Our mission is to make learning and teaching English and Spanish an experience that is motivating, enriching, and effective for both teachers and students. Our goal is to satisfy the diverse needs of our customers. By involving authors, editors, teachers and students, we produce innovative and pedagogically sound materials that make use of the latest technological advances. We help to develop people's creativity. We bring ideas and imagination into education.
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What Is the Spotlight Guided Reading Manual?

This Santillana Spotlight on English Guided Reading Manual is designed to help students of all backgrounds and levels develop essential reading skills, such as decoding and comprehension, as well as to practice and reinforce listening, speaking, writing, and viewing skills. Utilizing the Spotlight Thematic Library leveled readers, teachers are able to choose from a variety of levels and themes to accommodate the literacy needs of all their students.

Santillana Spotlight on English is a program that follows a Balanced Literacy approach to language acquisition, focusing on all the reading and writing models, such as aloud, shared, guided, and independent. In addition, both the comprehensive program and this manual contain strategies to teach phonics and grammar, both integral elements of a Balanced Literacy program.

Guided reading is a key component of Santillana Spotlight on English reading instruction. Even though the leveled stories contained in the Spotlight on Reading sections of the main textbook are also used for group and guided reading, the leveled readers included in the Spotlight Thematic Library serve as excellent tools to teach basic reading skills to groups of developing readers and more advanced skills with increasingly challenging texts to groups of more fluent readers. This manual deals specifically with the Thematic Library leveled readers. For information on leveling criteria please consult the Spotlight Readability charts available on our website, spotlightonenglish.com.

How Does It Work?

The manual is organized into seven levels, with each level covering eight weeks. Each week, which is divided into five days of work, covers one reader. The first day is usually dedicated to presenting the reader, the theme, frontloading vocabulary, and making predictions. The second day focuses on the receptive skills of listening and reading while engaging in echo reading and then guided reading. Usually two or three reading comprehension skills, such as main idea or cause/effect relationships, are introduced, reviewed, or maintained on this day. On the third day, students engage in phonics practice as well as in activities that develop vocabulary strategies, while on the fourth day they carry out activities involving grammar. On the fifth day, the focus is on the productive skills of speaking and writing. The culminating activity of the fifth day always involves a writing prompt and the writing process.
Basic Lesson Format

Day 1
- Warm Up: Concepts About Print (Before Reading for Levels 3–6)
- Genre
- Frontload Vocabulary
- Activate Prior Knowledge
- Close: Make Predictions

Day 2
- Listening and Reading: Echo Reading/Guided Reading
- Developing/Expanding/More Complex (Group Questioning Strategies)
- Practice and Apply
- Close: Return to Predictions

Day 3
- Phonics and Phonemic Awareness (Vocabulary Strategies for Levels 3–6)
- Practice and Apply
- Fluency Practice
- Close

Day 4
- Grammar and Usage
- Practice and Apply
- Close

Day 5
- Speaking and Writing
- Model
- Practice and Apply
- Listen to Write
- Culminating Activity
- Writer’s Workshop: The Writing Process

Guided Reading References
Warm Up

Before Reading

Have students look at the cover and title page of *The Adventures of Tom Sawyer* and ask volunteers to read the title, author, and illustrator. Say the following for students to repeat after you: *The Adventures of Tom Sawyer by Mark Twain, retold by Simone Ribke, and illustrated by Rodrigo Luján*. Explain to students that this story is part of a longer story. The author of this version took parts of the original longer story and combined them to create this version.

About the Author

Explain to the class that Mark Twain is the pen name, which is the name a writer uses when he or she writes, of Samuel Langhorne Clemens. He was born in Missouri in 1835 and grew up there in a town called Hannibal. He spent time working as a printer and a newspaperman. He also was a riverboat pilot. His experience as a riverboat pilot on the Mississippi River gave him his pen name, which refers to the depth of the water. When it was measured at mark twain, it meant that the water was safe to navigate.
Twain wrote twenty-eight books, lots of short stories, and lots of letters. His first story was *The Celebrated Jumping Frog of Calaveras County*. *The Adventures of Tom Sawyer* was published in 1876. *Huckleberry Finn*, considered one of the greatest American novels, was published a few years later. Mark Twain also wrote *The Prince and the Pauper* and *A Connecticut Yankee in King Arthur’s Court*, which was a time-travel novel. His work is known for telling about life along the Mississippi River. It is also well known for its humor.

**Genre**

Explain that *The Adventures of Tom Sawyer* is an example of a narrative. Explain: *A narrative is a story. This kind of story is also called fiction. This means that the people, places, and events are not real.* Ask students to give examples of books they know or have read that are fictional narratives.

**Frontload Vocabulary**

Point to the word *juvenile* and have students read it aloud with you. Say: *Juvenile is a word we use to describe something that refers to being young or a child. Juvenile literature is literature for children and young people.* Ask students to provide other instances where they may have heard the word juvenile. Point to the word *grisly* and have students read it aloud with you. Say: *When the police got to the site of the accident, they saw the grisly result of a two-car crash.* Have students provide other examples of grisly things. Continue the procedure with the remaining key words. Finally, have students work with a partner to create sentences using the key words. Ask volunteers to share their sentences with the class.

**Activate Prior Knowledge**

Lead a class discussion about adventures. Ask: *What makes something an adventure? What are some examples of adventures, either ones you have had or ones you have heard of?* Then ask students to talk about their best friends. Ask: *What is your best friend like? What kinds of things do you do together?* Finally, have students talk about any experiences they have had when they got into trouble with their best friend. Ask: *Have you and your friend ever done anything that got you into trouble? Whose idea was it? What kind of trouble did you get into? Why did you decide to do this?*

**Close**

**Make Predictions** To bring closure to Day 1, show students the cover and title page of *The Adventures of Tom Sawyer*. You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
**Listening and Reading**

**Echo Reading** Read aloud *The Adventures of Tom Sawyer* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo reading technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading** Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

**Developing** Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

**Expanding** Use questions such as these for students to demonstrate understanding of cause-and-effect relationships. Tell students: *Cause is the reason something happens and effect is the result of that cause. Words such as because, so, since, and therefore can indicate cause-and-effect relationships.* Students may answer in phrases or short sentences.

**More Complex** Use questions such as these for students to make inferences about the text. Explain: *We make inferences when we use clues in the text and what we already know to figure something out not directly stated in the text.* Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
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| **pages 2–3**
> Why was Tom miserable on Monday? *(He had to go to school.)* What was Huckleberry carrying? *(a dead cat)* Have students talk about how they feel on Monday mornings. Encourage students to talk about what they would do if they saw a friend carrying a dead cat.

> Why was Huck carrying a dead cat? *(He needed the dead cat to get rid of a wart.)* Encourage students to talk about other superstitions or home remedies they know about or have used. Have students talk about what Huck’s cure for warts tells us about Huck.

> Why does Tom like Huck? Encourage students to talk about why Huck likes Tom. Have students talk about a friend who seems very different from themselves but is still a good friend.
### Developing

**pages 4–5**
- **What happened to Muff Potter?** (He was hit on the head.)
- **What did Injun Joe do to Doc?** (killed him)
- **What did he tell Muff?** (Muff did it.)

Have students talk about what Injun Joe, Doc Robinson, and Muff Potter were doing in the graveyard. Encourage students to talk about what they would have done if they were Huck or Tom.

### Expanding

**pages 4–5**
- **How did Tom and Huck witness Doc’s murder?** (They were in the graveyard to get rid of the cat they used to get rid of Huck’s wart.)

Have students talk about what Tom and Huck must have felt when they saw the events in the graveyard. Encourage students to talk about something scary that they witnessed.

**pages 6–7**
- **Why was Muff accused of Doc’s murder?** (Injun Joe didn’t want to get the blame. Muff didn’t see the murder and was too drunk to remember.)
- **Why did Tom decide to testify in court?** (He felt guilty about not telling the truth and Muff being wrongly blamed.)

Have students talk about how Injun Joe might have felt. Encourage students to talk about why Muff believed Injun Joe.

### More Complex

**pages 4–5**
- **What kind of person is Muff Potter?** Have students talk about why Muff could be convinced he could kill someone. Encourage students to talk about whether or not Muff Potter is really a good person.

**pages 6–7**
- **What was Injun Joe thinking as Tom testified?** Have students talk about who was more nervous, Tom or Joe. Encourage students to talk about how they can tell when someone is not telling the truth.

**pages 8–9**
- **What did Injun Joe do in the court?** (jumped out the window)
- **What did Tom and Huck do in the haunted house?** (To look for treasure)

Have students talk about whether or not Tom and Huck really thought they would find treasure. Encourage students to talk about what kinds of things are considered treasure.

**pages 8–9**
- **Why were Tom and Huck afraid of Injun Joe?** (They thought he might take revenge for Tom telling the truth in court.)

Have students talk about what the boys might have done differently since they were afraid of Joe.

**pages 8–9**
- **Why would the boys decide to hunt for buried treasure?** Have students talk about whether or not Tom and Huck really thought they would find treasure. Encourage students to talk about pretend games they have played with their friends.
Day 2

<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
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<tr>
<td><strong>pages 10–11</strong></td>
<td>★ ★ Why did Tom and Huck think Number Two meant? (A room in the tavern.) Who is Becky Thatcher? (Judge Thatcher’s daughter and Tom’s friend.) Have students talk about what Tom and Hick found out about No. 2.</td>
<td>★ ★ How was Tom able to do so many things with Huck at night? Have students talk about rules they have to follow at home. Encourage students to talk about how their parents might react if they did some of the things Tom and Huck do.</td>
</tr>
<tr>
<td>★ ★ What did Tom and Huck think Number Two meant? (A room in the tavern.) Who is Becky Thatcher? (Judge Thatcher’s daughter and Tom’s friend.) Have students talk about what Tom and Hick found out about No. 2.</td>
<td>★ ★ Why did Tom and Huck want to take the box? (They wanted the gold coins inside.) Have students talk about why the boys would risk having more problems with Injun Joe by taking his treasure.</td>
<td>★ ★ What kind of person is Injun Joe? Have students talk about why Injun Joe is the kind of person he is. Encourage students to talk about whether or not they think Injun Joe is a scary character.</td>
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<tr>
<td>★ ★ What did the children do at Becky’s picnic? (Explored McDougal’s cave.) Where did Huck follow Injun Joe? (To Widow Douglas’s house.) Have students talk about what kinds of things people do on picnics. Encourage students to talk about fun picnics they have attended.</td>
<td>★ ★ Why did Injun Joe want to hurt Widow Douglas? (Her husband had him horsewhipped.) What did Huck do? (He went to the Welshman’s to get help for the Widow Douglas.) Have students talk about what Huck’s actions say about his character. Encourage students to talk about what they might have done if they were in Huck’s situation.</td>
<td>★ ★ Why didn’t anyone notice Tom and Becky were missing right away? What kind of person was Tom? Have students talk about which character in the book they would like to meet and which one might be a friend. Encourage students to talk about whether or not they would like to spend time where and when Tom and Huck lived.</td>
</tr>
<tr>
<td><strong>pages 14–15</strong></td>
<td>★ ★ Why did Tom and Becky get stuck in the cave? (Tom was showing off and they got lost in the cave.) Have students talk about what kinds of things people do to show off and why people show off.</td>
<td>★ ★ Why didn’t anyone notice Tom and Becky were missing right away? What kind of person was Tom? Have students talk about which character in the book they would like to meet and which one might be a friend. Encourage students to talk about whether or not they would like to spend time where and when Tom and Huck lived.</td>
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<tr>
<td>★ ★ Where were Tom and Becky? (In the cave.) What did Tom see in the cave? (Injun Joe) Encourage students to talk about any caves they have visited and what they were like.</td>
<td>★ ★ Why did Tom and Becky get stuck in the cave? (Tom was showing off and they got lost in the cave.) Have students talk about what kinds of things people do to show off and why people show off.</td>
<td>★ ★ Why didn’t anyone notice Tom and Becky were missing right away? What kind of person was Tom? Have students talk about which character in the book they would like to meet and which one might be a friend. Encourage students to talk about whether or not they would like to spend time where and when Tom and Huck lived.</td>
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**Week 1**

_The Adventures of Tom Sawyer_
Practice and Apply

**COOPERATIVE TASK** Have students work with a partner to compare and contrast Tom and Huck. Ask: How are they alike? How are they different? Ask volunteers to share their ideas with the class. Have students write about the kind of person they think Tom is and explain how they came to that conclusion. Ask volunteers to share their ideas with the class.

Tell students to think of another example of fictional narrative they have read. Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Explain: Compare The Adventures of Tom Sawyer with another example of fictional narrative you have read. What do both of these works have in common? How are they different? Use the Venn diagram to help you organize your ideas. Then share your ideas with a partner. Circulate among students, providing assistance as necessary. Ask volunteers to share their ideas with the class.

Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Context Clues  Remind students that one way to try to understand the meaning of unfamiliar words is by using context clues. There are several kinds of context clues: synonyms, comparisons and contrasts, definitions or descriptions, cause and effect, and examples. These clues are often directly stated, but not always. Some indirect clues can be found in the tone of the passage or text.

Have students find the word secondary on page 11. Ask a volunteer to read the paragraph which contains the word secondary. Ask the class: What was important to Tom before Becky came back? Was it as important once Becky returned? Elicit: Injun Joe and the treasure and no, they were not as important. Ask the class: What does secondary mean? How can you figure out what it means from the information in the paragraph? Have students locate the word dumb on page 7. Ask a volunteer to read the paragraph where the word appears. Ask the class: What were Tom and Huck doing as Injun Joe told his story? What do people do when they stare? Do they talk? What does dumb mean? Elicit answers such as: The boys were standing and staring, not saying anything. People keep looking at something when they stare. They do not talk. Dumb means not talking. Finally, have students find the word ironically on page 16. Ask a volunteer to read the paragraph where the word appears. Explain to the class: Tom had a scary experience in the cave. It was not a pleasant experience. So if someone asked him if he would like to go to the cave again, that person is knows it was a bad experience, yet asks if Tom wants to do it again—but knows that Tom probably does not want to visit the cave again.

Practice and Apply  

COOPERATIVE TASK Distribute a 3–column chart from Spotlight on English Blackline Masters to each student or draw one on the board for students to copy on a separate sheet of paper. Explain: You will work with a partner to locate words from The Adventures of Tom Sawyer, determine what the word means, and what kind of context clue helped you to understand the word. Have students copy the list of words on the board in the first column of their chart. Then have students complete the activity with their partner. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class.
**Fluency Practice**

**COOPERATIVE TASK**  Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then, distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING**  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

Struck dumb after witnessing a grisly deed,  
Tom and Huck were anxiously waiting to flee.  
Muff Potter was unconscious when the boys left.  
The poor man got the blame for the doctor’s death.  
The boys were tormented by what they had seen.  
They knew that outcast Injun Joe was so mean.  
After the trial started in subsequent days.  
Tom knew he had something important to say.  
And as the juvenile gravely told his tale,  
Injun Joe escaped trying to avoid jail.  
Ironically, Injun Joe went to a cave,  
And it would turn out to be his stony grave.  
So the heroes of this momentous event—  
Tom Sawyer and his friend, the pariah Huck,  
Were quite content with this little bit of luck.

**Close**

**COOPERATIVE TASK**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
Pronouns: Subject and Object  
Ask the class: What is a pronoun? Elicit: a word that takes the place of a noun. Then have students provide examples of pronouns. Write students’ responses on the board. Explain: There are three cases of pronouns: subjective, objective, and possessive. Subjective pronouns are used as subjects. Tell students that these pronouns are: I, you, he, she, it, we, you, they, what, and who. Explain: What and who can be subjects of questions such as: Who saw the accident? What is that? Say: Objective pronouns are pronouns used as direct or indirect objects, or objects of a preposition. Tell students that these pronouns are: me, you, him, her, it, us, them, and whom. Have students identify the pronouns in the example sentences on the board. Then ask volunteers to identify whether the pronouns are subject or object pronouns.

Possessive Pronouns  
Explain that possessive case pronouns are used to show ownership. These pronouns are: my, mine, your, yours, his, her, hers, our, ours, their, theirs, and whose. These pronouns can come before a noun and can also stand alone. Remind students that possessive pronouns can never be contractions. Have students identify the possessive pronouns in the sentences on the board.

Class Prep  
Write the following sentences on the board: 
✔ I saw Huck was carrying something.  
✔ They went to the graveyard.  
✔ He likes Becky.  
✔ She is the judge’s daughter.  
✔ Tom really likes her.  
✔ We read about Tom and Huck’s adventures.  
✔ “I’ll go with you, Huck,” said Tom.  
✔ Huck followed him to Widow Douglas’s house.  
✔ Tom and Huck were afraid Injun Joe might hurt them.  
✔ We better leave before Joe sees us.

Class Prep  
Write the following sentences on the board: 
✔ My friend Huck is a lot of fun.  
✔ Take your cat and go to the graveyard.  
✔ Joe and his friends took the box to the tavern.  
✔ Our friends went to Becky’s party.  
✔ Her father is a judge.  
✔ Joe was in the graveyard with some friends of his.
Practice and Apply

**Cooperative Task** Tell students that they are going to work with a partner to do a pronoun scavenger hunt using *The Adventures of Tom Sawyer*. Explain: You and a partner will look through *The Adventures of Tom Sawyer* and find as many different pronouns as you can. When you find a pronoun, write down the sentence in which it appears and what the pronoun refers to. Make a note of what kind of pronoun it is: subject, object, or possessive. Tell students that they should find at least ten pronouns. Set a maximum time limit of fifteen minutes. Circulate among the pairs, providing assistance as necessary. Then have volunteers share their findings with the class.

**Talk It Out** Prior to class, prepare enough sets of sentence strips for the number of groups of three in the class. Use the following sentences:

- Did you meet his friend at your house?
- The person to whom she was talking was a cousin of hers.
- Who lives in that big house across from yours?
- They found it near their school.
- Whose book do I have in my bag?
- Will you give them some movies of mine?
- We went to their house.
- She and I are friends of theirs.
- My dog likes to sleep next to me on his blanket.

**Cooperative Task** Explain to the class that they will work in small groups to identify the pronouns in each sentence. They will also identify the case of each pronoun. Circulate among the groups and provide assistance as necessary. Then have volunteers share their ideas with the class.

Close

**Write It Out** To bring closure to Day 4, have students write about a close friend. Explain: You should describe the friend and explain why this person is a close friend. Be sure to include pronouns in each sentence and should have examples of subject, object, and possessive pronouns in your sentences. Ask volunteers to share their writing with the class. Have the class identify the pronouns in the volunteers’ sentences.

**Topic of Discussion**

**Identifying Pronouns**

1. Read the sentences aloud.
2. Identify the pronouns.
3. Identify the kind of pronoun each pronoun is.
4. Share your ideas with the class.
Day 5

Speaking and Writing

Model

Tell the class that you are going to describe a character from a well-known story. They may ask three yes/no questions to help them determine the identity of the character you described. Say:

- I am a girl.
- I worked hard, too hard sometimes.
- I have very small feet.
- I have a very magical person in my life.

Have the class ask you questions and make guesses. Allow students to make guesses until the correct answer, Cinderella, is given.

Practice and Apply

COOPERATIVE TASK Tell students: You will describe a character from the story to your partner. Your partner may ask three yes/no questions to help to determine the correct answer. Circulate among the pairs and provide assistance as necessary. Then ask volunteers to share their descriptions for the class to guess the answer.

Listen to Write

INFORMAL ASSESSMENT Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn list at the end of The Adventures of Tom Sawyer to self-correct their spelling.

<table>
<thead>
<tr>
<th>Character</th>
<th>Example</th>
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<tbody>
<tr>
<td>1. content</td>
<td>The dog was content after he finished his juicy bone.</td>
</tr>
<tr>
<td>2. grisly</td>
<td>My family puts up a lot of grisly decorations for Halloween.</td>
</tr>
<tr>
<td>3. outcast</td>
<td>The baseball player became an outcast when he admitted he used steroids.</td>
</tr>
<tr>
<td>4. tormented</td>
<td>My dad said he tormented his little brother when they were kids.</td>
</tr>
<tr>
<td>5. unconscious</td>
<td>I was unconscious during the operation.</td>
</tr>
<tr>
<td>6. momentous</td>
<td>High school graduation is a momentous occasion in our lives.</td>
</tr>
<tr>
<td>7. juvenile</td>
<td>Playing with toys and sleeping with stuffed animals are juvenile activities.</td>
</tr>
<tr>
<td>8. secondary</td>
<td>Luke lives out in the country along a secondary road.</td>
</tr>
<tr>
<td>9. anxiously</td>
<td>Maribel anxiously waited to find out if she got a part in the school play.</td>
</tr>
</tbody>
</table>
Culminating Activity

Writer’s Workshop

Tell students that they are going to write about things and adventures they had with a friend. Write the following prompt on the board. Say: Think about things you have done with your friends. What kinds of adventures have you had? Then write the writing prompt on the board and read it aloud.

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Distribute a 5W’s and 1H graphic organizer to each student from Spotlight on English Blackline Masters or draw one on the board and have students copy it on a separate sheet of paper. Explain to students that they should answer the questions to help them gather the information about their adventure.

Organizing Ideas COOPERATIVE TASK
Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Encourage students to make suggestions to add to their partner’s writing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about their adventures. Ask students to use all of the words in the Key Words box in their writing, encouraging them to different kinds of pronouns, and to refer back to the ideas they discussed with their partner.

Revising Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct choice of pronouns, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Key Words at the end of The Adventures of Tom Sawyer to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

Publishing Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Tell students they will copy their writing on a separate sheet of paper or use a computer to produce their final copy. Explain to students that once they have produced a neat copy of their work, they will share it with the class.

10. pariah  Huckleberry Finn was the town pariah.
11. dumb  Huck and Tom were struck dumb with fright when they saw the murder.
12. subsequent  The first chapter of the book was boring, but each subsequent chapter got more exciting.
13. ironically  Mrs. Johnson is so funny when she ironically asks us questions.
14. vastly  The home team was vastly better than the visiting team.
15. gravely  The doctor gravely gave the family the bad news.
Warm Up

Before Reading

Have students look at the cover and title page of “I Have a Dream” and have a volunteer read the title and author’s name aloud. Point out that the second author’s name on the title page is the person who wrote the introduction. Discuss what introduction means. Then say: “I Have a Dream” by Dr. Martin Luther King Jr. Introduction by Simone Ribke and photo selection by Mónica Delgado de Patrucco and have the class repeat this after you.

About the Author

Martin Luther King Jr. was born in Atlanta, Georgia in 1929. He studied at Morehouse College and Boston University. He was a minister at a church in Montgomery, Alabama when he led the Montgomery Bus Boycott. King believed that civil rights for all could be achieved through non-violence. He was awarded the Nobel Peace Prize in 1964. King continued to work for civil rights but turned his attention to the problem of poverty in the United States. On April 4, 1968, he was assassinated.
Genre

Remind students that we read to learn. Books, stories, and poems can describe or explain, inform, persuade, or entertain. Say: “I Have a Dream” is an example of a speech. A speech usually has a text and these texts can have the same purposes as other kinds of writing. Explain to the class that sometimes speeches will contain phrases or structures that are repeated throughout the speech. These phrases or structures may communicate a theme or introduce important points the speaker wants to make. Say: The speaker uses this technique to help the listeners to remember these points. Have students talk about when people make speeches. Encourage them to talk about any speeches they have heard that they remember. Ask: Why did you remember this speech? What was the purpose of the speech?

Frontload Vocabulary

Point to the words civil disobedience and have students read them aloud with you. Explain: Civil disobedience is a non-violent way to protest. A sit-in is an act of civil disobedience which means protestors sit as a group, usually some place public, and refuse to get up and clear the area. These acts involve disobeying a rule, but in a peaceful way. Have students think of other acts of civil disobedience. Point to the word segregation and have the class read it aloud with you. Say: Segregation is the separation of people because of race, religion, gender, or ethnic group by having them live in areas separate from the rest of the people, having them go to separate schools, or forbidding them to go certain places or do certain things. Have students talk about what kinds of segregation they know about or have experienced. Point to the word equality and have students read it aloud with you. Say: Many people around the world have fought for equality. They want everyone to be treated the same. Continue the procedure with the remaining key words. Then have students write seven sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Ask students to discuss what they know about the Civil Rights Movement and the American Dream. Ask: What is the American Dream? Who are some people who were important to the Civil Rights Movement? How is Dr. King remembered today?

Close

Make Predictions To bring closure to Day 1, show students the cover and title page of “I Have a Dream.” You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Day 2

Week 2

Listening and Reading

**Echo Reading**  Read aloud “I Have a Dream” and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

- **Developing**  Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

- **Expanding**  Use questions such as these for students to compare and contrast information in the text. Remind students that when we tell how things are similar, we are comparing. When we tell how things are different we are contrasting. Students may answer in phrases or short sentences.

- **More Complex**  Use questions such as these for students to draw conclusions about the text. Tell students: *We draw conclusions when we take information about a character or event to make a judgment based on that information.* Students should answer and elaborate on their answers in complete sentences.

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**Developing**

- What are the unalienable rights? (life, liberty, pursuit of happiness) What was illegal for slaves to do? (learn to read or write) Have students talk about what the Declaration of Independence is. Encourage students to talk about what liberty and the pursuit of happiness means to them.

**Expanding**

- How were the Northern states different from the Southern states? (Many Northern states felt slavery was wrong. Southern states depended on slavery.) Have students talk about how these differences were harmful to the country. Encourage students to talk about how these differences were resolved.

**More Complex**

- Why didn’t the rights in the Declaration of Independence include women and African slaves? Have students talk about why people wanted to have slaves. Encourage students to talk about why women and slaves were treated differently.
<table>
<thead>
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<th>Day 2</th>
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**Developing**

**Pages 4–5**
- What kinds of things happened to African Americans after the Civil War? (They were not thought of as citizens, couldn’t vote, suffered hate crimes.)
- What did Martin Luther King do? (Led an organization that worked for Civil Rights. Organized marches and peaceful protests.) Have students talk about why African Americans were treated this way. Encourage students to talk about why the protestors were brave.

**Pages 6–7**
- What happened on August 28, 1963? (The March on Washington. Dr. King made a famous speech.) Have students talk about what happened on the March on Washington. Encourage students to talk about why so many people listened to the speech on the radio and on television.

**Pages 8–9**
- What did Dr. King say life was like for African Americans? (live in poverty, face racism) Have students talk about how Dr. King might have felt about African Americans’ life when he gave his speech. Encourage students to talk about why he felt this way.

**Expanding**

**Pages 4–5**
- What kinds of things did the Civil Rights protestors do? (marches, civil disobedience)
- How did the police sometimes react to these activities? (with violence and brutality) Have students talk about why the protestors chose to use nonviolent methods rather than violent ones. Encourage students to talk about why the protestors continued to remain nonviolent even thought they faced violent reactions.

**Pages 6–7**
- What did people think Dr. King’s dream was before his speech? (It was only for African Americans.) Have students talk about why they realized it was dream for everyone. Have students talk about why this speech changed how many people felt about Dr. King and the Civil Rights Movements.

**Pages 8–9**
- What were African Americans promised? (freedom) Have students talk about why there was poverty, segregation, and discrimination. Encourage students to talk about whether they have experienced or seen any of these things today.

**More Complex**

**Pages 4–5**
- Why did Dr. King support nonviolence and civil disobedience to protest racism? Encourage students to talk about whether or not this is an effective way to protest. Have students talk about other situations they know about when people used nonviolence and civil disobedience to protest something.

**Pages 6–7**
- What must have it been like to be at the March on Washington? Encourage students to talk about whether or not they would have liked to have been at the March on Washington.

**Pages 8–9**
- What did Dr. King mean when he said the marchers have come to cash a check? Have students talk about whether or not this was an example that worked.
<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>pages 10–11</strong>&lt;br&gt; How did Dr. King tell people to behave? (with dignity and discipline) Have students talk about why Dr. King felt he had to tell people how to act. Encourage students to talk about what he meant when he said this.</td>
<td><strong>Why was 1963 a beginning and not an end?</strong> (It is the beginning of a greater fight for freedom and equality for all.) Have students talk about what some people wrongly thought the protests were about. Encourage students to talk about who King was really talking to when he said this.</td>
<td><strong>How did Dr. King feel about all people?</strong> Encourage students to talk about how Dr. King showed his feelings towards people.</td>
</tr>
<tr>
<td><strong>pages 12–13</strong>&lt;br&gt; What things did Dr. King say African Americans are not allowed to do? (stay in the hotel they want, live where they want, vote, go where they want) Have students talk about why African Americans were not allowed to do these things.</td>
<td><strong>How was life for African Americans in the South different from life for those in the North?</strong> (They couldn’t vote and couldn’t go to many places in the South. In the North they could vote but felt there was nothing to vote for.) <strong>How was it the same?</strong> (There were ghettos in the North and segregated areas in the South.) Have students talk about why African Americans in the North might feel they have nothing to vote for.</td>
<td><strong>What was it like to be a Civil Rights protestor?</strong> Have students talk about what kind of person would have chosen to be a Civil Rights protestor.</td>
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<tr>
<td><strong>pages 14–15</strong>&lt;br&gt; What was Dr. King’s dream for all children? (They will be judged by the kind of person they are and not what color they are.) Have students talk about what “content of their character” means. Encourage students to talk about other ways people judge each other.</td>
<td><strong>How will life in the United States be different in Dr. King’s dream from the way it was in 1963?</strong> (There will be freedom, equality, and justice. There will be no more racism, discrimination, or segregation.) Discuss why Dr. King talked about children so much. Encourage students to talk about things King says that compares the situation in the United States in 1963 and the United States of his dream.</td>
<td><strong>What was Dr. King’s dream?</strong> Have students talk about why Dr. King’s dream is still talked about today.</td>
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</table>
Practice and Apply

**COOPERATIVE TASK** Review the definition of civil rights with the class. Have students talk with a partner about how Dr. King’s speech could appeal to everyone, not only African Americans. Have students talk with a partner about the following questions: Has Dr. King’s dream come true? Why or why not? What needs to happen in order for the dream to come true? What has changed in this country since Dr. King’s time? Ask volunteers to share their ideas with the class. Then discuss with the class which parts of the speech are now true and which parts still need to happen. Finally, ask: Why do you think this speech is so famous?

Tell students that they will work with a partner to compare Dr. King’s speech with another speech they know about. You may provide an example, such as Lincoln’s Gettysburg Address. Explain: You and a partner will talk about what these two speeches have in common and how they are different. Think about the topic of the speech, the language of the speech, and the language of the speech. Which speech was more interesting? Which speech is more memorable? What did the speaker do to keep the listeners’ attention? Draw a Venn diagram on the board and have students copy it on a separate sheet of paper. Explain to the class that they will use this to help them compare and contrast the two speeches. Circulate among the pairs, providing assistance as necessary. Then ask volunteers to share their ideas with the class.

**Close**

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Greek and Latin Affixes  Explain to students that sometimes we can understand what an unfamiliar word means if we take the word apart and look at its root and affixes. Remind students: The root is the main part of the word. Affixes are groups of letters that are attached to the root. There are two kinds of affixes: prefixes and suffixes. Prefixes are groups of letters that come before the root. Suffixes are groups of letters that are attached to the end of the root. Prefixes can change the meaning of the root. Suffixes can change the part of speech of the root—from a noun to an adjective, or an adjective to an adverb.

Tell students that many English words come from Latin and Greek. When we know the meaning of these Latin and Greek roots and affixes, we can understand unfamiliar words. Say: There are groups of words with the same roots or the same affixes. For example, the prefix bi- means two. The word bicycle means two wheels and biannual means and twice a year. The suffix –ly means manner, so the word sincerely means in a sincere manner, kindly means in a kind manner, and quickly means in a quick manner. The root bio means life, so the word biology means the study of life and a biography is the story of someone’s life.

Practice and Apply

Class Prep

Write the following words on the board:
✓ transform
✓ brutality
✓ equality
✓ transition
✓ disobedience
✓ segregation
✓ emancipation
✓ insufficient
✓ democracy

Cooperative Task  Display a chart on the board with the following roots and affixes and their meanings: -ism-condition,-ity- state of, -ion-act of/state of, in-not, em-into, dis-apart/away from, -cy-action, equi-equal, pro-forward, clam-cry out, se-aside, greg-group, and trans-beyond/ across. Then distribute a 4-column chart to the class. Explain: In the first column you will write roots and affixes that are provided on the board. Write the meaning of the root or affix in the second column. The third column is for an example of a word with the root or affix. The fourth column is where they will write what they think the definition of the word is based on its roots and affixes. Read the information on the chart and have the class repeat after you. Provide an example for the first affix using the word racism as an example word.

Tell students: You will work with a partner to determine the meaning of the words on the board. Write these words in the third column of the chart and what you think they mean in the fourth column. Walk students through the process using the first word transform. Point out that the prefix trans means beyond. Explain: Trans means beyond and form is a shape or state. Transform is beyond something’s present shape. It has changed shape or state. Circulate among the pairs and provide assistance as necessary. Then have volunteers share their ideas with the class. Finally, compare the definitions provided by the students with the dictionary definition.
Fluency Practice

**COOPERATIVE TASK**  Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING**  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

In the Declaration of Independence, the founding fathers decreed Life, liberty, and the pursuit of happiness are what the people need. But there were many people in the country who were bound by slavery. They did not have freedom, or they were not allowed to live in liberty. It was believed far and wide that the Emancipation Proclamation Would permanently change this most terrible and unfair situation. And yet racism continued to cause people to use brutality. It still continued to prevent people from achieving equality. There were segregation laws against which people peacefully protested. Some of these protesters were leaders who ended up being arrested. Many Civil Rights leaders encouraged acts of civil disobedience, And these acts by people and their leaders were often met with violence. King said the American Dream of justice is really for everyone. That means everyone who lives in this nation, no matter where they came from.

Close

**COOPERATIVE TASK**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.

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**Class Prep**

Prior to class, prepare vocabulary card sets of the key words using index cards, one set for each pair of students:
- American Dream
- founding fathers
- Declaration of Independence
- slavery
- Emancipation Proclamation
- racism
- segregation
- Civil Rights
- march
- civil disobedience
- violence
- brutality
- justice
- freedom
- equality
**Grammar and Usage**

**Intensive Pronouns**  Underline the intensive pronouns in each sentence. Explain to students: *These pronouns are called intensive pronouns and they restate a subject noun or pronoun. These pronouns are formed by adding –self or –selves to a personal pronoun: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves.* Point out that there are different endings for singular and plural. Explain to the class: *These pronouns are used to emphasize the subject noun or pronoun that is being restated. These pronouns should not be used alone or in place of a subject noun or pronoun.*

**Class Prep**

Write the following sentences on the board:

- Many civil rights leaders went to jail, even Dr. King himself.
- We ourselves must be sure that everyone has the same rights.
- I myself believe we are closer to Dr. King’s dream.
- I have a dream, you yourself can achieve it with hard work.
- Rosa Parks herself was at the awards ceremony.
- Americans themselves questioned whether segregation should continue.

**Reflexive Pronouns**  Ask volunteers to read the sentences aloud. Underline the reflexive pronouns. Explain to the class: *Reflexive pronouns are the same as intensive pronouns. Their use is different. Reflexive pronouns are object pronouns that refer back to another noun or pronoun. They are essential to the sentence as they are necessary for making the sentence clear.* Explain that the reflexive pronouns can be taken out of the sentence, but the meaning of the sentence will change. Ask volunteers to read the sentences without the reflexive pronouns. Have students discuss the difference in meaning between the two sentences.
**Practice and Apply**

**COOPERATIVE TASK** Tell the class that they will work with a partner to identify the intensive or reflexive pronouns in each sentence. Ask volunteers to share their ideas with the class. If students are experiencing difficulty identifying the kind of pronoun in each sentence, remind them that reflexive pronouns are necessary for a clear sentence. Intensive pronouns provide extra emphasis.

**Talk It Out** **COOPERATIVE TASK** Distribute a die and a set of cards to each pair. Explain: You will work with a partner. Choose a card and then roll the die to determine if you must use the pronoun on the card as an intensive or reflexive pronoun. Odd numbers mean the pronoun must be used as an intensive pronoun and even numbers mean the pronoun must be used as a reflexive pronoun in a sentence you create. For example, if you choose a card with the word yourself and you roll a two, you will create a sentence using yourself as a reflexive pronoun, such as: Don’t hurt yourself with that sharp knife. Circulate among the pairs and provide assistance as necessary. Then play the game with the entire class and ask volunteers to provide an example sentence.

**Close**

**Write It Out** To bring closure to Day 4, have students write about what it takes to be a good citizen. Tell students that they must write at least five sentences and must use at least two intensive pronouns and two reflexive pronouns. Ask volunteers to share their sentences with the class. Have them identify the type of pronoun they used in the sentence.

**Class Prep**

Display the following sentence strips on the board:
- The tickets themselves cost $200.
- Robin cut herself.
- I myself don’t agree with that.
- We built that barn ourselves.
- Jack made himself a sandwich.
- Did you do that yourself?
- The puppy helped itself to the chicken.
- You taught yourself Chinese.
- The queen herself will come to the concert.

Prior to class prepare enough sets of index cards with the reflexive/intensive pronouns written on them for the number of pairs of students in the class. Gather dice to distribute one die to each pair of students.

**Topic of Discussion**

**Intensive and Reflexive Pronouns**
1. Choose a card.
2. Roll the die to determine how the pronoun on the card will be used.
3. Create a sentence using the pronoun in the way indicated by the die roll.
**Speaking and Writing**

**Model**

Show students a video or play a recording of Dr. King’s *I Have a Dream* speech. Discuss with the class how Dr. King used his voice and the rhythm of his speaking to stress his major points or to create an emotional response. Say:

> Dr. King’s dream was for all people to be able to have the same opportunities. Their race should not stop people from going where they want, studying where they want, living where they want, having the job they want, or voting for whom they want. He dreamed of a time when race didn’t matter, when everyone lived together in peace and with the same chance of living the American Dream.

**Practice and Apply**

**COOPERATIVE TASK** Tell students they are going to talk with a partner about their dreams for this country. Refer students to the questions on the board. Circulate among the pairs, providing assistance as necessary. Encourage students to use some of Dr. King’s techniques when they present to the class.

**Listen to Write**

**INFORMAL ASSESSMENT** Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the *Words to Learn* list at the end of “I Have a Dream” to self-correct their spelling.

**Topic of Discussion**

**My Dream**

1. What are your dreams for this country?
2. What needs to change in this country?
3. How can this dream come true?
4. Who will live better because of this dream?

**Practice and Apply**

**COOPERATIVE TASK** Tell students they are going to talk with a partner about their dreams for this country. Refer students to the questions on the board. Circulate among the pairs, providing assistance as necessary. Encourage students to use some of Dr. King’s techniques when they present to the class.

**Listen to Write**

**INFORMAL ASSESSMENT** Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the *Words to Learn* list at the end of “I Have a Dream” to self-correct their spelling.

<table>
<thead>
<tr>
<th>1. civil disobedience</th>
<th>Sit-ins are acts of civil disobedience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. justice</td>
<td>Dr. King fought for justice for all people.</td>
</tr>
<tr>
<td>3. racism</td>
<td>Racism was a terrible problem in the South.</td>
</tr>
<tr>
<td>4. Declaration of Independence</td>
<td>The Declaration of Independence was written and signed in Philadelphia.</td>
</tr>
<tr>
<td>5. violence</td>
<td>People are afraid of the violence in some cities.</td>
</tr>
<tr>
<td>6. equality</td>
<td>We will have equality when all people are treated the same.</td>
</tr>
<tr>
<td>7. founding fathers</td>
<td>George Washington and Thomas Jefferson were two of the founding fathers of this country.</td>
</tr>
<tr>
<td>8. segregation</td>
<td>Because of segregation, African Americans had to ride in the back of the bus.</td>
</tr>
<tr>
<td>9. slavery</td>
<td>Many people were against slavery before the Civil War.</td>
</tr>
<tr>
<td>10. civil rights</td>
<td>All kinds of people fought for civil rights in the fifties and sixties.</td>
</tr>
<tr>
<td>11. American Dream</td>
<td>People come to this country to live the American Dream.</td>
</tr>
</tbody>
</table>
Tell students that they are going to research and write about someone who fought for civil rights. Write the following prompt on the board. Say: Find out who this person is, what he or she did, and how this person helped people. Then write the writing prompt on the board and read it aloud.

**Writing Prompt**

Write about a person who fought for Civil Rights.

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**Culminating Activity**

**Writer’s Workshop**

The Writing Process

**Pre-writing** Explain: The first step in the writing process is *pre-writing*. In this step, we gather ideas about what we are going to write. Provide research materials about people who have fought for civil rights. Distribute a 5W and 1H Graphic Organizer to each student from *Spotlight on English Blackline Masters* or draw one on the board and have students copy it on a separate sheet of paper. Explain to students that this will help them to be sure they will have enough information about this person for them to write.

**Organizing Ideas**  **COOPERATIVE TASK** Explain: The next step in the writing process is *organizing ideas*. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt and the information they found in their research with a partner. Encourage students to make suggestions to add to their partner’s writing.

**Drafting** Explain: The next step in the writing process is *drafting*. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about a person who fought for civil rights. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use intensive and reflexive pronouns, and to refer back to the ideas they discussed with their partner.

**Revising** Explain: The next step in the writing process is *revising*. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct use of intensive and reflexive pronouns, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the key words at the end of “I Have a Dream” to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

**Publishing** Explain: The last step of the writing process is *publishing*. In this last step, we make a neat copy of our drawing and of our writing. Tell students they will copy their writing on a separate sheet of paper or use a computer to produce their final copy. Explain to students that once they have produced a neat copy of their work, they will share it with the class.

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| 12. march | Dr. King led a march in Washington D.C in 1963. |
| 13. Emancipation Proclamation | The Emancipation Proclamation freed the slaves. |
| 14. brutality | Civil Rights workers were often faced with terrible brutality. |
| 15. freedom | The Underground Railroad helped slaves escape to freedom. |
Warm Up

Before Reading

Have students look at the cover and title page of *Rikki-Tikki-Tavi*. Ask volunteers to read the title, author, and illustrator of the book. Explain to students: *What they are going to read is an adaptation of the original Rudyard Kipling story. Simone Ribke is the person who wrote this adaptation or retelling of the story. Then say: Rikki-Tikki-Tavi by Rudyard Kipling retold by Simone Ribke and illustrated by Wally Rodriguez. Have the class repeat it after you.*

About the Author

Tell the class that the author, Rudyard Kipling, was born in India and set many of his works there. He is also the author of *Just So Stories* which were stories explaining characteristics of animals. *How the Camel Got His Hump, How the Leopard Got His Spots, and The Cat That Walked by Himself* are examples of the stories in this book.
Genre

Remind students that we read to learn. Books, stories, and poems can describe or explain, inform, persuade, or entertain. Say: **Rikki-Tikki-Tavi** is an example of a narrative or fiction writing. A narrative is a story. Fiction means that the story is not true even though the places and events could happen. Fiction characters sometimes act like real people, but they are not. Explain that parts of this story are like a fable. Say: A fable is a kind of narrative that teaches a lesson or has a moral. The characters in fables are often animals that have human traits. Ask students to give examples of fables they know or have read.

Frontload Vocabulary

Point to the words *bungalow* and *veranda* and have the class read them aloud with you. Show students photos of a bungalow and a veranda. Point to the word *fledglings* and have students read it aloud with you. Explain: Fledglings are baby birds that are at the stage where they are learning to fly. Point to the word *chap* and have students read it aloud with you. Explain: Chap can be a noun or a verb. In this story, we will see it used as a noun. Say: My friend Stephen is a very nice chap. Ask volunteers to provide other examples of people who are chaps.

Have students look up the unfamiliar words in the dictionary. Ask volunteers to share the definitions with the class. Then have students work with a partner to create sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Explain to students that what they are going to read is part of The Jungle Book. Ask students to discuss what they know about The Jungle Book such as stories or characters they might remember. Ask students to talk about what they know about India and the animals that live there. Encourage students to talk about encounters they may have had with dangerous or wild animals.

Close

**Make Predictions** To bring closure to Day 1, show students the cover and title page of **Rikki-Tikki-Tavi**. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
**Listening and Reading**

**Echo Reading**  
Read aloud *Rikki-Tikki-Tavi* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  
Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

**Developing**  
Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

**Expanding**  
Ask these questions for students to identify sequence in the text. Explain to students that sequence is the order the events in the story occurred. Words such as *first, next, then, and finally* are clues that indicate sequence. Students may answer in phrases or short sentences.

**More Complex**  
Use questions such as these for students to make inferences about the text. Remind them that we make inferences when we use clues from the text and what we already know to figure out something not directly stated in the text. Students should answer and elaborate on their answers in complete sentences.

<table>
<thead>
<tr>
<th>Developing</th>
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| **pages 2–3**
*Where does the story take place? (India)* *Who is Rikki-Tikki-Tavi? (a mongoose)*  
*Who is Teddy? (the boy who found Rikki-Tikki-Tavi)* Have students describe Rikki-Tikki-Tavi. Encourage students to describe their pet.  

*How did Rikki-Tikki-Tavi come to the bungalow and become a pet? (He was separated from his mother and father. Teddy found him wrapped him up, and took him home.)* Encourage students to talk about how they got their pets. Have students talk about why Teddy would have rescued Rikki-Tikki.  

*Does Teddy like living in India? Why or why not?* Encourage students to talk about why Teddy’s family lives in India and whether or not living like Teddy and his family could be fun.
### Developing

**Pages 4–5**
- **Who is Darzee? (a tailorbird)**
  - Why is he sad? (Nag ate one of his babies) **Who is Nag? (a cobra)** Have students describe Nag. Encourage students to talk about Rikki-Tikki-Tavi’s character traits.

### Expanding

**Pages 6–7**
- **What did a mongoose do? (fight and kill snakes)** **Who is Karait? (a brown snake)** Have students describe what Rikki-Tikki-Tavi looks like when he attacks a snake. Encourage students to talk about other small animals that can be scary.

### More Complex

**Pages 8–9**
- **What is Nag and Nagaina’s plan? (to kill the people)** **Where was Nag hiding? (in a water jug in the bathroom)** Have students talk about any experiences they have had with snakes. Encourage students to talk about what they might do if they saw a snake in their bathroom.

**Developing**

- **What happened when Rikki-Tikki-Tavi met Nag and Nagaina for the first time?** (He was afraid for a minute. Then he puffed his tail, jumped up in the air, and then bit Nagaina in the back.) Encourage students to talk about what they would feel if they saw a mongoose attacking a cobra. Have students talk about how Rikki-Tikki was able to avoid being bitten by Nagaina.

**Expanding**

- **How would you feel if you saw a mongoose attack?** Have students talk about whether or not they would like to have a pet mongoose. Encourage students to talk about why Rikki-Tikki had an important job and why he was so loved.

**More Complex**

- **What is Nag and Nagaina’s plan? (To get rid of the people and make Rikki-Tikki-Tavi go away. Nag will kill the father, then the mother, and then Teddy.)** Have students talk about how this plan might have worked. Encourage students to talk about what they think Nag and Nagaina would do if there were no people and no mongoose where they lived.

- **How do Nag and Nagaina feel about Rikki-Tikki-Tavi? How can you tell?** Have students talk about why the cobras want to kill the people and get rid of Rikki-Tikki now. Encourage students to talk about the things the animals notice about the habits of the people. Encourage students to talk about habits their own pets might notice about them.
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<tr>
<td><strong>pages 10–11</strong></td>
<td><strong>What happened in the bathroom?</strong> (Rikki-Tikki bit Nag in the neck and held on. The mongoose and snake whipped back and forth, and the man shot the snake.) Have students talk about how Rikki-Tikki felt after his attack on Nag. Encourage students to talk about why the father shot the snake and didn’t let Rikki-Tikki kill him.</td>
<td><strong>Why is Rikki-Tikki-Tavi a good pet?</strong> Encourage students to talk about what makes a good pet. Have students talk about why Teddy’s father had a shotgun nearby.</td>
</tr>
<tr>
<td>• What happened to Nag? (He was killed.) Where are Nagaina’s eggs? (in a melon bed) Have students talk about why Rikki-Tikki-Tavi wants to find Nagaina’s eggs. Encourage students to talk about why the other animals were excited about Nag’s death.</td>
<td>• What was Darzee’s wife’s part in Rikki-Tikki-Tavi’s plan? (She pretended to be injured to get Nagaina away from the eggs.) Have students talk about how Darzee’s wife showed she was smart. Encourage students to talk about why Darzee did not take part in the plan.</td>
<td>• How do the other animals feel about Rikki-Tikki-Tavi? Have students talk about why Rikki-Tikki is like the leader of the animals. Encourage students to talk about whether or not he is a good leader.</td>
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<tr>
<td><strong>pages 12–13</strong></td>
<td><strong>What happened in the bathroom?</strong> (Rikki-Tikki bit Nag in the neck and held on. The mongoose and snake whipped back and forth, and the man shot the snake.) Have students talk about how Rikki-Tikki felt after his attack on Nag. Encourage students to talk about why the father shot the snake and didn’t let Rikki-Tikki kill him.</td>
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<tr>
<td>• How many eggs were in the melon bed? (twenty-five) What did Rikki-Tikki-Tavi do with the eggs? (He smashed them.) Have students describe Darzee’s wife. Encourage students to talk about whether or not she is a help to Rikki-Tikki-Tavi.</td>
<td>• What was Darzee’s wife’s part in Rikki-Tikki-Tavi’s plan? (She pretended to be injured to get Nagaina away from the eggs.) Have students talk about how Darzee’s wife showed she was smart. Encourage students to talk about why Darzee did not take part in the plan.</td>
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<td><strong>pages 14–15</strong></td>
<td>• What happened on the veranda? (Nagaina was about to bite Teddy when Rikki-Tikki showed up. Then, Rikki-Tikki showed her he had her egg and the father could get Teddy away from the cobra. Finally, Nagaina grabbed her egg and escaped with Rikki-Tikki close behind her.) Have students talk about how Rikki-Tikki made Nagaina angry at him. Encourage students to talk about how this was a good plan.</td>
<td>• What is most important to Nagaina? Encourage students to talk about whether or not Nagaina would have been a good mother.</td>
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<tr>
<td>• What did Rikki-Tikki-Tavi bring to the veranda? (one of Nagaina’s eggs) What did Nagaina want to do? (bite Teddy) Have students talk about what Teddy and his family were feeling on the veranda. Encourage students talk about why Rikki-Tikki-Tavi brought the egg to the veranda.</td>
<td>• What happened on the veranda? (Nagaina was about to bite Teddy when Rikki-Tikki showed up. Then, Rikki-Tikki showed her he had her egg and the father could get Teddy away from the cobra. Finally, Nagaina grabbed her egg and escaped with Rikki-Tikki close behind her.) Have students talk about how Rikki-Tikki made Nagaina angry at him. Encourage students to talk about how this was a good plan.</td>
<td>• What is most important to Nagaina? Encourage students to talk about whether or not Nagaina would have been a good mother.</td>
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Practice and Apply

**COOPERATIVE TASK**  Tell students: *Think about the traits of each animal in the story: Rikki-tikki, Darzee the bird and his wife, Nag, Nagaina, and Chuchundra the muskrat. Write down two traits for each animal and how the animal demonstrates these traits.* Have them discuss their ideas with a partner. Ask volunteers to share their ideas with the class.

Explain to the class: *Both Rikki-Tikki-Tavi and The Adventures of Tom Sawyer are adventure stories. You will work with a partner to compare and contrast these two stories. What do they have in common and how are they different?* Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Tell students to use the diagram to help them compare and contrast the two stories. Encourage students to think about what the characters were like, the adventures in each story, and which characters and adventures had things in common. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class. Complete the Venn diagram on the board with students’ ideas. Then ask: *What are some common characteristics of adventure stories?*

Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.

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**Developing**

- What happened to Nagaina? (Rikki-Tikki-Tavi killed her.) Encourage students to talk about what the other animals thought when Rikki-Tikki-Tavi went down the hole. Encourage students to talk about what the animals felt when they saw Rikki-Tikki come out of the hole.

**Expanding**

- What happened at the end of the story? (Rikki-Tikki followed Nagaina down a hole, they fought, he killed her. Rikki-Tikki came out of the hole and was fine. He kept the garden free of cobras.) Encourage students to talk about how Rikki-Tikki kept the garden. Encourage students to talk about ways pets can help us.

**More Complex**

- Why did Kipling write this story? Remind students of the four purposes for writing: to explain or describe, to inform, to persuade, and to entertain. Allow answers that include to explain or describe and to entertain. Encourage students to talk about whether or not Kipling achieved his purpose.
Using a Dictionary and a Thesaurus  

Explain to students: Dictionaries not only provide definitions, but also how the word is pronounced. Display the dictionary entries for the words triumphed, singed, fledgling, veranda, and scuttled. Point out the pronunciation guide and direct students’ attention to how the stressed syllable is pronounced. Explain: The pronunciation guide explains how the word is said rather than spelled. Use the –ph in triumphed to illustrate this point. Repeat the procedure for the remaining words. Explain that sometimes we need to look up the word without its verb endings. Say: We may not find an entry for the word triumphed but we can find one for the word triumph. We know that the –ed ending indicates the past tense.

Tell students that another resource for helping them to understand an unfamiliar word is a thesaurus. Explain: A thesaurus is a book that provides lists of words with the same or nearly the same meaning. A thesaurus often has the words arranged according to their meaning rather than in alphabetical order. A thesaurus does not provide a definition, but like a dictionary, does have guide words. Model how to use a thesaurus with the word dangerous.

Practice and Apply

Cooperative Task  

Tell students: You are going to work with a partner to look up the words in the dictionary. You must also look at the pronunciation and practice saying the word based on the pronunciation guide. Distribute a dictionary to each pair. Circulate among the pairs and provide assistance as necessary. Have volunteers share their work with the class. Then tell students: Use a thesaurus to find synonyms and antonyms of the words, if there are any. Make a three-column chart on a separate sheet of paper. The first column is for the word you are looking up. The second column is for synonyms and the third column is for antonyms. When you find the synonyms and antonyms, write them down in your chart. Distribute a thesaurus to each pair. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their findings with the class.
Fluency Practice

Cooperative Task  Review the Words to Learn by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

Echo Reading  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

The folks at the bungalow had inherited trouble.
They had a cobra problem, and it would soon be double.
Scornfully they said the cobras were expecting a brood.
The birds and their poor fledglings were in such a mournful mood.
The cobra came up on the veranda ready to kill.
A furry little chap scuttled up the slope of the hill.
The brave mongoose finally triumphed, and he did impede
The snake’s terribly wicked plan, which was deadly indeed!
The good folks at the bungalow were immensely relieved,
And the father went to dispose of the snake with much speed.
Stooping, the little boy gave the mongoose a gentle pat.
“I would rather have my mongoose than a dog or a cat!
The mongoose’s fur may be singed, and he can be quite tough,
But he makes the best and most loyal pet when times get rough!”

Close

Cooperative Task  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.

Class Prep

Prior to class, prepare vocabulary card sets of the key words using index cards, one set for each pair of students:
✔ bungalow
✔ scuttled
✔ immensely
✔ veranda
✔ fledglings
✔ stooping
✔ inherited
✔ scornfully
✔ singed
✔ chap
✔ triumphed
✔ dispose
✔ brood
✔ impede
✔ slope
✔ mournful
Pronouns and Antecedents  Have volunteers read the sentences aloud. Then ask students to identify the pronouns in the sentence. Explain to the class: *Most pronouns have antecedents. The antecedent is the word that the pronoun refers to or replaces.* Identify the antecedent in the first sentence Draw an arrow from the pronoun to the antecedent. Ask volunteers to do the same for the rest of the sentences.

Number and Gender Agreement  Display a chart on the board with the heading for gender. Write the masculine pronouns *he, him, his* under masculine, write the pronouns *she, her, hers* under feminine, and write *it* and *its* under neuter.

Explain to the class that number refers to singular and plural. Gender refers to masculine, feminine, and neuter. Explain to the class that the pronouns we choose must agree with the number and gender of the antecedent. Refer students back to the sentences you displayed at the beginning of the lesson. Have students identify the number and gender of each pronoun and antecedent. Write the following sentences on the board:

- Neither Nag nor Nagaina could protect her eggs.
- Teddy and his family were sitting on their veranda.
- Either Rikki-tikki or Teddy’s father could kill his snake enemy.

Explain that there are two rules when the antecedent is two or more words. Explain that if two or more singular words are joined by *or, nor, either/or,* or *neither/nor* use a singular pronoun to refer to them. When there are two or more antecedents joined by *and,* use a plural pronoun to refer to them. Explain to the class that *or* can refer to single things, but *and* is adding things.
Practice and Apply

Cooperative Task Have students work with a partner to create sentences with plural antecedents. Tell students to create two sentences that have or/ nor in the antecedent and two sentences that have and in the antecedent. Ask volunteers to share their sentences with the class.

Talk It Out Cooperative Task Prior to class, prepare sets of sentence strips for each pair of students in the class. Use the following sentences:

- All members of the band are measured for his uniform.
- Neither Monica nor Veronica can finish her meal.
- Dad buys old toys and repairs it.
- Both Mike and Mark have finished his work.
- Sarah lent me his camera.
- Each person must do his civic duty.

Explain to students that they will work with a partner to identify pronoun errors in the sentences. Tell students: You will write the correct sentence on a separate sheet of paper. Circulate among the pairs and provide assistance as necessary. Have volunteers identify the errors and share their corrections with the class.

Close

Write It Out To bring closure to Day 4, have students choose an animal they think is the ideal pet. They will explain why this animal would be a good pet. Tell students to write at least five sentences. Then have volunteers share their sentences with the class.
Speaking and Writing

Model

Tell the class you are going to describe a character from a story they have read and they will ask you yes/no questions to determine who you described. Say:

I don’t go to school, but I have a good friend who does. Lots of people in the town think I’m no good, but I’m a good friend and I’m actually a nice person. My friend and I have lots of adventures and we get into trouble. We always manage to escape danger somehow. Who am I?

Elicit questions and guesses from the class until the correct answer, Huckleberry Finn, is given.

Practice and Apply

Cooperative Task

Review the characters in Rikki-Tikki-Tavi with the class. Go over the directions in the Topic of Discussion. Circulate among the pairs and provide assistance as necessary. Then ask volunteers to share their descriptions with the class.

Listen to Write

Informal Assessment

Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn list at the end of Rikki-Tikki-Tavi to self-correct their spelling.

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<tbody>
<tr>
<td>1. brood</td>
<td>We saw a mother duck walking to the lake with her brood of ducklings.</td>
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<tr>
<td>2. singed</td>
<td>Dad singed his eyebrows when he lit the barbecue grill.</td>
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<tr>
<td>3. inherited</td>
<td>I inherited my artistic ability from my mother.</td>
</tr>
<tr>
<td>4. veranda</td>
<td>When the weather is nice, my family and I have dinner on the veranda.</td>
</tr>
<tr>
<td>5. slope</td>
<td>There is a great slope for sledding near my house.</td>
</tr>
<tr>
<td>6. triumphed</td>
<td>After a well-played game, the Wildcats triumphed over the Bobcats.</td>
</tr>
<tr>
<td>7. stooping</td>
<td>The ceiling was so low people were stooping as they entered the room.</td>
</tr>
<tr>
<td>8. bungalow</td>
<td>My family has a bungalow near Lake Redman.</td>
</tr>
<tr>
<td>9. impede</td>
<td>The community installed bumps to impede speeding on the road.</td>
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<tr>
<td>10. dispose</td>
<td>Don’t forget to dispose of your garbage before you leave the beach.</td>
</tr>
<tr>
<td>11. scuttled</td>
<td>We saw lots of small lizards that scuttled around the garden.</td>
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</table>
Culminating Activity

Writer’s Workshop

Tell students that they are going to write about animal relationships. Write the following prompt on the board. Say: You are going to research snakes and mongooses. Look for information about the real-life relationship about these two animals. Think about how this relationship was described in the story. Then write the writing prompt on the board and read it aloud.

Writing Prompt

Describe the real-life relationship between a mongoose and a snake. How realistically did the story show the relationship between these two animals?

The Writing Process

Pre-writing

Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Provide resources for students to use in their research. Distribute a 2-column Graphic Organizer from Spotlight on English Blackline Masters to each student or draw one on the board for students to copy on a separate sheet of paper. Explain: One column will be for information about the mongoose and the second column will be for information about the snake.

Organizing Ideas

COOPERATIVE TASK Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt and the information they found in their research with a partner. Encourage students to make suggestions to add to their partners’ writing.

Drafting

Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about how the real-life relationship between a snake and a mongoose compares to the relationship described in the story. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use pronouns correctly, and to refer back to the ideas they discussed with their partner.

Revising

Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, appropriate shifts in pronoun number and person, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Key Words at the end of Rikki-Tikki-Tavi to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

Publishing

Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Tell students they will copy their writing on a separate sheet of paper or use a computer to produce their final copy. Explain to students that once they have produced a neat copy of their work, they will share it with the class.

12. fledglings Two little fledglings waited for their mother to return to the nest.
13. chap Rikki-Tikki-Tavi is a nice chap unless you are a snake.
14. immensely The parents were immensely proud their child graduated from college.
15. mournful The puppy let out a mournful bark when the family left him alone.
Warm Up

Before Reading

Have students look at the cover and title page of The Highwayman. Ask a volunteer to read the title, authors, and illustrator. Ask the class: What is a prologue? What is an epilogue? If students experience difficulties arriving at the answer, say: A prologue is a kind of introduction and an epilogue is an ending section that finishes a literary work. Say the title, authors, and illustrator for students to repeat after you: The Highwayman by Alfred Noyes, Prologue and Epilogue by Simone Ribke, illustrated by Sirelion.

About the Author

Alfred Noyes was born in England in 1880. He spent much of his life living in the United States and England. He was a guest professor at Princeton University in New Jersey. His poem The Highwayman is his best-known poem and continues to be popular today. Noyes not only wrote many poems, he also wrote books—including a science fiction novel. He died in 1958.
Genre

Remind students that we read to learn. Books, stories, and poems can explain or describe things, inform, persuade, or entertain. Say: The Highwayman is an example of a poem. Explain that a poem expresses strong emotions and conveys vivid images. A poem is often divided into stanzas. The stanzas often have a rhyme scheme. Explain to students that words rhyme when the endings sound alike. Tell students: Poems often have rhythm, which you can hear when the poem is read aloud. Like other forms of writing, poems can have a story and theme. Ask students to provide examples of poems they know or have read. You may also provide examples of poems to begin the discussion.

Frontload Vocabulary

Point to the word wicket and have the class read it aloud with you. Explain: A wicket is a small door. Point to the word hostler and have students read it aloud with you. Say: A hostler works in a stable taking care of horses. Point to the word bonny and have students read it aloud with you. Say: This actress is so bonny; she always looks so pretty. Have students talk about other people and things that might be bonny. Finally, point to the word harry and have the class read it aloud with you. Say: Sometimes children harry their parents until they get what they want. Encourage students to talk about when someone might harry them or they might harry someone.

Have students provide explanations of the words they know. Tell students to use the dictionary to look up the unfamiliar words. Ask volunteers to share the definitions with the class. Finally, have students work with a partner to write sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Have students discuss what they know about villains and heroes. Ask: What is a hero? What is a villain? Then have students discuss any stories or movies they know where the hero was not completely good and the villains were not completely bad. Ask the class: What characters do you know who were outlaws or outcasts, but were heroes. Why are some bad guys more appealing than the good guys?

Close

Make Predictions To bring closure to Day 1, show students the cover and title page of The Highwayman. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *The Highwayman* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

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<td><em>Expanding</em> Use questions such as these for students to understand cause and effect relationships. Remind students that cause is the reason something happened and effect is the result of that cause. Students may answer in phrases or short sentences.</td>
<td><em>More Complex</em> Use questions such as these for students to draw conclusions. Explain that when we draw conclusions, we take information about a character or event to make a statement or judgment based on that information. Students should answer and elaborate on their answers in complete sentences.</td>
</tr>
<tr>
<td><strong>pages 2–3</strong></td>
<td></td>
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<tr>
<td>▶ Where and when does the poem take place? (In England at the time of King George III.) What is a highwayman? (a robber) Have students to talk about what they think of when they think of this time period. Encourage students to talk about how people dressed, how people moved around, and what homes and towns looked like.</td>
<td>▶ What did the highwaymen and the red coats have in common? (They both patrol the roads. Their work is dangerous.) Have students talk about why someone would want to be a highwayman. Encourage students to talk about people who are like the highwayman today.</td>
<td>▶ Why would it be difficult to catch a highwayman? How was the redcoats’ job dangerous? Have students talk about what life in England must have been like during the time of the highwayman. Encourage students to talk about why a highwayman would be considered a hero in Romantic poems.</td>
</tr>
</tbody>
</table>
### Developing

**pages 4–5**

- **How did the highwayman dress?** (He had a burgundy velvet coat, lace at his chin, brown pants, high boots, a French cocked hat.) **What weapons did he carry?** (two pistols and a sword) Have students talk about other characters from books or movies that dress like the highwayman. Discuss whether the highwayman is a good dresser and why he dresses the way he does.

- **How were the Romantics different from other people?** (They wanted to experience life in extreme and powerful ways.) **How was the highwayman like the Romantics?** (He lived a dangerous life, broke the rules, loved deeply.) Have students talk about why people would be attracted to the Romantic Movement. Encourage students to talk about how some people today live in extreme and powerful ways.

- **What does a moor look like?** **What kind of mood does the poet set for the poem?** Have students talk about how the setting of the poem adds to the mood. Encourage students to talk about what they would see if this poem were made into a movie.

### Expanding

**pages 6–7**

- **Who was Tim?** (a hostler who worked in the stables) **When is the highwayman coming back to Bess?** (the following night, by moonlight) Have students talk about when the highwayman comes to visit. Encourage students to talk about what Bess does while she waits for the highwayman and how she knows he is there.

- **What did Tim and the highwayman have in common?** **What was different about them?** (They both loved Bess. Tim was not handsome or brave. He was sneaky. Bess did not love him.) Have students talk about what Tim did to betray the highwayman and why he did it. Encourage students to talk about whether or not he really did this for love of Bess.

- **What kind of person is Tim the hostler? Why does Bess see the highwayman in secret?** Have students talk about how the redcoats knew where the highwayman would be. Encourage students to talk about why Tim watched the highwayman with Bess.

### More Complex

**pages 8–9**

- **What did the redcoats do to Bess?** (Tied her up with a gun pointed at her chest.) **What did Bess do?** (She loosened her finger to reach the trigger.) Have students talk about why the redcoats treated Bess this way. Encourage students to talk about why nobody tried to help Bess.

- **How did the redcoats treat the landlord of the inn?** **How was their treatment of him different from the way they treated Bess?** (They didn’t speak to him, but drank his ale. They didn’t hurt the landlord.) Have students talk about why the redcoats would do something so terrible if they were supposed to protect people.

- **Why would the redcoats do something to possibly harm Bess?** **How does this show how the redcoats felt about the highwayman?** Have students talk about why Noyes made the redcoats act so terribly. Encourage students to talk about whether they believe the redcoats would have done something like this.
<table>
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<th>Developing</th>
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<th>More Complex</th>
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<tr>
<td><strong>pages 10–11</strong>&lt;br&gt;What happened to Bess? (She fired the gun and killed herself.) What did the highwayman do? (He rode in the opposite direction.) What happened to the highwayman? (He was shot by the redcoats.) Have students talk about what the redcoats did when they heard the horses. Encourage students to talk about how the highwayman found out about Bess.</td>
<td>How was Bess’s character different from the highwayman’s? (She thought of the highwayman instead of herself. She thought before she acted.) Have students talk about other choices Bess could have made. Encourage students to talk about whether or not Bess’s actions showed that she was intelligent.</td>
<td>Why didn’t the highwayman go to check that Bess was alright when he heard the gunshot? Have students talk about what they think the highwayman should have done. Encourage students to talk about why the highwayman decided to go back.</td>
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<td><strong>pages 12–13</strong>&lt;br&gt;What can you still sometimes see? (the ghosts of Bess and the highwayman) What are they doing? (He comes to her window and she is plaiting her hair.) Have students describe the inn.</td>
<td>How is the end of the poem like the beginning? How is it different? (Bess and the highwayman still meet at night by moonlight, but now it is their ghosts that meet.) Have students talk about why the beginning and ending of the poem are so similar.</td>
<td>Why do the ghosts of Bess and the highwayman appear? Encourage students to talk about any other ghosts they have heard about or read about.</td>
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<tr>
<td><strong>pages 14–15</strong>&lt;br&gt;What does alliteration do? (repeats consonants) What do similes and metaphors do? (compare) Have students talk about any examples of alliteration they may have seen or heard in commercials or ads. Encourage students to talk about whether or not the alliteration helps them to remember the name of a business, product, or slogan. You may provide examples to generate students’ ideas.</td>
<td>How is a simile like a metaphor? In what ways are they different? (Both of them describe by making comparisons, but a simile uses the words as or like and a metaphor does not.) Have students talk about which would be harder to create: a metaphor or a simile, and why. Encourage students to talk about which of the examples of simile and metaphor are most descriptive.</td>
<td>Why does Noyes use alliteration in the poem? Have students talk about other words or phrases that Noyes repeats in the poem. Encourage students to talk about why Noyes would do this.</td>
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</table>
Practice and Apply

Cooperative Task  Have students work with a partner to find alliterations, metaphors, and similes in the poem. Ask volunteers to share what they found with the class. Then have students use alliteration, a metaphor, and a simile to describe someone or something. Tell students: Think of three different things to describe with these literary devices. Then write down your alliterations, metaphors, and similes. Then ask volunteers to share their ideas with the class.

Explain to students that sometimes song lyrics were taken from poems and that many song lyrics are really like poems—they use alliteration, metaphors, and similes, the lines rhyme. Tell the class: You and a partner are going to think of a love song you both know. Compare the lyrics of that song to The Highwayman. What do the lyrics and the poem have in common? What is different about them? Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Tell students to use the diagram to help them compare and contrast the poem and the song. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class.

Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Inferring Word Meanings  Explain to students: Sometimes we can infer the meaning of an unfamiliar word by looking at the sentence it is in as well as the sentences around it. We can get an overall idea of the meaning without knowing the exact meaning. Ask volunteers to read the words on the board.

Have students turn to page 2 of The Highwayman and find the word patrolled. Have a volunteer read the first three sentences of the paragraph. Then say: A highwayman patrolled the highways looking for wealthy travelers. He did not stay in one place and waited for them. He moved up and down on the roads. He may have had certain areas where he knew he might find them. The redcoats also patrolled the roads looking for highwaymen. Ask students: What job did the redcoats have? Elicit served as police. Ask students what police do to prevent crime and catch criminals. Explain: Patrolled means move around in the same area looking for something or someone. Tell students that we can figure out what patrolled means by looking at how it is used and using what we already know to get an idea of what the word means. Repeat the procedure for the remaining words on the board. Cascade is on page 7, tawny is on page 7, and cocked is on page 5.

Practice and Apply

Cooperative Task  Distribute a 3-column chart to each student or draw one on the board for students to copy on a separate sheet of paper. Explain to students that they are going to work with a partner to find the words on the board in The Highwayman. Tell them: You will determine the meaning of the word by inferring its meaning from the text. Write the inferred meaning in the second column of the chart. Circulate among the pairs and provide assistance as necessary. Then have volunteers share their ideas with the class. Write student response on the board. Discuss with the class how they arrived at the definitions.

Distribute dictionaries and have students look up the words and write the dictionary definition in the third column of the chart. Ask volunteers to share their findings with the class. Discuss how the inferred meanings were similar to or different from the dictionary meanings. Review with the class the methods they used to infer the meaning of the words. Ask: What are some things you can do to help you understand an unfamiliar word without using a dictionary?
Fluency Practice

**COOPERATIVE TASK** Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

The hostler opened the wicket to let him in.
It was a man whose breeches were made of doeskin.
He had his pistols ready and his rapier too.
To save his bonny girl, he knew just what to do.
She had been plaiting her hair when the villains came.
They gagged her and tied her up as she writhed in pain.
They primed their rifles as he threw open the door.
He brandished his pistols; the villains hit the floor.
“Don’t bother to get up!” he said somewhat in jest.
“You will never catch me because I am the best.”
Feet in the stirrups, he pulled her onto the seat.
Over the moor they rode thanks to his horse’s feet.
The villains badly wanted to harry the pair.
They searched and searched for them here, there, and everywhere.
The villains followed them through a torrent of rain,
But the pair boarded a galleon headed to Spain.

Close

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
**Grammar and Usage**

**Restrictive and Non-Restrictive Clauses and Parenthetical Expressions**

Explain to the class: *Restrictive clauses are essential to the meaning of the sentence. Nonrestrictive clauses are not essential to the meaning of the sentence.* Have students read the first four sentences aloud. Then have students determine which clauses are restrictive and which are nonrestrictive. Remind students that nonrestrictive clauses are not essential to the meaning of the sentence. Ask volunteers to read the last two sentences. Explain: *Parenthetical expressions are comments that interrupt the sentence.* Have students write two sentences with a parenthetical expression.

**Commas, Dashes, and Parentheses with Non-Restrictive Clauses**

Display the following examples on the board:

- Several redcoats—as many as ten or twelve—met the highwayman on the road.
- People used different ways to travel long ago—by foot, on horseback, or carriage and wagons—but the roads were dangerous for everyone.
- Good health, good family and friends, and good work—these are the keys to a happy life.
- The highwayman stole many things—for example money, jewels or clothes—from wealthy travelers.
- Bess always plaited her hair. (She tied a love knot in it.)
- Alfred Noyes (1880-1958) was an English poet and novelist.
- Tim was a hostler (a person who works in a stable) at Bess’s father’s inn.

Tell the class that restrictive clauses do not need commas. Say: *Nonrestrictive clauses need commas.* Refer students back to the examples on the board and point out the commas in the sentences with nonrestrictive clauses.

Explain to the class: *Dashes are used liked commas, but should not be used in place of commas. Dashes should be used sparingly. They may be used if there are commas within the nonrestrictive clause or parenthetical expression.* Explain that the writer may use dashes if he or she wants to strongly emphasize the nonrestrictive clause or parenthetical expression. Tell students: *A dash may be used to set off a change in thought. They may also set off phrases or clauses that begin with for example, for instance, or that is.* Have students read the sentences aloud. Tell students that they will discuss the uses of the dashes with a partner. Ask volunteers to share their ideas with the class.

**Class Prep**

Write the following sentences on the board:

- The person who told the redcoats about the highwayman was the hostler.
- Bess shot herself with a shotgun that the redcoats tied to her body.
- King George III, who was king in the eighteenth century.
- Bess had beautiful long hair, which was black like a raven.
- A highwayman, a kind of robber, was the hero of many poems and stories.
- Alfred Noyes, in my opinion, wrote enjoyable poems.
Explain: Parentheses are sometimes used to separate additional, but not necessary information in a sentence. Definitions and dates are sometimes put in parentheses. Ask volunteers to explain why parentheses were used in the sentences. Then have students write sentences using parentheses with a definition, with a date, and with additional but not necessary information. Ask volunteers to share their sentences with the class.

Practice and Apply

**Cooperative Task** Have students write sentences using parentheses with a definition, with a date, and with additional but not necessary information. They will also write sentences using dashes and commas with nonrestrictive clauses. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their sentences with the class.

**Talk It Out** Display the following sentences on the board or create a worksheet to distribute to each student:

- We board our three pets the cat, the dog, and the ferret when we go on vacation.
- The Emancipation Proclamation 1863 made slavery illegal in the United States.
- Davy Crockett famous pioneer and frontier hero was born in Tennessee.
- Alaskan brown bears the longest of all bears may be as long as nine feet.
- The Amazon not the Nile is the largest river in the world.
- The Pyramid of the Sun located in Mexico has a larger base than any Egyptian pyramid.
- The centimeter which is a unit of length in the metric system is around 0.39 inches.
- Several birds for example the ostrich, emu, and kiwi have lost the ability to fly.

**Cooperative Task** Explain to students that they are going to work with a partner to decide whether to use commas, dashes, or parentheses to punctuate the sentences Tell students that they must be able to explain their choices and much use each type of punctuation at least once. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class and explain their choices.

Close

**Write It Out** To bring closure to Day 4, have students write sentences as if they were a redcoat writing a report about what happened to Bess and the highwayman. Tell students: Three of your sentences should contain commas, a dash, or parentheses. Ask volunteers to share their sentences with the class.
Speaking and Writing

Model

Ask students if they have either seen or participated in a debate. Explain: To prepare for a debate, the teams must research information that will help them make their points. They must also prepare for anything the opposite team may say. When the other team is presenting, they must listen carefully so that they can prove that those ideas are incorrect.

Practice and Apply

COOPERATIVE TASK Explain that teams will prepare and present their position. Assign a position to each team: either hero or villain. Say: You must be able to not only explain your position, but defend it. Circulate and provide assistance as necessary. Then have students debate the questions. Allow students to present their initial positions. Allow teams to question each other about their position. At the end of the debate poll the class with the question: Was the highwayman a hero or a villain?

Listen to Write

INFORMAL ASSESSMENT Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn list at the end of The Highwayman to self-correct their spelling.

<table>
<thead>
<tr>
<th>Topic of Discussion</th>
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<tbody>
<tr>
<td>The Highwayman: Hero or Villain?</td>
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<tr>
<td>1. What kind of person was the highwayman?</td>
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<td>2. What did the highwayman do for a living? Did he help anyone?</td>
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<td>3. What are the highwayman’s positive characteristics?</td>
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<tr>
<td>4. What are the highwayman’s negative characteristics?</td>
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<tr>
<td>5. What were the things that were most important to the highwayman?</td>
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1. stirrups Keep your feet in the stirrups while you ride the horse.
2. bonny Another word for pretty is bonny.
3. galleon Spanish galleons carried gold from the Americas back to Spain.
4. brandished The bank robber brandished a pistol.
5. breeches A long time ago, men wore knee breeches instead of long pants.
6. torrent The network got a torrent of emails and letters when it cancelled the show.
7. plaiting The riders were plaiting their horses’ manes before the competition began.
8. gagged The soldiers gagged Bess and tied her to the bed.
9. writhed The little girl writhed and laughed as her brother tickled her.
10. moor Legend says the ghost of the highwayman still rides on the moor.
11. rapier Zorro used his rapier with great skill.
12. priming The soldiers were priming their rifles before battle.
Culminating Activity

Writer’s Workshop

Tell students that they are going to write about Bess’s actions in the poem. Write the following prompt on the board. Say: Think about what Bess did in the poem, why she did it, whether or not her actions helped, and what she might have done differently. Then write the writing prompt on the board and read it aloud.

Was Bess’s death noble or needless? Explain your answer.

The Writing Process

Pre-writing  Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Distribute a cause-and-effect Graphic Organizer from Spotlight on English Blackline Masters to each student or draw one on the board for students to copy on a separate sheet of paper. Tell students to complete it with the actions and the results of these actions in the poem.

Organizing Ideas  COOPERATIVE TASK  Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have them discuss the writing prompt with a partner. Encourage students to make suggestions to add to their partners’ writing.

Drafting  Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about Bess’s actions. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use commas, dashes, and parentheses, and to refer back to the ideas they discussed with their partner.

Revising  Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, correct use of commas, dashes, and parentheses, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Key Words box at the end of The Highwayman to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

Publishing  Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Tell students they will copy their writing on a separate sheet of paper or use a computer to produce their final copy. Explain to students that once they have produced a neat copy of their work, they will share it with the class.

| 13. jest | Don’t take what he said seriously; he just said it in jest. |
| 14. harry | The soldiers had to harry the highwayman until they caught him. |
| 15. hostler | Tim was a hostler who worked in the stable near the inn. |
| 16. wicket | You can enter the back garden through a wicket in the gate. |
Warm Up

Before Reading

Have students look at the cover and title page of The Birds. Ask a volunteer to read the title, author, and illustrator. Explain that they are going to read an adaptation of the play, which is why there is another author’s name on the title page. Say the title, author, and illustrator for students to repeat after you: The Birds by Aristophanes, retold by Simone Ribke, illustrated by Agustín Riccardi.

About the Author

Aristophanes was an Ancient Greek playwright considered to be the Father of Comedy. The Birds is an example of Ancient Greek theatre, specifically Old Comedy. Theatre was an important part of Greek culture and Ancient Greek theatre is the earliest form of theatre in western culture. The ancient Greek plays had certain characteristics. One of the most notable characteristics is the chorus, which was a group of actors whose purpose was to comment on the events in the play or any action that may have taken place offstage. Aristophanes often used the chorus to express his opinions about people or events. Other comedies by Aristophanes are The Frogs and The Clouds.
Genre

Remind students that we read to learn. Books, stories, and poems can describe or explain, inform, persuade, or entertain. Explain to the class: The Birds is an example of a play. Explain that plays are stories that are acted out. They are made up of dialogue, or the words the characters say. Say: Written plays also include stage directions which help the actor perform the role and help the reader to imagine the scene. Ask students to give examples of plays they have seen or read. You may also provide examples of plays to begin the discussion.

Frontload Vocabulary

Point to the word damsel and have students read it aloud with you. Say: Rapunzel was a damsel who was locked in a tower. Explain to the class that a damsel is a young, beautiful woman. Point to the word stadia and have students read it aloud with you. Explain: Stadia is a unit of measurement that refers to length. Then point to the word dethrone and have students read it aloud with you. Ask the class: What is a throne? Then have a volunteer explain what the prefix –de means. Have students explain what dethrone means based on their knowledge of the root and the prefix. Say: The king was dethroned during the revolution.

Have students use a dictionary to look up the remaining words. Ask volunteers to explain the words based on the definitions they found. Finally, have students write sentences using the key words. Ask volunteers to share their sentences with the class.

Activate Prior Knowledge

Have students talk about what they know about Ancient Greece and the Greek gods. Encourage students to describe these gods. Ask students: What is your idea of utopia? Is a utopia possible? Why or why not? Finally, lead a discussion about why people might leave their home to live somewhere else. Encourage students to talk about any personal experiences they have had where they moved to a new place. Ask: What was exciting about this change? What was difficult about it? What was fun?

Close

Make Predictions To bring closure to Day 1, show students the cover and title page of The Birds. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listen and Reading

**Echo Reading**  Read aloud *The Birds* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

- **Developing**  Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

- **Expanding**  Use questions such as these for students to show understanding of fantasy and reality. Explain to students that fantasy is something that couldn’t happen in real life. Reality is something that could happen in real life. Students may answer in phrases or short sentences.

- **More Complex**  Use questions such as these for students to make inferences. Remind students that we make inferences when we use clues from the text and what we already know to figure out something not directly explained or stated in the text. Students should answer and elaborate on their answers in complete sentences.

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<th>Developing</th>
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<tr>
<td>Who are the characters in the play? (Euepides, Pisthetaerus, Epops, Prometheus, Poseidon, Heracles, Iris, Priest, Herald, Messengers, Chorus of Birds) Where does the play take place? (a wild, desolate place in open country) Discuss any of the characters students may have heard about.</td>
<td>Which characters seem more realistic than others? (the mortals, Poseidon, Prometheus, Heracles) Have students talk about how the actors show they are birds. Encourage students to talk about which characters seem the least realistic.</td>
<td>Why would the play be set in a desolate place? Have students talk about where this place might be and when the play might take place. Encourage students to talk about why there is a chorus for the birds and not a role for individual birds.</td>
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<td>Developing</td>
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<tr>
<td><strong>pages 4–5</strong>&lt;br&gt;What do Pisthetaerus and Euelpides want to know? (where they can find a nice town to relax in) What is their plan? (build a city in the clouds and have the birds in power)&lt;br&gt;Have students talk about why the humans want to leave Athens. Encourage students to talk about their idea of utopia.</td>
<td>What about the conversation between the humans and Epops seems like fantasy? (the birds have all human knowledge, a city in the clouds with great walls around it)&lt;br&gt;Have students talk about why the birds with Pisthetaerus and Euelpides don’t talk but Epops does. Encourage students to describe Epops.</td>
<td>How do the mortals get the birds to help them with their plan? Have students talk about why Pisthetaerus and Euelpides have birds with them. Encourage students to talk about in what ways the Athens of the time the play was written is like life today.</td>
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<td><strong>pages 6–7</strong>&lt;br&gt;Who once ruled over people? (the birds) What did the birds have to do? (get together in one place, build a wall, demand the empire from Zeus, and tell the humans that the birds are kings)&lt;br&gt;What happens when the mortals eat the roots? (They turn into birds.)&lt;br&gt;Have students describe the humans once they turned into birds. Encourage students to talk about how the town got its name.</td>
<td>What elements of the story seem like fantasy? (The birds gather in a great city, build walls, and demand the empire from Zeus, the mortals turned into sad looking birds.)&lt;br&gt;Have students describe what the humans do when they turn into birds. Encourage students to talk about what birds are mentioned in the play.</td>
<td>Why does Epops want the mortals to become birds?&lt;br&gt;Have students talk about why the birds didn’t think of creating Cloud-Cuckoo-Town before the mortals arrived. Encourage students to talk about why Pisthetaerus and Euelpides are such sad looking birds.</td>
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<td><strong>pages 8–9</strong>&lt;br&gt;How long did it take to build the wall? (five minutes) Who is Iris and what was she trying to do? (A messenger from Zeus; tell humans to sacrifice to the gods.)&lt;br&gt;Have students talk about whether or not they think the messenger was telling the truth. Encourage students to talk about what Iris does on stage that might be funny.</td>
<td>Which parts of the story seem real and which parts seem like fantasy? (Fantasy: Building a big wall in five minutes, Iris flying in with a message. Reality: Iris’s opinion of Pisthetaerus’s idea.)&lt;br&gt;Have students talk about Iris’s message. Encourage students to talk about how the humans feel about Pisthetaerus.</td>
<td>What sort of person is Pisthetaerus? Have students talk about what Iris’s purpose really is in the play. Encourage students to talk about Euelpides and what kind of person he is.</td>
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### Developing

**pages 10–11**

- What does Prometheus tell the humans? *(Humans aren’t sacrificing to Zeus anymore.)*
- Who is Basileia? *(A young damsel. She makes lightning for Zeus.)*
- What can she do? *(She brings good things: wisdom, laws, virtue, the fleet, the public paymaster. She’s the general manager to the gods.)*

Have students talk about what the humans no longer do because of Cloud-Cuckoo-Town. Encourage students to talk about the good things that Prometheus says come from Basileia and which ones seem better than others.

### Expanding

**pages 12–13**

- What is the name of the birds’ town? *(Cloud-Cuckoo-Town)*
- What do Heracles and Poseidon tell the humans? *(They want peace.)*
- What does Heracles want to do? *(eat)*

Have students talk about how Prometheus leaves the stage. Encourage students to talk about whether or not Poseidon and Heracles are likeable characters.

### More Complex

**pages 10–11**

- Which parts of the story seem real and which parts seem like fantasy? *(Prometheus is worried about what the gods might do if they found out he was helping the mortals, his disguise, seems more realistic than the threat the gods feel from Cloud-Cuckoo-Town.)*

Have students talk about why Prometheus wears a mask. Encourage students to talk about why Prometheus says Pithetaerus should marry Basileia.

**pages 12–13**

- In what ways does the reaction of the gods to Cloud-Cuckoo-Town seem real? How do the actions of Heracles and Poseidon seem real? How do they seem like fantasy? *(The gods are jealous and want their power and influence to stay the same. Heracles seems real because he behaves like a human. He and Poseidon argue because Poseidon gets annoyed with Heracles’s stupidity. Heracles is very stupid.)*

Have students talk about how Pithetaerus got Heracles on his side. Encourage students to talk about talk about why Poseidon says Pithetaerus should give him good “tweetment.”

**How do Poseidon and Heracles feel about Pithetaerus and Cloud-Cuckoo-Town?** Have students talk about which character is the most likeable. Encourage students to talk about which character is most like them.
Day 2

Practice and Apply

**COOPERATIVE TASK** Have students work with a partner to identify the parts of the play that are humorous or meant to be humorous. Ask volunteers to share their ideas with the class. Then discuss with the class how a comedy could help to teach a lesson or make an important point.

Tell students that they will work with a partner to compare *The Birds* with another play they have read or seen. Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Explain: *Use the diagram to help you compare and contrast the two plays. Think about the characters, the setting of the play, and the main action of the play.* Encourage students to think about how *The Birds* might look on stage as they make their comparisons. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class.

Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Vocabulary Strategies

**Figures of Speech**

Write the following words as headings on the board:
- antithesis
- hyperbole
- metaphor
- personification
- simile
- understatement

Explain to students: *Identifying figures of speech can help to understand the overall meaning of phrases and sentences.* Tell the class that these are kinds of figures of speech. Say the words and have the class repeat them after you.

**Identifying Figures of Speech**

Explain: *Antithesis is a contrast of ideas.* Show the first two sentence strips to the class and have volunteers read them aloud: Point out the contrasting ideas in each sentence. Place these sentence strips under the corresponding heading on the board.

Tell students: *Hyperbole is an exaggeration.* Show the next two sentence strips to the class and ask volunteers to read them aloud. Discuss the parts of the sentences that are exaggerations. Ask students: *What are some places where you might read or hear hyperbole?* Place these sentence strips under the corresponding heading on the board.

Explain to the class: *The antithesis of hyperbole is understatement. This means that the idea is stated with restraint to emphasize a point.* Show the next two sentence strips to the class and ask volunteers to read them aloud. Explain to the class that in the first sentence, the misunderstanding is actually the Civil War. In the second sentence, fairly well is understating the fact that Laura got a perfect score on her test. Ask the class: *When might someone use understatement to communicate an idea?* Place these sentence strips under the corresponding heading on the board.

Remind students that metaphors and similes are ways of comparing. Elicit that the difference between the two is that a simile uses the words *like* or *as*. A metaphor does not. Have volunteers read the last two sentence strips and ask the class to identify the similes and metaphors. Place these sentence strips under the corresponding headings on the board.

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**Class Prep**

Prepare sentence strips with the following sentences:
- ✓ The play was bittersweet.
- ✓ Graduation is a happy and sad time for students.
- ✓ That steak was bigger than an elephant.
- ✓ Maria was the greatest singer in the world.
- ✓ There was a misunderstanding between the North and South in the 1860s.
- ✓ When Laura saw the 100% on her test paper, she said she did fairly well on the test.
- ✓ The window stubbornly refused to move.
- ✓ You look like a close-shaven blackbird.
Practice and Apply

Have students work in pairs to create two examples of hyperbole, understatement, antithesis, metaphor and similes. Circulate among the pairs, providing assistance as necessary. Refer students to the examples on the board. Ask volunteers to share their ideas with the class. Write the examples on the board.

Fluency Practice

**COOPERATIVE TASK** Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING** Display the rhyme below on the board. Read the rhyme slowly. Then read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

There once was a beautiful place of great bounty,
A small utopia no bigger than a county.
This marvelous place couldn’t be penetrated.
A wall one hundred stadia long was erected.
A king and his damsel used to preside there, and
The king carried a scepter in his bejeweled hand.
Ambassadors and deputies came face to face
With reality; theirs was a desolate place.
They decided they would penetrate the kingdom.
Most of important of all, they wanted more freedom.
They were tired of the sacrifices; it was late.
They were sick of their king who would procrastinate,
But a legitimate king they could not dethrone,
So they searched for a better place they could call home.

Close

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.

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**Class Prep**

Prior to class, prepare vocabulary card sets of the key words using index cards, one set for each pair of students:
- desolate
- utopia
- sacrifices
- preside
- stadia
- penetrated
- deputies
- scepter
- damsel
- ambassadors
- dethrone
- procrastinates
- legitimate
- bounty
Types of Sentences and Varying Sentences  Ask volunteers to read the sentences aloud. Explain to the class that there are several types of sentences: simple, compound, and complex. Each sentence is made up of clauses. Say: *A simple sentence may be long or short but only contains one independent clause. A compound sentence contains more than one independent clause and no dependent clauses. The two clauses are joined by a coordinating conjunction—such as: and, but, or, yet, for, so, nor—or a semicolon. Complex sentences have only one independent clause and at least one dependent clause.*

Help students to determine whether the sentences are simple, compound, or complex. Remind students: *Clauses contain subjects and verbs, but only independent clauses express a complete thought. Point out that even the simple sentences are not short.* Have students identify the clauses in each sentence. Then have them determine if the clauses are independent or dependent. Tell students that sentence length does not determine the type of sentence. Have students write a simple sentence, a compound sentence, and a complex sentence. Ask volunteers to share their ideas with the class.

Explain to the class that it is important to vary sentence length and structure in their writing. This helps to keep the reader’s attention and interest. A good way to do this is to read the text aloud. One way to vary sentence length is to combine related but short sentences.

Sentence Fragments and Run-On Sentences  Review sentence fragments and run-on sentences with the class. Remind students: *A fragment is an incomplete sentence. Length does not determine if a sentence is a fragment. Fragments may be fixed by adding, changing, or eliminating words. Fragments may also be attached to sentences before or after it.*

Have students work with a partner to correct the sentence fragments on the board. Ask volunteers to share their ideas with the class. You may have students write their corrected sentences on the board. Remind students that run-on sentences occur when independent clauses are joined incorrectly. Run-on sentences may be long or short. There are several ways to fix run-ons. One way is to create separate sentences. A comma and a coordinating conjunction is another way to fix a run-on sentence if the clauses are related and fairly short. Another way to fix a run-on with short and closely related clauses is to use a semicolon between them. Finally, a subordinating conjunction such as: *because, after, when, if, or until*; to make one of the clauses a dependent clause.
Practice and Apply

**COOPERATIVE TASK** Display the following short story on the board:

The girl’s grandmother was sick.
The girl’s mother made some food.
The food was for the grandmother.
The girl had to bring the food to the grandmother.
The girl walked in the woods. She met a wolf.
The wolf was curious.
The wolf was hungry.
The wolf wanted to know where the girl was going.
The girl told the wolf.
The wolf went to a house.
It was the grandmother’s house.
The wolf went in the house.
He ate the grandmother.

Tell students to work with a partner to retell the story using a variety of sentence types. They should also vary the lengths of their sentences. Ask volunteers to share their sentences with the class. Then have students finish the short story on the board. Have volunteers share their endings with the class.

**Talk It Out** Gather enough dice to distribute one die to each group of four or five students.

**COOPERATIVE TASK** Divide the class into groups of four or five. Explain to the class that each group is going to create a story. They must vary the sentence length and type to make their story sound smoother. To help them with their story, tell students that you will provide them with a die. They will roll the die to determine what kind of sentence they must provide. Assign a number to a type of sentence, such 1: short, complex, 2: long, simple, 3: long, compound. Provide a prompt—for example: One sunny afternoon—to help students begin their story. Explain to the class that one member of the group should write down the group’s story. Circulate among the groups and provide assistance as necessary. Have the groups share their stories with the class.

**Close**

**Write It Out** To bring closure to Day 4, have students write about an exciting experience. Remind students to vary the length of their sentences and the types of sentences in their story. Then ask volunteers to read their stories to the class.
Speaking and Writing

Model

Tell the class you are going to tell them what you imagine happened to Sleeping Beauty that the story did not tell us. Say:

Sleeping Beauty and Prince Charming got married and had three children: two boys and a girl. She refused to allow her daughter to learn how to spin thread. Poor Sleeping Beauty did not sleep for years after she was awoken. She had had so much sleep that she never seemed to get tired. While everyone else was sleeping, she redecorated the castle. In fact, Sleeping Beauty became the first known interior decorator and her castle was famous for its beauty and excellent taste.

Practice and Apply

ROLE-PLAY Divide the class into groups of four or five. Explain to the class:

You are going to work in small groups to create a skit showing what your group thinks happened in Cloud Cuckoo Land after the play ended. Each person in the group must speak. Circulate among the groups as they prepare their skits and provided assistance as needed. Then have the groups present their skits.

Listen to Write

INFORMAL ASSESSMENT Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn list at the end of The Birds to self-correct their spelling.

<table>
<thead>
<tr>
<th>Topic of Discussion</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Life in Cloud Cuckoo Land</td>
<td></td>
</tr>
<tr>
<td>1. Was this place really a utopia?</td>
<td></td>
</tr>
<tr>
<td>2. What problems might have occurred?</td>
<td></td>
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<tr>
<td>3. How were these problems resolved?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>bounty</td>
<td>The Pilgrims gave thanks for the bounty of the harvest.</td>
</tr>
<tr>
<td>procrastinates</td>
<td>John procrastinates and never completes his homework.</td>
</tr>
<tr>
<td>scepter</td>
<td>The beauty queen wore a crown and carried a scepter.</td>
</tr>
<tr>
<td>utopia</td>
<td>It’s nice to think we could live in a utopia.</td>
</tr>
<tr>
<td>ambassadors</td>
<td>The ambassadors signed the new international trade agreement.</td>
</tr>
<tr>
<td>sacrifices</td>
<td>I went to college thanks to my parents’ sacrifices.</td>
</tr>
<tr>
<td>dethrone</td>
<td>The young boxer wants to dethrone the champion.</td>
</tr>
<tr>
<td>preside</td>
<td>Judge Wilson will preside over the trial.</td>
</tr>
<tr>
<td>damsel</td>
<td>The hero saved the damsel.</td>
</tr>
<tr>
<td>stadia</td>
<td>The wall was one hundred stadia long.</td>
</tr>
<tr>
<td>desolate</td>
<td>The desert is a desolate place.</td>
</tr>
</tbody>
</table>
Day 5

Culminating Activity

Writer’s Workshop

Say: Think about different forms of government and who has the power in those forms of government. Then write the writing prompt on the board and read it aloud: Write about a form of government. How does it work? Who has the power? How and why does the power change in this form of government?

The Writing Process

Pre-writing Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Distribute a main idea and details Graphic Organizer from Spotlight on English Blackline Masters to each student or draw one on the board for students to copy on a separate sheet of paper. Tell students to complete it with the information they find during their research.

Organizing Ideas COOPERATIVE TASK

Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have them discuss the writing prompt with a partner. Encourage students to make suggestions to add to their partners’ writing.

Drafting Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about a form of government. Ask students to use all of the words in the Key Words box in their writing, encouraging them to vary the types and lengths of sentences they use, and to refer back to the ideas they discussed with their partner.

Revising Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, make sure that they have no sentence fragments or run-on sentences, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Key Words box at the end of The Birds to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

Publishing Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Tell students they will copy their writing on a separate sheet of paper or use a computer to produce their final copy. Explain to students that once they have produced a neat copy of their work, they will share it with the class.

12. penetrated Even with winter clothes, the wind penetrated through them.

13. legitimate Marty had a legitimate excuse for missing the meeting.
Warm Up

Before Reading

Have students look at the cover and title page of *A Midsummer Night’s Dream*. Ask a volunteer to read the title, author, and illustrator aloud. Explain to the class that they are going to read an adaptation of Shakespeare’s play. Say: *Simone Ribke is the person who wrote the adaptation.* Then say the title, authors and illustrator for students to repeat after you: *A Midsummer Night’s Dream* by William Shakespeare, retold by Simone Ribke, and illustrated by Adriana Patrucco.

Genre

Remind students that we read to learn. Books, stories, and poems can describe or explain, inform, persuade, or entertain. Say: *A Midsummer Night’s Dream was originally a play. The story of that play is a myth.* Explain to the class: *A myth is a kind of story that explains the world or show the relationship between gods and people.*
Tell students that the setting of myths is often a place that seems like a real place but is a little different from reality. The time is a long time ago, but not a specific time. Say: *Often the gods have special powers that they use to interfere or help humans or to influence the actions of other gods.* Have students provide examples of myths they know or have read about. You may also provide examples to start the conversation.

**Frontload Vocabulary**

Point to the word *hamper* and have students read it aloud with you. Say: *Even though it rained on Saturday, the weather did not hamper us from having fun at the party.* Ask students to talk about what might hamper weekend plans. Point to the word *smitten* and have students read it aloud with you. Say: *When Romeo saw Juliet he was immediately smitten. He was so in love with her.* Have students talk about what people look like and how they might behave if they are smitten. Point to the word *antidote* and have students read it aloud with you. Say: *The explorer was bitten by a very poisonous snake, but fortunately he had the antidote and could recover.* Continue the procedure with the remaining key words. Then have students work with a partner to write sentences using the key words. Ask volunteers to share their sentences with the class.

**Activate Prior Knowledge**

Discuss dreams with the class. Ask: *What kinds of things do you dream about? How do you know something is a dream? What kinds of unusual things happen in your dreams?* Encourage students to talk about what they know about Shakespeare or his plays.

**Close**

**Make Predictions** To bring closure to Day 1, show students the cover and title page of *A Midsummer Night’s Dream.* You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *A Midsummer Night’s Dream* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

- **Developing**  Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

- **Expanding**  Use questions such as these for students to compare and contrast elements of the story. Remind students that when we tell how two or more people, places, or things are alike, we are comparing. When we tell how these things are different, we are contrasting. Students may answer in phrases or short sentences.

- **More Complex**  Use questions such as these for student to identify and discuss cause-and-effect relationships. Remind students that cause explains why something happened and effect is the result of that. Clue words such as because, so, since, and therefore indicate cause-and-effect relationships. Students should answer and elaborate on their answers in complete sentences.

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<table>
<thead>
<tr>
<th>Developing</th>
<th>Expanding</th>
<th>More Complex</th>
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<tbody>
<tr>
<td>Who is Oberon? (king of the fairies) Who is Titania? (queen of the fairies, Oberon’s wife) Who is Puck? (a sprite) Have students describe where the story takes place. Encourage students to describe Puck.</td>
<td>How are Oberon and Titania alike? (They rule the fairies, they are selfish, they annoy each other; they are both proud.) Have students talk about what they fairy thinks of Puck. Encourage students to talk about how Oberon and Titania really feel about each other.</td>
<td>Why is Oberon angry with Titania? (He wanted an Indian boy in Titania’s care for his army. Titania would not give him to Oberon.) Encourage students to talk about how Oberon and Titania’s relationship is like that of humans.</td>
</tr>
<tr>
<td>Developing</td>
<td>Expanding</td>
<td>More Complex</td>
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<tr>
<td><strong>pages 4–5</strong></td>
<td><strong>In what ways are Demetrius and Helena like Oberon and Titania? How are they different? (They argue a lot; they don’t love each other.) Have students talk about how Demetrius and Helena are like real people, including people they know. Encourage students to talk about who they think is the more likeable character: Demetrius or Helena.</strong></td>
<td><strong>Why does Oberon want Puck to put the juice of the flower on Titania’s eyelids? (To make fun of Titania so that she will want to give him the boy.) Have students talk about why Oberon wanted to get involved with Helena’s problem. Encourage students to talk about what this says about Oberon’s character.</strong></td>
</tr>
<tr>
<td><strong>What happens if someone has the juice of the purple flower placed on their eyelids? (He or she falls in love with the first person they see.) What does Oberon want Puck to do? (put the juice on Titania’s eyelids) Who does Helena love? (Demetrius) Who does he love? (Hermia)</strong> Have students describe Oberon.</td>
<td><strong>How are Lysander and Helena like Demetrius and Hermia? How are they different? (They are young and in love, but Hermia loves Lysander and Helena loves Demetrius.) Have students talk about why Hermia and Lysander did not plan their escape better than they did. Encourage students to talk about how Puck could confuse his victims.</strong></td>
<td><strong>What mistake did Puck make with the Athenian couples? (He put the potion on the wrong boy.) Encourage students to talk about how Puck could have made the mistake he did. Have students talk about how Puck feels about Oberon.</strong></td>
</tr>
<tr>
<td><strong>pages 6–7</strong></td>
<td><strong>How are Lysander and Helena like Demetrius and Hermia? How are they different? (They are young and in love, but Hermia loves Lysander and Helena loves Demetrius.) Have students talk about why Hermia and Lysander did not plan their escape better than they did. Encourage students to talk about how Puck could confuse his victims.</strong></td>
<td><strong>Why did Puck make mischief with Nick Bottom? (He thought they were very bad actors.) Have students talk about why Puck would feel so appalled at the bad acting. Encourage students to talk about why Puck chose a donkey’s head for Nick Bottom.</strong></td>
</tr>
<tr>
<td><strong>What were Hermia and Lysander going to do? (run away and get married) What did they do in the woods? (fell asleep) What did Puck do? (He put the juice on Lysander’s lids.)</strong> Have students talk about why Lysander and Hermia were running away. Encourage students to talk about why they decided to rest instead of going to Lysander’s aunt’s house.</td>
<td><strong>What happened when Lysander saw Hermia? (He fell in love with her.) Who is Nick Bottom? (an actor from Athens) What happened to him? (Puck changes the actor’s head into that of a donkey.)</strong> Have students talk about what Helena did when Lysander told her he loved her. Encourage students to talk about what the other actors did when they saw Nick Bottom with a donkey’s head.</td>
<td><strong>What happened if someone has the juice of the purple flower placed on their eyelids? (He or she falls in love with the first person they see.) What does Oberon want Puck to do? (put the juice on Titania’s eyelids) Who does Helena love? (Demetrius) Who does he love? (Hermia)</strong> Have students describe Oberon.</td>
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<tr>
<td><strong>pages 8–9</strong></td>
<td><strong>How is Puck like the actors? How is he different? (Puck is playful like the actors but Puck is a sprite and the actors are mortals. Both Puck and the actors entertain.)</strong> Have students talk about what the actors and their performance might have been like. Encourage students to talk about any experiences they have had a play seeing a bad play or movie. Encourage students to talk about what bad acting looks like.</td>
<td><strong>What mistake did Puck make with Nick Bottom? (He thought they were very bad actors.) Have students talk about why Puck would feel so appalled at the bad acting. Encourage students to talk about why Puck chose a donkey’s head for Nick Bottom.</strong></td>
</tr>
<tr>
<td>Developing</td>
<td>Expanding</td>
<td>More Complex</td>
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<td>------------</td>
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</table>
| **pages 10–11**
- What did Titania do when she saw Nick Bottom? (Fell in love with him.)
- What did Puck do wrong? (Spread the juice on the wrong person)
- What did Hermia think happened to Lysander? (Demetrius killed him.)
- Have students talk about what Hermia must have felt when she woke up alone. Encourage students to talk about why Demetrius said he would never kill Lysander.  

- How are Oberon and Puck alike? How are they different? (They like to play tricks, they laugh at other people’s misfortunes; Oberon cares about making wrong situations right.)
- Have students talk about Oberon and Puck’s relationship: are they friends, master/servant? Encourage students to talk about what Puck does for Oberon.  

- Why did Hermita think Demetrius killed Lysander? (She woke upon alone and Demetrius said he loved her. She thought he killed Lysander to have Hermia for himself.)
- Have students talk about what kind of person Hermia is. Encourage students to talk about what they would do if they were Hermia.  

| **pages 12–13**
- What did Oberon do to try to fix the problem? (He put the juice on Demetrius’s eyelids.)
- What were Oberon and Puck doing when the two couples met each other? (Hiding behind the bushes.)
- Have students talk about what Helena thought about Demetrius telling her he loved her.  

- What do Demetrius and Lysander have in common? What is different about them? (They love the same woman. Demetrius gives up on Hermia, Lysander chases after Helena.)
- Have students talk about why Puck thinks Demetrius and Lysander’s behavior is so funny.  

- Why was Helena angry at both boys? (She thought they were making fun of her.)
- Have students talk about why Puck says, “What fools they mortals are.” Encourage students to talk about whether or not they agree with his statement.  

| **pages 14–15**
- What was the problem among the four youths? (The two boys loved the same girl.)
- What did Demetrius want to do? (Fight a duel with Lysander.)
- What did Oberon tell Puck to do? (Darken the forest, confuse the young people, put the juice on Lysander’s eyes.)
- Have students talk about how Oberon’s plan would work.  

- How is Puck’s reaction to the young couple’s problem different from Oberon’s? (Puck thinks it is funny, but Oberon doesn’t want to see them with the wrong people.)
- Have students talk about what the girls felt when both Lysander and Demetrius declared their love for Helena. Encourage students to talk about why Oberon was so angry.  

- Why did Oberon want Puck to confuse the two couples? (So they would get tired, fall asleep, and Puck could place the potion on their eyelids.)
- Have students discuss why Oberon wanted Puck to fix the situation between the two couples. Discuss why the boys would fight a duel rather than let the girl decide.
Day 2

Practice and Apply

**COOPERATIVE TASK** Remind students: Fantasy is something that couldn’t happen in real life. Reality is something that could happen in real life. Have students work with a partner to list aspects of the story that are fantasy and the parts that are reality. Ask volunteers to share their ideas with the class. Then have students write why they think Shakespeare included these fantasy elements in the story. Ask volunteers to share their ideas with the class.

Tell students that they will work with a partner to compare *A Midsummer Night’s Dream* with another myth they know or have read about. Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Explain: *Use the diagram to help you compare and contrast A Midsummer Night’s Dream and the myth they chose. Think about the characters, how the gods and humans behave, and what the myths are trying to explain.* Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class.

Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Vocabulary Strategies

Determining Meaning by Word Relationships  Remind students that there are many ways to determine the meaning of unfamiliar words. Some of them do not require using the dictionary. Say: Looking at relationships between words can sometimes help us to understand new words. Some of these relationships may show cause and effect, part of a whole, or an item within a category. Have students provide examples of part/whole and item/category relationships.

Have students look at page 2 of *A Midsummer Night’s Dream* and read the first two sentences aloud. Say: If you don’t know the meaning of the word sprite, you have a relationship between this word and the word fairy. To clarifying the meaning of this word, the second sentence says that the sprite was the servant of the king of the fairies. A sprite is a kind of fairy. It is an item within a category. Have students look for the word mischievous and read the sentence aloud. Say: A mischievous person plays pranks on others. If you know what a prank is, you can guess what mischievous means. A prank is a result of the actions of a mischievous person.

Practice and Apply

**COOPERATIVE TASK**  Tell students: You will work with a partner to locate these words in the text of *A Midsummer Night’s Dream*. Once you find the word, determine the meaning and the kind of relationship that helped you arrive at that meaning. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their ideas with the class. Finally, have students look up the words in the dictionary. Lead a discussion about whether or not the relationships helped them to determine an accurate definition.

Class Prep

Write the following words on the board:

✔ seethed
✔ antidote
✔ eavesdrop
✔ elope
✔ blurry
✔ rounded
✔ mocking
Fluency Practice

**COOPERATIVE TASK**  Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING**  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

Oberon was tenacious and asked Puck to place
A very special potion on Titania’s face.
Unbeknownst to the queen, she was smitten quite quick
With a donkey-faced actor whose first name was Nick.
Puck’s pranks and antics left four people without hope.
He had stalked those poor folks through a glade and a copse.
His tricks nearly hampered all their hopes to elope.
The boys wooed the wrong girls; it was almost cruel.
The once friendly boys were set to fight a duel.
There were cries and shouts and tears of emotion.
Can you imagine such an awful commotion?
Puck had to stride up the slope so things would be right.
He gave all the antidote that Midsummer’s night.

Close

**COOPERATIVE TASK**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.

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Prior to class, prepare vocabulary card sets of the key words using index cards, one set for each pair of students:

- pranks
- hamper
- antidote
- glade
- tenacious
- wooed
- strode
- elope
- copse
- stalked
- slope
- antics
- unbeknownst
- smitten
- commotion
- duel
**Grammar and Usage**

**Denotation, Connotation, and Word Choice**  Explain to students:

Denotation is what a word literally means. Connotation is the emotion or idea that is associated with a more specific word. The denotation of these words is the same, but the connotation is different. Tell the class: The word in each column mean about the same thing, but their connotation is different. Ask students to identify the words with a more positive connotation and which words have a more negative connotation. Tell students that by choosing a certain word they can communicate more than just the denotation or meaning. This is why it is important to choose words carefully. If a word is chosen carefully, it can say as much as several words.

**Using a Thesaurus**  Tell students: One of the things we can do to choose more specific words is to use a thesaurus. A thesaurus is a dictionary of synonyms. Point out that like a dictionary, a thesaurus has guide words. Say: A thesaurus entry will identify the part of speech of the word, synonyms of the word, examples using the word in sentences, and sometimes the antonym or opposite of the word. Ask the class: How is a thesaurus like a dictionary? How is it different? Have students look up the word tenacious in the thesaurus. Ask volunteers to identify the meaning, other synonyms, and the connotation of the word. Repeat the procedure for the words: grove, potion, sprite, wander, and hamper.

**Review / ELLs**  Review connotation with students. Write the following groups of words on the board: slender, skinny, bony, slim, thin; attractive, pretty, beautiful, gorgeous, lovely; man, guy, gentleman; and house, mansion, hut, shack, dwelling. Discuss what students think of when they hear these words. Help them to order the words from most positive to least positive connotations.
Practice and Apply

**COOPERATIVE TASK**  Tell students: *You are going to work with a partner to look up at least two synonyms for each word from the board in the thesaurus.* Circulate among the pairs, providing assistance as necessary. Have volunteers share their answers with the class. Then have the pairs arrange the synonyms from best to worst connotation. Ask volunteers to share their ideas with the class. Encourage students to explain their reasoning.

**Talk It Out**  **COOPERATIVE TASK**  Write the following words on the board:

- walk
- attractive
- hungry
- look
- funny
- unusual
- smell
- cold
- animal
- said
- good
- bad

Tell students that they are going to work with a partner to think of more specific words that mean about the same as the words on the board. Explain that they will determine the connotation of each word. Say: *Think of other words that mean about the same as the words on the board. For example, think about different ways people can walk.* Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class.

Close

**Write It Out**  To bring closure to Day 4, have students rewrite a story using more vivid language. Suggest that students use a children’s story or a nursery rhyme. Remind students that they want the reader to see what they see happening in the story. Ask volunteers to read their stories to the class.

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**Class Prep**

Write the following words on the board:

- ✔ dirty
- ✔ destroy
- ✔ sadness
- ✔ important
- ✔ work
- ✔ argument

**Topic of Discussion**

**Word Connotations**

1. Discuss the connotation of the word.
2. Discuss other words that mean about the same.
3. Determine the connotations of these words.
4. Share your ideas with the class.
Speaking and Writing

Model

Explain to the class that you are going to tell them a riddle based on something from *A Midsummer Night’s Dream*. Encourage them to listen carefully to your description. Say:

*I’m an everyday thing. I darken everything I see. But sometimes I might shine little lights, but not too many or I will go away. When I’m around, some animals are very active. I might bring you dreams. Who am I?*

Tell students they may ask you yes/no questions to determine the answer. Encourage students to ask questions until the correct answer, *night*, is given.

Practice and Apply

**COOPERATIVE TASK**  
Tell students: *You are going to create a riddle about one of the key words or characters from the story. Your partner may ask you five yes/no questions to help determine the correct answer.* Circulate among the pairs and provide assistance. Then have the pairs share their riddle for the class to guess.

**Listen to Write**

**INFORMAL ASSESSMENT**  
Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the *Words to Learn* list at the end of *A Midsummer Night’s Dream* to self-correct their spelling.

### Key Word Riddles

1. **pranks**  
   Steve is a joker and is always playing pranks on his friends.

2. **strode**  
   The batter strode to home plate.

3. **hamper**  
   Bad weather might hamper our plans this weekend.

4. **duel**  
   Luke and Darth Vader have a duel at the end of the movie.

5. **antics**  
   Everyone laughed at the monkey’s funny antics.

6. **glade**  
   A family of deer walked out of the glade.

7. **wooed**  
   The man wooed the woman with gifts like flowers, and jewelry.

8. **antidote**  
   After a poisonous snake bite, an antidote can help you get better.

9. **unbeknownst**  
   Unbeknownst to my parents, my brother failed his math test.

10. **smitten**  
    Ryan is very smitten with Mandy.

11. **tenacious**  
    The tenacious little dog wouldn’t let go of the toy.

12. **elope**  
    Christy and Joshua didn’t want a big wedding, so they decided to elope.
Culminating Activity

Writer’s Workshop

Tell students that they are going to write about Puck. Write the following prompt on the board. Say: Think about how you would describe Puck. Then write the writing prompt on the board and read it aloud.

The Writing Process

Pre-writing  Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Distribute a 2-column Graphic Organizer from Spotlight on English Blackline Masters or draw one on the board for students to copy on a separate sheet of paper. Explain to the class that they will write how Puck was a villain in one column and how he was a good guy in the other column.

Organizing Ideas  Cooperative Task  Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Encourage students to make suggestions to add to their partners’ writing.

Drafting  Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write about Puck. Ask students to use all of the words in the Key Words box in their writing, encouraging them to use more precise language, and to refer back to the ideas they discussed with their partner.

Revising  Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, precise use of language, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Key Words box at the end of A Midsummer Night’s Dream to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

Publishing  Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Tell students they will copy their writing on a separate sheet of paper or use a computer to produce their final copy. Explain to students that once they have produced a neat copy of their work, they will share it with the class.
Warm Up

Before Reading

Have students look at the cover and title page of *There Will Come Soft Rains*. Ask a volunteer to read the title, author, and illustrator and have the class repeat it. Say: *Ray Bradbury is the person who wrote the story*. Then say the title and illustrator for students to repeat after you: *There Will Come Soft Rains* by Ray Bradbury and illustrated by Sirelion.

About the Author

Ray Bradbury was born in 1920 in Illinois. From the age of sixteen he was interested in science fiction. His first novel, a collection of short stories called *The Martian Chronicles*, was published in 1950. Many of Bradbury’s short stories were adapted for television shows such as: *Alfred Hitchcock Presents, Suspense, Lights Out*, and *The Twilight Zone*. Along with *The Martian Chronicles*, other famous Bradbury works are: *Fahrenheit 451*, *The Illustrated Man*, and *Something Wicked This Way Comes*. These books were also made into movies. Bradbury died in 2012.
Genre

Tell the class: There Will Come Soft Rains is an example of science fiction. This means that: these stories may take place in the future or in another time; the story is based on scientific or technological advances that seemed unreal at the time the story was written; the story may make a political or social statement. Ask students to provide examples of science fiction they know or have read.

Frontload Vocabulary

Point to the word spoors and have students read it aloud with you. Explain: Spoors are the name for animal droppings. Wildlife conservationists often use spoors to track where endangered species are living. Point to the word bridge and have students read it aloud with you. Say: My grandmother plays bridge with her friends every Tuesday; it’s her favorite card game. Ask students to identify other cards games they have played or have heard about. Finally, point to the word warrens and have students read it aloud with you. Say: It is easy to get lost in the warrens of hallways in the old building. Explain that a warren is like a maze of small rooms or passageways. Encourage students to talk about any place they have been that was a warren. Divide the class in two and assign half of the remaining key words to each group. Explain that they will work with a partner to look up the definitions of the words in the dictionary, think of an explanation of the word, and write a sentence using the key word. Then have volunteers share their ideas with the class. Write a definition or explanation of each key word on the board. Have students copy the key words and the explanation in their notebooks.

Activate Prior Knowledge

Have students talk about what they know about Hiroshima and Nagasaki, the Cold War, and the effects of nuclear war. Explain: At the end of World War II, the United States was the only country with an atomic bomb. Shortly after that, the Soviet Union developed an atomic bomb. By the 1950s, people in the United States were afraid that the Soviet Union might someday use the bomb against the United States. Some people built shelters in their homes and yards in case such an event happened. There were bomb drills in schools. Encourage students to talk about any books, movies, or television programs they may have seen that deal with this time or the effects of a nuclear war.

Close

Make Predictions To bring closure to Day 1, show students the cover and title page of There Will Come Soft Rains. You may want to flip through a few pages. Ask: What do you think the book is about? Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *There Will Come Soft Rains* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat. This echo read technique is ideal for modeling correct pronunciation and intonation of the text. You may choose to reread parts of the text (or have volunteers do so) to reinforce correct speaking and listening skills.

**Guided Reading**  Then divide the class into groups of similar proficiency levels and have each group read the book together. Circulate among the groups and provide assistance as needed.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

**Expanding**  Use questions such as these for students to demonstrate understanding of sequence. Remind students that sequence is the order the events in the story occurred. Words such as *first, next, then, finally, and at last* are words that can indicate sequence. Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these students to draw conclusions. Remind students that we draw conclusions when we take information about a character or event to make a statement or judgment based on that information. Students should answer and elaborate on their answers in complete sentences.

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<td><strong>pages 2–3</strong></td>
<td><strong>How does the story begin? (The alarm goes off, says it’s time for breakfast, makes breakfast, reminds the family of birthdays, anniversaries, and bills to pay, tells them about the weather and what to wear, opens the garage door.) Discuss the announcements made in the house.</strong></td>
<td><strong>Besides the date, how does the reader know the story takes place in the future?</strong> Have students talk about any aspects in the story that is like life now. Encourage students to talk about how much of the science fiction in this story is reality or almost reality now.</td>
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<td><strong>Who cooked breakfast? (the stove)</strong> What was for breakfast? (bacon, eggs, toast, coffee, and milk) <strong>When and where does the story take place? (August 4, 2026 in Allendale, California)</strong> Who does the work in the house? (machines)**</td>
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### Day 2

**Week 7**

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<tr>
<th>Developing</th>
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<td><strong>pages 10–11</strong></td>
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<td>- What happened in the evening? (the house ran the bath, made dinner, cleaned it up, lit a fire, smoked a cigar, warmed the beds, a read a poem) <strong>What could be heard in the house?</strong> (music and a poem)</td>
<td>- What is evening like in the house? (the children have a bath, dinner is served, a fire is lit, the father must have smoked cigars, there is music, and a poem is read) <strong>How did Mrs. McClellan usually end her day?</strong> (listening to a poem) Have students compare an evening in this house to an evening in their house. Encourage students to talk about how the family lived that was modern and how their life was traditional.</td>
<td>- <strong>Why is this particular poem included in the story?</strong> Have students talk about what the poem is about and its theme. Encourage students to talk about whether or not they agree with this idea.</td>
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<td><strong>pages 12–13</strong></td>
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<td>- What happened at 10:00? (The house began to die.) <strong>What was done to try to stop this?</strong> (Water shot from the ceiling, the doors were shut, robots shot green chemicals on the fire.)</td>
<td>- <strong>How did the fire start?</strong> (A tree fell through the window and cleaning solvent spilled on the stove and caught fire.) <strong>How did the house react to the fire?</strong> (A voice screamed fire, the lights flashed, the water pumps shot water from the ceilings, doors slammed shut, water rats squeaked from the wall, shot water, the water ran out, robots shot green chemicals on the fire.) Have students talk about ways the house protected the family and itself. Encourage students to talk about protection measures in their home.</td>
<td>- <strong>Why does the author say the house began to die?</strong> Encourage students to provide specific examples of personification that the author uses.</td>
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Practice and Apply

**COOPERATIVE TASK** Remind students that there are different purposes for writing. Discuss with the class what the author’s purpose for writing this story might be. Have students explain their answers. And discuss whether or not Bradbury achieved his purpose. Tell students that they will discuss the theme of the story with a partner. Ask: *What do you think Bradbury was trying to say with this story?* Have volunteers share their ideas with the class.

Explain to students: *You and a partner are going to discuss other science fiction stories you know or have read. Then you will compare that story to There Will Come Soft Rains.* Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Tell students to use the diagram to help them compare and contrast the science fiction stories. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class. Ask: *What do many of these science fiction stories have in common? If you had to explain science fiction to someone, what could you say?*

**Close**

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Vocabulary Strategies

**Words that Create Style and Tone** Explain to the class: A good writer maintains a tone and style throughout the text. This helps to create a mood or feeling. Ask the class to talk about what the house is like before the fire. Elicit: Life goes on even though the people are no longer there. Say: Think about how the writer communicates this idea. He uses the voices telling time, the mice humming and whirring as they do the work, the machines cleaning up the breakfast and the dishes, and the bridge tables and cards appearing at the usual time.

Read page 2 of *There Will Come Soft Rains* aloud or have volunteers take turns reading paragraphs. Ask: What kind of mood does this page communicate? Have students talk about what they think when they hear the time followed by a rhyme. Encourage students to pick out words and phrases that contribute to the tone or mood of the passage. Elicit answers that include: the voice-clock singing, the hissing stove, the perfectly prepared breakfast, the reminders of the date, birthday and anniversary announcement, the reminder to pay the bills, the soft song of the front door, the garage door lifting and closing. Explain to the class that the choice of these words and phrases help to create the tone and style of the story. Say: Think of the sounds you would hear in this scene and the picture the words paint. Which words and phrases help you to see and hear the story?

**Practice and Apply**

**Cooperative Task** Tell students that they will work with a partner to create a description of an event, a place, or person to convey a certain tone. Assign a mood to each group such as: fear, happiness, nervousness, sadness, peacefulness, excitement, boredom, impatience, and joy. Explain: You and your partner must talk about what words or expressions can help you to create the tone or mood you have been assigned. Remember that you are painting a picture with words. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their descriptions with the class. Encourage students to identify the mood or tone of each description.
Fluency Practice

**COOPERATIVE TASK**  Review the *Words to Learn* by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING**  Display the rhyme below on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

In the 1950s there was a preoccupation
About the effects that could be caused by radiation.
Atomic mania was paranoia, some people said.
It manifested itself with lots of feelings of dread.
The inconveniences of sirens and bomb drills and such
Manipulated and aggravated this fear too much.
However, if this titanic disaster came to pass,
The world as we know it would change, and would change very fast.
There would be charred buildings and shrapnel flying everywhere.
Animals would burrow in their warrens and hide in lairs.
Cavorting creatures would no longer leave a single tread.
Only spoors might remain of the kind of life they once led.
The founts of places such as parks would run empty and dry.
No more bridge games and no more picnics as in days gone by.
No altars to Baal, no relics from cultures that once thrived,
Would this awful incinerator allow to survive.
There would be no solvent that could ever clean up this mess.
So we must keep working to keep peace—accept nothing less.

**Close**

**COOPERATIVE TASK**  To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
**Grammar and Usage**

**Indefinite Pronouns** Display the following indefinite pronouns on the board:

- anybody
- anyone
- each
- either
- everybody
- everyone
- neither
- nobody
- no one
- one
- somebody
- someone
- both
- few
- many
- several
- all
- any
- most
- none
- some

Ask volunteers to read the words on the board. Explain: *There are a group of pronouns that are called indefinite pronouns. These pronouns do not specifically identify gender, but there are some that are singular and plural. Ask students which pronouns are singular and which ones are plural.*

**Agreement of Indefinite Pronouns** Tell the class: *A pronoun must be singular if the antecedent is one of the singular indefinite pronouns.* Write the following sentences: *One of the boys lost his tennis racket. Neither of the girls did her homework.* Underline the antecedents *one* and *neither*. Ask students: *Why is his and her used in these sentences? Explain: The pronoun is plural if the indefinite pronoun in the antecedent is plural.* Then write these two sentences: *Few students failed their quiz. Several homes lost their roofs in the storm.* Ask students to identify the pronoun and the antecedent in the example sentences.

Explain to the class: *There are several kinds of common pronoun errors.* Ask volunteers to read the sentences on the board aloud. Have students identify the pronouns and their antecedents. When students have done this, ask if the pronouns agree with the antecedents. For the first sentence, tell students that there is a pronoun shift. Explain: *This can be fixed by choosing the appropriate pronoun for the antecedent. Change you to I.* Ask the class: *What is the antecedent in the second sentence: campers or cans?* Elicit that it is not clear. Show the class this rewritten version of the sentence: *Any cans left by campers should be buried.* Explain that the antecedent isn’t clear in the third sentence. Tell students: *An easy way to correct this is to turn the sentence into a quote: Laura told Haley “I’m terrible at basketball.* The fourth sentence is missing an antecedent, so the easiest way to correct it is to replace the pronoun with a noun: Say: *When you finish reading, give the book to me.*

**Class Prep**

Display the following sentences on the board:
- ✔ I like living in California because you can swim all year.
- ✔ If campers leave cans in the campsite, bury them.
- ✔ Laura told Haley that she was terrible at basketball.
- ✔ When you have finished reading, give it to me.
Practice and Apply

Prior to class, prepare enough sets of sentence strips for each pair of students in the class. Use the following sentences:

I was nervous about my speech because you don’t want to make mistakes in front of everyone.
In the poem they make the robber the hero.
Maria asked her mother where her keys were.
If the guests don’t eat the cakes, freeze them.
Remove the chicken from the pan and soak it in soapy water.
Neither of the boys had books with them.
Either Ben or James will bring their game.

Talk It Out  **COOPERATIVE TASK**  Explain to the class that they will work with a partner to identify the errors. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their answers with the class.

Close  **Write It Out**  To bring closure to Day 4, have students write the corrections of the sentences from the previous activity on a separate sheet of paper. Ask volunteers to write their corrections on the board.
Speaking and Writing

Model

Tell students that you are going to describe a word associated with the story *There Will Come Soft Rains*. Elicit multiple guesses from the class until the correct answer, *rain*, is provided.

*A form of precipitation, it is wet and cool. It can fall any time of year. What is it?*

Practice and Apply

**COOPERATIVE TASK** Explain to the class: You will work with a partner to describe the key words. Draw a card and describe or define the word in no more than three sentences for your partner to guess the word. You may provide an additional clue if your partner cannot correctly guess the word. Distribute the sets of cards to their pairs. Circulate among the pairs and provide assistance as necessary.

Listen to Write

**INFORMAL ASSESSMENT** Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the *Words to Learn* list at the end of *There Will Come Soft Rains* to self-correct their spelling.

| 1. bridge | My grandmother plays bridge with her friends every Tuesday. |
| 2. altar   | We saw an Aztec altar carved from a huge stone in Mexico. |
| 3. tread   | Wipe your feet so you don’t leave dirty tread marks on the floor. |
| 4. charred | The only food left was one charred hot dog on the grill. |
| 5. titanic | The titanic new cruise ship was really beautiful. |
| 6. mania  | The pop star created a mania among his fans. |
| 7. Baal    | One of the best-known gods of the ancient world is Baal. |
| 8. incinerator | The junk was taken to the incinerator to be burned. |
| 9. shrapnel | The soldier’s helmet was hit by shrapnel, but he wasn’t hurt. |
| 10. inconvenience | Mom brought my lunch even though it was an inconvenience. |
| 11. cavorting | It’s fun to see the dogs cavorting and playing with each other. |
| 12. solvent | The janitor had to use a special solvent to clean the floors. |
| 13. warrens | The prairie dogs live in warrens underground. |
| 14. paranoia | Maybe it is paranoia, but I feel like someone is following me. |
| 15. spoors | The forest ranger tracked the bear by following the spoors. |
| 16. manipulated | They manipulated the press to keep us interested in the actress. |
Culminating Activity

**Writer’s Workshop**

Tell students that they are going to write about an unplugged life. Write the following prompt on the board. Say: *Think about all the things we use that require electricity. What kinds of things do you do with these things? Think about how your life would be different without them.* Then write the writing prompt on the board and read it aloud.

### The Writing Process

**Pre-writing**  
Explain: *The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write.* Distribute a Web Graphic Organizer to each student or draw one on the board and have students copy it on a separate sheet of paper. Have students complete it with their ideas about an unplugged life.

**Organizing Ideas**  
**COOPERATIVE TASK**  
Explain: *The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep.* Have students discuss the writing prompt with a partner. Encourage students to make suggestions to add to their partners’ writing.

**Drafting**  
Explain: *The next step in the writing process is drafting. In this step, we write our ideas down.* Display the writing prompt on the board. Say: *Copy the writing prompt on a separate sheet of paper and write about an unplugged life.* Ask students to use all of the words in the Key Words box in their writing, encouraging them to use indefinite pronouns, and to refer back to the ideas they discussed with their partner.

**Revising**  
Explain: *The next step in the writing process is revising. In this step, we check our work to make sure there are no errors.* Have students revise their drafts to check for correct spelling, use of clear pronouns, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Key Words box at the end of *There Will Come Soft Rains* to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

**Publishing**  
Explain: *The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing.* Tell students they will copy their writing on a separate sheet of paper or use a computer to produce their final copy. Explain to students that once they have produced a neat copy of their work, they will share it with the class.

| **17. radioactive** | The scientists checked for radioactive soil and water. |
| **18. preoccupation** | Their children’s future is the preoccupation of most parents. |
| **19. fount** | There were founts of splashing water in front of the luxury hotel. |
| **20. manifested** | The vampire manifested his presence in the form of a bat. |

**Writing Prompt**

- Explain what an unplugged life might be like. How would your life change?
Warm Up

Before Reading

Have students look at the cover and title page of State of the Union Address. Ask a volunteer to read the information on the title page. Ask: Who wrote the address? Elicit: Martin Van Buren. Then read aloud the information on the title page and have students repeat after you: State of the Union Address by Martin Van Buren, introduction by Simone Ribke, photo selection by Monica Delgado de Patrucco.

About the Author

Martin Van Buren was born in New York in 1782. He was the first American president born after the United States declared its independence. He was a lawyer, state senator, United States senator, governor of New York and secretary of state under President Jackson. He later became Jackson’s vice-president. In 1836, he was elected president. He served one term. Van Buren unsuccessfully ran for president in 1848. Van Buren died in 1862.
Genre

Remind the class that we read to learn. Books, stories, and poems can describe or explain, inform, persuade, or entertain. Explain to the class: **State of the Union Address** is a speech and is an example of informational/nonfiction writing. Remind the class that the words are meant to be spoken and that the people, places, events, and facts are real. Discuss with the class other speeches they have read or heard. Encourage students to talk about things we may find in the text of a speech that we might not find in other kinds of texts. Ask: *Why would it be important to have a well-written text for a speech? What can the speaker do with this text that doesn’t happen with texts that aren’t meant to be speeches?*

Frontload Vocabulary

Point to the words *economic depression* and have students read it aloud with you. Explain: *An economic depression occurs when businesses fail, people are out of work, and people lose their homes. The 1930’s was a time when there was a serious economic depression in the United States and all over the world.* Point to the word *defective* and have students read it aloud with you. Say: *I had to return the computer because it was defective and didn’t work.* Point to the word *casualties* and have students read it aloud with you. Say: *There were thousands of casualties and dead after the battle of Gettysburg.* Ask students to identify other situations where there might be casualties.

Have students look up the remaining key words in the dictionary and work with a partner to come up with an explanation of the key words. Ask volunteers to share their ideas with the class. Then have students write sentences using the key words.

Activate Prior Knowledge

Explain to the class that the United States Constitution requires the president to give a speech to Congress every year about the state of the union. Ask students if they have ever heard a State of the Union speech. Encourage students to talk about who hears the speech, and where it happens. Ask: *What topics would the president cover in this speech?* Then have the class discuss what else the president does. Have students talk about why the State of the Union speech might be a difficult speech to deliver.

Close

**Make Predictions** To bring closure to Day 1, show students the cover and title page of *State of the Union Address*. You may want to flip through a few pages. Ask: *What do you think the book is about?* Write students’ predictions on the board to refer to once they have finished reading the story. Tell students they will review their predictions once they finish reading.
Listening and Reading

**Echo Reading**  Read aloud *State of the Union Address* and have students listen. Read it again and have students chorally repeat after you. Start with one word, gradually building to the whole sentence. Model tracking print and have students follow along as you read and they repeat.

**Guided Reading**  Then divide the class into groups of similar proficiency levels and have each group read the book together.

**Developing**  Use questions such as these for students to recall specific information about the text. Students may answer with one or more words.

**Expanding**  Use questions such as these for students to draw conclusions about information in the text. Remind students that we draw conclusions when we take information about an event or character to make a judgment based on that information. Students may answer in phrases or short sentences.

**More Complex**  Use questions such as these for students to discuss cause-and-effect relationships. Remind students that the cause is the reason something happens, and the effect is the result of that cause. Words such as *so*, *because*, *since*, and *therefore* can indicate cause-and-effect relationships. Students should answer and elaborate on their answers in complete sentences.

### Developing
- **pages 2–3**
  - *How was Van Buren different from the presidents before him?* (He was the first president to be born in America.)
  - *What happened in the Panic of 1837?* (There was an economic depression, banks and businesses closed.)
  - *How did Van Buren try to have peaceful relations with other countries?* (With diplomacy and talks)

### Expanding
- *How could Van Buren be described?* Allow answers that include cautious and strong. Encourage students to talk about whether or not these traits are important for a president to have.

### More Complex
- *What happened when the banks got too greedy?* (They gave out mortgages to people who could not pay the money back.) Have students talk about why the book mentions the economic crisis of 2008. Encourage students to talk about how the situation in 1837 was similar to this most recent crisis.
### Developing

**pages 4–5**

- With which country did Van Buren want to avoid a war? (Mexico) To whom was Van Buren speaking? (The Senate and the House of Representatives) Have students talk about what territory was the problem between the United States and Mexico. Encourage students to talk about the other countries does Van Buren mention in his speech.

### Expanding

**pages 4–5**

- Which countries were most important to Van Buren? (Great Britain, France, Russia, Mexico, Portugal) Which countries enjoyed a closer relationship with the United States? (Great Britain and Russia) Have students talk about what relations with the other countries were like. Encourage students to explain how they were able to draw those conclusions.

### More Complex

**pages 4–5**

- Why were Portuguese ships being taxed? (Portugal was taxing U.S. ships) Have students talk about how international affairs are different today from those in Van Buren’s time. Encourage students to talk about why the United States would be angry about ships being taxed in Portugal.

**pages 6–7**

- What was a problem with the banks? (They didn’t always follow the laws.)

**pages 6–7**

- What were relations with the Indians like? Allow answers that include difficult or complicated. Encourage students to talk about why the United States did not want Indians in the country or the territories and how the Indians felt about this policy.

**pages 6–7**

- Why would people buy public lands? (to settle on large areas of land) Have students talk about why people wanted to go to these territories. Encourage students to talk about the kind of person who would settle on these lands.

**pages 8–9**

- What did the settlers want? (to keep the land they occupy) Where was the United States involved in a war? (Florida) What did the government do to get Indians to move west? (a larger number of game, money, a better life) Have students talk about where the Indians were encouraged to move. Encourage students to talk about the Indian tribes Van Buren mentioned in his speech.

**pages 8–9**

- How did the Indians’ lives change when they moved west? (They didn’t just hunt; they also farmed) Have students talk about whether or not the Indians were happy with these changes. Encourage students to talk about why the Indians stopped hunting and began farming.
### Developing

**Pages 10–11**
- **What does Van Buren think Indians could learn?** (the value of laws, the benefits of government, union and peace, the value of friendly relations with others) *Allow answers that include he treated them almost like children, if they were treated fairly there would be few problems with them.*
- **How will the United States protect the settlers?** (with the army, permanent posts) *Have students talk about what the government promised in the treaty with the Indians.*

### Expanding

**Pages 12–13**
- **What did the Navy do in the slave trade?** (prevents the importation of slaves) *What did naval officers discover?* (a new channel in New York Harbor; a way to navigate a dangerous coast off Massachusetts) *Have students talk about things Commodore Dallas did.*

### More Complex

**Pages 14–15**
- **Why would the government need to establish more permanent army posts?** (In order to protect the settlers.) *Have students talk about what life on these posts might have been like.*
- **How did the government show that the Navy was important?** (It grew both at home and overseas.) *Encourage students to talk about why the Navy may have been more important than the Army in Van Buren’s time.*

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## Practice and Apply

**Cooperative Task** Have students work with a partner to identify the major topics in the speech. Distribute a 3-column chart from *Spotlight on English Blackline Masters* or draw one on the board for students to copy on a separate sheet of paper. Explain: Write the topics in the first column, the main idea about that topic in the second column, and the supporting details of the main idea in the third column. Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class.

Tell students that they are going to work with a partner to compare and contrast *State of the Union Address* and “I Have a Dream.” Draw a Venn diagram on the board for students to copy on a separate sheet of paper. Explain that the diagram will help them to organize their ideas. Say: Think about the purpose of each speech, the audience, the kind of language used, and the main ideas in each speech. You should also think about what hearing each speech might have been like. What kind of emotions might someone feel upon hearing this? Circulate among the pairs, providing assistance as necessary. Ask volunteers to share their ideas with the class. Complete the Venn diagram on the board with students’ ideas.

## Close

To bring closure to Day 2, refer students back to the predictions they made on Day 1 and discuss what clues helped them make accurate predictions.
Verifying Meaning of Words and Phrases

Remind students:
Remember in Week 4 we talked about ways to figure out the meaning of an unfamiliar word. Review ways to determine the meaning of an unfamiliar word. Elicit from the class knowledge of roots and affixes, context clues, relationships between words, and inferring meaning. Encourage students to explain different kinds of relationships between words such as: cause and effect, parts of a whole, or items in a category.

Distribute a 3-column chart to each student or have students make one on a separate sheet of paper. Have students fill in the first column with the words on the board. Have students look for the word crisis on page 2 of State of the Union Address. Ask a volunteer to read the paragraph. Then ask: What events are mentioned in this paragraph? Elicit: people could not repay loans, banks ran out of money and closed, businesses closed, and people lost their jobs and homes. Say: These events are all examples of what happens when there is an economic crisis. Are these things problems? Crisis means problem. Have students look for the word mortgage on page 2 and ask a volunteer to read the sentence in which it appears and the two sentences that follow it. Say: The third sentence gives you a definition of mortgage: a loan used to purchase property.

Practice and Apply

Cooperative Task

Explain to the class: You will work with a partner to locate the remaining words on the board in the text of State of the Union Address. When you find the word, you must determine the meaning of the word and write that meaning in the second column. Discuss with your partner whether the word is important to understanding the phrase or sentence. Identify the art of speech: noun, verb, adjective, or adverb. Explain that they will make a note of this next to the word in the first column. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their ideas with the class.

Have students look up the words from the list in the dictionary and write their meanings in the third column. Ask volunteers to read the sentences where the words from the list were found and explain what they think the sentence means. Discuss with the class which words were the most important in helping them to understand the sentence. Have them identify the part of speech of each important word. As a class, develop a strategy for identifying the words in a sentence or phrase that are important to know in order to understand the sentence or phrase.
Fluency Practice

**COOPERATIVE TASK** Review the Words to Learn by showing each card and sounding out the key word with students, pointing to each letter or letters representing phonemes, as you blend the word. Then distribute the card sets to each pair of students and have them practice by taking turns reading the key words aloud. Finally, collect the card sets, show a word, and have volunteers read the word aloud.

**ECHO READING** Display the following rhyme on the board. Read the rhyme slowly and track the print from left to right. Allow a volunteer to come to the board and track print as students repeat. Read it again, breaking it into small chunks, with students repeating each chunk after you. Repeat the process several times, gradually increasing both the size of the chunks and your speed to help students achieve natural oral fluency. Be sure to use different volunteers to track print each time. Then, read the rhyme chorally with the class. You may repeat phrases or lines to help students with rhythm, intonation, and pronunciation.

During a time of economic depression,
Van Buren addressed a congressional session.
He needed incentives for productivity
To help commerce to increase its activity.
There were one or two discrepancies in the laws.
Making them all uniform would repair this flaw.
There were steamboats needing safety regulations,
Since defective boats affect safe transportation.
There were some casualties in the Florida war.
With a new squadron the navy grew a lot more.
There was a treaty signed with some Indian nations
To redeem peace for a weary population.

Close

**COOPERATIVE TASK** To bring closure to Day 3, have students practice reading the rhyme aloud with a partner. Remind them to try to copy the speed and rhythm you used. Finally, ask volunteers to read the rhyme aloud to the class.
Variations in English
Have students look through *State of the Union Address* and determine the audience for the introduction and the audience for the *State of the Union Address*. Elicit: The introduction’s audience is the reader; the audience for the *State of the Union Address* is Congress, the people who are hearing the speech. Say: *The author’s point of view is different in each section. The introduction has a third-person point of view. The address has both a first person and a third person point of view. Van Buren not only speaks about what other people did, but also what he did or was going to do.* Encourage students to talk about any differences in language, such as vocabulary, between the two sections of the book.

Tell the class that both sections are written in what is called Standard English. Say: *This refers to the rules and usage that is mostly widely used in the English-speaking world.* Within Standard English there is formal and informal English. Formal English, which is used in most writing, strictly follows the rules of grammar, usage, and mechanics. Have students think of situations when a speaker would use formal English. Ask students what kind of English was used in *State of the Union Address* and why that kind of English was used.

Levels of English
Explain to the class: *Many things can influence the way we speak English. The region where someone is from has a dialect, specific expressions, even differences in vocabulary. For example, in some parts of the United States people drink soda. In other regions people drink pop. You may carry your groceries in a bag, sack, or poke, depending where you are from.* Discuss dialects with students. Have students share experiences they had where people spoke differently or perhaps were difficult to understand. All of these varieties of language have created two levels of English: standard and nonstandard.

Explain: *Informal English is more commonly used when we speak. It also follows the rules of Standard English. Contractions, regional expressions, and other words or expressions that don’t belong in formal writing are probably acceptable in informal English.* Informal English may be seen in magazines, advertising, and fiction writing.

Say: *Nonstandard English has many variations. Slang and regional dialects are examples of nonstandard English. Unlike Standard English, nonstandard English is not the same. This is why it is a good idea to use Standard English when we write.* Ask students to provide some examples of nonstandard English.
Practice and Apply

**Cooperative Task**  Tell students: *There are times when a writer may choose to include nonstandard English in their writing. Usually this is done with dialogue to make it seem more realistic.* Ask students to work with a partner to think of examples of things they have read that are written in nonstandard English. Remind students to think of the books they have read in the class.

**Talk It Out  Cooperative Task**  Explain to the class that they will work with a partner to complete the four tasks of discussion. Circulate among the pairs and provide assistance as necessary. Ask volunteers to share their answers with the class.

Close

**Write It Out**  To bring closure to Day 4, tell students: *Think about how the English in State of the Union Address is different from the way they speak and write.* Have them write about the level of English in State of the Union Address—standard or nonstandard, formal or informal. Ask them to think about how the language helps or hinders comprehension. Then have volunteers share their ideas with the class.

**Topic of Discussion**

**Formal and Informal**
1. Think of examples of informal language.
2. Discuss how to communicate the same idea in formal language.
3. Discuss when you would use the informal language and when you would use the formal language.
4. Discuss whether or not the informal language is also Standard English.
Speaking and Writing

Model

Tell the class that you are going to run for president of the classroom. Say:

When I am president of this classroom, I will have a suggestion box where you can tell me what changes you would like and what problems need to be solved. We will play music while the students work in groups. We will display more student art work and will paint the walls a better color than they are now. This classroom will be the greatest classroom in the school! Vote for me! Vote for the best classroom! I will make it happen!

Practice and Apply

Divide the class into teams of three to five. Each team will present a candidate to run for student council president. The team needs to decide who will be their candidate and what he/she will do if he/she is president. The teams will also think of questions to ask the candidates at the end of their speeches.

Cooperative Task

Divide the class into teams of three to five. Circulate among the groups and provide assistance as needed. Have the candidates make their speeches and the class ask their questions. Encourage students to ask other questions, based on what the candidates say, besides the ones they prepared. Then have the class vote for the candidate they feel would be the best president.

Listen to Write

Informal Assessment

Say each word twice before reading the sentence. Then say the word again. Allow time for students to write the word before going on to the next word. Finally, have students refer to the Words to Learn list at the end of State of the Union Address to self-correct their spelling.

1. treaty The two countries signed a treaty that ended the war.
2. squadron A squadron of planes performed tricks at the air show.
3. regulations The soldiers have to follow a lot of rules and regulations.
4. economic depression The 1930’s was a time of world-wide economic depression.
5. casualties There were thousands of casualties after the huge earthquake hit the city.
6. defective Sarah had to return the television because it was defective.
7. discrepancies The witness’s story had too many discrepancies.
8. commerce There is a lot of commerce between the U.S and China.
Culminating Activity

Writer’s Workshop

Tell students that they are going to write about leaders. Write the following prompt on the board. Say: Think about what makes someone a good leader. Think about the qualities a leader needs to have and why he or she needs them. Then write the writing prompt on the board and read it aloud: What qualities should a good leader have? Why does he/she need these qualities?

9. productivity  The factory workers did a great job and productivity was up.
10. redeem       The store had to redeem a lot of rain checks when it ran out of the toy.
11. incentives   The school used incentives like pizza parties to raise funds.
12. uniform      The gardener trimmed the hedge so each bush was uniform in height.

The Writing Process

Pre-writing  Explain: The first step in the writing process is pre-writing. In this step, we gather ideas about what we are going to write. Distribute a fish bone Graphic Organizer from Spotlight on English Blackline Masters or draw one on the board and have students copy it on a separate sheet of paper. Explain to students that they will write the good qualities and the reasons for having them on the bones of the fish. They may add more bones if necessary.

Organizing Ideas  COOPERATIVE TASK
Explain: The next step in the writing process is organizing ideas. In this step, we decide what information we want to use and in what order we want to use it. First, we make connections between ideas. Then, we decide what ideas we don’t want to use. Finally, we decide in what order we will write the ideas that we decided to keep. Have students discuss the writing prompt with a partner. Encourage students to make suggestions to add to their partners’ writing.

Drafting  Explain: The next step in the writing process is drafting. In this step, we write our ideas down. Display the writing prompt on the board. Say: Copy the writing prompt on a separate sheet of paper and write the qualities a good leader should have. Ask students to use all of the words in the Key Words box in their writing, encouraging them to vary the level of English they use, and to refer back to the ideas they discussed with their partner.

Revising  Explain: The next step in the writing process is revising. In this step, we check our work to make sure there are no errors. Have students revise their drafts to check for correct spelling, appropriate levels of language, and to make sure that their sentences begin with a capital letter and end with a period. Have students refer to the Key Words box at the end of State of the Union Address to check their spelling of key words. Circulate among the students and assist as needed. Tell students to make any corrections necessary.

Publishing  Explain: The last step of the writing process is publishing. In this last step, we make a neat copy of our drawing and of our writing. Tell students they will copy their writing on a separate sheet of paper or use a computer to produce their final copy. Explain to students that once they have produced a neat copy of their work, they will share it with the class.