

“The Gift of the Magi,” page 274

Teacher's Name _____ Class _____ Date _____

M T W T H F

Reading Level: Moderate

Difficulty Considerations: Old-fashioned language; style; vocabulary

Ease Factors: Simple story line; selection length

Synopsis: A young husband pawns his heirloom pocket watch to buy a comb for his young bride's lovely long hair. She, meanwhile, has cut and sold her hair to buy a new chain for her husband's watch.

Goals/Objectives:

- to empathize with the feelings of the main characters
- to describe the literary accomplishments of O. Henry
- to define *irony* and recognize and explain examples of irony
- to explain how the plot of the story reveals the theme
- to review sentence structure, dramatize a scene from the story, and interview the elderly about gift-giving practices

Before Reading

- _____ Daily Oral Language (VLR I, page 40; UR 3, page 116)
- _____ Reader's Journal (PE, page 274; UR 3, page 117)
- _____ Fine Art: John Everett Millais (PE, page 275; Art Note, ATE, page 275)
- _____ Literary Tools: Irony, Irony of Situation, Plot, and Theme (PE, page 274)
- _____ Reader's Resource (PE, page 274)
- _____ About the Author: O. Henry (PE, page 274)
- _____ Vocabulary from the Selection (ATE, page 274)
- _____ Vocabulary: Test Your Knowledge (VR, page 62)
- _____ Reading Strategy (RSR, page 111)

During Reading

- _____ Dramatic Recording (AL, 15:03)
- _____ Graphic Organizer (PE, page 274; VLR I, page 40; UR 3, page 116)
- _____ Guided Reading Questions (PE, page 275; UR 3, page 117)
- _____ Reading Strategy (RSR, page 111)
- _____ Fix-Up Idea (RSR, page 111)

After Reading

- _____ Reading Strategy (RSR, page 111)
- _____ Standardized Test Practice (RSR, page 112)
- _____ Respond to the Selection (PE, page 279; UR 3, page 118)
- _____ Investigate, Inquire, and Imagine (PE, page 280; UR 3, page 118)
- _____ Understanding Literature: Irony, Irony of Situation, Plot, and Theme (PE, page 280; UR 3, page 119)
- _____ Writer's Journal: Wish List, Journal Entry, and Advice Column (PE, page 281; UR 3, page 120)
- _____ Vocabulary: Complex Sentences (UR 3, page 121)
- _____ Language, Grammar, and Style: Sentence Review (PE, page 281; UR 3, page 122)
- _____ Speaking and Listening & Collaborative Learning: Dramatic Skit (PE, page 281)
- _____ Study and Research & Media Literacy: Community Research (PE, page 281)
- _____ Selection Check Test 4.3.19 (ATE, page 279; UR 3, page 123; TG)
- _____ Selection Test 4.3.20 (UR 3, page 125; TG)
- _____ Internet activities at <http://www.emcp.com>
- _____ Free reading time

READING STRATEGIES RESOURCE, PAGE 111

Reading Strategy: Tackle Difficult Vocabulary
Fix-Up Idea: Use Guided Reading Questions
Standardized Test Practice: Use Context Clues

ARKANSAS CORRELATIONS
 click this box for details

W.5.9.8, W.5.9.7, R.9.9.4, R.9.9.5, R.10.9.17, R.10.9.20, R.10.9.23, R.11.9.1, IR.12.9.2

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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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Teaching Options

Individual Learning Strategies

- _____ Motivation: Set Design (ATE, page 275)
- _____ Reading Proficiency: Reading Dialogue (ATE, page 275)
- _____ English Language Learning: Vocabulary (ATE, page 275)
- _____ Special Needs: Difficult Passages (ATE, page 275)
- _____ Enrichment: Reporting about a Story (ATE, page 275)

Art Note

- _____ John Everett Millais (ATE, page 275)

Literary Note

- _____ Addressing the Audience (ATE, page 276)
- _____ Simile (ATE, page 278)

Cross-Curricular Connection

- _____ Social Standing (ATE, page 276)
- _____ Setting Details (ATE, page 276)

Additional Question and Activities

- _____ Questions about the Selection (ATE, page 278)
- _____ Humor (ATE, page 279)

Flexible Grouping Suggestions

- _____ Motivation: Set Design (ATE, page 275)
- _____ Reading Proficiency: Reading Dialogue (ATE, page 275)
- _____ Respond to the Selection (PE, page 279; UR 3, page 118)
- _____ Investigate, Inquire, and Imagine (PE, page 280; UR 3, page 118)
- _____ Understanding Literature: Irony, Irony of Situation, Plot, and Theme (PE, page 280; UR 3, page 119)
- _____ Speaking and Listening & Collaborative Learning: Dramatic Skit (PE, page 281)

Homework Suggestions

- _____ Vocabulary: Complex Sentences (UR 3, page 121)
- _____ Vocabulary: Test Your Knowledge (VR, page 62)
- _____ Enrichment: Reporting about a Story (ATE, page 275)

- _____ Writer's Journal: Wish List, Journal Entry, and Advice Column (PE, page 281; UR 3, page 120)
- _____ Language, Grammar, and Style: Sentence Review (PE, page 281; UR 3, page 122)
- _____ Study and Research & Media Literacy: Community Research (PE, page 281)

Strategies for Developing Readers

Tackle Old-Fashioned Language

- _____ Reading Proficiency: Reading Dialogue (ATE, page 275)
- _____ Special Needs: Difficult Passages (ATE, page 275)

Tackle Style

- _____ Have students summarize each paragraph in their own words.
- _____ Reread difficult sentences together.

Tackle Vocabulary

- _____ English Language Learning: Vocabulary (ATE, page 275)
- _____ Vocabulary: Complex Sentences (UR 3, page 121)
- _____ Vocabulary: Test Your Knowledge (VR, page 62)
- _____ Model how to use context clues to decipher unfamiliar words.

Additional Strategies for English Language Learners

- _____ Model how to make a “mind movie.”
- _____ Have students create a role-play based on the story.
- _____ Discuss irony and how it plays a part in the plot.

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