples of Types of Nonfiction (ATE, page 776)

Assessment
_________ Genre Check Test 4.11.1 (ATE, page 776; UR 11, page 1; TG)
_________ Genre Test 4.11.2 (UR 11, page 2; TG)
Lesson Plan

from Ishi in Two Worlds, page 777

Teacher’s Name ___________________________ Class __________________ Date __________________

M T W TH F

Reading Level: Challenging

Difficulty Considerations: Vocabulary; unfamiliar topic

Ease Factor: Intriguing opening paragraph

Synopsis: In 1911 a sole survivor of the Yana tribe suddenly appears in a California town.

Goals/Objectives:
• to enjoy a biography
• to briefly describe the type of work done by anthropologists
• to define biography and stereotype and find examples of stereotype from the reading
• to conduct research on the Internet

Related Reading: “Yana People to Receive Ishi’s Brain,” page 784

Before Reading

Daily Oral Language (VLR I, page 91; UR 11, page 4)
Reader’s Journal (PE, page 777; UR 11, page 5)
Reader’s Toolbox: Biography and Stereotype (PE, page 777)
Reader’s Resource: Science Connection (PE, page 777)
About the Author: Theodora Kroeber (PE, page 783)
Vocabulary from the Selection (ATE, page 777)
Vocabulary: More Spelling Rules (VR, page 146)
Reading Strategy: Activate Prior Knowledge (RSR)

During Reading

Graphic Organizer (PE, page 777; VLR I, page 91; UR 11, page 4)
Dramatic Recording (AL, 16:20)
Guided Reading Questions (PE, page 779; UR 11, page 5)
Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading

Reading Strategy: Examine Your Connections (RSR)
Standardized Test Practice: Examine Author’s Personal Values (RSR)
Respond to the Selection (PE, page 783; UR 11, page 6)
Investigate, Inquire, and Imagine (PE, page 786; UR 11, page 7)
Understanding Literature: Biography and Stereotype (PE, page 786; UR 11, page 8)
Writer’s Journal: List of Biographical Information, Telegram, or Hypothesis (PE, page 787; UR 11, page 9)
Vocabulary: Using Context Clues (PE, page 787; UR 11, page 10)
Language, Grammar, and Style: Interrupters (UR 11, page 11)
Media Literacy: Internet Research (PE, page 787; UR 11, page 12)
Collaborative Learning: Group Discussion (PE, page 788; UR 11, page 12)
Applied English: Writing a Memo (PE, page 788; UR 11, page 13)
Selection Check Test 4.11.1 (ATE, page 783; UR 11, page 14; TG)
Selection Test 4.11.2 (UR 11, page 16; TG)
Related Reading: “Yana People to Receive Ishi’s Brain” (PE, page 784)
Related Reading Questions (ATE, page 784; UR 11, page 7)
Internet activities at http://www.emcp.com
Free reading time

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UNIT 11 LESSON PLANS RESPONDING TO LITERATURE LITERACY RESOURCE 157
**Individual Learning Strategies**
- Motivation: Speech or Visual Display (ATE, page 778)
- Reading Proficiency: Listening to the Selection and Identifying Stereotypes (ATE, page 778)
- English Language Learning: Vocabulary (ATE, page 778)
- Special Needs: Working in Pairs or Small Groups (ATE, page 778)
- Enrichment: Researching the Yana (ATE, page 778)

**Additional Questions and Activities**
- The “Wild Man” (ATE, page 779)
- Related Reading Questions (ATE, page 784)

**Literary Technique**
- Narrator (ATE, page 780)

**Literary Note**
- Island of the Blue Dolphins (ATE, page 780)

**Cross-Curricular Activities**
- Researching Anthropologists (ATE, page 782)
- Communicating through Pictures (ATE, page 785)

**Quotables**
- Robert Louis Stevenson (ATE, page 783)

**Flexible Grouping Suggestions**
- Special Needs: Working in Pairs or Small Groups (ATE, page 778)
- Enrichment: Researching the Yana (ATE, page 778)
- Cross-Curricular Activities: Researching Anthropologists (ATE, page 782)
- Cross-Curricular Activities: Communicating through Pictures (ATE, page 785)
- Investigate, Inquire, and Imagine (PE, page 786; UR 11, page 7)
- Understanding Literature: Biography and Stereotype (PE, page 786; UR 11, page 8)
- Media Literacy: Internet Research (PE, page 787; UR 11, page 12)
- Collaborative Learning: Group Discussion (PE, page 788; UR 11, page 12)

**Homework Suggestions**
- Writer’s Journal: List of Biographical Information, Telegram, or Hypothesis (PE, page 787; UR 11, page 9)
- Vocabulary: Using Context Clues (PE, page 787; UR 11, page 10)
- Language, Grammar, and Style: Interrupters (UR 11, page 11)
- Applied English: Writing a Memo (PE, page 788; UR 11, page 13)

**Strategies for Developing Readers**

**Tackle Vocabulary**
- Allow students to preview new vocabulary words.
- Have students identify vocabulary words that they already know.
- Encourage students to predict meanings of unknown words by using context clues.
- Familiarize students with new vocabulary by working on the activities found in the VR (page 146).
- Practice saying Yana phrases before reading.

**Tackle Unfamiliar Topic**
- Read Reader’s Resource aloud (PE, page 777).
- For more background information on Ishi, students may want to complete the Motivation activity (ATE, page 778).
- Invite a social studies teacher to describe the field of anthropology and to explain the kind of work anthropologists do.

**Additional Strategies for English Language Learners**
- Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 777).
- Interesting discussions may develop from the Reader’s Journal question on page 777. Have students share their thoughts aloud.
- Have students locate Oroville, California, on a map.
- Use the Motivation activity after reading (ATE, page 778).
- Explain additional vocabulary and phrases: at bay, telegram, it was a picnic to see him open his eyes (third paragraph, page 782), and Stone Age.
- Use the Reading Proficiency activity (ATE, page 778).
- Have students write down additional words they do not understand.
- Read the Related Reading aloud (PE, page 784).
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 786; UR 11, page 7) and Understanding Literature questions (PE, page 786; UR 11, page 8).
“Do not ask us to give up the buffalo for the sheep,” page 789

Teacher’s Name ___________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Direct language

Synopsis: Chief Ten Bears speaks to the betrayals of his people and their needs.

Goals/Objectives:
• to appreciate a speech
• to understand the conflicts between the Comanche and white settlers
• to define aim and simile and explain examples of each in the selection
• to demonstrate ability to correct run-on sentences

Before Reading
_______ Daily Oral Language (VLR I, page 92; UR 11, page 21)
_______ Reader’s Journal (PE, page 789; UR 11, page 22)
_______ Reader’s Toolbox: Aim and Simile (PE, page 789)
_______ Reader’s Resource: History Connection (PE, page 789)
_______ About the Author: Chief Ten Bears (PE, page 792)
_______ Vocabulary from the Selection (ATE, page 789)
_______ Vocabulary: Spelling Review (VR, page 149)
_______ Reading Strategy: Set a Purpose for Reading (RSR)

During Reading
_______ Graphic Organizer (PE, page 789; VLR I, page 92; UR 11, page 21)
_______ Dramatic Recording (AL, 5:28)
_______ Guided Reading Questions (PE, page 791; UR 11, page 22)
_______ Reading Strategy: Read with a Purpose (RSR)
_______ Fix-Up Idea: Reread (RSR)

After Reading
_______ Reading Strategy: Identify Author’s Purpose (RSR)
_______ Standardized Test Practice: Author’s Purpose (RSR)
_______ Respond to the Selection (PE, page 792; UR 11, page 22)
_______ Investigate, Inquire, and Imagine (PE, page 793; UR 11, page 23)
_______ Understanding Literature: Aim and Simile (PE, page 793; UR 11, page 24)
_______ Writer’s Journal: Summary, Description, or News Story (PE, page 794; UR 11, page 24)
_______ Vocabulary: Writing Sentences (UR 11, page 26)
_______ Language, Grammar, and Style: Correcting Run-ons (PE, page 794; UR 11, page 26)
_______ Media Literacy: Making a Map (PE, page 794)
_______ Speaking and Listening: Giving a Speech (PE, page 794)
_______ Selection Check Test 4.11.3 (ATE, page 792; 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

“Do not ask us to give up the buffalo for the sheep,” page 789

Teacher’s Name ________________________ Class __________________ Date ____________

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<td>——— Have students find out more about Comanche leaders on the Internet or in the library before reading. Do the mural part of the Enrichment activity after students finish reading (ATE, page 790).</td>
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<td>——— Speeches by Native American Leaders (ATE, page 792)</td>
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Lesson Plan

“A Tale of Two Rocks,” page 795

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Consideration: Scientific information

Ease Factor: Selection length

Synopsis: Two rock specimens lead scientists to conclude the cause of the dinosaurs’ extinction.

Goals/Objectives:
• to interpret a short article about the end of dinosaurs
• to summarize theories about why dinosaurs became extinct
• to define article and thesis and give an example of thesis in the selection
• to demonstrate an ability to read and research a chart

Related Reading: Geologic Time Chart, page 802

Before Reading

Daily Oral Language (VLR I, page 93; UR 11, page 33)
Reader’s Journal (PE, page 795; UR 11, page 34)
Reader’s Toolbox: Article and Thesis (PE, page 795)
Reader’s Resource: Science Connection (PE, page 795)
About the Author: Valerie Jablow (PE, page 801)
Vocabulary from the Selection (ATE, page 796)
Vocabulary: Word Origins (VR, page 151)
Reading Strategy: Construct a KWL Chart (RSR)

During Reading

Graphic Organizer (PE, page 795; VLR I, page 93; UR 11, page 33)
Dramatic Recording (AL, 14:36)
Guided Reading Questions (PE, page 797; UR 11, page 34)
Reading Strategy: Construct a KWL Chart (RSR)
Fix-Up Idea: Unlock Difficult Words (RSR)

After Reading

Reading Strategy: Summarize Your Learning (RSR)
Standardized Test Practice: Classify and Categorize (RSR)
Respond to the Selection (PE, page 801; UR 11, page 35)
Investigate, Inquire, and Imagine (PE, page 803; UR 11, page 35)
Understanding Literature: Article and Thesis (PE, page 803; UR 11, page 36)
Writer’s Journal: Description, Myth, or Scene (PE, page 804; UR 11, page 37)
Vocabulary: Matching (UR 11, page 38)
Language, Grammar, and Style: Correcting Common Usage Problems (UR 11, page 38)
Critical Thinking: Distinguishing Fact from Opinion (PE, page 804; UR 11, page 41)
Selection Check Test 4.11.5 (ATE, page 801; UR 11, page 42; TG)
Selection Test 4.11.6 (UR 11, page 44; TG)
Related Reading: Geologic Time Chart (PE, page 802)
Related Reading Questions (ATE, page 802)
Internet activities at http://www.emcp.com
Free reading time

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet


UNIT 11 LESSON PLANS  RESPONDING TO LITERATURE  LITERACY RESOURCE  161
“A Tale of Two Rocks,” page 795

Teacher’s Name ____________________ Class __________________ Date ____________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Dinosaur Presentation (ATE, page 796)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 796)
- English Language Learning: Vocabulary (ATE, page 796)
- Special Needs: Working in Small Groups (ATE, page 796)
- Enrichment: Debate (ATE, page 796)

**Cross-Curricular Activities**

- Comparing Volcanoes and Asteroids (ATE, page 797)
- Reproducing Impact Craters (ATE, page 798)

**Biographical Note**

- Luis Walter Alvarez (ATE, page 799)

**Additional Questions and Activities**

- Discussing a Statement (ATE, page 800)
- Expanding the Chart (ATE, page 802)

**Flexible Grouping Suggestions**

- Motivation: Dinosaur Presentation (ATE, page 796)
- Special Needs: Working in Small Groups (ATE, page 796)
- Enrichment: Debate (ATE, page 796)
- Cross-Curricular Activities: Reproducing Impact Craters (ATE, page 798)
- Additional Questions and Activities: Expanding the Chart (ATE, page 802)
- Investigate, Inquire, and Imagine (PE, page 803; UR 11, page 35)
- Understanding Literature: Article and Thesis (PE, page 803; UR 11, page 36)

**Homework Suggestions**

- Writer’s Journal: Description, Myth, or Scene (PE, page 804; UR 11, page 37)
- Vocabulary: Matching (UR 11, page 38)
- Language, Grammar, and Style: Correcting Common Usage Problems (UR 11, page 38)
- Media Literacy & Study and Research: Reading and Researching a Chart (PE, page 804; UR 11, page 39)
- Critical Thinking: Distinguishing Fact from Opinion (PE, page 804; UR 11, page 41)

**Strategies for Developing Readers**

**Tackle Scientific Information**

- Read the Reader’s Resource before reading the selection (PE, page 795).
- Have students view and complete the Geologic Time Chart on page 802 before reading the selection.
- After reading the selection, allow students to pose questions to a science teacher about the information they read.

**Additional Strategies for English Language Learners**

- Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 795).
- Have a science teacher discuss examples of fossils, or find out more about them on the Internet or in the library. Discuss the picture on page 796.
- Find out more about dinosaurs on the Internet or in the library, looking for theories of extinction.
- Use the Reading Proficiency activity (ATE, page 796).
- Have students locate Mexico’s Yucatan Peninsula on a map.
- Explain additional vocabulary and phrases: do in, eons, smoking gun, bode well, and Indiana Jones adventure.
- Have students listen to the Dramatic Recording (AL, 14:36).
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 803; UR 11, page 35) and Understanding Literature questions (PE, page 803; UR 11, page 36).
- Use activities for Spanish speakers (SR, page 143).
Lesson Plan

“Chac” from *Jaguar*, page 805

Teacher’s Name __________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Unfamiliar setting

**Ease Factor:** Intriguing opening paragraph

**Synopsis:** Rabinowitz details how he captured a jaguar in the forests of Belize.

**Goals/Objectives:**
- to appreciate what it is like to stand up for what you believe in
- to briefly explain Alan Rabinowitz’s reasons for his trip to Belize in 1983
- to define *documentary writing*
- to define *anecdote* and *external conflict* and explain examples of each
- to work collaboratively to form a media campaign

**Before Reading**
- Daily Oral Language (VLR I, page 94; UR 11, page 49)
- Reader’s Journal (PE, page 805; UR 11, page 49)
- Reader’s Toolbox: Documentary Writing, Anecdote, and External Conflict (PE, page 805)
- Reader’s Resource: Geography Connection (PE, page 805)
- About the Author: Alan Rabinowitz (PE, page 814)
- Vocabulary from the Selection (ATE, page 807)
- Vocabulary: Word Roots (VR, page 153)
- Reading Strategy: Preview the Selection (RSR)

**During Reading**
- Graphic Organizer (PE, page 805; VLR I, page 94; UR 11, page 49)
- Dramatic Recording (AL, 16:27)
- Guided Reading Questions (PE, page 808; UR 11, page 50)
- Reading Strategy: Visualize (RSR)
- Fix-Up Idea: Read Aloud (RSR)

**After Reading**
- Reading Strategy: Describe Your Visualizations (RSR)
- Standardized Test Practice: Draw Conclusions (RSR)
- Respond to the Selection (PE, page 814; UR 11, page 52)
- Investigate, Inquire, and Imagine (PE, page 815; UR 11, page 52)
- Understanding Literature: Documentary Writing, Anecdote, and External Conflict (PE, page 815; UR 11, page 53)
- Writer’s Journal: Field Notes, Free-Verse Poem, or Journal Entry (PE, page 816; UR 11, page 54)
- Vocabulary: Words in Context (UR 11, page 55)
- Language, Grammar, and Style: Correcting Spelling Errors (UR 11, page 56)
- Study and Research & Speaking and Listening: Researching the Mayan Culture (PE, page 816; UR 11, page 56)
- Selection Check Test 4.11.7 (ATE, page 814; UR 11, page 59; TG)
- Selection Test 4.11.8 (UR 11, page 61; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**Reading Strategies Resource, Page 262**

**Reading Strategy:** Visualize

**Fix-Up Idea:** Read Aloud

**Standardized Test Practice:**
- Draw Conclusions

**South Carolina State Standards**

click this box for details
**Lesson Plan**

**“Chac” from Jaguar, page 805**

Teacher's Name ___________________________ Class __________________ Date __________________

### Teaching Options

#### Individual Learning Strategies
- Motivation: Media Campaign (ATE, page 806)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 806)
- English Language Learning: Vocabulary (ATE, page 806)
- Special Needs: Listening to the Selection (ATE, page 806)
- Enrichment: Researching Endangered Animals (ATE, page 806)

#### Cross-Curricular Activities
- Wildlife Sanctuary or Nature Reserve (ATE, page 809)
- Researching Explorer-Naturalists (ATE, page 810)
- Diagramming a Jaguar's Mouth (ATE, page 811)
- Researching Mayan Rain God Chac (ATE, page 812)

#### Additional Questions and Activities
- Predictions (ATE, page 813)

#### Flexible Grouping Suggestions
- Motivation: Media Campaign (ATE, page 806)
- Enrichment: Researching Endangered Animals (ATE, page 806)
- Cross-Curricular Activities: Researching Explorer-Naturalists (ATE, page 810)
- Additional Questions and Activities: Predictions (ATE, page 813)
- Investigate, Inquire, and Imagine (PE, page 815; UR 11, page 52)
- Understanding Literature: Documentary Writing, Anecdote, and External Conflict (PE, page 815; UR 11, page 53)
- Study and Research & Speaking and Listening: Researching the Mayan Culture (PE, page 816; UR 11, page 56)

### Strategies for Developing Readers

#### Tackle Unfamiliar Setting
- Thoroughly read Reader's Resource and About the Author before reading the selection (PE, page 805).
- Ask students to locate Belize on a map.
- Bring in pictures of Belize that show the people, animal life, and vegetation.

#### Additional Strategies for English Language Learners
- Read aloud the Reader's Toolbox and Reader's Resource (PE, page 805).
- If students have seen jaguars in the wild, have them describe their experiences.
- Find out more about jaguars and the Cockscomb Jaguar Preserve on the Internet or in the library.
- Use the Study and Research & Speaking and Listening activity before students read the documentary (PE, page 816; UR 11, page 56).
- Explain additional vocabulary: forest canopy and jab pole.
- Use the Reading Proficiency activity (ATE, page 806).
- Have partners read and answer the Guided Reading Questions (PE, page 808; UR 11, page 50), filling in their Graphic Organizers (PE, page 805; VLR I, page 94; UR 11, page 49) as they proceed.
- Have students write down additional words they do not understand.
- Have small groups discuss Investigate, Inquire, and Imagine (PE, page 815; UR 11, page 52) and Understanding Literature questions (PE, page 815; UR 11, page 53).

### Homework Suggestions
- Writer's Journal: Field Notes, Free-Verse Poem, or Journal Entry (PE, page 816; UR 11, page 54)
- Vocabulary: Words in Context (UR 11, page 55)
- Language, Grammar, and Style: Correcting Spelling Errors (UR 11, page 56)
Lesson Plan

from *Soul of a Citizen: Living with Conviction in a Cynical Time*, page 817

Teacher’s Name ________________________ Class __________________ Date __________________

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Reading Level: Challenging

Difficulty Considerations: Academic tone; vocabulary

Ease Factor: Text organization

Synopsis: Loeb shows how ordinary citizens can play an active role in making society better.

Goals/Objectives:
- to respond to a persuasive writing
- to explain why people become active or choose not to become active
- to define persuasive writing
- to define and recognize examples of aim, anecdote, and coherence
- to write an essay

Before Reading
- Daily Oral Language (VLR I, page 95; UR 11, page 66)
- Reader’s Journal (PE, page 817; UR 11, page 66)
- Reader’s Toolbox: Aim, Persuasive Writing, Anecdote, and Coherence (PE, page 817)
- Reader’s Resource: Volunteering (PE, page 817)
- About the Author: Paul Rogat Loeb (PE, page 825)
- Vocabulary from the Selection (ATE, page 817)
- Vocabulary: Morphemes (VR, page 155)
- Reading Strategy: Familiarize Yourself with New Words (RSR)

During Reading
- Graphic Organizer (PE, page 817; VLR I, page 95; UR 11, page 66)
- Guided Reading Questions (PE, page 819; UR 11, page 67)
- Reading Strategy: Tackle Difficult Vocabulary (RSR)
- Fix-Up Idea: Choose A New Strategy (RSR)

After Reading
- Reading Strategy: Write a Vocabulary Quiz (RSR)
- Standardized Test Practice: Use Context Clues
- Respond to the Selection (PE, page 825; UR 11, page 68)
- Investigate, Inquire, and Imagine (PE, page 826; UR 11, page 69)
- Understanding Literature: Aim, Persuasive Writing, Anecdote, and Coherence (PE, page 826; UR 11, page 70)
- Writer’s Journal: Slogan, Letter, or Short Story (PE, page 827; UR 11, page 70)
- Vocabulary: Synonyms (UR 11, page 71)
- Language, Grammar, and Style: Editing for Punctuation Errors (UR 11, page 72)
- Collaborative Learning: Working as a Team (PE, page 827)
- Critical Thinking: Essay Question (PE, page 827; UR 11, page 73)
- Selection Check Test 4.11.9 (ATE, page 825; UR 11, page 74; TG)
- Selection Test 4.11.10 (UR 11, page 76; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

South Carolina State Standards

- click this box for details

Reading Strategy: Tackle Difficult Vocabulary
Fix-Up Idea: Choose A New Strategy
Standardized Test Practice:
- Use Context Clues
Lesson Plan

from *Soul of a Citizen: Living with Conviction in a Cynical Time*, page 817

Teaching Options

**Individual Learning Strategies**
- Motivation: Volunteer Ideas (ATE, page 818)
- Reading Proficiency: Previewing Vocabulary and Listening to the Selection (ATE, page 818)
- English Language Learning: Vocabulary (ATE, page 818)
- Special Needs: Collaborative Learning (ATE, page 818)
- Enrichment: Personal Essay (ATE, page 818)

**Cross-Curricular Activities**
- Researching the NAACP (ATE, page 820)
- Picture and Paragraph about Rosa Parks (ATE, page 821)
- Responding to “I Have a Dream” (ATE, page 823)

**Additional Questions and Activities**
- Discussing the Death Penalty (ATE, page 822)
- Discussing Quotes (ATE, page 824)

**Flexible Grouping Suggestions**
- Special Needs: Collaborative Learning (ATE, page 818)
- Additional Questions and Activities: Discussing the Death Penalty (ATE, page 822)
- Investigate, Inquire, and Imagine (PE, page 826; UR 11, page 69)
- Collaborative Learning: Working as a Team (PE, page 827)

**Homework Suggestions**
- Writer’s Journal: Slogan, Letter, or Short Story (PE, page 827; UR 11, page 70)
- Vocabulary: Synonyms (UR 11, page 71)
- Language, Grammar, and Style: Editing for Punctuation Errors (UR 11, page 72)
- Critical Thinking: Essay Question (PE, page 827; UR 11, page 73)

**Strategies for Developing Readers**

**Tackle Academic Tone**
- As they read, ask students to take notes and to create a rough outline of the selection (see Study and Research Resource 5.16: Taking Notes, Outlining, and Summarizing Information, page 965).
- Encourage students to complete the Graphic Organizer (PE, page 817; VLR I, page 95; UR 11, page 66).
- After reading the selection, have students create a formal outline of the selection, making sure to include the essay's thesis (see Writing Resource 2.30: Formal Outlines, page 913).
- Complete the Additional Questions and Activities: Discussing Quotes (ATE, page 824).

**Tackle Vocabulary**
- Allow students to preview new vocabulary words.
- Present students with additional vocabulary found under English Language Learning (ATE, page 818).
- Have students identify vocabulary words that they already know.
- Encourage students to predict meanings of unknown words by using context clues.
- Familiarize students with new vocabulary by working on the activities found in the VR (page 155).

**Additional Strategies for English Language Learners**
- Discuss the photo on page 818.
- Discuss additional vocabulary and phrases: redress, shortsightedness, outgunned, and disdain.
- Have students preview the footnotes and vocabulary for each page just before they read the page.
- Point out that the quotes in orange print indicate where the author begins discussing a new idea.
- Have partners read and answer the Guided Reading Questions, filling in their Graphic Organizers as they proceed.
- Another way to use the Graphic Organizer: Do not have students fill in the Graphic Organizer as they read. Instead, divide the class into six mixed-ability groups after students have finished reading. Have each group choose one quote and fill in the Graphic Organizer for that section. Then have each group present their documentation to the class orally, using their Graphic Organizers as a prop.
Unit Eleven
Telling It As It Is: Nonfiction
Closing the Unit, pages 828–835

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
_________ Sky: A True Story of Resistance During World War II by Hanneke Ippisch (PE, page 828)
_________ Exploring Citizen Involvement (PE, page 828; UR 11, page 79)

Other Books Students May Want to Read
_________ Tibet: Through the Red Box by Peter Sis (PE, page 828)
_________ The Greatest Generation by Tom Brokaw (PE, page 828)

Guided Writing
Informative Writing: Assembling a Scientific Report

Assignment: Students write a technical paper that explains how a toy, based on a scientific principle, works (PE, pages 829–833).

Before Writing
_________ Assembling a Scientific Report (PE, page 829)
_________ Professional Model (PE, page 829)
_________ Previewing Models and Rubric for Assignment (VLR I, page 151; WR, page 169)
_________ Prewriting (PE, page 830; WR, page 158)
_________ Student Model—Graphic Organizer (PE, page 831; WR, page 161)
_________ Graphic Organizer (VLR I, page 150; WR, page 160)

During Writing
_________ Drafting (PE, page 832)
_________ Student Model—Draft (WR, page 162)
_________ Self- and Peer Evaluation (PE, page 832; WR, page 165)
_________ Language, Grammar, and Style: Correcting Wordy Sentences (PE, page 832; WR, page 163)
_________ Student Model—Revised (PE, page 833; WR, page 167)
_________ Revising and Proofreading (PE, page 833)

After Writing
_________ Publishing and Presenting (PE, page 833)
_________ Reflecting (PE, page 833)
Unit Eleven
Telling It As It Is: Nonfiction
Closing the Unit, pages 828–835

Individual Learning Strategies
- Motivation: History of Toys (ATE, page 831)
- Reading Proficiency: Reading Nonfiction (ATE, page 831)
- English Language Learning: Reading Nonfiction (ATE, page 831)
- Special Needs: Oral Presentation (ATE, page 831)
- Enrichment: Reporting on Toys and Machines Based on the Same Scientific Principles (ATE, page 831)

Flexible Grouping Suggestions
- Peer Evaluation (PE, page 832; WR, page 166)
- Revising and Proofreading (PE, page 833)
- Publishing and Presenting (PE, page 833)

Homework Suggestions
- Graphic Organizer (VLR I, page 150; WR, page 160)
- Language, Grammar, and Style: Correcting Wordy Sentences (PE, page 832; WR, page 163)

Unit Eleven Review
Review and Assessment
- Words for Everyday Use (PE, page 834; UR 11, page 80)
- Vocabulary Development (ATE, page 834)
- Literary Tools (PE, page 834; UR 11, page 81)
- Unit 11 Review (UR 11, page 80)
- Unit 11 Study Guide (UR 11, page 83)
- Unit 11 Test (UR 11, page 89; TG)

Reflecting on Your Reading
- Genre (PE, page 835)
- Graphic Organizer (PE, page 835; VLR I, page 96)
- Critical Thinking (PE, page 835)
Unit Twelve
Reading between the Lines: Informational and Visual Media
Opening the Unit, pages 836–840

Unit 12 Goals/Objectives:
• to explore a variety of elements of information and visual media
• to summarize how the use of informational and visual media can enhance a person’s knowledge
• to define map, descriptions, directions, diagram, interview, background information, persuasive writing, and analysis and recognize and explain examples of each
• to write persuasively to produce an advertisement
• to demonstrate an ability to identify and correct common usage problems

Lessons I Plan to Teach
_________ Map of the Territory of the United States from the Mississippi River to the Pacific Ocean and excerpt from The Emigrants’ Guide to Oregon and California, page 841
_________ Related Reading: “Too Soon a Woman,” page 849
_________ “How to Use a Compass,” page 854
_________ Related Reading: “Orienteering: The Thinking Sport,” page 858
_________ “Manners Matter,” page 861
_________ Pacific Gem Cruise Line, page 869
_________ “Death and the Miser” from The Nine-Ton Cat: Behind the Scenes at an Art Museum, page 873
_________ Insights: The Curator, page 876
_________ Insights: Getting into Visual Media: The Language of Hope, page 879
_________ For Your Reading List, page 883
_________ Guided Writing—Persuasive Writing: Producing an Advertisement, page 884
_________ Unit Twelve Review, page 890

Getting Started in the Classroom
_________ Fine Art: Mark Bruegeman. Have students discuss how the artwork relates to the title of this unit (PE, page 836).
_________ Elements of Informational and Visual Media (PE, page 838)
_________ Additional Questions and Activities: Finding Examples of Tables, Charts, and Graphs (ATE, page 838; VLR II, page 64)
_________ Internet Resources: Technology in the Classroom (ATE, page 839)
_________ Cross-Curricular Activities: Outlining and Sketching a Web Page (ATE, page 840)

Assessment
_________ Genre Check Test 4.12.1 (ATE, page 829; UR 12, page 1; TG)
_________ Genre Test 4.12.2(UR 12, page 3; TG)
Lesson Plan

Map of the Territory of the United States from the Mississippi River to the Pacific Ocean and excerpt from The Emigrants’ Guide to Oregon and California, page 841

Teacher's Name __________________________________Class __________________Date __________________

Reading Level: Easy, Challenging

Difficulty Considerations: Unfamiliar names of places and rivers; vocabulary

Ease Factor: Map format

Synopsis: The authors provide reproductions of information given to settlers headed west.

Goals/Objectives:
- to interpret a map
- to describe the westward expansion of pioneers in the 1840s
- to define map and description and explain examples of description
- to conduct research on the Oregon Trail

Related Reading: “Too Soon a Woman,” page 849

Before Reading

- Daily Oral Language (VLR I, page 97; UR 12, page 5)
- Reader’s Journal (PE, page 841; UR 12, page 5)
- Reader’s Toolbox: Map and Description (PE, page 841)
- Reader’s Resource: History Connection (PE, page 841)
- About the Authors: Lansford W. Hastings and Gouverneur Kemble Warren (PE, page 848)
- Vocabulary from the Selection (ATE, page 841)
- Vocabulary: PAVE (VR, page 158)
- Reading Strategy: Preview the Selection (RSR)

During Reading

- Dramatic Recording (AL, 13:12)
- Critical Thinking (PE, page 842; UR 12, page 5)
- Guided Reading Questions (PE, page 844; UR 12, page 6)
- Reading Strategy: Tackle Difficult Vocabulary (RSR)
- Fix-Up Idea: Reread (RSR)

After Reading

- Reading Strategy: Use Your New Vocabulary (RSR)
- Standardized Test Practice: Use Context Clues
- Respond to the Selection (PE, page 848; UR 12, page 7)
- Investigate, Inquire, and Imagine (PE, page 852; UR 12, page 9)
- Understanding Media: Map and Description (PE, page 852; UR 12, page 10)
- Writer’s Journal: Diary Entry, List, or Recommendation (PE, page 853; UR 12, page 10)
- Vocabulary: Understanding Unfamiliar Words (PE, page 853; UR 12, page 12)
- Language, Grammar, and Style: Adding Colorful Language to Sentences (UR 12, page 13)
- Study and Research: Researching the Oregon Trail (PE, page 853; UR 12, page 14)
- Collaborative Learning: Role-Play (PE, page 853)
- Selection Check Test 4.12.1 (ATE, page 848; UR 12, page 16; TG)
- Selection Test 4.12.2 (UR 12, page 18; TG)
- Related Reading: “Too Soon a Woman” (PE, page 849)
- Related Reading Questions (ATE, pages 849–851; UR 12, page 7)
- Internet activities at http://www.emcp.com
- Free reading time

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SOUTH CAROLINA STATE STANDARDS

click this box for details
## Lesson Plan

**Map of the Territory of the United States from the Mississippi River to the Pacific Ocean and excerpt from The Emigrants’ Guide to Oregon and California, page 841**

Teacher’s Name __________________________________ Class __________________ Date __________________

### Teaching Options

#### Individual Learning Strategies

- Motivation: Oregon Trail Hour (ATE, page 843)
- Reading Proficiency: Previewing Vocabulary and Footnotes (ATE, page 843)
- English Language Learning: Vocabulary (ATE, page 843)
- Special Needs: Working with a Partner (ATE, page 843)
- Enrichment: Researching Native Americans and the U.S. Government (ATE, page 843)

#### Cross-Curricular Activities

- Times and Distances on the Oregon Trail (ATE, page 844)
- Researching Effects of Westward Expansion on Buffalo (ATE, page 845)
- Pictures from the Oregon Trail (ATE, page 847)

#### Additional Questions and Activities

- Related Reading Questions (ATE, pages 849–851; UR 12, page 7)

#### Flexible Grouping Suggestions

- Special Needs: Working with a Partner (ATE, page 843)
- Enrichment: Researching Native Americans and the U.S. Government (ATE, page 843)
- Cross-Curricular Activities: Researching Effects of Westward Expansion on Buffalo (ATE, page 845)
- Cross-Curricular Activities: Pictures from the Oregon Trail (ATE, page 847)
- Investigate, Inquire, and Imagine (PE, page 852; UR 12, page 9)
- Understanding Media: Map and Description (PE, page 852; UR 12, page 10)
- Collaborative Learning: Role-Play (PE, page 853)

#### Homework Suggestions

- Writer’s Journal: Diary Entry, List, or Recommendation (PE, page 853; UR 12, page 10)
- Vocabulary: Understanding Unfamiliar Words (PE, page 853; UR 12, page 12)
- Language, Grammar, and Style: Adding Colorful Language to Sentences (UR 12, page 13)

### Strategies for Developing Readers

#### Tackle Unfamiliar Names of Places and Rivers

- Make a list of the places and rivers mentioned in the selection. Then have students identify those they already know.
- Use Cross-Curricular Activities (ATE, page 844).

#### Tackle Vocabulary

- Allow students to preview new vocabulary words.
- Have students identify vocabulary words that they already know.
- Encourage students to predict meanings of unknown words by using context clues.
- Familiarize students with new vocabulary by working on the activities found in the VR (page 158).

#### Additional Strategies for English Language Learners

- Bring in examples of various types of maps, or have students find examples on the Internet or in the library.
- Discuss the image on page 849.
- Use the Study and Research activity before reading (PE, page 853; UR 12, page 14).
- Have students recreate the map on page 842 so they can refer to it as they read.
- Because of the length and the structure of the sentences in the selection, have students listen to the Dramatic Recording (AL, 13:12) on a first reading. Stop the recording to answer the Guided Reading Questions. Have students reread the selection, adding notes to their maps as they read.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 852; UR 12, page 9) and Understanding Media questions (PE, page 852; UR 12, page 10).
- Use activities for Spanish speakers (SR, page 149).
**“How to Use a Compass,” page 854**

Teacher’s Name __________________________ Class __________________ Date ________________  

**Reading Level:** Easy  

**Difficulty Consideration:** Subject matter  

**Ease Factors:** Direct, simple language; easy-to-follow directions  

**Synopsis:** The selection offers basic information on orienteering with a magnetic compass.  

**Goals/Objectives:**  
- to understand how to use a compass  
- to briefly explain what a compass is  
- to define directions and diagram and explain examples of directions in the selection  
- to work collaboratively to organize an orienteering course  

**Related Reading:** “Orienteering: The Thinking Sport,” page 858  

**Before Reading**  
- Daily Oral Language (VLR I, page 98; UR 12, page 22)  
- Reader’s Journal (PE, page 854; UR 12, page 22)  
- Reader’s Toolbox: Directions and Diagram (PE, page 854)  
- Reader’s Resource (PE, page 854)  
- About the Author: Kjetil Kjernsmo (PE, page 857)  
- Vocabulary: Context Clues (VR, page 163)  
- Reading Strategy: Activate Prior Knowledge (RSR)  

**During Reading**  
- Dramatic Recording: “How to Use a Compass” (AL, 5:16)  
- Dramatic Recording: “Orienteering: The Thinking Sport” (AL, 3:59)  
- Guided Reading Questions (PE, page 855; UR 12, page 22)  
- Reading Strategy: Record the Steps of the Process (RSR)  
- Fix-Up Idea: Find a New Strategy (RSR)  

**After Reading**  
- Reading Strategy: Evaluate the Text (RSR)  
- Standardized Test Practice: Use Text Organization (RSR)  
- Respond to the Selection (PE, page 857; UR 12, page 23)  
- Investigate, Inquire, and Imagine (PE, page 859; UR 12, page 24)  
- Understanding Media: Directions and Diagram (PE, page 859; UR 12, page 25)  
- Writer’s Journal: Directions, Advertisement, or Free-Verse Poem (PE, page 860; UR 12, page 25)  
- Vocabulary: Investigating Etymology (UR 12, page 27)  
- Language, Grammar, and Style: Types of Pronouns (UR 12, page 27)  
- Collaborative Learning: Orienteering (PE, page 860)  
- Media Literacy: Movie Review (PE, page 860)  
- Related Reading: “Orienteering: The Thinking Sport” (PE, page 858)  
- Related Reading Questions (ATE, page 858; UR 12, page 23)  
- Selection Check Test 4.12.3 (ATE, page 857; UR 12, page 29; TG)  
- Selection Test 4.12.4 (UR 12, page 31; TG)  
- Internet activities at http://www.emcp.com  
- Free reading time  

**-related readings**

**South Carolina State Standards**

**Reading Strategies Resource, Page 274**

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

**Internet activities at http://www.emcp.com**
“How to Use a Compass,” page 854

Teacher’s Name ____________________________________________ Class ____________________ Date ____________________

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<td>Read the PreReading page thoroughly (PE, page 854).</td>
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<td>Reading Proficiency: Listening to the Selection (ATE, page 855)</td>
<td>Use the alternate Reader’s Journal question (ATE, page 854).</td>
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<tr>
<td>English Language Learning: Vocabulary (ATE, page 855)</td>
<td>Read the selection aloud or use the audio version (AL, 5:16).</td>
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<td>Special Needs: Checking Comprehension (ATE, page 855)</td>
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| Additional Questions and Activities | |
| Related Reading Questions (ATE, page 858; UR 12, page 23) | Bring in a compass (or several compasses) for students to manipulate as they read this article. |

| Flexible Grouping Suggestions | |
| Motivation: Promoting an Orienteering Event (ATE, page 855) | Use the Respond to the Selection (PE, page 857; UR 12, page 23) and the Related Reading before reading (PE, page 858). |
| Investigate, Inquire, and Imagine (PE, page 859; UR 12, page 24) | Use the Reading Proficiency activity (ATE, page 855). |
| Understanding Media: Directions and Diagram (PE, page 859; UR 12, page 25) | Have small groups answer Investigate, Inquire, and Imagine (PE, page 859; UR 12, page 24) and Understanding Media questions (PE, page 859; UR 12, page 25). |
| Collaborative Learning: Orienteering (PE, page 860) | |

| Homework Suggestions | |
| Writer’s Journal: Directions, Advertisement, or Free-Verse Poem (PE, page 860; UR 12, page 25) | |
| Vocabulary: Investigating Etymology (UR 12, page 27) | |
| Language, Grammar, and Style: Types of Pronouns (UR 12, page 27) | |
| Media Literacy: Movie Review (PE, page 860) | |
“Manners Matter,” page 861

Teacher’s Name ___________________________ Class ______________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Question-and-answer structure

Synopsis: Miss Manners gives netiquette advice.

Goals/Objectives:
- to enjoy an interview with Miss Manners
- to explain what netiquette is
- to define interview and background information and explain examples of background information
- to conduct research on netiquette

Before Reading

_____ Daily Oral Language (VLR I, page 99; UR 12, page 35)
_____ Reader’s Journal (PE, page 861; UR 12, page 35)
_____ Reader’s Toolbox: Interview and Background Information (PE, page 861)
_____ Reader’s Resource: Applied English Connection (PE, page 861)
_____ About the Authors: Kevin Kelly and Judith Martin (PE, page 866)
_____ Vocabulary from the Selection (ATE, page 862)
_____ Vocabulary: Morphemes (VR, page 165)
_____ Reading Strategy: Preview the Text (RSR)

During Reading

_____ Guided Reading Questions (PE, page 863; UR 12, page 35)
_____ Reading Strategy: Use the Text’s Organizational Features (RSR)
_____ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading

_____ Reading Strategy: Analyze the Text’s Organizational Features (RSR)
_____ Standardized Test Practice: Compare and Contrast (RSR)
_____ Respond to the Selection (PE, page 866; UR 12, page 36)
_____ Investigate, Inquire, and Imagine (PE, page 867; UR 12, page 37)
_____ Understanding Media: Interview and Background Information (PE, page 867; UR 12, page 37)
_____ Writer’s Journal: Interview Questions, E-mail Message, or List of Rules (PE, page 868; UR 12, page 38)
_____ Vocabulary: Using Prefixes and Suffixes to Form New Words (UR 12, page 39)
_____ Language, Grammar, and Style: Verbals (UR 12, page 40)
_____ Media Literacy: Internet Search (PE, page 868)
_____ Speaking and Listening: Conducting an Interview (PE, page 868; UR 12, page 41)
_____ Selection Check Test 4.12.5 (ATE, page 866; UR 12, page 43; TG)
_____ Selection Test 4.12.6 (UR 12, page 45; TG)
_____ Internet at http://www.emcp.com
_____ Free reading time
“Manners Matter,” page 861

Teacher’s Name __________________________________ Class __________________ Date __________________

M T W TH F

**Teaching Options**

**Individual Learning Strategies**

- **Motivation:** Conducting an Interview (ATE, page 862)
- **Reading Proficiency:** Listening to the Selection and Reading Out Loud (ATE, page 862)
- **English Language Learning:** Vocabulary (ATE, page 862)
- **Special Needs:** Previewing Vocabulary and Footnotes (ATE, page 862)
- **Enrichment:** Reading about and Reporting on Etiquette (ATE, page 862)

**Additional Questions and Activities**

- E-mail versus Snail Mail (ATE, page 864)
- E-mail Habits (ATE, page 865)

**Flexible Grouping Suggestions**

- Additional Questions and Activities: E-mail versus Snail Mail (ATE, page 864)
- Investigate, Inquire, and Imagine (PE, page 867; UR 12, page 37)
- Understanding Media: Interview and Background Information (PE, page 867; UR 12, page 37)

**Homework Suggestions**

- Writer’s Journal: Interview Questions, E-mail Message, or List of Rules (PE, page 868; UR 12, page 38)
- Vocabulary: Using Prefixes and Suffixes to Form New Words (UR 12, page 39)
- Language, Grammar, and Style: Verbals (UR 12, page 40)
- Media Literacy: Internet Search (PE, page 868)
- Speaking and Listening: Conducting an Interview (PE, page 868; UR 12, page 41)

**Strategies for Developing Readers**

**Tackle Vocabulary**

- Use vocabulary activities before reading (VR, page 165; UR 12, page 39)
- Have pairs read and unlock difficult words together.

**Additional Strategies for English Language Learners**

- Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 861).
- Use the Reading Proficiency activity (ATE, page 862).
- Explain additional vocabulary: *wired life* and *spamming.* (For the latter, there is a brief discussion in Guided Reading Question 3 on page 863; find out more about spamming and how to fight it on the Internet, or have students share what they know.)
- Ask students if they know why someone would be upset about receiving a message in all capital letters. If not, explain.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 867; UR 12, page 37) and Understanding Literature questions (PE, page 867; UR 12, page 37).
Pacific Gem Cruise Line, page 869

Teacher's Name ____________________________ Class ____________________________ Date ________________

Reading Level: Moderate

Difficulty Consideration: Unusual layout

Ease Factors: Visually appealing

Synopsis: A one-page ad publicizes a sea adventure.

Goals/Objectives:
- to respond to a persuasive advertisement
- to describe persuasive messages and their impact on society
- to define persuasive writing and find examples of persuasive writing techniques used in the selection
- to work collaboratively to develop an advertisement

Before Reading

1. Daily Oral Language (VLR I, page 100; UR 12, page 49)
2. Reader's Journal (PE, page 869; UR 12, page 49)
3. Reader's Toolbox: Persuasive Writing (PE, page 869)
4. Reader's Resource (PE, page 869)
6. Reading Strategy: Preview Propaganda Techniques (RSR)

During Reading

1. Critical Thinking (PE, page 869; UR 12, page 49)
2. Reading Strategy: Identify Propaganda Techniques (RSR)
3. Fix-Up Idea: Read Aloud (RSR)

After Reading

1. Reading Strategy: Evaluate the Advertisement (RSR)
2. Standardized Test Practice: Distinguish between Fact and Opinion (RSR)
3. Respond to the Selection (PE, page 871; UR 12, page 50)
4. Investigate, Inquire, and Imagine (PE, page 871; UR 12, page 50)
5. Understanding Literature: Persuasive Writing (PE, page 871; UR 12, page 51)
6. Graphic Organizer (PE, page 872; VLR I, page 100; UR 12, page 51)
7. Writer's Journal: Advertisement Copy, Business Letter, or Postcard (PE, page 872; UR 12, page 51)
8. Vocabulary: Connotation and Denotation (UR 12, page 52)
10. Applied English & Collaborative Learning: Developing an Advertisement (PE, page 872)
11. Study and Research: Researching the History of Advertising (PE, page 872; UR 12, page 55)
12. Selection Check Test 4.12.7 (ATE, page 870; UR 12, page 56; TG)
13. Selection Test 4.12.8 (UR 12, page 57; TG)
15. Free reading time
Lesson Plan

Pacific Gem Cruise Line, page 869

Teacher’s Name __________________________________ Class __________________ Date ____________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Developing an Advertisement (ATE, page 870)
- Reading Proficiency: Understanding Persuasive Writing (ATE, page 870)
- English Language Learning: Vocabulary (ATE, page 870)
- Special Needs: Working in Pairs or Small Groups (ATE, page 870)
- Enrichment: Comparing and Contrasting Advertisements (ATE, page 870)

**Flexible Grouping Suggestions**
- Motivation: Developing an Advertisement (ATE, page 870)
- Special Needs: Working in Pairs or Small Groups (ATE, page 870)
- Enrichment: Comparing and Contrasting Advertisements (ATE, page 870)
- Investigate, Inquire, and Imagine (PE, page 871; UR 12, page 50)
- Understanding Media: Persuasive Writing (PE, page 871; UR 12, page 51)
- Graphic Organizer (PE, page 872; VLR I, page 100; UR 12, page 51)
- Applied English & Collaborative Learning: Developing an Advertisement (PE, page 872)

**Homework Suggestions**
- Writer’s Journal: Advertisement Copy, Business Letter, or Postcard (PE, page 872; UR 12, page 51)
- Vocabulary: Connotation and Denotation (UR 12, page 52)
- Language, Grammar, and Style: Recognizing Problems with Modifiers (UR 12, page 54)
- Study and Research: Researching the History of Advertising (PE, page 872; UR 12, page 55)

**Strategies for Developing Readers**

**Tackle Unusual Layout**
- Have students preview the selection.
- Ask students to share which part of the ad they read first.
- Summarize information in each section; discuss the purpose of each section.

**Additional Strategies for English Language Learners**
- Read aloud the Reader’s Resource and Reader’s Toolbox (PE, page 869).
- Ask if anyone has been on a cruise. If so, have them describe their trip.
- Explain the phrase *arm and a leg*.
- Have students draw the cruise route on a map.
- Have small groups answer Investigate, Inquire, and Imagine (PE, page 871; UR 12, page 50) and Understanding Media questions, and complete the Graphic Organizer (PE, page 872; VLR I, page 100; UR 12, page 51).
“Death and the Miser” from The Nine-Ton Cat: Behind the Scenes at an Art Museum, page 873

Teacher's Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Cultural references

Ease Factors: Selection length; illustrated text

Synopsis: The author presents information on interpreting a piece of art and the drawing that lies beneath the paint.

Goals/Objectives:
- to understand a curator's job
- to summarize iconography
- to define description and analysis and explain examples of each in the selection
- to work to interpret a painting

Insights: The Curator, page 876, and Getting into Visual Media, page 879

Before Reading
- Daily Oral Language (VLR 1, page 101; UR 12, page 59)
- Reader's Journal (PE, page 873; UR 12, page 59)
- Reader's Toolbox: Description and Analysis (PE, page 873)
- Reader's Resource (PE, page 873)
- About the Authors: Peggy Thomson and Barbara Moore (PE, page 876)
- Vocabulary: Proofreading (VR, page 169)
- Reading Strategy: Activate Prior Knowledge (RSR)

During Reading
- Guided Reading Questions (PE, page 874; UR 12, page 59)
- Reading Strategy: Connect to Prior Knowledge (RSR)
- Fix-Up Idea: Take a Break (RSR)

After Reading
- Reading Strategy: Analyze Your Connections (RSR)
- Standardized Test Practice: Identify Main Ideas (RSR)
- Respond to the Selection (PE, page 876; UR 12, page 60)
- Investigate, Inquire, and Imagine (PE, page 877; UR 12, page 60)
- Understanding Media: Description and Analysis (PE, page 877; UR 12, page 61)
- Writer's Journal: Description, Very Short Story, or Song Lyrics (PE, page 878; UR 12, page 61)
- Vocabulary: Synonyms and Antonyms (UR 12, page 63)
- Language, Grammar, and Style: Parts of the Sentence Review (PE, page 878; UR 12, page 63)
- Media Literacy: Interpreting a Painting (PE, page 878; UR 12, page 64)
- Selection Check Test 4.12.9 (ATE, page 876; UR 12, page 65; TG)
- Selection Test 4.12.10 (UR 12, page 66; TG)
- Insights: The Curator (PE, page 876)
- Insights Questions: The Curator (ATE, page 876)
- Insights: “Getting into Visual Media (PE, page 879)
- Insights Questions: Getting into Visual Media (PE, page 880; UR 12, page 69)
- Internet activities at http://www.emcp.com

Free reading time

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  internet
Lesson Plan

“Death and the Miser” from The Nine-Ton Cat: Behind the Scenes at an Art Museum, page 873

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<td>______ English Language Learning: Vocabulary (ATE, page 875)</td>
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<td>______ Special Needs: Listening to the Selection (ATE, page 875)</td>
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<td>______ Enrichment: Drawing or Painting of People (ATE, page 875)</td>
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<tr>
<td>______ Understanding Media: Description and Analysis (PE, page 877; UR 12, page 61)</td>
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<tr>
<td>______ Language, Grammar, and Style: Parts of the Sentence Review (PE, page 878; UR 12, page 63)</td>
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<td>______ Media Literacy: Interpreting a Painting (PE, page 878; UR 12, page 64)</td>
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<td>______ Read the footnotes before reading.</td>
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<tr>
<td>______ Read the Reader’s Resource aloud (PE, page 873).</td>
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<tr>
<td>______ Use the alternate Reader’s Journal activity (ATE, page 873).</td>
</tr>
<tr>
<td>______ Use Additional Questions and Activities for The Curator (ATE, page 876).</td>
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<td>______ Read aloud the Reader’s Toolbox and Reader’s Resource (PE, page 873).</td>
</tr>
<tr>
<td>______ Read Insights: The Curator before reading to help students understand what a curator does (PE, page 876).</td>
</tr>
<tr>
<td>______ Use the Media Literacy before reading (PE, page 878; UR 12, page 64).</td>
</tr>
<tr>
<td>______ Find a larger image of the Death and the Miser painting on the Internet.</td>
</tr>
<tr>
<td>______ Use the Reading Proficiency activity (ATE, page 875).</td>
</tr>
<tr>
<td>______ Have partners read and discuss the Guided Reading Questions as they proceed (PE, page 874; UR 12, page 59).</td>
</tr>
<tr>
<td>______ Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 877; UR 12, page 60).</td>
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<tr>
<td>______ Use activities for Spanish speakers (SR, page 155).</td>
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Unit Twelve
Reading between the Lines: Informational and Visual Media
Closing the Unit, pages 883–891

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
- Virtual Reality: A Door to Cyberspace by Ann E. Weiss (PE, page 883)
- Creating a Virtual Reality Program (PE, page 883; UR 12, page 71)

Other Books Students May Want to Read
- Virtual Reality: Computers Mimic the Physical World by Sean M. Grady (PE, page 883)
- Virtual Reality: Experience Illusion by Christopher W. Baker (PE, page 883)
- Career Ideas for Kids Who Like Computers by Diane Lindsey Reeves and Peter Kent (PE, page 883)
- Bill Gates: Billionaire Computer Genius by Joan D. Dickinson (PE, page 883)

Guided Writing
Persuasive Writing: Producing an Advertisement

Assignment: Students create a taped advertisement or public service announcement (PE, pages 884–889).

Before Writing
- Producing an Advertisement (PE, page 884)
- Student Model (PE, page 884)
- Previewing Models and Rubric for Assignment (VLR I, page 153; WR, page 187)
- Prewriting (PE, page 886; WR, page 170)
- Student Model—Graphic Organizer (PE, page 887; WR, page 173)
- Graphic Organizer (VLR I, page 152; WR, page 172)

During Writing
- Drafting (PE, page 888)
- Student Model—Draft (WR, page 174)
- Self- and Peer Evaluation (PE, page 888; WR, page 179)
- Language, Grammar, and Style: Common Usage Problems (PE, page 886; WR, page 175)
- Student Model (WR, page 182)

After Writing
- Publishing and Presenting (PE, page 889)
- Reflecting (PE, page 889)
Unit Twelve
Reading between the Lines: Informational and Visual Media
Closing the Unit, pages 883–891

Lesson Plan

Teacher's Name ___________________________ Class ___________________ Date __________________

Individual Learning Strategies
- Motivation: Analyzing Advertisements (ATE, page 885)
- Reading Proficiency: How to Evaluate Radio, Television, and Advertisements (ATE, page 885)
- English Language Learning: Translation (ATE, page 885)
- Special Needs: Working in Small Groups (ATE, page 885)
- Enrichment: Analyzing Target Audience (ATE, page 885)

Flexible Grouping Suggestions
- Special Needs: Working in Small Groups (ATE, page 885)
- Peer Evaluation (PE, page 888; WR, page 180)
- Publishing and Presenting (PE, page 889)

Homework Suggestions
- Graphic Organizer (VLR I, page 152; WR, page 172)
- Language, Grammar, and Style: Common Usage Problems (PE, page 886; WR, page 175)
- Self-Evaluation (PE, page 888; WR, page 179)
- Rubric for Persuasive Writing: Producing an Advertisement (VLR I, page 153; WR, page 187)

Unit Twelve Review

Review and Assessment
- Words for Everyday Use (PE, page 890; UR 12, page 72)
- Vocabulary Development (ATE, page 890)
- Literary and Media Terms (PE, page 890; UR 12, page 73)
- Unit 12 Review (UR 12, page 72)
- Unit 12 Study Guide (UR 12, page 75)
- Unit 12 Test (UR 12, page 79; TG)

Reflecting on Your Reading
- Genre (PE, page 890)
- Group Project (PE, page 891)
- On Your Own (PE, page 891; UR 12, page 74)