



Grade 5

Unit 4 | Teacher Guide

Don Quixote: A Hopeful Knight's Tale

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A Hopeful Knight's Tale

Teacher Guide

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Introduction

DON QUIXOTE: A HOPEFUL KNIGHT'S TALE

This introduction includes the necessary background information to teach the unit *Don Quixote: A Hopeful Knight's Tale*. This unit contains 15 daily lessons, plus four that may be used for differentiated instruction. Each entire lesson will require a total of 90 minutes. Lesson 15 is devoted to a unit assessment.

As noted, four days are intended to be used as Pausing Point days. You may choose to use all four days at the end of the unit, or you may use one day immediately after Lesson 6 and three days at the end of the unit. It is recommended that you spend no more than 19 days total on this unit.

WHY THE DON QUIXOTE: A HOPEFUL KNIGHT'S TALE UNIT IS IMPORTANT

This unit examines the fiction genre through a classic novel, *Don Quixote*. Students will focus on character and plot, as well as on literary elements such as characterization, while reading a full-length adapted version of *Don Quixote*. It is important for students in the upper-elementary grades to be able to read longer works of fiction and be able to trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this adapted version of *Don Quixote*, written by Miguel de Cervantes during the Renaissance, a period in European history that students have studied in an earlier unit, will expose students to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character, the relationship between Don Quixote and his sidekick, Sancho Panza, and episodes such as the one involving windmills. Students will also read extended excerpts from another adapted version of *Adventures of Don Quixote* that contains richer, more complex vocabulary and syntax. Students will be able to compare and contrast this more challenging adaptation with the primary text used in this unit.

The classic novel that students will be reading and discussing in this unit also provides opportunities for students to build content knowledge and draw connections to the social studies subject area but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strand of Culture from the social studies discipline.

Prior Knowledge

Students who received instruction in this program in Grades K–4 will already have pertinent background knowledge for this unit. For students who have not received prior instruction in this program, introductory knowledge with particular focus on the bolded objectives that follow will be presented in the Core Connections lesson in Lesson 1.

Nursery Rhymes and Fables (Kindergarten)

- Describe the characters and/or events in nursery rhymes and fables.
- Identify rhyming words in nursery rhymes.
- Identify lines that repeat in nursery rhymes.
- Identify dialogue in nursery rhymes and fables.
- Explain that fables teach a lesson that is stated as the moral of the story.
- Identify the moral of fables.
- Explain how animals often act as people in fables (personification).

Stories (Kindergarten)

- Explain that stories that are created from a writer’s imagination are called fiction.
- Identify the beginning, middle, and end of a given story.
- Identify the sequence of events in a given story.
- Identify the characters of a given story.
- Identify the plot of a given story.
- Identify the setting of a given story.
- Identify the characteristics of subgenres of fiction, including folktales and trickster tales.

Fables and Stories (Grade 1)

- Identify character, plot, and setting as basic story elements.
- Describe the characters, plot, and setting of a specific fable or story.
- Identify fables and folktales as types of fiction.
- Identify characteristics of fables: brevity, moral, personification.
- Explain in their own words the moral of a specific fable.

Different Lands, Similar Stories (Grade 1)

- Explain that fictional stories come from the author’s imagination.
- Identify folktales as a type of fiction.

- Explain that stories have a beginning, middle, and end.
- Describe the characters, plot, and setting of a given story.
- Explain that people from different lands and cultures tell similar stories.

Fairy Tales (Grade 1)

- Identify the fairy-tale elements of specific fairy tales.
- Identify fairy tales as a type of fiction.
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings.
- Compare and contrast different adaptations of fairy tales.

Fairy Tales and Tall Tales (Grade 2)

- Describe the characters, plot, and setting of specific fairy tales.
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings.
- Identify the fairy-tale elements of specific fairy tales.
- Identify fairy tales as a type of fiction.
- Identify the characters, plot, and setting of specific tall tales.
- Identify common characteristics of tall tales, such as exaggeration and larger-than-life characters.
- Identify the exaggeration in specific tall tales.
- Identify tall tales as a type of fiction.

Classic Tales: *The Wind in the Willows* (Grade 3)

- Identify fantasy as a type of fiction.
- Identify from which character’s perspective the story is being experienced.
- Identify common themes throughout *The Wind in the Willows* (e.g., friendship/loyalty, hospitality, responsibility, and irresponsibility) as demonstrated through the characters.
- Demonstrate understanding of literary terms, such as *author, characters, setting, plot, dialogue, personification, point of view, perspective, biography, autobiography, theme, narrator, and narration.*

Personal Narratives (Grade 5)

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, such as how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Describe how a narrator’s or speaker’s point of view influences how events are described.

READER

This unit uses a trade book, *Adventures of Don Quixote*, as the Reader. The trade book includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands aligned texts will present in later grades.

This unit also includes two supplemental excerpts from Core Classics: *The Adventures of Don Quixote* that may be used for enrichment. Although the Teacher Guide does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students’ needs and the time available in your school day.

WRITING

In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they had in earlier units in writing paragraphs, and will write a four-paragraph persuasive essay arguing whether they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.

During all classroom writing tasks, please encourage students to generate logical, defensible spellings based on code knowledge, rather than guessing. Students should refer to the Individual Code Chart (located in Student Resources in the Activity Book), which lists spellings for each sound in the English language in order from most frequently used to least frequently used.

Earlier grades in the program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move among components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally. (See Graham, Bollinger, Booth Olson, D’Aoust, MacArthur, McCutchen, and Olinghouse [2012], for additional research-based recommendations about writing in the elementary grades.)

Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback.

In addition to specific writing lessons, there are numerous writing opportunities throughout the program. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities, students will focus on the use of evidence from the text and on individual sentence construction. Please encourage students to use the Individual Code Chart to spell challenging words while they engage in these writing activities.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the program's digital components site. This component was created to accompany materials for Grades 4 and 5. It consists of selections from a variety of genres, including poetry, folklore, fables, and other selections. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). There are sufficient selections so you may, if desired, use one selection per week. For more information on implementation, please consult the supplement.

TEACHER RESOURCES

At the back of this Teacher Guide, you will find a section titled Teacher Resources. In this section, you will find the following:

- Glossary for *Don Quixote: A Hopeful Knight's Tale*
- Pronunciation Guide for *Don Quixote: A Hopeful Knight's Tale*
- Structure of a Persuasive Essay
- Persuasive Essay Rubric
- Persuasive Essay Editing Checklist
- Resources for the Enrichment Selections in *Don Quixote: A Hopeful Knight's Tale*
 - The enrichment selections taken from the text, *Adventures of Don Quixote*, are intended to be used at your discretion. They are intended for more advanced readers, as they are more difficult to read and include more challenging vocabulary than chapters 1–20. You may want to assign these selections to students who need more challenging reading material. Core vocabulary words for these selections are also listed in the Teacher Resources section and appear in the glossary. An introduction to these selections appears in the Teacher Resources section of this Teacher Guide, and there are corresponding activity pages in the Activity Book.
- Activity Book Answer Key

DIGITAL COMPONENTS

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images, such as maps and diagrams, are also available on the program's digital components site.

The Life of a Knight

PRIMARY FOCUS OF LESSON

Core Connections

Students will identify and explain important aspects of a knight's life during the Middle Ages and learn how they influenced Cervantes's *Adventures of Don*

✦ *Quixote*. **TEKS 5.9.D.i**

Reading

Students will identify the beginning stages of the story's plot structure (e.g., setting, main character), make inferences regarding a character's personality, and paraphrase parts of the story.

✦ **TEKS 5.3.A; TEKS 5.4; TEKS 5.6.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.D**

FORMATIVE ASSESSMENT

Activity Page 1.1

Excerpt from "Gloomy Castles and Jousting

Knights" Background information that students will read before reading *Adventures of Don Quixote*.

✦ **TEKS 5.9.D.i**

Activity Page 1.2

Vocabulary for "A Knight in Armor" Vocabulary and Pronunciation Guide for chapter 1, "A Knight in Armor."

✦ **TEKS 5.3.A**

Activity Page 1.3

Character Chart: Don Quixote Graphic organizer to catalogue character traits and supporting details/

✦ examples. **TEKS 5.6.F; TEKS 5.7.C**

✦ **TEKS 5.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence; **TEKS 5.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

LESSON AT A GLANCE

	Grouping	Time	Materials
Core Connections (30 min.)			
Review Prior Knowledge	Whole Group	25 min.	<input type="checkbox"/> <i>Adventures of Don Quixote</i> <input type="checkbox"/> Castle images <input type="checkbox"/> Video clip of knights jousting
Wrap-Up	Whole Group	5 min.	<input type="checkbox"/> Board/chart paper <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Map of Europe (Digital Components)
Reading (60 min.)			
Introduce the Reader	Whole Group	5 min.	<input type="checkbox"/> <i>Adventures of Don Quixote</i> <input type="checkbox"/> Purpose for Reading (Digital Components)
Preview Core Vocabulary	Whole Group	10 min.	<input type="checkbox"/> Board/chart paper <input type="checkbox"/> Individual whiteboards and/or index cards
Teacher Read-Aloud	Whole Group	20 min.	<input type="checkbox"/> Activity Pages 1.2–1.4, SR.1, SR.2
Lesson Wrap-Up	Whole Group	20 min.	
Word Work: <i>Honorable</i>	Whole Group	5 min.	
Take-Home Material			
Reading			<input type="checkbox"/> Activity Page 1.4 <input type="checkbox"/> <i>Adventures of Don Quixote</i> , chapter 1 <input type="checkbox"/> Fluency Supplement selection (optional)

ADVANCE PREPARATION

Core Connections

- Display a map of Europe indicating Spain's location. Alternatively, you may access a digital version in the digital components for this unit.
- In this introductory lesson, students will review relevant material from the Middle Ages. Prepare students to engage with the content by doing/setting up the following:
 - Place or project large images of dreary/gloomy castles from the Middle Ages on the board. Point out to students that the darkness surrounding the castle is an example of something *gloomy*. During instruction, point specifically to the castle's borders and protections and explain their importance.
 - Prepare a clip from a movie or cartoon in which characters are jousting.

Universal Access

Reading

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate. Prepare students to engage with the content by doing the following:
 - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
 1. The picture of the _____ shows me that _____ characters will be part of the story.
 2. I think that the story will be about _____ because the chapter title, _____, includes _____.
 3. One observation I made was _____, which makes me think the story will be about _____. What did you think?
- Practice the pronunciation of the Spanish names included in "A Knight in Armor," using the pronunciation guide found after the chapter pages reproduced in this Teacher Guide.
- **Note:** During the Check for Understanding, students will need to determine if certain orated statements are true or false. Students can do this by writing their selections on individual whiteboards. If these are not available, have students create TRUE/FALSE index cards to hold up as you make the statements.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 5.

Challenge (optional)

- Draw the following chart on the board/chart paper, which will be used later when making predictions.

Making Predictions		
Chapter Title/Image	Predictions	Accurate/Inaccurate

- Write the heading **How to Paraphrase** on the board/chart paper and below it write the following example:
 - Character Trait: _____
 - Evidence from Text: pg.____, “ _____ ”
 - Paraphrase: _____

Academic Vocabulary

according to, prep. as said or written by a person or group

quote, v. to repeat the exact words someone else used (**quote, n.**)

transition words, n. words or a phrase used to move from one event to another (**transitional words**)

Spanish Cognates for Academic Vocabulary in *Adventures of Don Quixote*

- none for this unit

Start Lesson


Lesson 1: The Life of a Knight

Core Connections



Primary Focus: Students will identify and explain important aspects of life as a knight during the Middle Ages and learn how they influenced Cervantes’s

 *Don Quixote*. **TEKS 5.9.D.i**

 **TEKS 5.9.D.i** Recognize characteristics and structures of informational text, including: the central idea with supporting evidence.

REVIEW PRIOR KNOWLEDGE (25 MIN.)

- Tell students they will begin a unit called *Don Quixote*: (/kee*hoe*tæ/) *A Hopeful Knight's Tale*; the Reader for this unit is also called *Adventures of Don Quixote*. Explain that before reading the first chapter of the Reader, you will discuss some things they may already know that will help them understand what they will learn in this unit.
- Explain that the story of Don Quixote was originally written in the early 1600s by Miguel de Cervantes Saavedra (generally referred to as “Cervantes” /saer*von*taes/), who lived in Spain. Point out the location of Spain on the map of Europe and have students name the continent on which Spain is located.
 - Europe
- Explain that a very popular genre of books read and enjoyed by many people during this period recounted fantastic adventures, brave deeds, and fanciful romances of various fictitious knights. Cervantes wrote *Don Quixote* to make fun of (parody) this genre of books, which were inspired by true accounts of the exploits and explorations of knights, or soldiers, who actually lived during the Middle Ages.
- Tell students that the label *Middle Ages* is one given by historians to the thousand-year period approximately from 500 CE to 1500 CE. This means that the Middle Ages took place about a hundred years before Cervantes wrote *Don Quixote*.
- Tell students they will read a text entitled “Gloomy Castles and Jousting Knights,” in order to identify factual information about knights in the Middle Ages. Using Activity Page 1.1, have students take turns reading the text aloud as you guide them with the following guided reading supports. Bulleted guided reading supports are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to reread the text in order to supply concrete evidence to answer questions, and encourage them to generate questions of their own.

Challenge

Introduce the term *parody* and explain that authors sometimes write fiction to parody, or make fun of, real-life events in order to make a point/comment about a specific subject. Ask students why they think Cervantes would parody a knight's life.

Activity Page 1.1



Chapter 3

Gloomy Castles and Jousting Knights

THE BIG QUESTION
Why was there a need for knights and castles during the Middle Ages?

Whether rich or poor, young men in the Middle Ages learned how to use a weapon of some kind. Rivalries between nobles, wars with other nations, even violence between neighbors required that they be able to fight. When a lord needed to raise an army, he turned to those he governed.

In the Middle Ages, ordinary foot soldiers were trained to fight with an axe and a long spear called a pike. Others were trained to be skillful archers and crossbowmen. Some foot soldiers might have worn chainmail, an early form of metal **armor**, but most had padded coats and carried daggers. However, the most **esteemed** soldiers were knights.



Crossbowman and pikeman

18

Support

Explain that *Gloomy Castles* refers to the large and dreary buildings built for protection and that *Jousting Knights* refers to knights who participated in pretend battles as a form of entertainment during the Middle Ages.

- Read the title and The Big Question, asking students to listen carefully to the selection as it is read aloud in order to answer The Big Question.
- Have a student read page 18 aloud.

Literal. How did knights compare with other soldiers during the Middle Ages?

- » They were more esteemed, or admired, than ordinary soldiers.



Knight in suit of armor riding armored horse

Knights were soldiers who fought on horseback, and sometimes on foot, for their lord. If you wanted to be a

knight, you had to be able to afford horses and armor. You also had to find someone willing to train you. Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, **influential** members of society.

Being a knight was one way of making a fortune. If you were involved in successful battles and wars, you might receive money or land as payment for your services. Sometimes a king might also reward you with a **title**. Having a title usually meant that you were an influential member of society. Knights also made money by looting and by holding certain people for **ransom**.

19

- Have a student read the first paragraph on page 19 aloud.
- Have a student read the second paragraph on page 19 aloud.
Inferential. Why might a person decide to become a knight?
 - » He could be seen as influential and important.

Support

Why were knights usually from wealthy, influential families?

- » It was expensive to become a knight because of the equipment and training required.



Speaking
and Listening
Exchanging
Information and Ideas

Beginning

Ask specific yes/no questions about soldiers and knights. Do the soldiers look as prepared for battle as the knights? (*no*) Do the knights and soldiers carry the same weapons? (*no*)

Intermediate

Prompt students to maintain conversation with *wh*- questions. Who thinks soldiers and knights are different? What do you notice in the pictures that makes them different?

Advanced/Advanced High

Observe how students maintain academic conversation independently and include textual details in responses.

ELPS 2.1 ; ELPS 4.J

Evaluative. Describe the knight pictured on page 19. Compare and contrast the knight with the soldiers pictured on page 18. Have several students respond.

- » Answers may vary, but may include that the knight has more protective and more elaborate armor than the soldiers on page 18; the knight is on horseback; the knight is carrying a lance, which appears to be larger and possibly heavier than the weapons carried by the soldiers.

Support. For students struggling to name the item the knight is holding, explain that the weapon the knight is carrying is called a lance, not a sword. Ask students to infer how a lance would be used differently from a sword.

- Have students turn to a classmate to identify one difference between knights and soldiers.
 - » Answers may vary, but could include the following: knights were seen as more important/were more glorified than soldiers; they were wealthy/required someone to train them; their uniforms were more sophisticated—they wore armor and carried lances.
- Ask for student volunteers to share their partner's idea. Clarify any incorrect responses by redirecting students to the text to find the correct answers.
- Invite students to share any questions that they may have about the reading, so far, to better understand the text.

If You Were A Knight



Young boy training to be a knight

Your training to become a knight begins at a young age. You leave home to live with a family friend or relative who has agreed to train you. In the first several years of your training, you help to dress and to serve the lord. You are known as a page. During these early years as an **aspiring** knight, you probably learn to use a sword, to ride a horse, and to wield a lance, or long wooden pole with a metal tip. Later, when you are ready to learn more challenging skills, you become a squire.

Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.



Squires learned to fight with swords.

20

- Have a student read the heading, both paragraphs on page 20, and the first paragraph on page 21.

Literal. What are the three stages of becoming a knight in the order that they take place?

- » page, squire, knight

Literal. Name and describe the ceremony that took place if a squire was successful in becoming a knight.

- » This was called a *dubbing ceremony*. A lord would tap the squire on the shoulder with the flat edge of a sword and declare him a knight. A priest might also say a prayer.

Support

For students still needing clarification of the dubbing concept, ask for a student volunteer; using a ruler, pantomime the act of dubbing a student as a knight. It is important that the teacher dub the student a knight, not another student.

If you are a successful squire, you might be knighted by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire

The Way of the Knight



Knights were supposed to be brave in battle.

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term *chivalry*, which refers to a warrior horseman or knight, became the term used to describe these expectations. These ideas of chivalry spread to other European countries. Knights were expected to serve their

lord. They were required to honor and protect the Church and weaker members of society. They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.



A knight was expected to guard and protect weaker members of society.

21

Support

A lord was a nobleman or other person to whom a knight swore his allegiance or loyalty.

- Have a student read the text in the box titled “The Way of the Knight” aloud.

Literal. What was *chivalry* and how did it affect a knight's behavior?

- » *Chivalry* referred to the way a knight was expected to behave. Knights were supposed to serve their lord, honor and protect the Church and weaker members of society, and treat captured knights as honored guests until a ransom was received for their release.

Charge!

Knights could prove their strength and abilities by taking part in jousting matches. Jousting matches were mock, or pretend, battles between two or more knights. Knights rode horses, wore full armor, and carried lances. Those who took part in jousts did so to gain respect and possibly a generous prize. For the privileged, attending the jousting matches was considered to be a day of

excitement and entertainment. It was very much like watching a football or baseball game today. When the joust began, the knights charged at each other. With the aid of a lance, each knight attempted to knock his opponent off his horse.



Jousting was a popular sport.



Knights competing in a joust

22

- Have a student read page 22 aloud.

Inferential. In addition to serving as entertainment for spectators, jousting matches served as training for knights. How would a jousting match help a knight in his training?

- » They were mock, or pretend, battles in which knights could perfect/practice their skills, such as using a lance while wearing heavy armor and riding a horse.

Evaluative. Have several students describe what they see in the images. What do these images tell you about jousting matches?

- » Answers may vary, but may include that the spectators were well-dressed (and probably privileged); the pretend battles could become violent and dangerous; knights and their horses wore armor to protect them during these dangerous pretend battles; knights charged at each other with large lances.

WRAP-UP (5 MIN.)

1. Ask students why there was a need for knights and castles in the Middle Ages.
 - » There were wars between different countries, as well as disputes and fights between other nobles and their neighbors.
2. Have students describe the process of becoming a knight.
 - » Answers may vary, but may include that knights were generally men from wealthy families; they had to find someone who would train them; they left home and were pages first, serving the lord; they were squires second, learning difficult skills while still serving the lord (doing chores like grooming horses); finally, if approved, they became knights during a dubbing ceremony.
3. Have students explain a knight's responsibilities.
 - » Answers may vary, but may include that knights were responsible for serving their lord and protecting the Church and weak members of society; they were brave enough to fight in difficult battles; and they were responsible for following the code of chivalry.

Lesson 1: The Life of a Knight Reading



Primary Focus: Students will identify the beginning stages of the story's plot structure (e.g., setting, main character), make inferences regarding a character's personality, and paraphrase parts of the story.

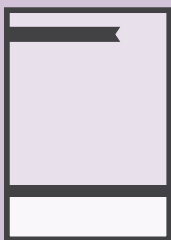
✚ **TEKS 5.3.A; TEKS 5.4; TEKS 5.6.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.D**

INTRODUCE THE READER (5 MIN.)

- Ensure each student has a copy of the Reader, *Adventures of Don Quixote*.
- Read the title of the Reader with students and explain that this Reader is a fictional story, written in the 1600s. Ask students to define the word *fiction*.
 - stories about events that are not real but instead come from the author's imagination

✚ **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 5.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Student Reader:
*Adventures of
Don Quixote*



- Have students turn to the table of contents. Either read several chapter titles from the table of contents aloud or have students read them. Ask students to describe the information they gather by reading the chapter titles in this table of contents.
- Give students a few moments to flip through the Reader and comment on the images they see.
 - Think-Pair-Share: Ask students to share their predictions with a partner. Tell them to be sure to explain why they made this prediction—i.e., to point to the piece of evidence in the text that helped them make the prediction.

PREVIEW CORE VOCABULARY (10 MIN.)

- **Challenge.** After previewing the chapter titles and images in the reader, have students copy the pre-prepared *Making Predictions* chart in their notebooks. Instruct them that they will be making at least three predictions about the story’s plot and will return to this initial prediction chart upon completing the story, to determine predictions’ accuracy. Remind students that there is no right or wrong answer when making a predication since it is an educated guess based on their observations.
- Tell students that you will read aloud chapter 1, “A Knight in Armor.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *armor*.
- Have them find the word on page 1 of the Reader, in the middle of the first paragraph.
- Explain to students that in this unit the glossary is not included in the Reader itself, but is included as Activity Page SR.1 in the Activity Book. Have students refer to the glossary in the Activity Book, locate *armor*, and then have a student read the definition.
- Explain the following:
 - the part of speech
 - alternate forms of the word



ENGLISH
LANGUAGE
LEARNERS

Speaking
and Listening
Exchanging Information

Beginning

Use pre- prepared sentence frame. *The picture of the _____.*

Intermediate

Use pre-prepared sentence frame. *I think that the story will be about _____.*

Advanced/Advanced High

Use pre-prepared sentence frame. *One observation I made was _____.*

ELPS 3.G

Activity Page SR.1



Activity Page 1.2



- Have students reference Activity Page 1.2 while you read each word and its meaning.

armor, n. a protective suit, usually made of heavy metal, worn by knights in the Middle Ages (1)

joust, v. to participate in a competition to practice the fighting skills used by a knight (jousting) (1)

honorable, adj. deserving respect (1)

mount, n. a horse or other animal intended to be ridden (2)

homage, n. special respect or honor (2)

Vocabulary Chart for Chapter 1 “A Knight in Armor”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	armor joust	honorable mount homage
Multiple-Meaning Core Vocabulary Words		mount
Sayings and Phrases	to right all that was wrong	

- Also, point out that Activity Page 1.2 includes a list of names mentioned in the first chapter. Since these are Spanish names, they can sometimes be challenging to pronounce, so a pronunciation guide is also provided.
- Point out that the pronunciation guide represents individual sounds in the same way that they are represented on the Individual Code Chart (Activity Page SR.2). Demonstrate how to pronounce the first name, Alonso Quixano, using the pronunciation guide.
- Remind students about the elements of a plot structure—e.g., setting and main character description.
- Write or display the Purpose for Reading on the board/chart paper that you prepared in advance.
- Have a student read aloud the Purpose for Reading.
- Remind students that readers establish a purpose for reading to gain specific information from the text.

Activity Page SR.2



TEACHER READ-ALoud (20 MIN.)

- Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports.
- Read page 1 aloud.

Inferential. The word *fantastic* has several different meanings. You are probably most familiar with the word meaning “great or wonderful.” The word *fantastic* also means “far-fetched or created by someone’s imagination.” What words in this sentence give you a clue about the way in which the author uses *fantastic*?

- » *dragons, monsters, giants, wizards*

Literal. What do you learn about knights from this first paragraph?

- » They wore armor; they had encounters with dragons, monsters, giants, wizards, and other knights; they each had a lady of his dreams.

Literal. Describe the people who are part of the man’s household.

- » his young, cheerful niece; his friendly, opinionated, 40-year-old housekeeper; a boy who does chores around the house

- Read aloud the last line on page 1 through the end of the first paragraph on page 2.
- Read the second paragraph on page 2.

Inferential. How does this description of Don Alonso’s armor and his preparation for knighthood compare to what you read and saw in images in the excerpt from “Gloomy Castles and Jousting Knights”?

- » The armor Don Alonso uses is not new and does not sound as elaborate as that shown in the excerpt. He may not be as wealthy as those indicated in the excerpt. He does not appear to have gone through extensive training to become a knight as described in the excerpt.

Inferential. How does Don Alonso’s interpretation of the horse’s name differ from the interpretation of most people?

- » Most people think the horse’s name is a literal translation, while Don Alonso interprets the name figuratively.

Inferential. The word *mount* has a few different meanings. It can be used as a verb meaning “to climb something.” It can also be a noun meaning “a mountain” (such as Mount Everest). In this sentence it has a meaning that is different from both of those meanings. How is the word *mount* used in this sentence?

- » as a noun meaning an animal that can be ridden

Literal. What is the name of Don Alonso’s horse?

- » Rocinante

Support

Why do these words provide clues to the meaning of *fantastic*?

- » Those things do not really exist, so encounters with them would have to be part of someone’s imagination.

Support

The phrase “he wanted to right all that was wrong in the world” means that the man believed there were things that were wrong with the world, but he wanted to fix them, or make them right.

Support

The title *don* in Spanish is a sign of honor, similar to the title *sir* in English.

Support

Remind students that such descriptors as *idealistic* are ways writers begin to characterize, or give details about, characters in a story.

Literal. What is the literal meaning (or the actual meaning of each individual part) of the horse's name?

- » *Rocín* means "nag" or "workhorse" and *ante* means "before," so the literal meaning is "workhorse before."

Evaluative. What does Don Alonso's interpretation tell you about him?

- » He is idealistic, or thinks positively, even when other people look at something negatively.

- Read the remaining paragraphs on page 2.

Literal. What is the full name Don Alonso takes as a knight?

- » Don Quixote de la Mancha

Literal. What name does Don Quixote give to his "lady"?

- » Dulcinea del Toboso

Literal. Read a passage from the text that tells you whether or not Dulcinea del Toboso knows that Don Quixote is in love with her.

- » Don Quixote makes his decision "without her knowledge."



Check for Understanding

True/False

- The setting of the story is Europe.
 - » *true*
- Don Alonso and Don Quixote de la Mancha are different characters.
 - » *false*
- Don Quixote follows the proper stages of becoming a knight.
 - » *false*
- Clarify any incorrect responses by referring to the text.

- At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Pronunciation Table	
Word	CK Code
Alonso Quixano	/ə*lon*zoe/ /kee*hon*oe/
Quixada	/kee*hod*ə/
Quesada	/kae*sod*ə/
Quexana	/kae*han*ə/
Aldonza Lorenzo	/ol*don*zə/ /loe*ren*zoe/
Rocinante	/roe*see*non*tae/
Don Quixote	/don/ /kee*hoe*tae/
Dulcinea	/dool*see*nae*ə/
El Toboso	/el/ /təb*oe*soe/

LESSON WRAP-UP (20 MIN.)

Discuss Chapter Questions

- Use the following questions to discuss the chapter.
1. **Literal.** What is the setting of the fictional story *Adventures of Don Quixote*?
 - » The story is set in Spain.
 2. **Literal.** Who are the two main human characters and one animal character introduced in chapter 1 and what role does each play in the story?
 - » Don Alonso/Don Quixote is the main character; he wants to be a knight and have knightly adventures. Dulcinea del Toboso is Don Quixote's "lady." Rocinante is Don Quixote's horse.
 3. **Evaluative.** How is Don Quixote similar to the knights you read about in "Gloomy Castles and Jousting Knights"?
 - » Answers may vary, but may include that both wear armor; both want to live by a code of chivalry and honor in which, among other things, they protect weaker members of society.

4. **Evaluative.** How is Don Quixote different from the knights you read about in “Gloomy Castles and Jousting Knights”?
- » Answers may vary, but may include that his armor is not as good as that worn by the knights described in “Gloomy Castles and Jousting Knights”; likewise, his horse is not as good as that ridden by the knights in the other selection, nor does he have the formal training that was described.
5. **Evaluative.** Reread the first two paragraphs of the chapter. How do they set the scene for Don Quixote’s rather strange behavior as described in the remainder of the chapter?
- » Answers may vary, but should reference the fact that Don Quixote became obsessed with reading books about knights. The adventures described in the books were so exciting he decided he wanted to become a knight. He seems to have entered the fantasy world about which he was reading in the stories, as evidenced by his search for his great-grandfather’s old, broken armor, which he polishes and ties together to wear, practicing jousting in his room, etc.
6. **Literal.** A character chart is a good graphic organizer for recording information about characters when reading a work of fiction. Turn to Activity Page 1.3 (Character Chart: Don Quixote) and reflect on, or think about, the categories on the charts. What type of information should be put in the box labeled “Physical Description” at the top of the activity page?
- Have students record information about Don Quixote’s physical description on Activity Page 1.3. Explain that they will add information to these charts as they read the story, and they will create similar charts for other characters that are introduced throughout the story.
 - » Answers may vary, but should include the following for Don Quixote: about 50 years old; tall, thin; has a small beard; dressed in old armor and wearing a helmet that must be tied together.
7. **Inferential.** What does the label “Character Trait” in the boxes on Activity Page 1.3 mean?
- » A *character trait* is a quality or a part of someone’s personality.
8. What are some character traits of Don Quixote that are revealed in chapter 1?
- » Answers may vary, but may include that he seems to be obsessed or living in a fantasy world, is idealistic, or thinks positively about things; curious; brave. You may want to introduce the word *eccentric* as one way of describing Don Quixote, explaining that when someone is described as *eccentric*, it means that they have strange or peculiar behavior that differs significantly from others’.

Note: Have students write each of these answers in a “Character Trait” box. Instruct students to write only one character trait per box.

Activity Page 1.3



9. **Evaluative.** What evidence from the text leads the reader to conclude that Don Quixote is *eccentric*; *idealistic*; *curious*; *brave*? Record this information in the boxes in the column labeled “Evidence from Text” on Activity Page 1.3, and draw an arrow from the “Character Trait” box to the box in which you write evidence from the text. Be sure to record the page or pages on which you found the information.

- » Answers may vary, but for *eccentric*, evidence may include that he only read books about the fantastic adventures of knights; he used to practice jousting alone in his room; he sold his farmland to buy more books about knights (pages 1 and 2).
- » Answers may vary, but for *idealistic*, evidence may include that Don Quixote believes he can go out into the world to right all that is wrong or evil; he has a positive interpretation of his horse’s name, whereas most people have a negative interpretation; he is not upset about wearing old armor or a helmet that is in such bad shape that it must be tied together; and he believes Dulcinea is his “lady,” even though he saw her only once before (pages 1 and 2).
- » Answers may vary, but for *curious*, evidence may include that he likes to read about knights and their adventures (page 1).
- » Answers may vary, but for *brave*, evidence may include that he wants to right all that is wrong in the world and to punish evil, even if it means he will encounter dragons, monsters, or giants (page 1).

Note: Students should paraphrase the quoted text but will need guidance to paraphrase. In order to understand the paraphrasing process, however, initially, students should write the direct quotation, including the page number, and then write their paraphrase beneath it. Remind them that their paraphrase should follow the logical order of the text. Also, students need to record only one text example on Activity Page 1.3. Discussion of different examples is encouraged. **TEKS 5.7.D**

- Refer to and direct students’ attention to the board/chart paper where you wrote the “How to Paraphrase” setup. While prompting students for examples of Don Quixote’s personality traits, model the paraphrasing process by using the following character trait.
 - **Character Trait:** Chivalrous
 - **Evidence from Text:** Page 1, “One day, he decided to become a knight, for he wanted to right all that was wrong in the world, and punish evil.”
 - **Paraphrase:** The man wanted to help the less fortunate by stopping terrible people from doing harmful things to others.

Support

Explain to students that a *paraphrase* is taking a portion of the text and putting it into their own words. On the board, model for students how to create a paraphrase for one of the brainstormed character traits.

TEKS 5.7.D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

- Have students take home this lesson’s reading to read to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.

WORD WORK: *HONORABLE* (5 MIN.)

1. In the chapter, you heard the word *honorable*.
 2. Say the word *honorable* with me.
 3. *Honorable* means deserving of respect.
 4. Mr. Juarez proved himself to be an *honorable* man when he gave the money he found to its rightful owner.
 5. Who is an honorable person and what is it that makes that person honorable? Be sure to use the word *honorable* in your response.
 - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ is *honorable* because _____.”
 6. What part of speech is the word *honorable*?
 - » adjective
 - Use a Making Choices activity for follow-up.
 - I am going to read several sentences. If the sentence I read is about someone doing something honorable, say, “That is honorable.” If the sentence is about someone doing something not honorable, say, “That is not honorable.”
1. Marissa invited the new student in class to eat lunch with her and her friends.
 - » That is honorable.
 2. Antonio sneaked into the kitchen and took an extra piece of cake from the table.
 - » That is not honorable.
 3. Juan helped his elderly neighbor shovel the snow off his driveway.
 - » That is honorable.

4. The firefighter bravely entered the burning building to see if anyone was inside.
 - » That is honorable.
- Clarify any mistakes students may have made during the activity.

~~~~~  
End Lesson  
~~~~~

Lesson 1: The Life of a Knight

Take-Home Material

READING

- Have students take home this lesson’s reading to read to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.
- Have students take home Activity Page 1.4 to use as a reference throughout the unit.
- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

Activity Page 1.4



2

Don Quixote's Journey to Knighthood

PRIMARY FOCUS OF LESSON

Reading

Students will compare and contrast Don Quixote's process for becoming a knight with the process described in "Gloomy Castles and Jousting Knights"

✚ from Lesson 1. **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.6.H; TEKS 5.7.C**

Grammar

Students will identify and form sentences in the present tense that contain

✚ noun subjects and action verbs. **TEKS 5.11.D.i**

Morphology

Students will distinguish between root words and words with the suffix *-ness*,

✚ and use them correctly in sentences. **TEKS 5.3.C**

Writing

✚ Students will distinguish fact from opinion. **TEKS 5.6.G; TEKS 5.7.C**

FORMATIVE ASSESSMENT

Activity Page 2.1

Vocabulary for "Don Quixote Leaves Home" and "The Price of Meddling" Vocabulary for chapter 2,

✚ "Don Quixote Leaves Home," and chapter 3, "The Price of Meddling." **TEKS 5.3.A**

Activity Page 2.2

"Don Quixote Leaves Home" Take Home Activity Page students will take home to answer reading questions

✚ following a reread of chapter 2. **TEKS 5.7.C**

Activity Page 2.3

Noun Subject–Action Verb Agreement Grammar worksheet students will use to write simple sentences (or expanded sentences) during class, and will later

✚ complete for homework. **TEKS 5.11.D.i**

Activity Page 2.4

Suffix *-ness* Morphology worksheet students will use to write sentences using the correct word choice during class, and will later complete for homework.



TEKS 5.3.C

Activity Page 2.5

Fact or Opinion? Worksheet intended to help students work together to distinguish between factual and opinion statements while also providing reasoning for




their selection. **TEKS 5.6.G; TEKS 5.7.C**

Venn Diagram

Compare/Contrast Similarities and Differences



TEKS 5.6.H; TEKS 5.7.C

 **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; **TEKS 5.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Lesson 1 Review	Whole Group	5 min.	<input type="checkbox"/> <i>Adventures of Don Quixote</i> <input type="checkbox"/> Purpose for Reading (Digital Components) <input type="checkbox"/> Activity Pages 1.3, 2.1, 2.2, SR.1
Introduce the Chapters	Whole Group	5 min.	
Reading: Chapters 2 and 3	Whole Group	20 min.	
Chapter Discussion and Lesson Wrap-Up	Whole Group	10 min.	
Word Work: <i>Meddle</i>	Whole Group	5 min.	
Language (30 min.)			
Grammar: Introduce Agreement	Whole Group/ Partner	15 min.	<input type="checkbox"/> Noun Subject–Action Verb Agreement Poster (Digital Components) <input type="checkbox"/> Noun Subject–Action Verb Agreement Chart (Digital Components) <input type="checkbox"/> Individual whiteboards and/or index cards <input type="checkbox"/> Activity Page 2.3
Morphology: Introduce Suffix <i>-ness</i>	Whole Group/ Partner	15 min.	<input type="checkbox"/> Suffixes Poster (Digital Components) <input type="checkbox"/> Activity Page 2.4
Writing (15 min.)			
Distinguish between Fact and Opinion	Whole Group	10 min.	<input type="checkbox"/> Opinions and Facts Chart (Digital Components) <input type="checkbox"/> Activity Pages 1.1, 2.5
Lesson Wrap-Up	Partner	5 min.	
Take-Home Material			
Reading: Grammar; Morphology			<input type="checkbox"/> Activity Pages 2.2–2.4

ADVANCE PREPARATION

Reading

- Prepare to display the Purpose for Reading provided in the digital components on the board or using a digital projection for this and subsequent reading segments throughout this unit
- During the Check for Understanding in this lesson, students will engage in a Think-Pair-Share Activity. Monitor students' discussions, and clarify any incorrect responses by directing students to the text.

Language

Grammar

- Prepare and display the following Noun Subject–Action Verb Agreement Poster. Alternatively, you may access a digital version in the digital components for this unit.

Noun Subject–Action Verb Agreement	
Subject	Agreement for Action Verb in Present Tense
Singular Noun Subject	Add –s or –es to the verb
Plural Noun Subject	Verb does not change

- Prepare and display the following Noun Subject–Action Verb Agreement Chart. Alternatively, you may access a digital version in the digital components for this unit. Be sure to leave the “Agreement” column blank, as students will be working with you and a partner during the lesson to complete it.

Noun Subject–Action Verb Agreement		
Subject	Action Verb	Agreement
Don Quixote	read	
The horse	gallop	
The housekeeper	fuss	
The mule drivers	fight	
The innkeeper	try	
The farmer and Andrew	argue	
The knight	joust	

Note: During the Check for Understanding, students will need to determine if they agree or disagree with certain orated statements. Students can do this by writing AGREE or DISAGREE on individual whiteboards. If whiteboards

are not available, have students create AGREE/DISAGREE index cards to hold up as you make the statements.

Morphology

Note: During the Check for Understanding, ask students to put their heads down on their desks and make a fist to vote on whether what you say is correct or incorrect. Students will either keep their hand in a fist if your statement is incorrect, or put their thumb up if the statement is correct.

- Prepare and display the following Suffixes Poster. Leave enough space at the bottom to list suffixes and their meanings throughout the year. Select a convenient place in the classroom to display the poster, as it will be used and displayed throughout the school year in the same way you are using the Prefixes and Roots Posters. Alternatively, you may access a digital version in the digital components for this unit.

Suffixes
A suffix is a syllable or syllables placed at the end of a root word to change the word's meaning and/or to form a different word.

Writing

- Prepare and display the Opinions and Facts Chart. Alternatively, you may access a digital version in the digital components for this unit.

Opinions and Facts		
	Clues	Examples
Opinion	<ul style="list-style-type: none">• Words that describe extremes• Opinion/judgment words	<ul style="list-style-type: none">• best, most, worst, terrible, nicest, rudest• think, feel, believe, like, seem, better, worse, nicer, ruder
Fact	<ul style="list-style-type: none">• Specific dates• Specific numbers	<ul style="list-style-type: none">• December 7, 1941• 14 people

Note: During the Check for Understanding, ask students to give a thumbs-up for a correct statement, a thumbs-down for an incorrect statement.

Universal Access

Reading

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate. Prepare students to engage with the content by doing the following:

- Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas.
 - Both _____ and _____ are the same/different because _____.
 - Unlike (or Just like) _____, knights of the Middle Ages were _____.
 - Knights from the Middle Ages were similar to Don Quixote in that they both _____. Do you agree or disagree with my statement?

Morphology

- In this lesson, students will write sentences independently in order to help distinguish between nouns and adjectives. Prepare students to engage with the content by writing the following Root Word/Affixed Word Chart on the board/chart paper.

Root Word/Affixed Word	
English Root Word	Affixed Word
bright	brightness
drowsy	drowsiness
empty	emptiness
crisp	crispness
steady	steadiness

Writing

- In this lesson, students will answer questions to support their opinion in a group discussion. Prepare students to engage with the content by writing the Fact/Opinion Clues and Examples Chart on the board or on chart paper.
- Allow students to refer to the chart when answering questions, and encourage the use of evidence and extreme words when expressing their opinions.

Fact/Opinion Clues and Examples		
	Clues	Examples
Opinion	<ul style="list-style-type: none"> • Words that describe extremes • Opinion/judgment words 	<ul style="list-style-type: none"> • best, most, worst, terrible, nicest, rudest • think, feel, believe, like, seem, better, worse, nicer, ruder
Fact	<ul style="list-style-type: none"> • Specific dates • Specific numbers 	<ul style="list-style-type: none"> • December 7, 1941 • 14 people

Support

Explain to students the purpose of a Venn diagram—to show the similarities and differences between two things.

Support

Provide students with lists of compare/contrast language to incorporate into partner discussion. These words and terms may include:

Similarities: *Like, similarly, just like, both, when comparing*

Differences: *Unlike, in contrast, differences between, whereas*

ENGLISH
LANGUAGE
LEARNERS



Speaking
and Listening
Exchanging Information

Beginning

Use pre-prepared sentence frame. *Both _____ and _____.*

Intermediate

Use pre-prepared sentence frame. *Unlike (or Just like) _____.*

Advanced/Advanced High

Use pre-prepared sentence frame. Knights from the Middle Ages were *similar to* Don Quixote *in that* _____.

ELPS 3.B

Lesson 2: Don Quixote's Journey to Knighthood

Reading

Primary Focus: Students will compare and contrast Don Quixote's process for becoming a knight with the process described in "Gloomy Castles and Jousting Knights" from Lesson 1. **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.6.H; TEKS 5.7.C**

LESSON 1 REVIEW (5 MIN.)

- In order to review information from Lesson 1 and show similarities and differences between Don Quixote and the knights students read about in "Gloomy Castles and Jousting Knights," draw a Venn diagram on the board and then ask the following questions:
 1. What do you know about Don Quixote's preparation and the process he followed to become a knight? Answers should be recorded on the left-hand side of the diagram under the title *Don Quixote*.
 - » Answers may vary and may include that Don Quixote decides to become a knight; he does not have formal training—he doesn't go through the stages of page, squire, knight; his armor is not as protective; his horse is not as good/strong.
 2. What do you recall about the preparation and process men followed during the Middle Ages to become knights? Answers should be recorded on the right-hand side of the diagram under the title *Knights from Middle Ages*.
 - » Answers may vary and may include that knights were wealthy and had someone train them; they were first pages, next squires, and then knights; knights were dubbed as such by the king; they wore more sophisticated armor; they rode stronger/better prepared horses.
 3. In what ways is Don Quixote similar to knights who lived in the Middle Ages? Answers should be recorded in the center of the diagram to show that both Don Quixote and the knights of the Middle Ages had overlapping/shared qualities and characteristics.
 - » Answers may vary, but may include that both wear armor; both want to live by a code of chivalry according to which, among other things, they protect weaker members of society.
- Have students copy the notes from the Venn diagram into their notebooks.

TEKS 5.3.A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response.



Check for Understanding

Think-Pair-Share Activity:

Using the Venn diagram, have students turn to a partner to practice expressing a sentence to indicate similarities and/or differences between Don Quixote and knights from the Middle Ages. Students should be encouraged to speak using complete, academic sentences that include compare/contrast language.

Monitor students' discussions, and clarify any incorrect observations by directing students to text.

- Model for students how to formulate a compare/contrast sentence. For example, "During the Middle Ages, wealthy men were formally trained to become knights, *whereas* Don Quixote decided to become a knight one day without any training." (differences) Or "*Like* knights of the Middle Ages, Don Quixote wanted to protect weaker members of society." (similarities)
4. What other hints do you see in the first chapter that Don Quixote's behavior is somewhat eccentric or unusual?
- » He reads only about knights and seems to have entered the fantasy world he reads about in these stories, as evidenced by searching for, finding, and polishing his great-grandfather's old, broken armor, practicing jousting in his room, declaring that a woman he has seen only one time is his "lady," etc.

INTRODUCE THE CHAPTERS (5 MIN.)

- Tell students they will read chapters 2 and 3, "Don Quixote Leaves Home" and "The Price of Meddling."
- Have students turn to the table of contents, locate chapter 2, and turn to the first page of chapter 2.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *dubbed*.
- Have them find the word in the first paragraph on page 3 of the Reader.
- Have students refer to the glossary (Activity Page SR.1 in the Activity Book) and locate *dub*; then have a student read the definition.

Support

Describe what happened at a dubbing ceremony.

- » A lord would tap the knight on the shoulder with the flat part of his sword, and a priest might bless the new knight with a prayer.

Activity Page SR.1



Note: If students do not understand the definition of *dub*, reread the first paragraph of page 21 of Activity Page 1.1 and point to the image in the top right-hand corner of the king knighting a squire. Remind students that in the previous lesson you modeled the dubbing process when you used a ruler to dub a student volunteer a knight.

- Explain the following:
 - the part of speech (verb)
 - alternate forms of the word (e.g., *dubbed*)
- Have students reference Activity Page 2.1 while you read each word and its meaning. To practice pronunciation, have students engage in a choral read of the vocabulary words. It is best to have students repeat each word two or three times, and it is important that all students participate in the pronunciation practice.

Note: You may want to divide the presentation of vocabulary words, presenting words 1–5 before chapter 2 and words 6–10 before chapter 3.

Vocabulary: Chapters 2–3

dub, v. to give a name or title to someone; to make someone a knight (dubbed) (3)

inn, n. a place where people who are traveling can eat, rest, and sleep (3)

page, n. a young boy in training to become a knight; someone in the first step in the process of becoming a knight (pages) (3)

psalm, n. a poem or song used in religious worship (psalms) (5)

blow, n. a hard hit given with a part of the body or an object (5)

squire, n. a young man in the final stages of training to become a knight (6)

menace, v. to threaten to harm (menacing) (7)

lance, n. a long wooden pole with a metal tip (7)

meddle, v. to interfere in other people's business in an unwanted way (meddled, meddling) (7)

ballad, n. a poem or song that tells a story (ballads) (8)

Activity Page 2.1



Support

Be sure to point out the spelling of the word *inn*.

**Vocabulary Chart for Chapters 2 and 3 “Don Quixote Leaves Home”
and “The Price of Meddling”**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	dub page psalm squire lance	inn blow menace meddle ballad
Multiple-Meaning Core Vocabulary Words	dub page	blow
Sayings and Phrases	to the letter, lost his senses	

READING: CHAPTERS 2 AND 3 (20 MIN.)

- Remind students that there are many strategies they can use to define unfamiliar words.
- Have students read page 3 silently.

Inferential. What is odd about Don Quixote being dubbed by the first person he sees on his journey?

- » Ordinary people did not have the authority to dub someone, or make that person a knight, in the Middle Ages; nobles and royals were generally the people who conducted dubbing ceremonies.

Literal. What things does Don Quixote think he sees that lead him to believe he sees a castle?

- » He thinks he sees a moat and several turrets.

Inferential. Why does the author put the word *castle* in quotation marks in the last line of the second paragraph?

- » This tells the reader that the building Don Quixote sees is not a castle.

Literal. What is it that Don Quixote sees?

- » He sees a simple inn, or a place where one could eat and sleep for a short time.

Support

Explain to students that an *inn* is like a motel where travelers could stop and rest.

Support

In the Middle Ages nearly all castles were built with certain features in common, such as a moat (a deep ditch filled with water that surrounded the castle) and turrets (towers that were part of the castle buildings.)

Challenge

Ask students if they can think of an action verb to show that a person is eating a lot of food.

» *to feast*

Support

Remind students that two words pronounced/spelled the same but having different meanings are *homonyms*. For example, the word *feast*. Ask students to identify other vocabulary words that are homonyms. (*page, inn*)

- Have students read page 4 silently.

Evaluative. We said one of Don Quixote's character traits is that he is idealistic, meaning he tends to think of things in their ideal state rather than as they actually are. What information from the second paragraph on page 4 supports this view? Read the sentences from the text.

» "As for dinner, the only thing left was some badly cooked codfish and stale bread. For the starving knight, this was a banquet."

Evaluative. What is a synonym for *banquet*?

» *feast*

What do people usually do at banquets?

» eat a lot of food

Inferential. Why did the innkeeper tell Don Quixote that dubbing ceremony would have to take place in the courtyard?

» He decided to play along with Don Quixote's strange request to be dubbed a knight by pretending that the inn was a castle that had a chapel that could not be used for the dubbing ceremony. He thought it would be funny if everyone staying at the inn saw Don Quixote standing in the middle of the courtyard at night watching his armor as part of the dubbing ceremony.

- Have students read page 5 silently.

Literal. Describe the series of misunderstandings that take place between Don Quixote and the mule drivers.

» When Don Quixote goes into the courtyard to watch his armor as part of the dubbing ceremony, he mistakenly places his armor over the water tank for the mules. It just so happened that this was the usual time that the mule drivers gave water to their mules. They thought Don Quixote was intentionally creating a problem for them by placing his armor on the water tank. Don Quixote and the mule drivers started yelling, one thing led to another, and Don Quixote attacked one of the mule drivers. The other mule drivers attacked Don Quixote to come to the aid of their friend.

Literal. What does Don Quixote do that angers the mule drivers?

» He places his armor over the water tank used by the mules.

Literal. What do the mule drivers do that angers Don Quixote?

» A mule driver tries to move Don Quixote's armor to get water for the mules, because the armor is placed over the water tank.

Literal. What happens next?

» Don Quixote and the mule drivers start fighting.

Literal. Describe what the innkeeper did to stop the fighting.

» He finished the dubbing ceremony, using an ordinary book like a prayer book, singing some psalms, and then using a sword to give Don Quixote a knock on the shoulders, as would have happened in a real Middle Ages dubbing ceremony.

Inferential. Like the word *feast*, the word *blow* has different meanings. It can be a verb meaning “to be in motion” (e.g., “The wind will blow”). In this chapter, the word *blow* is used as a noun. What do you think it means in this context?

» a hard hit

- Have a student read the title on page 6 aloud.

Literal. What does the word *meddle* mean?

» “to interfere in someone’s business in an unwanted way”

Challenge. What do you think the author means by “the price of meddling?” (Hint: The word *price* here does not mean a dollar amount that needs to be paid.)

» It means that something is lost or sacrificed because of the meddling.

- Have students read page 6 silently to the end of the sentence at the top of page 7.

Literal. On what does Don Quixote base his knowledge of knights and knighthood?

» the romantic stories he has read about knights

- Have students silently read page 7 to the end of the paragraph at the top of page 8.

Inferential. How does the information in this paragraph support the statement from chapter 1 that Don Quixote wants to “right all that was wrong in the world”?

» Don Quixote sees something he believes is wrong (the farmer punishing the young boy instead of paying him the money he owes) and he tries to make it right by forcing the farmer to promise to pay the boy.

Inferential. Is the farmer being honorable? Provide support from the text for your answer.

» No; it is not honorable for him to beat the boy simply to get out of paying him the money he owes, and it is not honorable for him to lie to Don Quixote about his intent to pay the boy.

Literal. How does Don Quixote respond to being hit with rocks?

» He doesn’t get upset and instead thinks it is just a little bad luck.

- Have students read the rest of page 8 silently.

Literal. What happens to Don Quixote’s books?

» His friends burn them because they think the books made him lose his senses.

Inferential. What does the author mean by the last sentence of the chapter?

» It means that, although his friends think things will go back to normal when they burn Don Quixote’s books, things will not go back to normal.

Support

The phrase *to the letter* at the end of the sixth paragraph means that he will follow the advice exactly.

Support

What does the word *honorable* mean?

» “deserving respect”

Support

What does the phrase *lose one’s senses* mean?

» It means “to go insane”

Support

Explain to students that this is a technique authors use called *foreshadowing*. Authors use this technique to give a hint about something that will happen later in the story.

CHAPTER DISCUSSION AND LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapter.
1. **Evaluative.** Do you think the title of chapter 3, “The Price of Meddling,” is a good title for that chapter? Why or why not?
 - » Answers may vary, but may include that Don Quixote meddled in the interaction between the farmer and the young boy and that his meddling made the situation worse for the young boy. He also meddled in the situation with the merchants and servants and ended up having stones thrown at him.
 2. **Inferential.** There were several instances in chapter 3 of misunderstandings on Don Quixote’s part of what or why people were saying different things to him or who the people were whom he met. Describe one example and then read a passage from the text that provides evidence that Don Quixote misinterpreted or misunderstood the situation.
 - » Answers may vary, but may reference the innkeeper’s telling Don Quixote that knights also have a change of clothes and first aid kit, as well as a squire; Don Quixote’s thinking that he had helped the young boy or that the farmer was an honorable man, as well as his mistaking the merchants for servants of knights.
 3. **Evaluative.** What new character trait for Don Quixote is revealed in chapters 2 and 3? Record your answer in the blank “Character Trait” boxes on Activity Page 1.3 and then cite evidence from the text in the “Evidence from Text” column as support.
 - » Answers may vary, but may include *honorable*. Evidence may include that Don Quixote tries to make the farmer do the right thing and pay the young boy the money that is owed, which is an honorable action, or one that deserves respect (pages 6 and 7).
 4. **Evaluative.** Is there any additional support from the text for the character traits listed on the chart from chapter 1 (*eccentric, idealistic, brave*)?
 - Have students record this information in the “Evidence from Text” column on Activity Page 1.3. Remind students to record the number of the page or pages on which they found the information.
 - » Answers may vary, but may include that he is eccentric because he thinks anyone can make him a knight (page 3).
 - » Answers may vary, but may include that he is idealistic because he sees a simple inn and thinks it’s a castle (page 3) and he believes a dinner of badly cooked codfish and stale bread is a banquet (page 4).
 - » Answers may vary, but may include that he is brave when he confronts the farmer who is punishing the young boy (page 7) and when he confronts the group of merchants and their servants (pages 7 and 8).

Support

Remind students that *honorable* was a core vocabulary word in chapter 1 and means “deserving respect.”

Activity Page 1.3



- Have students take home Activity Page 2.2 to complete for homework.

WORD WORK: *MEDDLER* (5 MIN.)

1. In the chapter you read the word *meddled*.
2. Say the word *meddle* with me.
3. *Meddle* means “to interfere in other people’s business in an unwanted way.”
4. José asked his older brother to stop *meddling* in his phone conversation about his plans to meet his friends.
5. When was a time you saw someone meddle in someone else’s activities? Be sure to use the word *meddle* when you talk about it.
 - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences:
“_____ once *meddled* in _____’s activities by _____.”
6. What part of speech is *meddle*?
 - » verb
 - Use a Making Choices activity to determine if students understand the concept of meddling. Have students stand up at their desks, and then say, “I am going to read several sentences. If the sentence describes a person meddling then remain standing; if the person is not meddling, then sit down.” When you have completed one situation, have students stand again and repeat the process for each situation listed below:
 1. Bianca helped her little sister pick up the books she dropped on the floor.
 - » That is not meddling. (sit down)
 2. Mrs. Amos likes roses, so she told Mr. Zinn to plant roses in his yard instead of the daisies he was planting.
 - » That is meddling. (remain standing)
 3. Mr. Sanchez gave Andrew accurate directions to the grocery store.
 - » That is not meddling. (sit down)
 4. Kwan helped Ms. Smith carry the heavy bags to her car.
 - » That is not meddling. (sit down)

5. When Claire overheard her classmates argue about the rules of the game, she interrupted their discussion and told them how she thought it should be played.
 - » That is meddling. (remain standing)
- When the activity is completed, clarify any mistakes students may have made.

Lesson 2: Don Quixote's Journey to Knighthood

Language



GRAMMAR: INTRODUCE AGREEMENT (15 MIN.)

Primary Focus: Students will identify and form sentences in the present tense that contain noun subjects and action verbs. **TEKS 5.11.D.i**

- Remind students they learned about action verbs and linking verbs. Ask them to define and give an example of an action verb and a linking verb.
 - An action verb shows action. Examples may vary, but could include *run, jump, read*, etc. A linking verb connects the subject to words in the predicate that describe the subject, and it does not show action. Examples may vary, but could include *is, are, seem*, etc.
- Remind students that the subject of a sentence is the who or what of the sentence.
- Show students the Noun Subject–Action Verb Agreement Poster you prepared. Tell them that the subject of the sentence must agree with the verb in the sentence in number when the verb is in the present tense, or happening now. Explain that *number* refers to whether the subject is singular or plural.
- Read through the poster with students. Provide specific examples of words or phrases that fit the categories of singular or plural noun subjects (e.g., singular—*a castle, the suit of armor, Don Quixote*; plural—*knights, adventures, Don Quixote and Rocinante*).
- Now direct students' attention to the Noun Subject–Action Verb Agreement Chart you prepared. Referencing the poster you just displayed, go through the chart identifying how to make the subject and verb agree (in number) using the following as a reference.
 - When the subject is a singular noun, *-s* or *-es* is added to the verb form to make the subject and verb agree.

TEKS 5.11.D.i Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

- When the subject is a plural noun or nouns, the present-tense verb form does not change.

Note: Remind students about spelling patterns with *-es* learned in earlier grades:

- For words ending in *s*, *sh*, *ch*, *x*, and *z*, add *-es*.
- For words ending in *y*, change *y* to *i* and add *-es*.

Noun Subject–Action Verb Agreement		
Subject	Action Verb	Agreement
Don Quixote	read	Don Quixote reads
The horse	gallop	The horse gallops
The housekeeper	fuss	The housekeeper fusses
The mule drivers	fight	The mule drivers fight
The innkeeper	try	The innkeeper tries
The farmer and Andrew	argue	The farmer and Andrew argue
The knight	joust	The knight jousts

- Now ask students to copy the chart into their notebooks in order to prepare for partner work. Tell them they will work with a partner to complete the chart, but first they will help you form the first “Agreement” example, *Don Quixote/ read*, orally. Ask students to provide you with correct agreement. Write the correct response, “Don Quixote reads,” under the “Agreement” column, and clarify any incorrect responses.
- Think-Pair-Share. Have each student work with another student to complete the “Agreement” column in their notebooks. When students have completed the column, ask them to share their responses and write the answers in the “Agreement” portion of the chart. Clarify any incorrect answers, and then have students make any necessary corrections to the answers in their notebooks.
- After the chart is completed, point out to students that sentences with two subjects do not require that an *s* be added to the action verb. Point to the example *The farmer and Andrew*. Additionally, remind students that articles such as *the*, *a*, and *an* are *not* part of the noun subject. Label words “NS” (noun subject) or “AV” (action verb) in the “Agreement” column. Have students add the labeling of noun subjects and action verbs to the “Agreement” column in their notebook.

Support

Remind students that with a singular subject (e.g., *Don Quixote*) they add an *s* to the end of the verb to make the subject and verb agree.

Noun Subject–Action Verb Agreement		
Subject	Action Verb	Agreement
Don Quixote	read	(NS) (AV) Don Quixote reads
The horse	gallop	(NS) (AV) The horse gallops
The housekeeper	fuss	(NS) (AV) The housekeeper fusses
The mule drivers	fight	(NS) (AV) The mule drivers fight
The innkeeper	try	(NS) (AV) The innkeeper tries
The farmer and Andrew	argue	(NS) (NS) (AV) The farmer and Andrew argue
The knight	joust	(NS) (AV) The knight jousts

- Now ask students to help you extend the “Agreement” examples into complete sentences. Ask students to share their ideas with you orally; underneath each “Agreement” example write one or two responses from students.
 - Answers may vary but should reflect the correct use of *Don Quixote reads* and be expanded complete sentences.
 - For example, *Don Quixote reads interesting books about knights seeking adventure.*
- Continue in the same manner, asking students to create an expanded complete sentence for each agreement between noun subject and action verb. Write the responses in the “Agreement” column, and when each example is complete, have students copy the sentences into their notebooks.



Check for Understanding

Agree/Disagree

Orate the following sentences so students can determine whether the subjects and verbs are in agreement:

- » Knights uses lances. (*Disagree*)
 - » Don Quixote daydreams. (*Agree*)
 - » Knights and soldiers defends their lord. (*Disagree*)
- Clarify any incorrect responses by referring to the text.



**ENGLISH
LANGUAGE
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Language
Subject-Verb Agreement

Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

Intermediate

Pair students and encourage them to work together to complete the activity page.

Advanced/Advanced High

Observe students working independently to complete the activity page.

ELPS 5.D

- Have students turn to Activity Page 2.3. Briefly review together the directions and the first completed example in both the chart and the expanded sentence section on the back of the page. Tell students to complete the next item in the chart, as well as to create another expanded sentence. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.


MORPHOLOGY: INTRODUCE SUFFIX *-NESS* (15 MIN.)

Support

Remind students that suffixes appear at the ends of root words.

Support

Remind students that adjectives are descriptive words whereas nouns are generally people, places, things, or ideas.

 **Primary Focus:** Students will distinguish between root words and words with the suffix *-ness*, and use them correctly in sentences. **TEKS 5.3.C**

- Point out the Suffixes Poster you displayed in the classroom and read it with students.
- Tell students that this week they will study the suffix *-ness*. Explain that *-ness* means “the state or condition of being.”
- Write the suffix *-ness* on the poster and point out that it is pronounced /nes/. Write the meaning of the suffix on the poster.
- Explain that adding the suffix *-ness* changes the part of speech of the root word. The suffix *-ness* is generally added to adjectives. Adding the suffix *-ness* changes the adjective to a noun.
- Write the word *great* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Great* means “much better than average.” I had a *great* time at the movies.) You may want to point out that *great* can also mean excellent or very large. (I ate a *great* deal of popcorn and candy at the movies.)
- Add the suffix *-ness* to *great* and have students read the new word; then discuss the meaning of the new word. (*Greatness* means “in the state or condition of being much better than average.”) Also, point out that adding the suffix *-ness* changed the part of speech of *great*. *Great* is an adjective; *greatness* is a noun.
- Share the following example of *greatness* used in a sentence:
 - We were in the presence of *greatness* when we met the award-winning actor from the movie.

 **TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.



Check for Understanding

Heads-Down, Thumbs-Up

Say the following to distinguish between nouns and adjectives:

- » “Put your thumb up if you think the word *crazy* is a noun.”
(*Fist*)
 - » “Put your thumb up if you think the word *persuasiveness* is a noun.”
(*Thumbs-Up*)
 - » “Put your thumb up if you think the word *dizzy* is an adjective.”
(*Thumbs-Up*)
- Clarify the answers for students who may have selected incorrectly.

Challenge. For each example sentence, have students write new sentences using the root words as adjectives, so they can see the change in the part of speech when adding the suffix *-ness*. For example, beneath “The *brightness* of the day was overwhelming when we left the dark movie theater” students may write, “When we left the dark movie theater, our eyes had trouble adjusting to the *bright* daylight.”

- Continue in this manner for the remaining *-ness* words, using the following chart as a guide.



ENGLISH
LANGUAGE
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Language
Reading/Viewing Closely

Beginning

Direct students to copy chart in notebook. Label “crisp (adjective)” and “crispness (noun)” on the chart, and have students write two different sentences using this word pair.

Intermediate

Direct students to copy chart in notebook. Label “bright (adjective)/ brightness (noun)” and “steady (adjective)/ steadiness (noun)” on the chart. Have students write two different sets of sentences using these word pairs.

Advanced/Advanced High

Direct students to copy chart in notebook. Have students label each of the words from the chart as either a noun or an adjective, and then write sentences for three word pairs.

ELPS 5.B

Root Word/Affixed Word				
English Root Word	Meaning	Affixed Word	Meaning	Sentence
bright	(adjective) producing a lot of light; having a light, strong color	brightness	(noun) the state or condition of producing a lot of light; the state or condition of having a light, strong color	The <i>brightness</i> of the day was overwhelming when we left the dark movie theater. I immediately felt happy when I walked into the room with such <i>brightness</i> from the colorful walls.
drowsy	(adjective) ready to fall asleep	drowsiness	(noun) the state or condition of being ready to fall asleep	The <i>drowsiness</i> I felt made it hard to concentrate on my science homework.
empty	(adjective) having nothing inside	emptiness	(noun) the state or condition of having nothing inside	I stayed in the auditorium after everyone left and the <i>emptiness</i> was scary.
crisp	(adjective) dry, hard, and easily broken; fresh and pleasantly cool	crispness	(noun) the state or condition of being dry, hard, and easily broken; the state or condition of being fresh and pleasantly cool	The crackers did not keep their <i>crispness</i> after being put in the bowl of soup. I love the <i>crispness</i> of an autumn day.
steady	(adjective) not shaking or moving; not increasing or decreasing	steadiness	(noun) the state or condition of not shaking or moving; the state or condition of not increasing or decreasing	The doctor used such <i>steadiness</i> when he slowly put stitches in where I cut my arm open. The <i>steadiness</i> of the rain hitting the roof created a calming sound.

Note: Remind students that for words ending in *y*, change *y* to *i* before adding *-ness*.

Activity Page 2.4



- Have students turn to Activity Page 2.4. Briefly review the directions and do the first sentence together. Tell students to complete the activity page for homework.

Lesson 2: Don Quixote's Journey to Knighthood

Writing



 **Primary Focus:** Students will distinguish fact from opinion. **TEKS 5.6.G; TEKS 5.7.C**

DISTINGUISH BETWEEN FACT AND OPINION (10 MIN.)

Model Distinguishing between Fact and Opinion

- Have students share the definition of an opinion and how an opinion differs from a fact.
 - Answers may vary, but may include the idea that an opinion is a thought or belief about something, whereas a fact is something that is true and can be proven.
- Share an example of an opinion and an example of a fact, and reiterate what makes each example an opinion or a fact. For example, a fact and an opinion about the weather outside might be:
 - **Fact:** It is 65 degrees and raining outside. This is a fact because it can be proven—I can use a thermometer to check the temperature, and I can use my five senses to confirm that it is raining outside (*see the rain, feel the wetness, hear the drops, etc.*).
 - **Opinion:** Walking outside in the rain is the best feeling. This is an opinion because not everyone enjoys walking outside in the rain; it is what I think, not a universal fact that can be proven.
- Being able to distinguish (tell the difference) between what is said or written as a fact and what is said or written as an opinion is a very important skill.
- Often people may present a personal opinion about something as if it were a fact, in order to persuade other people of their opinion.

Support

Explain to students that the idea of something's being universal means that it can be applied anywhere.

 **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.7.C** Use text evidence to support an appropriate response.



Check for Understanding

Thumbs-Up, Thumbs-Down

Say the following statements so students can vote on whether they are fact (thumbs-up) or opinion (thumbs-down):

- » Vote for <student's name> because he/she will make the best class president! (*Thumbs-Down*)
- » Class elections will be held in the cafeteria on October 16th, and <student's name> will be running for class president. (*Thumbs-Up*)
- Discuss the examples and clarify for those students who may have incorrectly identified examples.

Support

Explain to students that persuasion is a method of convincing someone to do one thing instead of another, like order French fries instead of a baked potato. Many times people are able to persuade others by using strong words like *best*, *greatest*, etc.

- Often the use of particular words in a sentence can provide clues as to whether a sentence is fact or opinion.
- Ask students to share what terms stood out in the previous examples as being opinion-based or factual. Answers may vary, but could include *best* as opinion-based, and *October 16th*, *cafeteria*, the student's name, and *class president* as fact-based.

Note: You may want to write the examples on the board for students, and underline/circle the relevant words as they share their observations.

- Review the following Opinions and Facts Chart, defining the word *extreme* as something far beyond what is usual or normal:

Opinions and Facts		
	Clues	Examples
Opinion	<ul style="list-style-type: none"> • Words that describe extremes • Opinion/judgment words 	<ul style="list-style-type: none"> • best, most, worst, terrible, nicest, rudest • think, feel, believe, like, seem, better, worse, nicer, ruder
Fact	<ul style="list-style-type: none"> • Specific dates • Specific numbers 	<ul style="list-style-type: none"> • December 7, 1941 • 14 people

Activity Page 2.5



- Have students turn to Activity Page 2.5. Explain that the activity page contains facts and opinions about knights. Read aloud the first sentence from the activity page: "Knights had the most important job in the Middle Ages."

- Refer to the chart in thinking aloud, to determine if this sentence is an opinion or a fact: “I see the words *most important* in the sentence. The chart tells me that the word *most* is an extreme word, or a word that describes something far beyond what is usual or normal. Extremes are rarely facts. There must have been other people during the Middle Ages who also had very important jobs, so this sentence is probably an opinion. So for this reasoning, I can rephrase my thoughts about how I determined the sentence is an opinion. I will write that this sentence uses the extreme word *most*, which tells me the sentence is an opinion.”
 - Have students complete the rest of the items with a partner, determining whether each sentence is a fact or an opinion, and explaining the reasoning behind their choices. Tell them to refer to the Opinions and Facts Chart and/or Activity Page 1.1 (the text they read about knights in the Middle Ages) for factual information as needed.
 - If time permits, review the answers to Activity Page 2.5 with the class.
1. **Opinion**—*Most important* is an extreme.
 2. **Fact**—does not contain any clues; can be proven with information from the Reader/outside source
 3. **Fact**—does not contain any clues; can be proven with information from the Reader/outside source
 4. **Fact**—does not contain any clues; can be proven with information from the Reader/outside source

LESSON WRAP-UP (5 MIN.)

- Have students turn and share examples of opinion and fact with their partners. At this moment you may want to write on the board/chart paper a few topics (e.g., sports, food, musical groups, movies, etc.) about which students can choose to make fact and opinion statements.



**ENGLISH
LANGUAGE
LEARNERS**

**Speaking
and Listening**
Exchanging Information/
Ideas and Offering and
Supporting Opinions

Beginning

Ask, “What is the best type of food? What is one sport that requires teamwork?”

Intermediate

Ask, “What is the best type of food and why? What is one sport that requires collaboration and encouragement from the players?”

Advanced/Advanced High

Ask, “Between the two, which is better: homemade food or restaurant food? Why? Between baseball and football, which sport requires the most teamwork? Why?”

ELPS 1.H; ELPS 3.G;

ELPS 3.J

Lesson 2: Don Quixote's Journey to Knighthood

Take-Home Material

READING

- Have students take home Activity Page 2.2 to answer the reading question.

LANGUAGE

Grammar

- Have students take home Activity Page 2.3 to practice writing noun subject–action verb agreement sentences.

Morphology

- Have students take home Activity Page 2.4 to practice writing sentences using the suffix *-ness*.

Activity Page 2.2



Activity Pages
2.3 and 2.4



3

Quixotic Behavior

PRIMARY FOCUS OF LESSON

Reading

Students will describe personal connections to the text and identify and explain how the author's word choice and use of figurative language affect the text of *The Adventures of Don Quixote*.

✚ **TEKS 5.3.A; TEKS 5.6.H; TEKS 5.7.A; TEKS 5.7.C; TEKS 5.7.G; TEKS 5.10.D**

Writing

Students will analyze and annotate the structure and parts of a

✚ persuasive essay. **TEKS 5.7.E; TEKS 5.10.B**

FORMATIVE ASSESSMENT

Activity Page 3.1

Core Classics: *The Adventures of Don Quixote*

Vocabulary and pronunciation guide for the excerpt “An Old-School Gentleman Gone Mad,” from another adaptation of Cervantes’s story. Reading passage is clearly marked by line numbers to facilitate close-reading

✚ activity. **TEKS 5.3.A**

Activity Page 3.2

Core Classics: *The Adventures of Don Quixote* An excerpt of the adaptation “An Old-School Gentleman Gone Mad” that students will read at home in order to answer corresponding compare/contrast questions.

✚ **TEKS 5.6.H; TEKS 5.7.C**

Activity Page 3.3

Example Persuasive Essay A student-friendly example of a well-written persuasive essay, which students will refer to and annotate when analyzing the structure and parts of a persuasive essay.

✚ **TEKS 5.7.E; TEKS 5.10.B**

Activity Page 3.4

Persuasive Essay Rubric The rubric students will use to review the writing categories in which their essays

✚ will be evaluated. **TEKS 5.7.E; TEKS 5.10.B**

✚ **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.7.A** Describe personal connections to a variety of sources including self-selected texts; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 5.10.B** Analyze how the use of text structure contributes to the author's purpose; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Lesson 2 Review	Whole Group	5 min.	<input type="checkbox"/> Purpose for Reading (Digital Components) <input type="checkbox"/> Answer Key for Activity Page 2.2 <input type="checkbox"/> Activity Pages 2.2, 3.1, 3.2 <input type="checkbox"/> Sentence frames
Introduce the Chapter	Whole Group	5 min.	
Close Reading: <i>The Adventures of Don Quixote</i>	Whole Group	20 min.	
Chapter Discussion and Lesson Wrap-Up	Whole Group	10 min.	
Word Work: <i>Quixotic</i>	Whole Group/ Partner	5 min.	
Writing (45 min.)			
Review Opinion and Fact	Whole Group	5 min.	<input type="checkbox"/> Example Persuasive Essay (Digital Components) <input type="checkbox"/> Activity Pages 3.3, 3.4 <input type="checkbox"/> Structure of a Persuasive Essay Poster (Digital Components) <input type="checkbox"/> Colored highlighters for each student (optional) <input type="checkbox"/> Whiteboards/index cards <input type="checkbox"/> Persuasive Essay Rubric (Digital Components)
Explain Unit Project	Whole Group	5 min.	
Model Identifying the Parts of a Persuasive Essay	Whole Group	20 min.	
Introduce Rubric for Unit Project	Whole Group	10 min.	
Lesson Wrap-Up	Partner	5 min.	
Take Home			
Reading; Grammar; Writing			<input type="checkbox"/> Activity Page 3.2

ADVANCE PREPARATION

Reading

Note: During the Check for Understanding ask students to give a thumbs-up for a correct statement, a thumbs-down for an incorrect statement.

Language

Grammar; Morphology

- Since there are no grammar or morphology lessons in today's lesson, collect Activity Pages 2.3 and 2.4 to review/grade.

Writing

- In this writing lesson, you will be reading the Example Persuasive Essay aloud while students follow along using Activity Page 3.3. You will then point out and discuss key features of the essay's structure while you guide students to annotate these elements in the activity book. You may find it helpful to access and display a digital version of Activity Page 3.3 in the digital components for this unit.

Note: Since the teacher model for this unit is based on previous Grade 2 Readings, you may wish to review the following read-alouds:

- "The Fisherman and His Wife" from Grade 2, *Fairy Tales and Tall Tales*

- This story is available on the program’s digital components site.

Note: During the Check for Understanding, students will need to determine if the statements read aloud are true or false. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create TRUE/FALSE index cards to hold up as you make the statements.

- Prepare and display the Structure of a Persuasive Essay Poster. Alternatively, you may access a digital version in the digital components for this unit.
- Structure of a Persuasive Essay
- Introductory Paragraph
 - hook that introduces topic or text and states an opinion
- Body Paragraph 1
 - reason 1 to support opinion, with evidence
- Body Paragraph 2
 - reason 2 to support opinion, with evidence
- Concluding Paragraph
 - conclusion that persuades reader to agree with opinion one more time and leaves reader with final thought
- Prepare and display the Persuasive Essay Rubric. Alternatively, you may access a digital version in the digital components for this unit. A student version of this rubric is included as Activity Page 3.4.

PERSUASIVE ESSAY RUBRIC

	Exemplary	Strong	Developing	Beginning
Introduction	Opinion is clearly stated.	Opinion is stated.	Opinion is stated but is unclear.	An opinion is not stated.
	The hook effectively grabs the reader's attention.	The hook only partially grabs the reader's attention.	The hook does not grab the reader's attention.	A hook is not included.
	The topic or text the essay addresses is briefly introduced with relevant details, such as main characters, setting, plot summary.	The topic or text the essay addresses is introduced with some details.	The topic or text the essay addresses is introduced with few or no details.	The topic or text the essay addresses is not introduced.
Body	All reasons in the body paragraphs support the opinion.	Most reasons in the body paragraphs support the opinion.	Some reasons in the body paragraphs support the opinion.	Few or no reasons in the body paragraphs support the opinion.
Conclusion	Opinion is effectively restated in a different way from in the introductory paragraph.	Opinion is restated in the same way as in the introductory paragraph.	Opinion is restated in an unclear way.	Opinion is not restated.
	An effective statement is included to persuade the reader to agree with the opinion.	A statement to persuade the reader to agree with the opinion is included, but is not fully convincing.	A statement to persuade the reader to agree with the opinion is included, but is not convincing.	No statement to persuade the reader is included.
	The conclusion provides an original final new thought about the opinion.	The conclusion provides a final thought about the opinion.	The connection of the final thought to the opinion is unclear.	No final thought is included.
Structure of the Piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Some sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Some transition words or phrases are used appropriately.	Transition words or phrases are not used, or are used inappropriately.

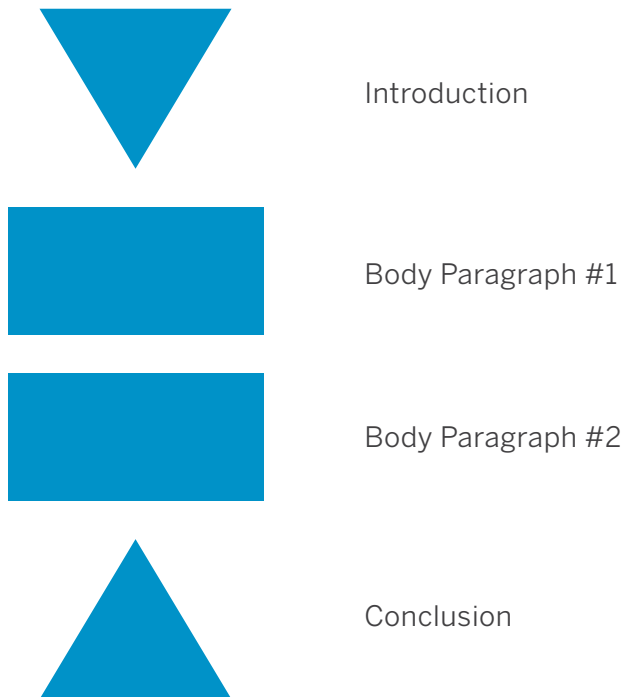
Universal Access

Reading

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate in order to use the relevant, modern idiom *quixotic*, which relates to Don Quixote's actions. Prepare students to engage with the content by doing/setting up the following:
 - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
 - When I was _____, I had the idealistic thought that I could _____, which makes my actions quixotic.
 - My actions were quixotic when I tried to/wanted to _____, because _____.
 - An example of something being quixotic is _____, because _____.

Writing

- In this lesson, students will learn about the parts of a persuasive essay. In order to engage students in the activity and have a clearer visualization of the essay structure, prepare the following:
 - Draw the following structure with corresponding labels on the board:



Lesson 3: Quixotic Behavior

Reading



Primary Focus: Students will describe personal connections to the text and identify and explain how the author's word choice and use of figurative language affect the text of *The Adventures of Don Quixote*.

➔ **TEKS 5.3.A; TEKS 5.6.H; TEKS 5.7.A; TEKS 5.7.C; TEKS 5.7.G; TEKS 5.10.D**

LESSON 2 REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 2.2, which was assigned for homework. Tell students that they will need to use this activity page to complete tonight's reading homework.
1. What are some examples from the text that show Don Quixote is idealistic, or views things in an ideal, or perfect, way rather than realistically?
 - » Answers may vary, but could include that he wants to fix injustices throughout the land; he has a positive interpretation of his horse's name, whereas most people have a negative interpretation; he is not upset about wearing old armor or a helmet that is in such bad shape that it must be tied together; he believes Dulcinea is his lady, even though he saw her only once; he sees a simple inn and thinks it's a castle; he believes a dinner of badly cooked codfish and stale bread is a banquet.
 2. What are some examples from the text that show Don Quixote is brave?
 - » Answers may vary, but could include that he confronts the farmer who is punishing the young boy; he confronts the group of merchants and their servants.

INTRODUCE THE CHAPTER (5 MIN.)

- Remind students that in Lesson 1 they learned that Cervantes's *Don Quixote* has been translated and adapted in many different ways. Explain that today they will read an excerpt from another adaptation of the story, found on Activity Page 3.1.
- Have students take out Activity Page 3.1.

➔ **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.H** Synthesize information to create new understanding; **TEKS 5.7.A** Describe personal connections to a variety of sources including self-selected texts; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

Support

Remind students of the differences between someone who is idealistic and someone who is realistic.

Support

Remind students that an excerpt is a portion of the larger work and that in an adaptation of the story, they will notice the author has adapted, or made changes to, the original work to make it his/her own.

Activity Page 3.1



- Remind students that the genre of popular literature that inspired Cervantes’s story of Don Quixote consisted of stories that recounted the fantastic adventures, brave deeds, and fanciful romances of various fictitious knights.
- Tell students that in today’s selection they will encounter the term *knight-errant*, which describes the main character. The adjective *errant* (meaning “wandering, roving”) indicates the knight-errant would wander the land searching for adventures and romance.
- Ask students if they have ever heard someone use the phrase *like a knight in shining armor* (e.g., “A passing driver came to my rescue like a knight in shining armor when I got a flat tire.”) Explain that this phrase is a *simile* and a modern-day expression that makes reference to knight-errant characters.

Note: Remind students that a *simile* is a literary device that makes a comparison between two things using the word *like* or *as*.

CLOSE READING: THE ADVENTURES OF DON QUIXOTE (20 MIN.)

Read “An Old-School Gentleman Gone Mad”

Note: In most close-reading lessons throughout Grade 5 units, students reread a previous text selection. In *The Adventures of Don Quixote*, students will be reading an entirely new selection of much richer text; in these close-reading lessons, you or your students will read the entire text rather than just the portions on which questions focus.

Challenge

Ask students what two things are being compared in the above example that uses the simile *like a knight in shining armor*. (The driver’s helpful actions are being compared to a knight’s chivalrous behavior.)



ENGLISH
LANGUAGE
LEARNERS

Language

Beginning

Have students create a horizontal drawing board of the two things being compared—the driver’s actions and the knight’s. Have students write key words under the actions.

Intermediate

Have students divide a sheet of paper vertically, labeling one column “Driver,” the other “Knight.” Have them write key words describing the actions of the two people, focusing on similarities.

Advanced/Advanced High

Have students write complete sentences comparing the driver to the knight, focusing on the use of comparison language (e.g. *like*, *similar to*, *in comparison*, etc.).

ELPS 1.A; ELPS 5.G

NAME: _____

3.1

ACTIVITY PAGE

DATE: _____

Core Classics: *The Adventures of Don Quixote*

Glossary and Pronunciation

1. **knight-errant**, *n.* a knight who spent his time wandering and searching for adventure and romance.
2. **Caraculiambro** [car*ə*coo*lee*am*bro]

“An Old-School Gentleman Gone Mad”

Having given his horse a name so much to 1
his taste, he wanted a new one for himself, too. He 2
thought about it for eight days more and at last 3
decided in favor of Don Quixote. Remembering that 4
the valiant Amadis did not call himself simply Amadis, 5
but added the name of his country to it, so Don 6
Quixote wished to enlarge his name to Don Quixote 7
de la Mancha. Thereby, he judged, he made clear his 8
origin and honored his country by adopting its name. 9

He saw nothing left to do but to find a lady to 10
be in love with, for a knight-errant without a lady- 11
love was like a tree without leaves or fruit, or a body 12
without a soul. 13

1

Grade 5

Activity Book | Unit 4 27

Support

Ask students to explain what it means for something to be more elaborate. (*more detailed*)

- Read the title of the selection aloud and explain that this adaptation is a more elaborate version of the first several chapters they have already read in their Reader. Have students read the first paragraph on page 1 silently.

Inferential. Amadis is a knight in popular romantic chivalry stories who referred to himself as Amadis de Gaula. The word *de* means *from* in Spanish. Why does Cervantes mention Amadis de Gaula in this passage?

- » The author includes the reference to Amadis to explain Don Quixote’s reason for adding the name of his region (La Mancha) to his own name; Amadis added the name of his country to his name, so Cervantes refers to Amadis to show that Don Quixote wants to be like the well-known, courageous knight.

Challenge. Ask students to decipher the parts of speech for *valiant* and *valor* in the following examples:

- » “The valiant Amadis did not call himself simply Amadis.” (adjective—describes Amadis)
- » “Like Amadis, Don Quixote wanted to show he possessed great valor, so he changed his name.” (noun—the thing Don Quixote possesses)

- Have students silently read the entire second paragraph, which continues on the next page. When they finish, ask one student to read the first sentence of the second paragraph on page 1 aloud.

Inferential. Cervantes uses a simile in this first sentence to make a statement about what a knight’s life without a lady is like. What two things are being compared in this simile, and what is the meaning of the comparison?

- » He is comparing a knight without a lady to a tree without leaves or fruit; a body without a soul.
- » The meaning of the simile is that a knight without a lady is unnatural the way a tree without leaves or fruit, or a body without a soul, would be unnatural.

Support

Explain that *valiant* is derived from the word *valor*, which means “great courage.”

Support

Based on the way in which it is used in this paragraph, what do you think the word *valiant* in line 5 means?

- » “showing great courage”

Support

What is a *simile*?

- » a figure of speech in which two unlike things are compared, usually including the words *like* or *as*

“For,” he said to himself, “if on account of my 1
sins, or by good fortune, I should meet a giant 2
(which is a common occurrence for knights) and 3
cut him in two, or in some way vanquish him, it 4
would be well to have some lady to whom I could 5
order him to present himself. On his arrival he 6
would throw himself on his knees before the fair 7
one, and say in a humble voice, ‘I, lady, am the 8
giant Caraculiambro, who has been vanquished 9
in single combat by Don Quixote de la Mancha, 10
who can never be too highly praised, and who 11
has commanded me to present myself before 12
your ladyship in order that you may dispose of 13
me as you please.’” The idea pleased him greatly. 14

In his own neighborhood there was a very 15
good-looking farmer’s daughter whom he had 16
once been smitten with, though she did not seem 17
to know or care anything about him. Her name 18
was Aldonza Lorenzo and he thought her fit to be 19
the lady of his heart. He sought for a name for her 20
that would be suggestive of a princess. In the end 21
he called her Dulcinea del Toboso (since she was 22

2

Challenge

Why do you think the author has Don Quixote say such contradictory things?

» Answers may vary, but may include that it makes the story more humorous; it supports the idea that the story is fiction and not a realistic account of a knight; it shows Don Quixote thinks positively, even if negative things happen.

- Ask another student to read the first sentence on page 2 aloud. This is a difficult sentence, so let’s break it apart to better understand it. In the first part of the sentence, Don Quixote says two different things that contradict, or are the opposites of, each other.

Literal. What two things is he saying in this sentence? How do they contradict each other?

- » Don Quixote says he hopes to meet a giant either as punishment for his sins (things he has done wrong) or because he is lucky. They contradict each other because if Don Quixote is being punished for his sins then meeting a giant is a bad thing and isn’t something lucky; if meeting a giant is lucky, a good thing, then he isn’t being punished for his sins.

Literal. In the second half of this sentence, Don Quixote explains why he needs a lady. What reason does he give?

- » If he were to battle with and defeat a giant, it would be good to have a lady with whom he could share his brave deed and victory.

Evaluative. Based on the way it is used in this sentence, what do you think the word *vanquish* means?

- » “to defeat completely”

Evaluative. What clues lead you to believe that the giant has been defeated by Don Quixote?

- » The giant says that Don Quixote commanded (ordered) him to present himself to the princess, so she could do what she wanted with him.

- Have a student read the rest of the first paragraph aloud.

Inferential. What are some of the absurd, or very unrealistic, things Don Quixote says in this paragraph?

- » Answers may vary, but could include that he would fight with a giant; that he would cut the giant in two; that the giant, having been cut in two, would go to the lady to tell her it was Don Quixote who had beat him in their fight.

- Have a student read the last paragraph aloud, continuing to the top of page 3.

NAME: _____

DATE: _____

3.1
CONTINUED

ACTIVITY PAGE

a native of Toboso), a name that seemed to him 1
musical and significant, like all the others he had 2
adopted. 3

...

Now, as everything he thought, saw or 4
imagined was tinted and transformed by the 5
nonsense he gathered from his books of chivalry, 6
he at once pictured this inn as a castle with four 7
towers, spires of polished silver, a drawbridge 8
and moat, and all the usual features of castles 9
in romances. Pulling up his steed a little 10
distance away, he waited for a dwarf or page to 11
announce his arrival by the blast of a trumpet 12
from the battlements. But finding there was 13
some unexplained delay, and Rocinante being 14
impatient to get to the stable, he advanced nearer 15
the door. There he caught sight of the two girls 16
already mentioned, who appeared to him to be 17
two beautiful damsels. 18

Just then it happened that a pig-driver blew 19
on his horn to call his herd from a nearby field. 20

3

Grade 5

Activity Book | Unit 4 29

Inferential. Based on the way it is used in this paragraph, what do you think the phrase *been smitten with* means?

- » It means “to have loved or liked very much.”

Evaluative. What words or phrases in this paragraph help you determine the meaning of the phrase *been smitten with*?

- » “He thought she was very pretty and would make a good princess to whom he could give his heart.”

Pronunciation Table

Word	Pronunciation
Caraculiambro	/car*ə*coo*lee*am*bro/

- Explain that these three periods are called an *ellipsis*. An ellipsis shows that text has been removed—in this case most likely a paragraph, or paragraphs, between the fourth and fifth paragraphs.

- Have a student read the first complete paragraph of page 3 aloud.

Inferential. Based on the way it is used in this paragraph, what do you think is meant by the phrase *tinted and transformed by the nonsense he gathered from his books of chivalry*?

- » Everything Don Quixote sees or imagines is affected (colored or tinted) by and changed (transformed) by what he read in books about knights and chivalry.

Literal. What do the words *tinted* and *transformed* mean?

- » *Tinted* means “colored, or affected, by something else”; *transformed* means “changed.”

Evaluative. What are some examples of things that are tinted?

- » Answers may vary but could include windows and sunglasses.

Evaluative. What are some examples of things that are transformed?

- » Answers may vary but could include caterpillars to butterflies; water to ice; water to steam.

What does Don Quixote’s transformed view remind you of in your own life? When have you imagined things to be different from how they really are?

- » Answers may vary but could include stories about playing make-believe, daydreaming, or fantasizing.

Can you relate to the way that Don Quixote’s books transformed the way he sees things? What is a book or story you’ve read that helped you imagine something?

- » Answers may vary but could include how reading about a person or place (real or fictional) helped them imagine that they were that person or in that place or how reading about an animal helped them imagine that they had that animal as

 a pet. **TEKS 5.7.A**

Why do you think Cervantes would use figurative language in his story? What effect does it have on the story?

- » He wants to create images in the reader’s mind with colorful language and idiomatic expressions; it makes the story more interesting and entertaining; it hooks readers and makes them want to continue reading.

- Have a student read aloud the next two paragraphs, starting at the bottom of page 3 and continuing to the bottom of page 4.

Challenge

Ask students why this particular text would have an ellipsis between paragraphs.

- » because they are reading an excerpt, just a portion, of the original text


Challenge

How is Don Quixote’s sense of reality tinted, and how does this transform his behavior?

- » Because Don Quixote is so caught up in the stories he reads, he cannot see clearly (he cannot tell reality from fiction), and therefore his personality changes and he begins to act like a character in a story instead of himself.

Support

Explain to students that figurative language includes *similes*, *metaphors*, and *idiomatic expressions*. Remind students that idiomatic expressions are different and more colorful (“lively and interesting”) ways to say something.

 **TEKS 5.7.A** Describe personal connections to a variety of sources including self-selected texts.



At once Don Quixote 1
recognized this as the 2
signal of his arrival. 3
So, with extreme 4
self-satisfaction, 5
he approached the 6
ladies, who at the 7
sight of a man so 8
strangely outfitted 9
and bearing a lance 10
and shield, became 11
alarmed and turned to 12
go indoors. But Don Quixote 13
gracefully raised his cardboard visor, revealing his 14
lean, dusty face, and in soothing tones addressed 15
them. 16

“Do not fly, gentle ladies, and do not be 17
in the least uneasy, for it would ill become a 18
member of the order of chivalry, to which I 19
belong, to do wrong to anyone, let alone such 20
exalted young ladies as your appearance indicates 21
you to be.” 22

4

Support

Explain to students that the expression *to fly* means “to leave quickly,” and *to feel uneasy* is to have an uncomfortable feeling.

Challenge

Why would it not be proper for a knight to do something wrong to a person?

- » Because he is supposed to follow a knight’s code to protect people and be chivalrous.

Inferential. Don Quixote’s response to the two women is another long, difficult sentence, so let’s break it apart to better understand it. What does it mean when he starts by saying, “Do not fly, gentle ladies, and do not be in the least uneasy”? How might you say this in simpler, everyday language?

- » “Don’t run away and don’t be scared.”

Next he says, “for it would ill become a member of the order of chivalry . . . to do wrong to anyone.” How might you say this in simpler, everyday language?

- » “Because it would not be proper for a knight to do something wrong to anyone.”

Inferential. Let's break this apart. The word *for* is used here as a transition word signaling a reason or explanation as to why the women should not be scared. What simpler, everyday word might we normally say instead of *for*?

- » *because*

Literal. Now let's talk about the phrase *a member of the order of chivalry*. This phrase is talking about a particular kind of person. Which people followed the order or code of chivalry in the Middle Ages?

- » knights

Inferential. So Don Quixote says the women should not be scared because it would *ill* become a knight to do wrong to anyone. What do you think *ill* *become* means?

- » Used in this way, *ill* means "not," such as in the word *illegal* (not legal). So *it would ill become* means "it would not become (the knight)," or "it would not be right or proper (for the knight)" to harm anyone.

Evaluative. Which of Don Quixote's character traits (*idealistic, eccentric, brave, or honorable*) is demonstrated by this statement? Why?

- » It shows he is honorable because he is choosing to follow a code of ethics/rules.



Check for Understanding

Thumbs-Up, Thumbs-Down

Read the following, and ask students to give a thumbs-up if the situation is *ill* becoming, a thumbs-down if it is not.

- » It would *ill* become the princess to chew bubble gum at the dinner table. (*Thumbs-Up*)
 - » It would *ill* become the football player to sign an autograph for the fan. (*Thumbs-Down*)
- Clarify answers for students who selected incorrectly.

NAME: _____
DATE: _____

3.1
CONTINUED

ACTIVITY PAGE

The girls were astonished and amused
at being addressed in this fashion, but not as
surprised as the landlord, a fat, good-natured
fellow who just then came out to receive his odd-
looking guest. He helped him down, attended
to his wants and those of Rocinante, and in the
course of conversation readily made out the kind
of madness from which the stranger suffered.
The host happened to know a great deal about
the romances of knights-errant and he could not
resist the chance to play along with the folly of
Don Quixote in order to amuse himself and his
guests, who were mostly passing herdsmen and
mule drivers.

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As soon as Don Quixote had satisfied his
hunger, he approached the innkeeper, and,
falling on his knees before him, begged him in
very flowery language to dub him a knight. His
lordship graciously agreed, but reminded Don
Quixote that he must first pass a night watching

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5

Grade 5

Activity Book | Unit 4 31

- Tell students to read the first paragraph on this page silently.

This paragraph says that after talking to Don Quixote, the landlord, or innkeeper, made out the kind of madness from which (Don Quixote) suffers. What does *madness* mean?

» "craziness"

Inferential. The word *mad* can mean different things. You are probably most familiar with the adjective meaning "angry." The word *mad* is also an adjective that means "insane" or "crazy." Using that meaning, and what you learned about the suffix *-ness*, what part of speech is the word *madness* and what does it mean?

» It is a noun that means "insanity" or "craziness."

- Have a student read the next paragraph aloud, starting at line 15 on page 5 and continuing to line 15 on page 6.

his armor. Don Quixote then asked to be taken
to the chapel to lay his armor in front of the altar.
The host explained that the chapel had recently
been demolished so that it might be rebuilt, and
suggested that the ceremony take place in the
courtyard. Such a thing might be done in cases of
necessity, he said, as was recorded in the histories
of famous knights. So Don Quixote removed his
armor and put it in a trough in one of the yards
of the inn. For hours he marched up and down



in front of it, lance in hand,
in the bright moonlight,
to the amusement of
the landlord and his
friends.

It happened,
as the night wore
on, that one of the
mule drivers came
into the yard to fetch
water for his mules and
was unfortunate enough

6

A *trough* is a long, narrow container from which animals eat and drink.

- Have another student read the second paragraph aloud, starting at line 16 on page 6 and continuing to line 9 on page 7.

NAME: _____

DATE: _____

3.1
CONTINUED

ACTIVITY PAGE

to lay hands on the armor in order to move it. 1
He had hardly done so when the vigilant Don 2
Quixote gave him such a thwack on the head 3
with his lance that he was knocked out. Then the 4
knight calmly continued his march until a second 5
mule driver, on the same errand, approached 6
the trough and began handling the armor. The 7
second driver promptly met the same fate as the 8
first one. 9

The comrades of the injured men, coming to 10
learn what was going on, rushed into the yard in 11
anger and began pelting the knight with anything 12
they could pick up. Don Quixote bravely stood 13
his ground, sheltering himself with his shield 14
as best he could and hurling defiance and 15
threats back. How the fight might have ended is 16
impossible to say, had it not been for the arrival 17
of the landlord. Fearing that he was responsible 18
for letting the joke go too far, he anxiously called 19
on the drivers to stop their attack, reminding 20
them that they were dealing with a madman 21
who would not be held accountable for his 22

7

Grade 5

Activity Book | Unit 4 33

Inferential. The word *fate* means “end result.” What do you think is meant by the phrase *met the same fate as the first one*?

- » It means that the same thing happens to the second mule driver as to the first. The second mule driver is also hit by Don Quixote and knocked out.
- Have students read the rest of the passage silently, starting at line 10 on page 7 and continuing to the end of page 8.

Inferential. Based on the way it is used in this passage, what do you think the phrase *hurling defiance and threats back* means?

- » It means “throwing strong words and threats back” to the mule drivers, who are throwing physical objects at Don Quixote.

Literal. What does *defiance* mean?

- » resistance to someone in authority

Evaluative. Which of Don Quixote's character traits is shown in this paragraph?

- » This paragraph shows he is brave because he does not run away but instead stands his ground and protects himself with his shield.

Support

Explain to students that *defiance* comes from the root word *to defy*, meaning "to go against."

Support

To stand one's ground is an idiom that means "to stay where one is, without being defeated or moved."

actions, even if he killed some of them. In this 1
way the tumult came to an end. The landlord 2
next considered how he could speedily get rid 3
of his dangerous guest. He decided the best and 4
safest way would be to hurry through a ceremony 5
of knighting. He persuaded Don Quixote that 6
his vigil had lasted long enough and proceeded 7
hastily with the formalities. He brought out the 8
account book he kept track of his hay and barley 9
in and pretended to read prayers from it over 10
the kneeling knight. He rapped him twice on the 11
shoulders and neck pretty sharply and declared 12
him a member of the order of chivalry. The 13
two girls then buckled on his sword and spurs 14
and wished him success in battle. Don Quixote 15
gracefully responded, mounted his gallant steed,
took a courteous farewell of the lord and ladies 16
of the castle and sallied forth in quest of new 17
adventures. The landlord thought it best not to 18
ask for what he was owed. 19

CHAPTER DISCUSSION AND LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapter.
1. **Evaluative.** The passage you read today includes the same characters, character traits, and adventures as “A Knight in Armor” and “Don Quixote Leaves Home” from *The Adventures of Don Quixote*. In what ways are these passages similar?
 - » Answers may vary, but could include that Don Quixote wants to become a knight because of what he read in books; he names his horse Rocinante; he names himself Don Quixote de la Mancha; he calls a farm girl his lady and names her Dulcinea del Toboso; he sees an inn and believes it is a castle; he asks the innkeeper to dub him a knight; he gets into a fight with mule drivers staying at the inn.
 2. **Challenge.** What differences did you notice in this adaptation?
 - » Answers may vary, but could include that the manner in which Don Quixote speaks seems very odd and complex and difficult to understand. This type of language further emphasizes how eccentric Don Quixote is.
- Have students take home Activity Page 3.2 to read and complete for homework.
3. **Inferential.** How does the setting reflect the culture of this time?
 - » The setting is a pig farm and inn where travelers can rest and care for their animals. The innkeeper keeps his customers amused by encouraging Don Quixote’s fantasy.

WORD WORK: QUIXOTIC (5 MIN.)

Note: Today’s Word Work departs from the usual practice of selecting a vocabulary word from the chapter to instead highlight a popular modern idiom derived from Don Quixote’s adventures.

1. Cervantes’s description of Don Quixote’s adventures and behavior gave rise to a new word that is a synonym for *idealistic*. This word is *quixotic* (kwik*sä*tik). (**Note:** Although Word Work is usually only oral, write this word on the board/chart paper, so students can see it is spelled like Don Quixote’s name.)
2. Say the word *quixotic* (kwik*sä*tik) with me. (Have students pronounce it at least three times, so they feel comfortable with the pronunciation.)

3. In the same way that Don Quixote is often idealistic in an unrealistic way, *quixotic* is used to describe someone or something that is exceedingly idealistic and unrealistic.
4. For example, trying to build an igloo with ice cubes during the summer is quixotic because the heat will melt the ice quickly.
5. Have you ever done something quixotic?
 - Have students turn to a partner to share a time that they did something quixotic. For students having difficulty recalling a time when they were quixotic, allow them to create an example of something quixotic. In either case remind students that they need to use the word *quixotic* when explaining the event. Refer to the sentence frames you already prepared for this activity.
 - When I was _____, I had the idealistic thought that I could _____, which makes my actions *quixotic*.
 - My actions were *quixotic* when I tried to/wanted to _____, because _____.
 - An example of something being *quixotic* is _____, because _____.
6. What part of speech is *quixotic*?
 - » adjective
 - Use a Making Choices activity for follow-up. Say, "I am going to describe some different situations. Raise your hand if what I describe is quixotic and unrealistically idealistic; keep your hand down if what I describe is not quixotic and realistically could happen."
 1. Your grandfather's desire to travel to the moon
 - » quixotic (*hands-up*)
 2. Your wish for a month off from school
 - » quixotic (*hands-up*)
 3. Hoping for snow in the winter
 - » not quixotic (*hands-down*)
 4. The idea that your parents will serve ice cream for dinner
 - » quixotic (*hands-up*)
 5. The idea that all illnesses and diseases will be cured in the next five years
 - » quixotic (*hands-up*)

Lesson 3: Quixotic Behavior

Writing



Primary Focus: Students will analyze and annotate the structure and parts of a persuasive essay. **TEKS 5.7.E; TEKS 5.10.B**

REVIEW OPINION AND FACT (5 MIN.)

- Review the definitions of *opinion* and *fact* from the previous lesson: an opinion is a personal view or belief, whereas a fact is true and can be proven.
- Explain that when we write about our opinions, especially if we are trying to persuade someone else that our opinion is valid or correct, it is important to provide reasons.
 - Instead of simply stating an opinion, such as “Walking outside in the rain is the best feeling,” it is more persuasive (convincing) to provide a reason using the word *because*. “Walking outside in the rain is the best feeling because the earth smells so fresh and clean.”
- Have a few students share something they enjoy and why they enjoy it, giving at least two reasons for their opinion.

EXPLAIN UNIT PROJECT (5 MIN.)

- Tell students that they have learned about the character Don Quixote through dialogue and actions. Remind students that dialogue is what characters say. Sometimes characters’ thoughts serve as dialogue to themselves. Actions are what characters do or how they respond to others.
- Tell students they will write a persuasive essay convincing readers that the actions of the main character, Don Quixote, are or are not justified or acceptable. Explain that to persuade, or convince, in writing means to present an opinion in a reasoned, logical way. Students will be asked when writing this essay to support their opinion using examples from the text. Explain that the purpose of the essay is to persuade, or convince, someone else that the student’s opinion is right.
- Explain that a persuasive essay is made up of several paragraphs with the following elements: a title, a hook/lead to draw in the reader, information about the topic or text (e.g., title, author, characters, setting, plot), the opinion statement or claim the writer is convincing the reader of, reasons that support the opinion or claim, and a conclusion restating the opinion or claim.

TEKS 5.7.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.10.B** Analyze how the use of text structure contributes to the author’s purpose.

MODEL IDENTIFYING THE PARTS OF A PERSUASIVE ESSAY (20 MIN.)

- Tell students you will identify the elements of a persuasive essay using “The Fisherman and His Wife,” a German fairy tale collected by the Brothers Grimm. Students who participated in the program in earlier grades may remember hearing this fairy tale read aloud in Grade 2.
- Briefly review the plot of “The Fisherman and His Wife”:
 - A poor fisherman catches a magical talking fish that begs to be set free. The fisherman lets the talking fish go, only to have his wife yell at him and demand he ask the fish to turn their shack into a cottage. The fish grants this wish, but the wife becomes unhappy and keeps forcing her husband to ask for more: to live in a stone castle and to be queen of all the land. Each time the magic fish grants a wish, the sea turns darker and more dangerous. Finally, when the wife asks to have the power to make the sun and moon rise at her command, it is the last straw for the fish. The fisherman returns home to find his wife sitting in their original old shack.
- Display the digital version of the Example Persuasive Essay, if available, which claims against the actions of the fisherman in “The Fisherman and His Wife.” Tell students to turn to Activity Page 3.3, the Example Persuasive Essay, and follow along as you read aloud the persuasive essay about the fisherman.
 - Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.
 - The fisherman is a fool because he allows his wife to bully him into asking the fish for very extravagant things. For her first two wishes, the wife wants a bigger home each time. She is satisfied for only a week! In these early wishes, the fisherman should have recognized that his wife’s greed was growing too fast for their own good. Once the wife gets her bigger home, she decides she wishes to be queen and then wants the power to control the sun and moon. Why on earth would the fisherman think to ask a magic fish for such a power for his wife?
 - The fisherman is also a fool because he ignores the signs of danger that worsen each time he asks the magic fish to grant another wish. Each time the fisherman returns to the sea to ask the magic fish for something, the sea is darker and more dangerous. The fisherman should have recognized

Activity Page 3.3



the warning in the sea color and movement changes. If he had recognized just how dangerous the sea was becoming, he could have stood up to his wife in time to stop her.

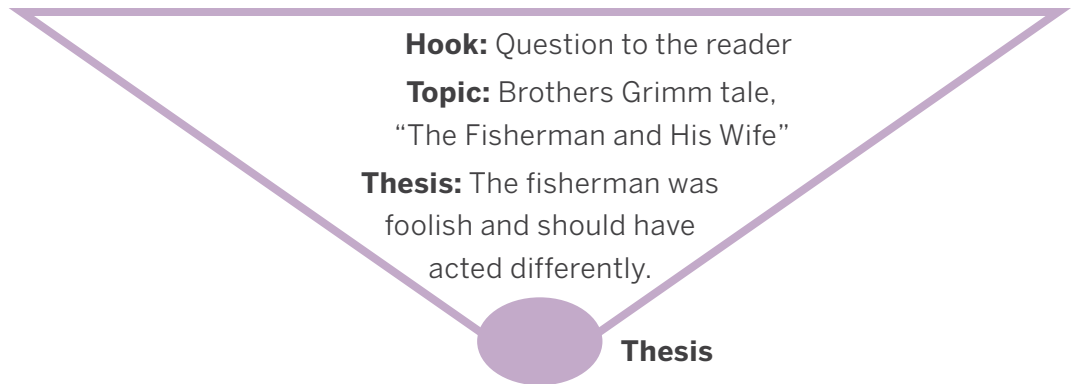
- The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.
- Now display the Structure of a Persuasive Essay Poster. Remind students that this poster lists what should be included in each paragraph in a persuasive essay.
- Explain that you will now guide students as they review the persuasive essay on Activity Page 3.3, paragraph by paragraph, to identify what is included in each paragraph that is also listed in the Structure of a Persuasive Essay Poster.
- As you are explaining and pointing out the parts of the persuasive essay, point to the corresponding shapes of the essay structure you already prepared on the board/chart paper. Have students copy the image of the essay structure into their notebooks. Tell them that they will be writing inside the triangles and boxes, so the image they draw should be large and have ample space for writing.
 - The Structure of a Persuasive Essay Poster lists that the introductory paragraph should include a hook that introduces the topic and states an opinion. Ask students to look at the first paragraph of the Example Persuasive Essay. Guide students in recognizing that the first question is a hook, or way to grab the reader’s attention. Point out that the topic is introduced by stating the title and author of the text. Finally, a strong opinion about the main character is stated. Tell students that in writing this is called a *thesis*, which is a provable and arguable claim that can be supported with evidence from the story. It is the writer’s opinion, and it is what the writer is trying to persuade the reader to believe.

Note: If colored highlighters are available, you may ask students to highlight each specific element in the essay with a different color while you discuss it. If highlighters are not available, have students distinguish among the parts of the essay by using techniques such as underlining once for a topic sentence and circling pieces of evidence.

- After reviewing the information, write the word “Hook” inside the inverted triangle, and paraphrase the hook students located in the introductory paragraph. Underneath the hook, write, “Topic” and paraphrase the information. Under the topic, write, “Thesis” and paraphrase the writer’s opinion. Have students write the information in their notebooks.

Support

Remind students that the purpose of the hook is to entice the reader to read the essay from the first sentence of the introductory paragraph, using questions, anecdotes, startling facts, etc.



- **Support.** Remind students that in an essay, the thesis always comes at the end of the introductory paragraph because it tells the reader what the essay will be about. Draw a large dot with a colored marker at the tip of the triangle and write the word “Thesis” next to it to indicate the thesis location. In this case it will be an essay to prove the argument that the fisherman was foolish and should have behaved differently.
- The Structure of a Persuasive Essay Poster states that each body paragraph should include a reason to support the opinion, using evidence from the text. Turn to the Example Persuasive Essay. The first sentence of each body paragraph states one of the two reasons used to support the opinion in the introductory paragraph. While we do not have the text of this tale in front of us, we could check that these paragraphs do indeed contain evidence from the text and explanations of how that evidence supports the opinion.
 - The first body paragraph includes evidence of how quickly the wife always asks for a new, more outrageous wish.
 - The second body paragraph includes evidence of how the fisherman should notice the change in the sea each time he goes to ask the magic fish to grant a wish.
- As with the introductory paragraph, write the corresponding information for the body paragraphs inside the rectangles. Have students write the information in their notebooks.

Topic Sentence: The fisherman is a fool because he allows his wife to bully him. . . .

Evidence 1: For first two wishes, she asks for a bigger home; then asks to be queen/ruler of the sun and moon.

Explanation of Evidence: She is greedy and not satisfied when her wishes are granted; she always wants more and forces her gullible husband to make her selfish requests.

Topic Sentence: The fisherman is also a fool because he ignores the signs of danger that worsen each time he asks the magic fish to grant another wish.

Evidence 2: Each time the fisherman makes the request of the magic fish, the sea grows darker and more dangerous.

Explanation of Evidence: The magic fish is angry with the fisherman, but he foolishly does not recognize the change in the sea and danger in his requests because he is too worried about pleasing his wife.

- Remind students that each body paragraph must include a topic sentence and a supporting piece of evidence to bolster their claim/opinion. The evidence can be a direct quotation or a paraphrase of the text and should include a lead-in to the example (e.g., “For example, in the story . . .”); in addition, an explanation of the evidence should follow the example to show a connection between examples and the thesis statement. Point out to students how the evidence and explanation support the thesis statement.
- The Structure of a Persuasive Essay Poster states that the concluding paragraph should attempt to persuade the reader to agree with the opinion, and include one final thought for the reader. Turn to the Example Persuasive Essay. The opinion from the introductory paragraph is indeed restated in the first sentence of the concluding paragraph. The next sentence attempts to persuade the reader to agree with the opinion presented. Finally, the essay concludes with something for the reader to think about: we should all be careful what we wish for.
- As with the introductory paragraph and body paragraphs, write the corresponding information for the concluding paragraph inside the triangle. Point out to students that the orientation of the triangle has changed; the triangle is no longer inverted, so the dot is at the top instead of the bottom. Clarify to students that though the dots are similar, they are not identical (i.e., they are in different locations), which signals the need to restate the thesis statement using different wording, in order to provide sentence variety. (If possible, use a marker of a slightly different color to show similarity but not identicalness. For example, if you used a red marker for the thesis statement in the introductory paragraph, use a pink marker for the restated thesis in the concluding paragraph.) Have students write the information in their notebooks.

Challenge

It is also a good idea to introduce students to sentence variety in their writing. Suggest that if they used a paraphrase in body paragraph 1 that they use a quotation in body paragraph 2.

Support

Remind students that the second paragraph follows the same guidelines as body paragraph 1.



Writing

Beginning

Have students color-code the different parts of the paragraph (e.g., introduction, blue; body paragraph 1, green; etc.).

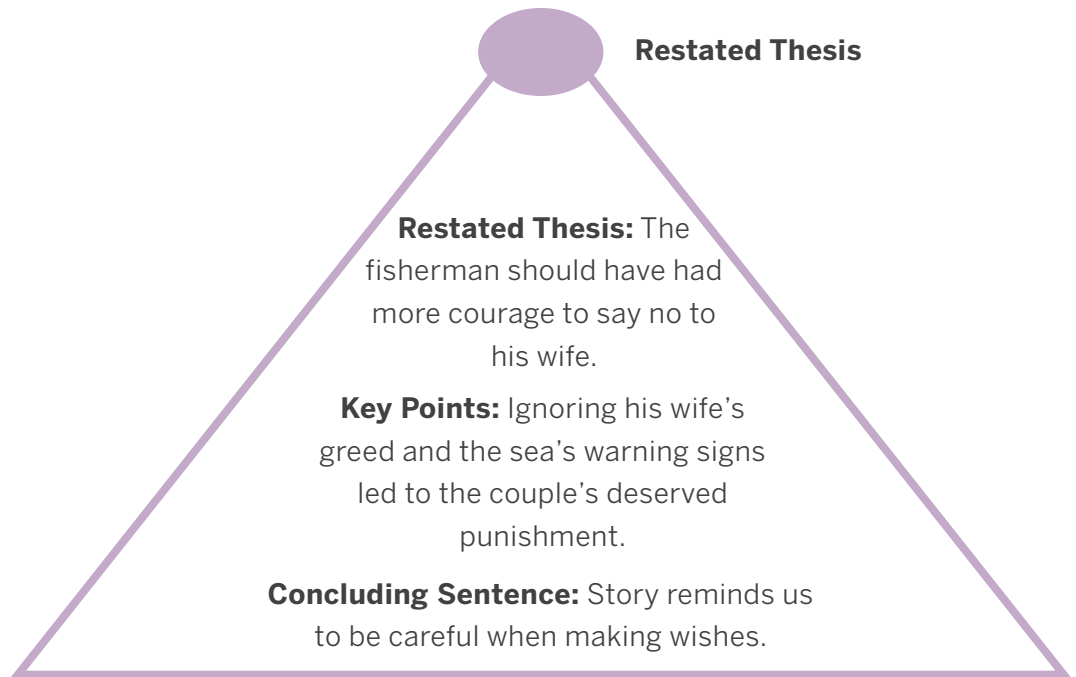
Intermediate

In addition to color-coding the paragraphs, have students highlight the integral parts of the paragraphs (e.g., topic sentences, yellow; evidence, green; etc.).

Advanced/Advanced High

In addition to color-coding and highlighting the integral parts of each paragraph, have students label each portion (e.g., “TS” next to highlighted topic sentences; “EV1” next to the first piece of evidence; “EV2” next to the second piece; etc.).

ELPS 1.C



- Remind students that the concluding paragraph should leave a lasting impression on readers and make them think about what they are being persuaded to think/do. The paragraph should not be as lengthy or as detailed as the body paragraphs, so new information, details, or ideas are not to be introduced. Instead the paragraph should sum things up for the reader and tie up any loose ends or answer any questions the reader may have. Point out that the thesis now is at the beginning of the paragraph, but is stated in different words. It is also important to note that if students posed a question in their introductory paragraph, they may choose to provide an answer in the concluding paragraph—perhaps as the last sentence, to leave a final, lasting impression.



Check for Understanding

True/False

Determine if the following statements are true or false:

- The purpose of a persuasive essay is to convince the reader to believe the writer's opinion. (*True*)
- The thesis is located at the beginning of the introductory paragraph. (*False*)
- The body paragraphs of the essay include supporting evidence. (*True*)
- Clarify any incorrect responses.

INTRODUCE RUBRIC FOR UNIT PROJECT (10 MIN.)

- Display the Persuasive Essay Rubric, as students refer to Activity Page 3.4 and compare it to the Structure of a Persuasive Essay Poster.
- Remind students that a *rubric* is a tool to help them when they write. A rubric serves as a guide for ensuring they include necessary pieces in an essay. This rubric will help in writing the persuasive essay. It shows how writing will be assessed for this project.
- Explain that the “Exemplary” column of the rubric is very similar to the Structure of a Persuasive Essay Poster. Refer to both documents as you read the “Exemplary” column of the rubric aloud. Indicate where each element is included and how it is included in the Example Persuasive Essay. Remind students that they should always aim to have their writing match the information listed in the “Exemplary” column.
- Refer to the “Exemplary” column descriptions, which explain what an essay should include to be persuasive and of high quality, and have students notice that the strength of the descriptions decreases from left to right.
- First, read the entire example essay aloud to have the story fresh in your mind.
- Think aloud as you evaluate the example essay, using the descriptions in each row of the rubric, and note potential revisions in the text. Have students make evaluative judgments with you and make recommendations for revisions when needed.
 - Read the description of the introduction given in the “Exemplary” column to identify the goal: “Opinion is clearly stated.”
 - Read aloud the first paragraph, looking for evidence that the opinion is clearly stated: “Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale ‘The Fisherman and His Wife,’ a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.”
 - The last sentence clearly states the author’s opinion: “the fisherman is a fool and should have acted differently in the story.” This opinion is clearly stated because it is obvious to the reader how the writer feels about the fisherman.
 - Tell students that they will examine their writing using the rubric in later lessons.
 - In parentheses, write “thesis” in each of the introduction boxes; have students add the word to Activity Page 3.4.

Activity Page 3.4



Support

Ask, “What is the writing term we used to describe the writer’s opinion in an essay?”

» *thesis*

LESSON WRAP-UP (5 MIN.)

- Have students share with a partner what each of the four paragraphs of the persuasive essay should include.

PERSUASIVE ESSAY RUBRIC

	Exemplary	Strong	Developing	Beginning
Introduction	Opinion is clearly stated.	Opinion is stated.	Opinion is stated but is unclear.	An opinion is not stated.
	The hook effectively grabs the reader's attention.	The hook only partially grabs the reader's attention.	The hook does not grab the reader's attention.	A hook is not included.
	The topic or text the essay addresses is briefly introduced with relevant details, such as main characters, setting, plot summary.	The topic or text the essay addresses is introduced with some details.	The topic or text the essay addresses is introduced with few or no details.	The topic or text the essay addresses is not introduced.
Body	All reasons in the body paragraphs support the opinion.	Most reasons in the body paragraphs support the opinion.	Some reasons in the body paragraphs support the opinion.	Few or no reasons in the body paragraphs support the opinion.
Conclusion	Opinion is effectively restated in a different way from in the introductory paragraph.	Opinion is restated in the same way as in the introductory paragraph.	Opinion is restated in an unclear way.	Opinion is not restated.
	An effective statement is included to persuade the reader to agree with the opinion.	A statement to persuade the reader to agree with the opinion is included, but is not fully convincing.	A statement to persuade the reader to agree with the opinion is included, but is not convincing.	No statement to persuade the reader is included.
	The conclusion provides an original final new thought about the opinion.	The conclusion provides a final thought about the opinion.	The connection of the final thought to the opinion is unclear.	No final thought is included.
Structure of the Piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Some sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Some transition words or phrases are used appropriately.	Transition words or phrases are not used, or are used inappropriately.

- You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

End Lesson

Lesson 3: Quixotic Behavior

Take-Home Material

READING

- Have students take home Activity Page 3.2 to read and answer the reading question.

Activity Page 3.2



4

Characterizing Don Quixote

PRIMARY FOCUS OF LESSON

Reading

Students will continue to make inferences about a character's personality and will summarize key events that add to the plot's development.

✚ **TEKS 5.3.A; TEKS 5.6.D; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.D; TEKS 5.7.F**

Grammar

Students will identify and form present-tense sentences containing pronoun

✚ subjects and action verbs. **TEKS 5.11.D.i**

Morphology

Students will continue to identify the meanings of words with the suffix *-ness*

✚ and use them correctly in sentences. **TEKS 5.3.C**

Writing

Students will respond to a prompt based on an excerpt from *Adventures of Don Quixote* and write opinion statements using supporting textual

✚ evidence. **TEKS 5.7.B; TEKS 5.7.C**

FORMATIVE ASSESSMENT

Activity Page 4.1

Vocabulary for “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures” Vocabulary and Pronunciation

✚ Guide for chapters 4 and 5. **TEKS 5.3.A**

Activity Page 4.2

Character Chart: Sancho Panza Graphic organizer to catalogue character traits and supporting details/

✚ examples. **TEKS 5.6.F; TEKS 5.7.C**

Activity Page 4.3

“Don Quixote and Sancho Panza Have Some Strange Adventures” Worksheet that students will complete at home in order to use core vocabulary

✚ words to summarize the chapter. **TEKS 5.7.D; TEKS 5.7.F**

- Activity Page 4.4** **Mixed Practice: Noun and Pronoun Subject–Action Verb Agreement** Grammar worksheet students will use to write simple sentences (or expanded sentences) during class and for homework. **TEKS 5.11.D.i**
- Activity Page 4.5** **Practice Suffix –ness** Morphology worksheet students will use to write sentences using the correct word choice during class. **TEKS 5.3.C**
- Activity Page 4.6** **Writing Opinions with Supporting Detail When Answering Prompts** Writing worksheets students will use to formulate opinions with textual evidence. **TEKS 5.7.B; TEKS 5.7.C**

TEKS 5.3.A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.B** Generate questions about the text before, during and after reading to deepen understanding and gain information; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 5.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; **TEKS 5.7.B** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Lesson 3 Review	Whole Group	5 min.	<input type="checkbox"/> <i>Adventures of Don Quixote</i> <input type="checkbox"/> Purpose for Reading (Digital Components) <input type="checkbox"/> Answer Key for Activity Page 3.2 <input type="checkbox"/> Activity Pages 3.2, 4.1–4.3, SR.1
Introduce Chapters, Core Vocabulary	Whole Group	5 min.	
Reading	Whole Group	20 min.	
Lesson Wrap-Up	Whole Group	10 min.	
Word Work: <i>Tilting at Windmills</i>	Whole Group	5 min.	
Language (30 min.)			
Grammar: Pronoun-Verb Agreement	Whole Group/ Independent	15 min.	<input type="checkbox"/> Pronoun Subject–Action Verb Agreement Poster (Digital Components) <input type="checkbox"/> Pronoun Subject–Action Verb Agreement Chart (Digital Components) <input type="checkbox"/> Activity Page 4.4
Morphology: Suffix <i>-ness</i>	Whole Group/ Independent	15 min.	
Writing (15 min.)			
Opinions and Supporting Evidence	Whole Group/ Independent/ Partner	15 min.	<input type="checkbox"/> Activity Page 4.6 <input type="checkbox"/> Activity Page 4.6 (Digital Components)
Take Home			
Reading; Grammar; Writing			<input type="checkbox"/> Activity Pages 4.3, 4.4, 4.6

ADVANCE PREPARATION

Reading

Note: During this lesson, students will need to determine if they agree with certain orated statements. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create AGREE/DISAGREE index cards to hold up as you make the statements.

- This lesson contains a Think-Pair-Share activity.

Language

Grammar

- Prepare and display the following Pronoun Subject–Action Verb Agreement Poster. Alternatively, you may access a digital version in the digital components for this unit.

Pronoun Subject–Action Verb Agreement	
Pronoun Subject	Agreement for Action Verb in Present Tense
I, we, you, they	does not change
he, she, it	add –s or –es to the verb

- Prepare and display the following Pronoun Subject–Action Verb Agreement Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Pronoun Subject–Action Verb Agreement			
Pronoun Subject	Pronoun	Action Verb	Agreement
Singular	I	dub	I dub
	you	sing	You sing
	he	rush	He rushes
	she	march	She marches
	it	fly	It flies
Plural	we	jump	We jump
	you	go	You go
	they	swim	They swim

Note: During this lesson, students will need to determine if the sentences follow proper pronoun subject–action verb agreement. Prepare for the Thumbs-Up, Thumbs-Down activity by writing the following examples on the board:

- She eat a lot of birthday cake.
- It is a pretty flower.
- I washes the dishes after dinner.

Morphology

- Write the following words on the board/chart paper: “steadiness,” “emptiness,” “greatness,” “drowsiness,” “crispness,” “brightness.”

Writing

- Prepare and display an enlarged version of Activity Page 4.6. Alternatively, you may access a digital version in the digital components for this unit.

Note: During this lesson, students will need to determine if the certain orated statements are true or false. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create TRUE/FALSE index cards to hold up as you make the statements.

Universal Access

Reading:

- In this lesson, students will participate in a challenging writing activity where they use textual evidence to support an opinion. Prepare students to engage with the content by doing/setting up the following:
 - Write the following sentence frames on the board/cart paper to provide students with a structure to formulate their thoughts and ideas:
 - Yes, I think it is a good idea for Don Quixote to attack the mule drivers because _____.

[OR]

No, I do not think it is a good idea for Don Quixote to attack the mule drivers because _____.

- Since Don Quixote wants to be a knight, it is a good reason for him to attack the mule drivers because _____.

[OR]

Just because Don Quixote wants to be a knight, it is not a good reason to attack the mule drivers because _____.

- From the text, it is clear that Don Quixote’s choice to attack the mule drivers based on his desire to be a knight is a good decision because _____.

[OR]

As evidenced by the text, it is a bad decision for Don Quixote to attack the mule drivers even though he desires to become a knight because _____.

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate. Prepare students to engage with the content by doing/setting up the following:
 - Write the following sentence frames on the board/cart paper to provide students with a structure to formulate their thoughts and ideas:
 - I realized I was tilting at windmills when I _____.
 - An example of when I was tilting at windmills was _____ because _____.
 - It is clear that I was tilting at windmills when I _____ because _____.

Start Lesson

Lesson 4: Characterizing Don Quixote

Reading



Primary Focus: Students will continue to make inferences about a character’s personality and will be able to summarize key events that add to the plot’s

development. **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.D; TEKS 5.7.F**

LESSON 3 REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 3.2, which was assigned for homework.
- Review information from the previous lesson(s) by asking the following questions:

TEKS 5.3.A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate.

1. Ask students to give some examples of the ways in which Don Quixote's reading of books about knights influenced and changed his view of things.
 - » Answers may vary, but may include that he adds *de la Mancha* to his name because another knight, Amadis de Gaula, adds the name of his country to his name; he decides that he needs to find a lady-love; he sees an inn and believes it is a castle; he hears someone blowing a horn to herd pigs and he thinks it is someone announcing his arrival at the castle; he believes the innkeeper is a lord who can dub him a knight.
2. Ask students to think back to the ending of the last chapter they read in their Reader, which describes what happens after Don Quixote leaves the inn and encounters the group of merchants and their servants. What happens when his neighbors see him as they are traveling on the same road?
 - » They take him home. His friends are worried that he is crazy, so they take care of him and burn his books about knights.

Note: Permit students to scan the last page of chapter 3 in their Reader to refresh their memory, if necessary.

INTRODUCE CHAPTERS, CORE VOCABULARY (5 MIN.)

- Tell students they will read chapters 4 and 5, “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures.”
 - Have students turn to the table of contents, locate chapter 4, and then turn to the first page of chapter 4.
 - Preview the core vocabulary words before reading the chapter.
 - Begin by telling students the first vocabulary word they will encounter in this chapter is *spoil*.
 - Have them locate the word at the end of the second paragraph on page 10 of the Reader.
 - Have students refer to the glossary (Activity Page SR.1) to locate *spoil*, and then have a student read the definition.
 - Explain the following:
 - the part of speech
 - alternate forms of the word
 - Have students reference Activity Page 4.1 while you read each word and its meaning.
- Note:** You may choose to divide the presentation of vocabulary words, presenting words 1–5 before chapter 4 and words 6–19 before chapter 5.

Activity Page SR.1



Activity Page 4.1



Vocabulary: Chapters 4 and 5

spoil, n. something valuable that is stolen or taken by soldiers (spoils) (10)

afield, adv. off the right course; far from the starting point (10)

friar, n. a male member of a religious group who studies or teaches about Christianity; similar to a monk (friars) (12)

dromedary, n. a one-humped camel (dromedaries) (12)

bewilder, v. to confuse (12)

enchanted, adj. magical or charmed (13)

basin, n. a shallow bowl (13)

ardent, adj. having or showing very strong feelings (14)

mercy, n. kind or forgiving treatment by someone in power (14)

Vocabulary Chart for Chapters 4 and 5 “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	friar dromedary	spoil afield bewilder enchanted basin ardent mercy
Spanish Cognates for Core Vocabulary	dromedario	encantado ardiente
Multiple-Meaning Core Vocabulary Words		spoil
Sayings and Phrases	the good old days crystal clear free-for-all house call	

READING: CHAPTERS 4 AND 5 (20 MIN.)

- Have students read the chapter title and page 9 silently, stopping before the last line on the page.

Literal. Who is Sancho Panza, and what does Don Quixote persuade him to do? Why?

- » Sancho is Don Quixote’s neighbor, a simple man who cannot read or write and who is poor. Don Quixote persuades Sancho to leave with him as his squire, seeking adventure. Sancho thinks he will become rich.

Challenge

Why might Don Quixote mistake the windmills for giants?

- » Because they are large structures and their sails/paddles resemble moving arms.

Support

Windmills are very large machines that create energy by having large sails or paddles capture wind, turning the arms of the windmill.

Support

The phrase *crystal clear* is used to refer to something that is very clear, or easy, to see or understand. Crystal is a type of glass that is often clear and easy to see through.

Support

Tell students this is an example of indirect characterization because the reader is making an inference about the character's personality.

Pronunciation Table

Word	CK Code
Sancho Panza	/son*choe/ /pon*sə/
Rucio	/roo*see*oe/

Support. Explain to students that this is an example of direct characterization because the text states directly that “He was short and stout,” and “didn’t know how to read and write.”

Literal. What is a squire?

- » A squire is a young man who is training to be a knight and who becomes a knight’s servant while training.
- Have students silently read from the last line on page 9 to the bottom of page 10, stopping before the last line on the page.

Literal. What does Don Quixote think he sees on their journey, and what does he intend to do with them? What does he actually see?

- » He thinks he sees 30 or more giants, and he intends to fight them. He actually sees windmills.

Literal. What does Sancho think the windmills are?

- » He thinks they are windmills.

Challenge. What does it tell you about Sancho when he sees windmills where Don Quixote sees giants?

- » Unlike Don Quixote, who is idealistic, Sancho is realistic and sees things for what they are.

Literal. What happens in the end, and what is Don Quixote’s interpretation of what happened?

- » Don Quixote and Rocinante get flung to the ground. Don Quixote’s explanation of what happened is that an old enemy who is a wizard changed the giants into windmills at the last minute because he did not want Don Quixote to defeat the giants.

Challenge. What does Don Quixote’s explanation indirectly tell us about his character?

- » That he cannot distinguish reality from fantasy.

Challenge. Why is this considered indirect characterization?

- » Because the reader makes an inference about this character.



Check for Understanding

Agree/Disagree

Determine if you agree or disagree with the following statements:
When the author describes what a character looks like, he/she is using direct characterization.

» *agree*

When the reader forms an opinion about the character's personality based on character actions, the author is using indirect characterization.

» *agree*

- Clarify any incorrect responses by referring to the text.

- Encourage students to reflect on the image on page 11 and how it conveys a sense of the ridiculousness that occurs when reality collides with what Don Quixote thinks.
- Have students silently read the last line on page 10 and all of page 12.

Literal. Describe the misunderstandings on Don Quixote's part and the series of events that take place when Don Quixote and Sancho Panza head to Lápice.

- » Don Quixote thinks that some men he sees on the route are wizards trying to kidnap passing stagecoach passengers. Fighting breaks out between the horsemen accompanying the stagecoach and Don Quixote and Sancho Panza. One of the horsemen is ready to charge and kill Don Quixote, but suddenly falls off his horse, at which point Don Quixote prepares to go after the fallen horseman, but a female stagecoach passenger begs Don Quixote to spare the horseman's life. Don Quixote agrees only because he thinks the passenger is a princess. He tells the horseman that he must go tell Dulcinea that Don Quixote defeated him in her honor.

Literal. What does Don Quixote actually see on the route?

- » He sees two friars or holy men, riding on mules, and a stagecoach with passengers accompanied by horsemen.

Literal. What does Don Quixote think he sees on the route?

- » He thinks the friars are wizards trying to kidnap a princess and her ladies.

Literal. Does Don Quixote take revenge on the fallen horseman when he has a chance? Why not? What does he do instead?

- » Since the lady in the coach begs that he not kill the horseman, he does not take revenge. Instead, he tells the horseman that he must go tell Dulcinea that Don Quixote defeated him in her honor.

Support

Explain to students that a friar, or a holy man, is a member/representative of the Church.

Support

The phrase *a free-for-all* refers to an uncontrolled fight or competition.

Challenge. What do the friars, stagecoach passengers, and horsemen think about Don Quixote and what has happened? Why?

- » They are all confused and bewildered as to why Don Quixote attacked them and what he is talking about when he tells the horseman to go find Dulcinea to say he was defeated in her honor. Don Quixote’s appearance, behavior, and the way he talks (as if he were a knight) are all very odd and not normal.

Pronunciation Table	
Word	CK Code
Lápice	/lop*ee*sae/
El Toboso	/el/ /təb*oe*soe/

Pronunciation Table	
Word	CK Code
Mambrino	/mom*bree*noe/

- Have students read page 13 to the end of the paragraph ending with “. . . the curve of a man’s neck.”
 - Literal.** What does Don Quixote think he sees on this stage of their journey?
 - » He thinks he sees a man wearing an enchanted, or magical, helmet.
 - Literal.** What does Sancho see?
 - » He sees a barber riding a donkey and wearing a basin on his head to protect it from the rain.
- Have students read the last paragraph on page 13 silently and continue reading pages 14 and 15.
- Have students read the remainder of pages 14 and 15.

Literal. Summarize the “adventure” experienced by Don Quixote and Sancho Panza in this chapter.

- » Don Quixote and Sancho Panza encounter a group of prisoners being led by guards to work on the king’s ships. Hearing that the prisoners don’t want to be forced to work on the ships, Don Quixote attacks the guards and frees the prisoners, only to end up being attacked by the prisoners, who throw stones at him when he tells them to go tell Dulcinea that he set them free in her honor. The guards are also angry and they attack Don Quixote and Sancho Panza.

Literal. What do Don Quixote and Sancho see on this part of their journey?

- » They see 12 prisoners chained together, being taken by guards to do hard labor, and they do not want to go.

Literal. Why does Don Quixote say, “I will never let that happen!”?

- » As a knight following the code of chivalry, he has vowed to protect the weak and right all the wrongs he sees; he believes it is wrong to force the prisoners to do something they don’t want to do.

Literal. Why do the prisoners throw stones at Don Quixote?

- » He expects them to carry their chains and go tell Dulcinea that Don Quixote freed them in her honor.

Inferential. In a previous lesson, you learned that *meddling* means “interfering in someone else’s business.” What is Don Quixote doing here that shows he is meddling?

- » He interferes with the guards and the prisoners, which results in the prisoners’ being set free.

Pronunciation Table

Word	CK Code
Ginés de Pasamonte	/hee*naes/ /dae/ /pos*om*oen*tae/

LESSON WRAP-UP (10 MIN.)

Activity Page 4.2



- Use the following questions to discuss the chapters:
1. **Literal.** Turn to Activity Page 4.2 (Character Chart: Sancho Panza). What type of information should be put in the box labeled “Physical Description” for Sancho Panza?
 - Have students record information about Sancho Panza’s physical description from chapter 4 and write it in the appropriate box. Remind students they will add information to this chart as they read the story.
 - » He is a poor farmer who is short and stout.
 2. **Inferential.** What are some character traits for Sancho Panza that are revealed in chapters 4 and 5?
 - Have students record this answer in the “Character Trait” boxes on Activity Page 4.2.
 - » Answers may vary, but should include that he is realistic, or sees things the way they actually are; and that he is loyal.
 3. **Evaluative.** Summarize the evidence from the text that leads the reader to conclude that Sancho Panza is realistic and loyal. Consider how this evidence supports a major theme, or message, of the story. Record this information in the “Evidence from Text” column. Be sure to record the page or pages on which you found the information.
 - » Answers may vary, but “realistic” responses may include that he sees the windmills rather than the giants Don Quixote sees (page 10); and he sees a barber wearing a basin instead of the enchanted helmet Don Quixote sees (page 13).
 - » Answers may vary, but “loyal” responses may include that he leaves his family and travels with Don Quixote (page 9); he stays with Don Quixote when the angry prisoners throw stones at them after they are freed, and as the guards thrash them without mercy (page 14). Students should identify that the conflict between reality and fantasy makes up a major theme of the story, but Sancho’s loyalty to Don Quixote is what balances that conflict.
 4. **Challenge.** What additional examples are provided in the two chapters you just read that provide additional evidence that Don Quixote is idealistic and committed to living by the code of chivalry? Use evidence from the text.
 - » Answers may vary, but may include that whenever Don Quixote is confronted with situations that he believes are wrong or unfair, he gets involved to help those in trouble (passengers in the stagecoach, prisoners being taken to the ships, etc.) and he continues to want to pay homage to Dulcinea (asking those he defeats to go to tell her of his victories).

- Have students take home Activity Page 4.3 to read and complete for homework.

WORD WORK: *TILTING AT WINDMILLS* (5 MIN.)

Note: Today's Word Work departs from the usual practice of selecting a vocabulary word from the chapter to instead highlight a popular, modern idiom derived from Don Quixote's adventures.

1. Don Quixote's attack on the windmills, described in one of the chapters you just read, has given rise to the expression *tilting at windmills*, where the word *tilting* means the same thing as *jousting* or *doing battle*.
2. Don Quixote incorrectly thought that the windmills were giant enemies. Inspired by his idealistic values and the code of chivalry, he attacked the windmills. Despite his good intentions, Don Quixote's attack was useless and he ended up being thrown to the ground.
3. The expression *tilting at windmills* is still used to describe when someone takes on an impossible task, often for idealistic values or good reasons. For example, I argued with the airline company that I deserved a refund when I was not able to use my ticket the day I got sick. After talking to three airline officials who refused to refund my ticket, I realized I was *tilting at windmills*.
4. **Think-Pair-Share.** Have you ever taken on a difficult task or fought for a good cause, but then realized that no matter what you did, it would be impossible to succeed? Think about the difficult task or good cause you were fighting for and then talk to your partner about it using the phrase *tilting at windmills* to describe when you realized you would not succeed. Use the phrase *I realized I was tilting at windmills* when you talk to your partner.
5. Ask two or three pairs to share their responses. If necessary, guide and help students to use the phrase correctly.
6. What's the saying we have been talking about?
 - » *tilting at windmills*



ENGLISH
LANGUAGE
LEARNERS

Speaking
and Listening
Exchanging
Information/Ideas

Beginning

Use pre-prepared sentence frame. *I realized I was tilting at windmills when I _____.*

Intermediate

Use pre-prepared sentence frame.
An example of when I was tilting at windmills was _____, because _____.

Advanced/Advanced High

Use pre-prepared sentence frame. *It is clear that I was tilting at windmills when I _____, because _____.*

ELPS 2.C

Lesson 4: Characterizing Don Quixote

Language



GRAMMAR: PRONOUN–VERB AGREEMENT (15 MIN.)

Primary Focus: Students will be able to identify and form present-tense sentences containing pronoun subjects and action verbs. **TEKS 5.11.D.i**

- Tell students that in the previous lesson they learned about noun subject–verb agreement for action verbs. Remind them that they learned the form of the present-tense action verb changes depending on whether a noun subject is singular or plural. While the verb form for plural noun subjects doesn't change, it is necessary to add *–s* or *–es* to an action verb for singular noun subjects. So we say, “The boys and girls run,” but “The girl runs.”
- In this lesson, students will learn about pronoun subject–action verb agreement and when it is necessary to add *–s* or *–es*. Remind students that pronouns replace nouns and are words like *I, we, you, he, they*, etc.
- Direct students' attention to the Pronoun Subject–Action Verb Agreement Poster you prepared in advance. Read through the poster. Point out that it is only necessary to add *–s* or *–es* to verbs used with the pronouns *he, she*, and *it*.

Note: Unlike with nouns, with which the number of the subject (singular/plural) determines when *–s* or *–es* is added, when pronouns are used as subjects, the person (first, second, third) determines when *–s* or *–es* is added. (This information is for teacher reference only.)

Pronoun Subject–Action Verb Agreement	
Pronoun Subject	Agreement for Action Verb in Present Tense
I, we, you, they	does not change
he, she, it	add <i>–s</i> or <i>–es</i> to the verb

TEKS 5.11.D.i Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

- Direct students' attention to the Pronoun Subject–Action Verb Agreement Chart you prepared in advance. Review the chart, identifying how to make the pronoun subject and verb agree using the following as a reference.

Note: Remind students about spelling patterns with –es learned in earlier grades:

- For words ending in *s, sh, ch, x,* and *z,* add –es.
- For words ending in *y,* change *y* to *i* and add –es.

Pronoun Subject–Action Verb Agreement			
Pronoun Subject	Pronoun	Action Verb	Agreement
Singular	I	dub	I dub
	you	sing	You sing
	he	rush	He rushes
	she	march	She marches
	it	fly	It flies
Plural	we	jump	We jump
	you	go	You go
	they	swim	They swim

- Ask students to help you orally extend the example *they swim* into an expanded complete sentence.
 - Answers may vary, but should reflect the correct use of *they swim* and be an expanded complete sentence.
- Continue in the same manner, asking students to create an expanded complete sentence correctly using *he rushes*.
- Refer to prepared sentences on the board.



ENGLISH
LANGUAGE
LEARNERS

Speaking
and Listening
Exchanging
Information/Ideas

Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

Intermediate

Pair students and encourage them to work together to complete the activity page.

Advanced/Advanced High

Observe students working independently to complete the activity page.

ELPS 3.C



Support

Remind students to refer to the word list on the board/chart paper when selecting the correct missing word.

**ENGLISH
LANGUAGE
LEARNERS**



**Speaking
and Listening
Exchanging
Information/Ideas**

Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

Intermediate

Pair students and encourage them to work together to complete the activity page.

Advanced/Advanced High

Observe students working independently to complete the activity page.

ELPS 2.C



Check for Understanding

Thumbs-Up, Thumbs-Down

She eat a lot...

» incorrect (*Thumbs-Down*)

It is a...

» correct (*Thumbs-Up*)

I washes the...

» incorrect (*Thumbs-Down*)

- Clarify any incorrect responses by referring to the text and reviewing the process for quoting and paraphrasing.

- Have students turn to Activity Page 4.4. Briefly review together the directions and the first completed example in both the chart and the expanded sentence section on the back of the page. Tell students to complete the next item in the chart, as well as to create another expanded sentence. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

MORPHOLOGY: SUFFIX –NESS (15 MIN.)

Primary Focus: Students will continue to identify the meanings of words with the suffix *-ness* and use them correctly in sentences. **TEKS 5.3.C**

- Refer to the Suffixes Poster you displayed in the classroom. Review what a suffix is and review the suffix *-ness* that you added to the poster in Lesson 2, as well as its meaning: *the state or condition of being*. Remind students that *-ness*, which is usually added as a suffix to adjectives, changes the word to a noun.
- Refer students to the word list on the board/chart paper. Call on one student to read the following words aloud: *steadiness, emptiness, greatness, drowsiness, crispness, brightness*.
- Model aloud how to think about the meaning of the word *steadiness*: “Something that is *steady* is still or stable, so *steadiness* means ‘the state or condition of being still or stable.’”
- Tell students you will read some sentences aloud, but they will leave a word out. Students must listen carefully and decide which word on the board correctly completes the sentence.

TEKS 5.3.C Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.

- Read the following sentences aloud and ask students to identify the missing word for each:
 - The _____ of the field when I showed up for practice made me stop to think if I had the wrong day or time. (*emptiness*)
 - Throughout the game, one particular player showed _____ with his exceptional skill, positive attitude, and focus. (*greatness*)
 - The _____ with which the server carried the full tray of food and drinks allowed him to reach our table without spilling anything. (*steadiness*)
- Have students turn to Activity Page 4.5. Briefly review the directions, complete the first sentence as a group, and then have students complete the remainder independently.
- Collect Activity Page 4.5 to review and grade later.

Activity Page 4.5



Support

Explain to students this is known as indirect characterization because the author is not directly stating something about the character (e.g., Don Quixote is tall, short, etc.).

Activity Page 4.6



Lesson 4: Characterizing Don Quixote

Writing



Primary Focus: Students will respond to a prompt based on an excerpt from *Adventures of Don Quixote* and write opinion statements using supporting textual evidence. **TEKS 5.7.B; TEKS 5.7.C**

OPINIONS AND SUPPORTING EVIDENCE (15 MIN.)

Review Opinion and Fact

- Review the definitions of *opinion* and *fact*: an opinion is a personal view or belief whereas a fact is true and can be proven.
- Tell students that through dialogue and actions they have learned about characters in *Adventures of Don Quixote*. Remind students of the following: dialogue is what characters say; sometimes characters' thoughts serve as dialogue to themselves; actions are what characters do or how they respond to others.
- Display the enlarged version of Activity Page 4.6.
- Explain that the activity page references four excerpts from *Adventures of Don Quixote*. Students will use each excerpt to write a one-sentence opinion about

TEKS 5.7.B Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; **TEKS 5.7.C** Use text evidence to support an appropriate response.

Support

Explain to students that a prompt is a writing term that asks the reader a question and prompts (asks) them to think of a response that will include supporting textual evidence.

ENGLISH
LANGUAGE
LEARNERS



Writing
Supporting
Opinions

Beginning

Use pre-prepared sentence frames. *Yes, I think it is a good idea...*

Intermediate

Use pre-prepared sentence frames. *Since Don Quixote wants to be a knight...*

Advanced/Advanced High

Use pre-prepared sentence frames. *From the text, it is clear that...*

ELPS 5.G

Don Quixote based on the actions and dialogue described in that excerpt. Students will provide a reason for their opinion that is supported by evidence from the excerpt.

- Point out that there is a prompt for each excerpt to guide them in stating an opinion.
- Model how to fill out the first row of Activity Page 4.6: read aloud the excerpt referenced on the page, and then provide students with an oral one- or two-sentence summary of the excerpt.
 - For example, “In this excerpt, Don Quixote attacks mule drivers for trying to remove his armor from a water trough. The mule drivers just wanted water for their thirsty animals.”
- Think aloud how to form an opinion about this character’s action. For example, “It isn’t very nice for Don Quixote to attack people. He should have talked to them and asked them to wait while he removed his armor, so the animals could get to the water.”
- Write your model opinion on the appropriate line on the activity page: “Don Quixote was wrong to attack the mule drivers.”
- Think aloud how to form a reason for the opinion. For example, “What is my reason for thinking Don Quixote was wrong to attack the mule drivers? I think Don Quixote should have talked to the mule drivers first. He does not give the mule drivers a chance to talk about it before attacking them. It’s better to solve problems with words than through fighting.”
- Write the reason for your opinion on the appropriate line on the activity page: “Don Quixote was wrong to attack the mule drivers because he did not give the mule drivers a chance to talk before attacking them.” Note that you have restated the opinion and then written your reason after the word *because*.
- Think aloud how to gather evidence from the text to support the reason for your opinion. Model how to skim the text.
- Evidence may include:

Then, a second mule driver came to the water tank, but before he could even touch the armor, Don Quixote attacked him.

- Write the evidence from the text on the appropriate line on the activity page, reminding students that they should either paraphrase (write in their own words) or use quotation marks when including evidence from a text. You may wish to paraphrase the evidence as: “Don Quixote attacks a mule driver without even saying anything. I know this because on page 4 the text says, ‘Don Quixote attacked him, this time in complete silence.’”
- Have students work on the next excerpt independently or in pairs, as you circulate the classroom.
- **Feedback.** Guide students who are struggling to read the last paragraph of the excerpt aloud and to discuss the consequences of Don Quixote’s behavior.
- Determine if the following statements are true or false:



Check for Understanding

True/False

To *paraphrase* means to take a portion of the text and put it into your own words.

» *true*

To quote text, you put the author’s ideas into your own words with quotation marks around them.

» *false*

- Clarify any incorrect responses by referring to the text and reviewing quoting and paraphrasing processes.

- Have students complete the third and fourth excerpts for homework.

Lesson 4: Characterizing Don Quixote

Take-Home Material

READING

- Have students take home Activity Page 4.3 to read and answer reading question.

GRAMMAR

- Have students take home Activity Page 4.4 to practice writing noun and pronoun subject–action verb agreement sentences.

WRITING

- Have students take home Activity Page 4.6 and pages 8 and 10 from *Adventures of Don Quixote* to continue forming opinions for the third and fourth reading excerpts.

Activity Pages
4.3, 4.4, 4.6



5

Don Quixote and Sancho's Obstacles

PRIMARY FOCUS OF LESSON

Reading

Students will identify and analyze the main elements of the plot.

✦ **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.8.C**

Writing

Students will be able to write a claim and identify the importance of

✦ supporting evidence. **TEKS 5.7.C; TEKS 5.11.B.i**

FORMATIVE ASSESSMENT

Activity Page 5.1

Vocabulary for “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” Review vocabulary and pronunciation guide for

✦ chapters 6–8. **TEKS 5.3.A**

Activity Page 5.2

“Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” Students will answer reading comprehension questions requiring text-based evidence.

✦ **TEKS 5.6.F; TEKS 5.7.C**

Activity Page 5.3

“Back to La Mancha” Chapter 6 reading comprehension questions will require students to

✦ answer in complete sentences. **TEKS 5.7.C**

Activity Page 5.4

Write a Claim Students will complete a graphic organizer designed to help them write a claim in

✦ response to a prompt. **TEKS 5.7.C; TEKS 5.11.B.i**



Writing Studio

If you are using Writing Studio, you may begin Unit 3, Lesson 1 after completing this lesson. If you have not done so already, you may wish to review the Writing Studio materials and their connection to this unit.

✦ **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.8.C** Analyze plot elements including rising action, climax, falling action, and resolution; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Lesson 4 Review	Whole Group	5 min.	<input type="checkbox"/> Answer Key for Activity Page 4.3 <input type="checkbox"/> <i>Adventures of Don Quixote</i> <input type="checkbox"/> Purpose for Reading (Digital Components) <input type="checkbox"/> Activity Pages 5.1–5.3, SR.1 <input type="checkbox"/> Sentence frames
Introduce the Chapters and Preview Core Vocabulary	Whole Group	5 min.	
Read-Aloud: Chapters 6–8	Small Group	25 min.	
Chapter Discussion and Lesson Wrap-Up	Whole Group	5 min.	
Word Work: <i>Deceive</i>	Whole Group/ Partner	5 min.	
Writing (45 min.)			
Model Writing a Claim	Whole Group	15 min.	<input type="checkbox"/> Essay Prompt (Digital Components) <input type="checkbox"/> Persuasive Essay Rubric (Digital Components) <input type="checkbox"/> Example Persuasive Essay (Digital Components) <input type="checkbox"/> Activity Pages 4.6, 5.4 (Digital Components)
Practice Writing a Claim	Independent	25 min.	
Lesson Wrap-Up	Whole Group	5 min.	
Take-Home Material			
Reading			<input type="checkbox"/> Activity Pages 5.3

ADVANCE PREPARATION

Reading

Note: During the Check for Understanding ask students to give a thumbs-up for a correct statement, a thumbs-down for an incorrect statement.

Writing

- Write the prompt for this writing project on the board/chart paper.
 - Do Don Quixote's good intentions justify his actions?
- Display the example persuasive essay from Lesson 3. Alternatively, you may access a digital version in the digital components for this unit.
- Display the Persuasive Essay Rubric from Lesson 3. Alternatively, you may access a digital version in the digital components for this unit.
- Prepare and display an enlarged version of Activity Page 5.4, the Essay Prompt, as shown here. Alternatively, you may access a digital version in the digital components for this unit.

Essay Prompt: Do Don Quixote's good intentions justify his actions?		
	1st Draft	Revised
Opinion (Restate the prompt and answer with yes or no.)	1.	
Reason (What is one reason why you chose yes or no?)	1.	
Evidence (What examples from the text support your opinion and reason?)	1.	
	2.	

Note: During the Check for Understanding, students will need to determine if the orated statements are true or false. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create TRUE/FALSE index cards to hold up as you make the statements.

Fluency (*optional*)

- If students were assigned a selection from the Fluency Supplement, determine which students will be asked to read the selection and when. See the introduction of this Teacher Guide for more information on using the Fluency Supplement.

Grammar

- Collect Activity Page 4.4 to review and grade later, as there is no grammar lesson today.

Universal Access

Reading

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate. Prepare students to engage with the content by doing the following:
 - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
 - Don Quixote is _____ but Sancho is _____.
 - One difference between Don Quixote and Sancho is Don Quixote is _____ and Sancho is _____.
 - One way in which Don Quixote and Sancho differ is that Don Quixote _____, whereas Sancho _____.

Start Lesson

Lesson 5: Don Quixote and Sancho's Obstacles

Reading



Primary Focus: Students will identify and analyze the main elements of the

plot. **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.8.C**

LESSON 4 REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 4.3, which was assigned for homework.
- Review information from the previous lesson by asking the following questions:
 1. Who are the two members of Don Quixote's household, and who are his two friends?
 - » His niece and a housekeeper are the members of his household, and a priest and a barber are his friends.

TEKS 5.3.A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.8.C** Analyze plot elements including rising action, climax, falling action, and resolution.



Speaking
and Listening
Exchanging
Information/Ideas

Beginning

Use pre-prepared sentence frame. *Don Quixote is _____, but Sancho is _____.*

Intermediate

Use pre-prepared sentence frame. *One difference between Don Quixote and Sancho is _____.*

Advanced/Advanced High

Use pre-prepared sentence frame. *One way in which Don Quixote and Sancho differ is _____.*

ELPS 3.B

Activity Page SR.1



Activity Page 5.1



2. Describe Sancho Panza and his family.
 - » He is a poor farmer who has a wife, a son, and a daughter.
3. In what ways are Don Quixote and Sancho similar to one another?
 - » Answers may vary, but could include that they both like adventures; they both are willing to leave their homes and seek adventure; and they both believe they are going to find something as a result of their adventures.
4. In what ways are Don Quixote and Sancho different from one another?
 - » Answers may vary, but could include that Don Quixote believes he is a knight, whereas Sancho believes he is a squire; Don Quixote is idealistic, whereas Sancho is realistic; and Don Quixote sets out on adventures to fix problems he sees and win the love of Dulcinea, whereas Sancho goes on the adventures to find an island to govern.

INTRODUCE THE CHAPTERS AND PREVIEW CORE VOCABULARY (5 MIN.)

- Tell students they will read chapters 6–8, “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again.”
- Have students turn to the table of contents, locate chapter 6, and then turn to the first page of chapter 6.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *confounded*.
- Have them find the word in the last paragraph on page 18 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book) and locate *confounded*; then have a student read the definition aloud.
- Explain the following:
 - the part of speech
 - alternate forms of the word
- Have students reference Activity Page 5.1 while you read each word and its meaning.

Note: You may want to divide the presentation of vocabulary words by chapter.

Vocabulary: Chapters 6–8

confounded, adj. terrible or annoying (18)

deceive, v. to make someone believe something that is not true; trick or fool (19)

fortune, n. luck (19)

sexton, n. a person who takes care of church buildings and surrounding property (21)

folks, n. people (22)

Vocabulary Chart for Chapters 6–8 “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	sexton	confounded deceive fortune folks
Spanish Cognates for Core Vocabulary		confundido fortuna
Multiple-Meaning Core Vocabulary Words		fortune
Sayings and Phrases	safe and sound with all due respect beside himself wrongs to right at last take it in stride	

Activity Page 5.2



Establish Small Groups

- Before reading the chapters, divide students into two groups using the following guidelines:
 - **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 5.2 with your support during reading.
 - **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 5.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 5.2 correctly.

READ-ALOUD: CHAPTERS 6–8 (25 MIN.)

- Read “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again.”

Note: These three chapters will be read again in Lesson 6. On this first reading of these chapters, students will focus primarily on the plot presented in the chapters. In the reread, students will focus more on the author’s craft and on character development.

- Tell students that they will read chapters 6–8 twice: once in this lesson and once again in the next lesson. During the first reading, they will focus on the plot, or what happens in the story. Introduce and explain the main elements of a story’s plot:

Rising action: the part of a story when the main conflict, or problem, unfolds and starts to create interest, or builds tension or suspense; the rising action leads up to the story’s climax

Climax: the highest point of tension or drama in a story, or its major turning point

Falling action: the part of a story immediately following the climax, when the story starts to slow down

Resolution: the part of the story when the main conflict is resolved

Tell students that each element leads to the next element, and together, they make up the plot of the story. Ask them to look for each of these elements as they read

chapter 6. **TEKS 5.8.C**

- The following guided reading supports are intended for use with Small Group 1.

TEKS 5.8.C Analyze plot elements including rising action, climax, falling action, and resolution.

- Suggest to students in Small Group 2 that they complete the Challenge question on Activity Page 5.2 if they complete the reading and the rest of the activity page before the class is brought back together at the end of the lesson.
- Have a student read the first four paragraphs on page 16 aloud. Alternatively, you may have all students read these paragraphs silently.

Literal. Where does Sancho run into the priest and the barber?

- » He meets them on the road as he is going to deliver a letter to Dulcinea. They are looking for him.

Literal. What is the priest's reaction when he sees Sancho without Don Quixote?

- » He asks if Sancho killed Don Quixote.

- Have a student read the rest of page 16 aloud. Alternatively, you may have all students read silently.

Inferential. The phrase *with all due respect* is used when someone is going to disagree with or criticize someone they do not want to offend. Why do you think Sancho uses that phrase here?

- » He does not want to offend the priest when he disagrees with him about returning home.

- Have students record the answer(s) to question 1 on the activity page.

Challenge. Why would Sancho not want to offend the priest?

- » Because the priest is a member of the church. Many people respect him because of his title. Also, it is likely that the priest is older than Sancho, and Sancho is supposed to respect his elders.



Check for Understanding

Thumbs-Up, Thumbs-Down

Read the following, and ask students to give a thumbs-up if the phrase is used correctly, a thumbs-down if not.

- After a long walk home, I finally made it home safe and sound.
(*Thumbs-Up*)
- With all due respect, Ms. Smith, I have to agree with your statement.
(*Thumbs-Down*)
- Clarify the answers for students who selected incorrectly.

Inferential. Why does the barber ask Sancho not to tell Don Quixote that he saw them? Why will the barber and the priest be in disguise?

- » Answers may vary, but may include that they are afraid that if Don Quixote knows they are waiting for him, he will avoid them so they don't try to take him home.
- Have students record the answer(s) to question 2 on the activity page.

Support

The phrase *safe and sound* means that Don Quixote is unharmed and free from danger.

- Ask students whether they can identify any plot elements on page 16. Guide them to recognize Sancho’s encounter with the priest and the barber as the story’s rising action. Explain that this scene builds tension and suspense because it involves the main conflict: the priest and the barber are trying to find Don Quixote and bring him home. Now that they know where Don Quixote is, there is suspense over what will happen next. **TEKS 5.8.C**

Pronunciation Table	
Word	CK Code
Sierra Morena	/see*ae*ro/ /moe*rae*no/

Pronunciation Table	
Word	CK Code
Micomicona	/mee*koe*mee*koe*no/

- Have a student read the first paragraph on page 17 aloud. Alternatively, you may have all students read the paragraph silently.
 - Literal.** What is the friends’ plan to bring Don Quixote and Sancho home?
 - » A woman will pretend to be an African princess who needs Don Quixote’s help.
- Have students record the answer(s) to question 3 on the activity page.
- Have a student read the rest of page 17 aloud. Alternatively, you may have all students read silently.
 - Literal.** What does Don Quixote do to make the innkeeper angry?
 - » He thinks the wineskins—containers for wine—are the giants who hurt the princess’s family, so he cuts them, spilling the wine.
- Have students record the answer(s) to question 4 on the activity page.
 - Inferential.** The phrase *beside himself* means “in an extreme state of emotion.” What emotion do you think the innkeeper is feeling here?
 - » He is very angry.
 - Literal.** How do Don Quixote’s friends finally manage to get him home?
 - » They put Don Quixote into a large wooden cage while he is asleep and carry him home.

- Ask students whether they can identify any plot elements on page 17. Guide them to recognize the dramatic scene in Don Quixote’s room as the story’s climax, or its highest point of tension: Don Quixote is yelling and destroying the wineskins, Sancho and the innkeeper are very upset, and the priest and the barber are rushing to have a cage built.
- From here, the story slows down. Tell students that this slowdown after the climax is the story’s falling action: Don Quixote is trapped in the cage and on his way home. **TEKS 5.8.C**

- Have a student read page 18 aloud. Alternatively, you may have students read this page silently.

Evaluative. Contrast Sancho’s wife’s reaction to his return and the reaction of the women in Don Quixote’s household.

- » Sancho’s wife is curious about what Sancho brought home, whereas the women in Don Quixote’s household are angry with the books about knighthood that led Don Quixote to leave for his adventures.

- Have students record the answer(s) to question 5 on the activity page.
- Ask students to identify the final plot element on page 18. Guide them to recognize Don Quixote’s return home as the story’s resolution. Explain that the main conflict is resolved now that the priest and the barber have brought Don Quixote home and ended his adventure. **TEKS 5.8.C**

- Have a student read page 19 aloud, stopping before the last line. Alternatively, you may have all students read silently.

Literal. Whom does the housekeeper blame for Don Quixote’s leaving his home?

- » She blames Sancho.

Literal. Whom does Sancho blame for not finding an island for him to govern?

- » He blames Don Quixote.

Inferential. Based on the way in which it is used in this paragraph, what does the word *fortune* mean?

- » “luck”

Pronunciation Table	
Word	CK Code
Bartholomew Carrasco	/bar*tho*ləm*ue/ /co*ro*skoe/
Salamanca	/so*lo*mong*ko/

- Have a student read the last line on page 19 and all of page 20 aloud. Alternatively, you may have all students read silently.

Inferential. Based on your understanding of the meaning of *fortune*, what do you think the word *unfortunate* means?

» “unlucky”

Inferential. If the verb *meddle* means “to interfere with someone else’s business,” what do you think the adjective *meddlesome* means?

» It is an adjective that describes someone who meddles.

Inferential. Why do Don Quixote and Samson become friends?

» Samson read about Don Quixote’s adventures in a book, and is happy to meet the knight from those stories. Don Quixote is happy to meet someone who admires him so much.

- Have students record the answer(s) to question 6 on the activity page.

Pronunciation Table	
Word	CK Code
Doña	/doe*nyo/

- Have a student read the first two paragraphs on page 21. Alternatively, you may have all students read silently.

Literal. What were some of the obstacles to finding Dulcinea?

» There is no one who can tell them where she lives; there is no one named “Dulcinea,” since Don Quixote made up the name for the farm girl; Don Quixote has only seen the farm girl once.

- Have a student read the rest of page 21 aloud. Alternatively, you may have all students read silently.

Inferential. Why does Sancho say, “What will I do? How can I get out of this one?”

» He knows that Don Quixote has given him another difficult, if not impossible, job. Sancho has never even seen Dulcinea.

Support

Explain to students that an obstacle is a challenge or a difficulty that someone must overcome.

- Have students record the answer(s) to question 7 on the activity page.
- Read page 22 aloud to the students.

Inferential. Why did the author put the word “Dulcinea” in quotation marks on this page?

- » Dulcinea is not this woman’s name, but Don Quixote thinks it is.

Inferential. Why does Sancho ask Dulcinea to “soften a little”?

- » She responds harshly to being interrupted by Don Quixote and Sancho, and Sancho wants her to soften the way she talks to them.

- Have students record the answer(s) to question 8 on the activity page.

Literal. Does Dulcinea soften her tone with them?

- » no

Literal. How does Don Quixote explain the difference between the way Dulcinea looks and acts and the way he imagined her?

- » He says the enchanters—people who create magic—have turned his princess into a farm girl.

CHAPTER DISCUSSION AND LESSON WRAP-UP (5 MIN.)

- Bring students back together as a class. Discuss the following question:

1. **Inferential.** At the end of chapter 8, why does Sancho feel relieved that his fib had worked?

- » He was worried he would upset Don Quixote by not finding Dulcinea (who doesn’t exist), so he is relieved when he is able to fool Don Quixote into thinking the women passing by on the street are Dulcinea and two other ladies.

- Have students take home Activity Page 5.3 to read and complete for homework.

WORD WORK: *DECEIVE* (5 MIN.)

1. In the chapter, you read the word *deceive*.
2. Say the word *deceive* with me.
3. To *deceive* means “to make someone believe something that is not true.”
4. The quarterback deceived the defense into thinking he was going to pass the football.

5. Do you think it is ever a good idea to deceive someone about something? Be sure to use the word *deceive* in your response.
 - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "It is a good idea to deceive someone if/when . . ." "It is never a good idea to deceive someone, because . . ."
6. What part of speech is the word *deceive*?
 - » verb
 - Use a Synonyms activity for follow-up.
 - What are some synonyms of, or words with a similar meaning to, the word *deceive*?
 - Prompt students to provide words like *fool*, *lie*, *trick*, *betray*, and *dupe*.
 - Have students pair up and create sentences for each partner's synonyms.

Writing



Primary Focus: Students will be able to write a claim and identify the importance of supporting evidence. **TEKS 5.7.C; TEKS 5.11.B.i**

MODEL WRITING A CLAIM (15 MIN.)

- Review the definitions of *opinion* and *fact*: an opinion is a personal view or belief, whereas a fact is true and can be proven.
- Remind students that in the previous lesson they wrote an opinion, supported it with a reason, and identified one piece of evidence from the text to support the reason. Evidence from the text must be either paraphrased or directly quoted.
- Refer to the Essay Prompt displayed on the board/chart paper. Tell students that having an Opinion with a Reason and Evidence makes their writing strong, like iron ORE, from which strong metal is made.
- Tell students they will begin working on their unit project—a persuasive essay in which they evaluate Don Quixote's actions and determine whether or not his actions are justified by his beliefs about knighthood and chivalry.

Challenge

In what way does having reason and evidence make your writing stronger?
(Reason and evidence show that the writer is open-minded and doesn't have a bias.)

TEKS 5.7.C Use text evidence to support an appropriate response; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

- Tell students that, when writing a persuasive essay, they will first need to develop a claim. In persuasive writing, a claim is a strong opinion that can be backed up (supported) with a reason and evidence from the text. A claim is introduced in the introductory paragraph. In the body paragraphs, students must defend their opinions with reasons and supporting evidence. The claim is an important part of persuading, or convincing, readers. It suggests that students have “proof” to support their ideas.
- Refer to the Essay Prompt and tell students they will write a persuasive essay in response to the prompt “Do Don Quixote’s good intentions justify his actions?”
- Reference the Persuasive Essay Rubric. Explain that “Opinion is clearly stated” is the very first item because it is the most important part of their persuasive essay. The entire essay is anchored by, or based on, the opinion.
- Reread the introductory paragraph from the Example Persuasive Essay, introduced in Lesson 3:

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

- Point out that the opinion, or claim, is the last sentence of the introductory paragraph, but is always the first sentence drafted when writing a persuasive essay because it contains the most essential information in the essay. The opinion will be supported with reasons and evidence throughout the essay. Remind students that the opinion is known as the *thesis statement*, which is a provable and arguable claim. You want to persuade the reader to agree with your opinion by the end of your essay. In the case of the example essay, that writer wants to persuade the reader to agree that his/her claim—that the fisherman is a fool and should have acted differently—is the correct opinion.
- Point out to students that the thesis statement never includes statements like, “I think/believe” or “In my opinion” because it is implied that the claim is the writer’s opinion; therefore, it does not need to be directly stated.

Support

An intention is something you plan or aim to do. *Justify* means “to provide a good reason for doing something.”



Check for Understanding

True/False

Determine if the following statements are true or false:

- A claim and a thesis statement are the same. (*False*)
- The writer should always state that it is his/her opinion in their thesis statement. (*False*)
- In order to persuade the reader, the writer must always include a claim. (*True*)
- Clarify any incorrect responses by referring to the text.

Activity Page 5.4



Activity Page 4.6



ENGLISH LANGUAGE LEARNERS



Writing Exchanging Information/Ideas

Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

Intermediate

Pair students and encourage them to work together to complete the activity page.

Advanced/Advanced High

Observe students working independently to complete the activity page.

ELPS 5.G

PRACTICE WRITING A CLAIM (25 MIN.)

- Have students turn to Activity Page 5.4. Explain that this activity page is a graphic organizer that will guide them through the process of drafting a strong claim.
- Tell students that the first decision that each of them must make is whether to answer the prompt “Do Don Quixote’s good intentions justify his actions?” with yes or no.
- Ask students to refer back to Activity Page 4.6. Ask two or three students to share their responses to the two items they completed for homework. Then suggest that each student take a few minutes to review all of his/her own answers on Activity Page 4.6, thinking about Don Quixote’s other adventures and their consequences (e.g., the encounters with the farmer and young man, the stagecoach and horsemen, the prisoners and guards).
- Direct students’ attention to the first row of the chart on Activity Page 5.4. Students should restate the prompt and answer it with their opinion. For now, students should write their opinion in the “1st Draft” column. It can be revised later if needed.
 - Yes, Don Quixote’s good intentions justify his actions.
 - No, Don Quixote’s good intentions do not justify his actions.
- Point out that the next row asks students to provide one reason why they answered the way they did. This does not have to be a complete sentence, but the word *because* should be used to introduce the reason.
 - Yes, because in his heart Don Quixote thinks he is doing good deeds.
 - No, because Don Quixote is hurting people by recklessly attacking them.

- Point out that the last row asks students to provide at least two examples from the text to support the opinion and reason. Students practiced doing this on Activity Page 4.6 and should feel free to use that activity page as evidence for their opinion on Activity Page 5.4. Remind students that examples must be paraphrased. Alternatively, they can quote directly from the text using quotation marks.
- Give students time to complete the chart. Circulate as students write, providing guidance and support as needed.
- **Feedback.** Encourage students to refer to the text for specific examples and vocabulary that support their opinion.

LESSON WRAP-UP (5 MIN.)

- Tell students that as they read further into the text, they should always be looking for examples that will support their opinion regarding Don Quixote's intentions justifying his actions.
- Have each student share his or her opinion, reasons, and evidence with a partner.

~~~~~  
End Lesson  
~~~~~

Lesson 5: Don Quixote and Sancho's Obstacles

Take-Home Material

READING

- Have students take home Activity Page 5.3 to read. Instruct them to respond to questions using complete sentences.

Activity Page 5.3



6

The Many Traits of Don Quixote and Sancho Panza

PRIMARY FOCUS OF LESSON

Reading

Students will use textual evidence to describe Don Quixote and Sancho

- Panza's various character traits. **TEKS 5.4; TEKS 5.7.C**

Grammar

Students will write present-tense sentences in which the subject and the

- linking verb agree. **TEKS 5.11.D.i**

Morphology

Students will identify the meaning of words using the Latin root *vac* and use

- them correctly when completing sentences. **TEKS 5.3.C**

Spelling

- Students will practice targeted spelling words. **TEKS 5.2.B.iii**

FORMATIVE ASSESSMENT

- Activity Page 6.1** “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” Partner reading guide and reading comprehension questions for chapters 6–8. **TEKS 5.7.C**
-
- Activity Page 6.2** **Subject–Linking Verb Agreement** Grammar worksheet students will use to write simple sentences (or expanded sentences) during class and for homework. **TEKS 5.11.D.i**
-
- Activity Page 6.3** **Practice Root *vac*** Morphology worksheet students will use to write sentences using the correct word choice during class. **TEKS 5.3.C**
-
- Activity Page 6.4** **Spelling Words** Spelling worksheet introducing spelling words and definitions to be assessed at a later lesson. **TEKS 5.2.B.iii**
-

- **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; **TEKS 5.2.B.iii** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 5.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Lesson 5 Review	Whole Group	5 min.	<input type="checkbox"/> Answer Key for Activity Page 5.3 <input type="checkbox"/> <i>Adventures of Don Quixote</i> <input type="checkbox"/> Purpose for Reading (Digital Components)
Review Chapters 6–8	Whole Group	5 min.	
Student Read-Aloud	Partner	20 min.	
Lesson Wrap-Up	Whole Group	10 min.	
Word Work: <i>Fortune</i>	Whole Group	5 min.	
Language (45 min.)			
Subject-Verb Agreement Practice	Whole Group/ Independent	15 min.	<input type="checkbox"/> Subject–Linking Verb Agreement Poster (Digital Components) <input type="checkbox"/> Subject–Linking Verb Agreement Chart (Digital Components) <input type="checkbox"/> Activity Page 6.2 <input type="checkbox"/> Individual whiteboards and/or index cards
Morphology: Introduce Root <i>vac</i>	Whole Group/ Independent	15 min.	<input type="checkbox"/> Roots Poster (Unit 3) (Digital Components) <input type="checkbox"/> Activity Page 6.3 <input type="checkbox"/> Individual whiteboards and/or index cards
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Activity Pages 6.4, 6.5, SR.2
Take-Home Material			
Reading; Grammar; Morphology; Spelling Words; Practice Spelling Words			<input type="checkbox"/> Activity Page 3.2

ADVANCE PREPARATION

Language

Grammar

- Prepare and display the following Subject–Linking Verb Agreement Poster. Alternatively, you may access a digital version in the digital components for this unit.

Subject–Linking Verb Agreement			
Subject (Noun or Pronoun)		Agreement for Linking Verb in the Present Tense	
		To be	To feel, look, taste, smell, sound
Singular	I	am	feel, look, taste, smell, sound
	you	are	feel, look, smell, taste, sound
	he, she, it, Don Quixote, the girl, the house	is	feels, looks, tastes, smells, sounds
Plural	we	are	feel, look, taste, smell, sound
	you	are	feel, look, taste, smell, sound
	they, Don Quixote and Sancho Panza, the men, the windmills	are	feel, look, smell, sound

- Prepare and display the following Subject–Linking Verb Agreement Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Subject–Linking Verb Agreement		
Subject	Linking Verb	Agreement
the windmills	to be	
it	to be	
Dulcinea	to be	
she	to be	
Sancho Panza	to look	
he	to look	
Don Quixote and Sancho Panza	to feel	
they	to feel	
it	to smell	
it	to sound	
I	to be	

Note: During the Check for Understanding, students will need to determine if the orated statements are correct or incorrect. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create CORRECT/INCORRECT index cards to hold up as you make the statement.

Morphology

Note: During the Check for Understanding, students will need to determine if the orated statements are true or false. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create TRUE/FALSE index cards to hold up as you make the statements.

- During this lesson, you will reference the Roots Poster you displayed during Unit 3.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 10.

Universal Access

Reading

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate. Prepare students to engage with the content by doing/setting up the following:
 - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
 - I had good fortune/bad fortune when I _____.
 - An example of my good/bad fortune was when I _____, because _____.
 - A clear moment of my good/bad fortune was when _____, because _____, which made me lucky/unlucky.

Morphology

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate. Prepare students to engage with the content by doing/setting up the following:
 - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
 - My favorite place to take a vacation is _____.
 - My best vacation was spent in _____ doing _____.
 - One of my most memorable vacations was last _____, when I _____.

Lesson 6: The Many Traits of Don Quixote and Sancho Panza

Reading



Primary Focus: Students will use textual evidence to describe Don Quixote and Sancho Panza's various character traits. **TEKS 5.4; TEKS 5.7.C**

LESSON 5 REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 5.3, which was assigned for homework.

REVIEW CHAPTERS 6–8 (5 MIN.)

- Tell students they will reread chapters 6–8, “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again.”
- Have students turn to the table of contents, locate chapter 6, and then turn to the first page of chapter 6.
- You may wish to review the following vocabulary words before you reread the chapter.

confounded, adj. terrible or annoying (18)

deceive, v. to make someone believe something that is not true; trick or fool (19)

fortune, n. luck (19)

sexton, n. a person who takes care of church buildings and surrounding property (21)

folks, n. people (22)

- Remind students they can look up a word in the glossary (Activity Page SR.1 in the Activity Book) if they forget its meaning.

STUDENT READ-ALOUD (20 MIN.)

- Read “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again.”

Note: These three chapters were read for the first time in Lesson 5. During this reread of these chapters, students will focus primarily on the author's craft and on character development.

TEKS 5.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 5.7.C** Use text evidence to support an appropriate response.

Activity Page SR.1



Activity Page 6.1



Support

Explain that students will take turns reading a page aloud. As one partner reads the page aloud, the other should read silently and follow along on the same page. Students can ask their partner for help with sounding out or defining words as necessary. Have students complete Activity Page 6.1 with their partners while they read.

Challenge

You may choose to direct some student pairs to read each page silently by themselves, but to work together in completing the questions on Activity Page 6.1.

Activity Page 1.3



Activity Page 4.2



- Pair students to read and discuss the chapter.

LESSON WRAP-UP (10 MIN.)

- Bring students back together as a class. Discuss the following questions.
1. **Evaluative.** What new pieces of evidence from the text support the view that Don Quixote is idealistic?
 - Ensure students record this information on Activity Page 1.3 and draw an arrow from the “Character Trait” box to the “Evidence from Text” box(es).
 - » Answers may vary, but may include that he wants to help the princess, Micomicona (page 17); he is not disturbed by being put in a cage (page 17); he believes they will be able to find Dulcinea and her palace (page 21); he remains convinced that the ordinary farm girl they see is the beautiful princess Dulcinea (page 22).
 2. **Evaluative.** What new pieces of evidence from the text support the view that Sancho Panza is realistic?
 - Ensure students record this information on Activity Page 4.2 and draw an arrow from the “Character Trait” box to the “Evidence from Text” box(es).
 - » He realizes Don Quixote is strange sometimes (page 16); he is suspicious when Don Quixote is put into the cage (page 17); and he realizes they won’t be able to find Dulcinea because she doesn’t exist (page 21).
 3. **Evaluative.** What new pieces of evidence from the text support the view that Sancho Panza is loyal?
 - Ensure students record this information on Activity Page 4.2 and draw an arrow from the “Character Trait” box to the “Evidence from Text” box(es).
 - » He tells his wife he believes he will find the island the next time he and Don Quixote go on an adventure (page 18); he tries to see Don Quixote for a month although he is repeatedly turned away by the priest and the barber (page 19); he continues to travel with Don Quixote although he knows he is strange sometimes (page 21); and he agrees to try to find Dulcinea although he knows she doesn’t exist (page 21).
- Collect Activity Page 6.1 to review and grade later.
 - Have students take home chapter 6 to read for fluency.

WORD WORK: FORTUNE (5 MIN.)

1. In chapter 7, you read the word *fortune*.
2. Say the word *fortune* with me.

3. *Fortune* means “luck.”
4. Some people believe a four-leaf clover brings good *fortune*.
5. Have you ever experienced good fortune? Be sure to use the word *fortune* when you talk about it.
 - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I experienced good fortune when...”
6. What part of speech is the word *fortune*?
 - » noun
 - Use a Making Choices activity as a Check for Understanding. I am going to read you several sentences that all involve fortune (or luck). Fortune can be either good fortune or bad fortune. Raise your hand if what I describe is good fortune; keep your hand down if what I describe is bad fortune:
 1. Andrea thought she misplaced her homework and would have to redo it, but she found it in her desk.
 - » good fortune (*hands up*)
 2. Mika spilled ketchup on her new sweater.
 - » bad fortune (*hands down*)
 3. Don Quixote and Sancho did not find any spoils or islands for Sancho to govern.
 - » bad fortune (*hands down*)
 4. Jose learned that the book he wanted to read was already checked out of the library.
 - » bad fortune (*hands down*)



**ENGLISH
LANGUAGE
LEARNERS**

Speaking
and Listening
Exchanging
Information/Ideas

Beginning

Use pre-prepared sentence frame. *I had good fortune/bad fortune when _____.*

Intermediate

Use pre-prepared sentence frame. *An example of my good/bad fortune was _____.*

Advanced/Advanced High

Use pre-prepared sentence frame. *A clear moment of my good/bad fortune was _____.*

ELPS 3.D

Lesson 6: The Many Traits of Don Quixote and Sancho Panza

Language



SUBJECT-VERB AGREEMENT PRACTICE (15 MIN.)

Primary Focus: Students will be able to write present-tense sentences in which the subject and the linking verb agree. **TEKS 5.11.D.i**

TEKS 5.11.D.i Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

Support

Explain to students that another way to look at a linking verb is to think of it as an equal-sign. For example, “The girl is pretty” can be written as “The girl = pretty.”

- Remind students that they have been practicing subject-verb agreement in the present tense by using action verbs. An action verb shows action. Ask students to provide examples of several action verbs.
- Tell students that today they will learn about subject-verb agreement when the verb is a linking verb. A linking verb connects the subject to words in the predicate that describe the subject, and it does not show action. For example, *is*, which is a form of the verb *to be*, is an example of one linking verb.
- There are a small number of other verbs that may also function as linking verbs, in addition to forms of the verb *to be*. Verbs associated with the five senses, such as *to feel*, *to look*, *to taste*, *to smell*, and *to sound*, can also act as linking verbs connecting the subject to words in the predicate that describe the subject. These linking verbs are typically followed by an adjective (e.g., *I feel tired*, *you look happy*, etc.).
- Direct students' attention to the Subject–Linking Verb Agreement Poster. Point out the following:
 - Unique verb forms of the present-tense linking verb *to be* are used to show agreement with different subjects.
 - All plural subjects use the verb form *are*, as does the singular pronoun *you* when used as a subject.
 - When the singular pronoun *I* is the subject, the correct verb form is *am*.
 - When a singular noun or one of the pronouns *he*, *she*, or *it* is the subject, the correct verb form is *is*.
 - When using the present tense linking verbs *to feel*, *to look*, *to taste*, *to smell*, and *to sound*, the verb form changes to show agreement by adding *-s* to the end of the verb when a singular noun or one of the pronouns *he*, *she*, or *it* is the subject.

Check for Understanding



Correct/Incorrect

Determine if the statements are using linking verbs correctly:

- » I am hungry. (*Correct*)
 - » She ran to the market for food. (*Incorrect*)
 - » Bruce feels happy when he sings. (*Correct*)
 - » The smelly dog ate the bone. (*Incorrect*)
- Clarify any incorrect responses by referring to the text.
-

- Direct students' attention to the Subject–Linking Verb Agreement Chart you prepared in advance. Referencing the poster you displayed, go through the chart identifying how to make the subject and verb agree, using the following as a reference.

Subject–Linking Verb Agreement		
Subject	Linking Verb	Agreement
the windmills	to be	the windmills are
it	to be	it is
Dulcinea	to be	Dulcinea is
she	to be	she is
Sancho Panza	to look	Sancho Panza looks
he	to look	he looks
Don Quixote and Sancho Panza	to feel	Don Quixote and Sancho Panza feel
they	to feel	they feel
it	to smell	it smells
it	to sound	it sounds
I	to be	I am

- Now ask students to help you orally extend the first example in the chart, *the windmills are*, into an expanded, complete sentence.
 - » Answers may vary, but should reflect the correct use of *the windmills are* and be a complete sentence.
 - » For example, “The windmills are not actually giants, but Sancho Panza can’t convince Don Quixote of that.”
- Continue in the same manner, asking students to create an expanded complete sentence correctly using the last example, *I am*.
- Have students turn to Activity Page 6.2. Briefly review together the directions and the first completed example in both the chart and the expanded sentence section below the chart. Tell students to complete the next item in the chart, as well as to create another expanded sentence. Circulate around the room to be certain that students understand the directions.
- Tell students to complete the remainder of the activity page for homework.



ENGLISH
LANGUAGE
LEARNERS

Listening and Speaking

Beginning

Put students into small groups, so you can more easily facilitate the creation/expansion of subject–linking verb sentences. Clarify any student questions.

Intermediate

Pair students so they can help each other create and expand subject–linking verb sentences. Clarify any questions.

Advanced/Advanced High

Listen and observe students as they independently create and expand subject–linking verb sentences. Clarify any questions.

ELPS 3.C

Activity Page 6.2





Beginning

Use pre-prepared sentence frame. *My favorite place to take a vacation...*

Intermediate

Use pre-prepared sentence frame. *My best vacation was spent...*

Advanced/Advanced High

Use pre-prepared sentence frame. *One of my most memorable vacations was...*

ELPS 3.D

MORPHOLOGY: INTRODUCE ROOT VAC (15 MIN.)

Primary Focus: Students will identify the meaning of words using the Latin root *vac*, and use them correctly when completing sentences. **TEKS 5.3.C**

- Refer to the Roots Poster you displayed in the classroom during Unit 3 and read it.
- Tell students that the root they will study this week is *vac*. Explain that the origin of *vac* is Latin and that it means “to empty.”
- Write the Latin root *vac* and its meaning on the board/chart paper.
- Explain that prefixes can be added to the beginning of *vac* and suffixes can be added to the end. Adding prefixes and suffixes can change the part of speech of the root.
- Write *vacation* on the board/chart paper. Underline the Latin root *vac*. Explain that a vacation is a period of time spent away from home, school, or work. In this word, *vac* means “to empty a home, school, or office”. “Our family took a vacation to the mountains, leaving our home for a week.”
- Ask students to provide sentences using the word *vacation*.
- Continue in this manner with additional *vac* words, using the following chart as a guide.

Word	Meaning	Sentence
evacuate	(verb) to leave a dangerous place or remove someone from a dangerous place	Everyone had to <u>evacuate</u> the building due to the strong paint fumes.
vacancy	(noun) a job or position that is available to be taken; a room in a hotel that is available for use	There is one <u>vacancy</u> left for a lifeguard at the pool this summer.
vacuum	(noun) an empty area or space in which there is no air or other gas	Outer space is a nearly perfect <u>vacuum</u> .
vacate	(verb) to leave	Students and teachers <u>vacate</u> the school building at the end of the day.

TEKS 5.3.C Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.



Check for Understanding

True/False

Determine if the following statements are true or false:

- » A prefix appears at the end of a word. (*False*)
- » A prefix and a suffix are the same thing. (*False*)
- » A suffix appears at the beginning of a word. (*False*)
- Clarify any incorrect responses by referring to the text.

-
- Have students turn to Activity Page 6.3. Complete the first sentence as a class, and have students complete the rest of the activity page for homework.

Activity Page 6.3



INTRODUCE SPELLING WORDS (15 MIN.)

 **Primary Focus:** Students will practice targeted spelling words. **TEKS 5.2.B.iii**

Note: Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings on the Individual Code Chart.

- Explain that students will practice 10 words related to the content of the Reader, *Adventures of Don Quixote*. These words do not follow one single spelling pattern.
- Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 10. Tell students that after they write the words for the assessment, you will orate a sentence and students will write the sentence. You will say the sentence several more times to be sure students have had a chance to write the entire sentence.

Note: You may want to give students a pre-assessment spelling test to measure their skill-set. Tell students that in order to assess their spelling skills you will give them a pre-assessment test that will not be counted for or against them (i.e., it is not for a grade); it is merely a point to which they can refer to show strengths and weakness and later to show their academic growth. Furthermore, it is practice for them, so they understand how the real assessment will be given in Lesson 10. Give the pre-assessment spelling test; collect and score later.

- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

- | | |
|----------------|---------------|
| 1. adventure | 7. knighthood |
| 2. armor | 8. nonsense |
| 3. courage | 9. ordinary |
| 4. disguise | 10. squire |
| 5. enchanted | |
| 6. imagination | |

 **TEKS 5.2.B.iii** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

Pronunciation/Syllabication Chart

- As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart located in Teacher Resources and in the Activity Book (Activity Page SR.2). For example, you might note that the word *armor* includes a less common spelling for /er/ in the second syllable of the word (i.e., the second syllable is pronounced /mer/, but spelled *mor*), and then point out the *or* spelling for /er/ that is included on the Individual Code Chart.

Activity Page SR.2



ENGLISH
LANGUAGE
LEARNERS

Listening and Speaking

Beginning

Put students into small groups, so they can engage in a choral pronunciation of spelling words. Clarify any mispronunciations.

Intermediate

Pair students, so they can help each other read and pronounce words from the chart. Clarify any mispronunciations.

Advanced/Advanced High

Listen and observe students reading and pronouncing spelling words to the group from the chart. Clarify any mispronunciations.

ELPS 1.B

Pronunciation/Syllabication		
Word	CK Code	Syllable Type
adventure	/ad*ven*cher/	closed*closed*r-controlled
armor	/ar*mer/	r-controlled*r-controlled
courage	/ker*əj/	r-controlled*ə
disguise	/dis*giez/	closed*digraph
enchanted	/en*chant*ed/	closed*closed*closed
imagination	/i*maj*ə*nae*shən/	open*closed*ə*open*ə
knighthood	/niet*hood/	closed*digraph
nonsense	/non*sens/	closed*closed
ordinary	/or*din*aer*ee/	r-controlled*closed*r-controlled*open
squire	/skwier/	r-controlled

- After writing and pronouncing the words, engage the class in a choral pronunciation of each word. It is best to have students repeat each word at least twice.
- After the choral pronunciation, use the following chart to define each word and provide an example of how to use it in a sentence.

Individual Code		
Spelling Word	Definition	Example Sentence
adventure	an exciting or dangerous experience	My mom led the way on our white water <u>adventure</u> , paddling through the rapids as our canoe bounced against the rocks.
armor	a protective metal covering used to keep a person safe from injury during battle	During the Middle Ages, it was common for knights to wear stiff <u>armor</u> into battle.
courage	the ability to attempt something that you know is difficult or dangerous	It took a great deal of <u>courage</u> for me to ride the roller coaster with my brother.
disguise	to change the usual appearance, sound, taste, etc. of someone or something so that people will not recognize that person or thing	Carlos decided to <u>disguise</u> himself as an astronaut for the costume party.
enchanted	put under a magic spell	The teacher read a story about a magician who <u>enchanted</u> a princess and turned her into a statue.
imagination	the ability of someone's mind to form a picture of something without having seen or experienced that thing	I have never seen the ocean, but in my <u>imagination</u> it is filled with huge waves, tall ships, and many surfers.
knighthood	the rank or title of a knight	The page dreamed of the ceremony in which he would be rewarded with <u>knighthood</u> .
nonsense	words or ideas that are foolish or untrue	My little sister speaks such <u>nonsense</u> when she says that she can fly.
ordinary	normal or usual	My favorite days are <u>ordinary</u> days with no unexpected surprises.
squire	a young man in the Middle Ages who helped a knight before eventually becoming a knight himself	The <u>squire</u> handed the knight his sword before he went into battle.

- Tell students the word list will remain on display until the assessment, so they can refer to it until then.
- Have students turn to Activity Pages 6.4 and 6.5. Explain that they will take home Activity Page 6.4 to practice spelling the words for homework and Activity Page 6.5 to complete for homework.

End Lesson

Lesson 6: The Many Traits of Don Quixote and Sancho Panza

Take-Home Material

READING

- Have students take home chapter 6 to read aloud to practice fluency (optional).

GRAMMAR

- Have students take home Activity Page 6.2 to practice writing subject–linking verb agreement sentences.

MORPHOLOGY

- Have students take home Activity Page 6.3 to practice writing sentences using the root word *vac*.

SPELLING WORDS

- Have students take home Activity Page 6.4 to study their spelling words and definitions.

PRACTICE SPELLING WORDS

- Have students take home Activity Page 6.5 for continued spelling practice.

Activity Pages 6.2–6.5



7

Ironic Adventures

PRIMARY FOCUS OF LESSON

Reading

Students will identify the types of irony—verbal, situational, and dramatic—

- ✦ Sancho and Don Quixote encounter. **TEKS 5.3.A; TEKS 5.4; TEKS 5.10.D**

Writing

Students will draft the introductory paragraph of their persuasive

- ✦ essay. **TEKS 5.11.B.i**

FORMATIVE ASSESSMENT

Activity Page 7.1

Vocabulary for “The Knight of the Wood” and “The Adventure of the Lions” Vocabulary, Pronunciation

- ✦ Guide for chapters 9 and 10. **TEKS 5.3.A**

Activity Page 7.2

Introductory Paragraph Graphic organizer designed to help students write an introductory paragraph for

- ✦ the persuasive essay. **TEKS 5.11.B.i**

- ✦ **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.4.A** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 5.10.D** Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading (45 min.)			
Lesson 6 Review	Whole Group	5 min.	<input type="checkbox"/> Board/chart paper <input type="checkbox"/> Answer Key for Activity Page 6.2
Introduce Chapters, Core Vocabulary	Whole Group	5 min.	<input type="checkbox"/> <i>Adventures of Don Quixote</i> <input type="checkbox"/> Purpose for Reading (Digital Components)
Teacher Read-Aloud: Chapters 9 and 10	Whole Group	20 min.	<input type="checkbox"/> Activity Pages 1.3, 6.2, 7.1, SR.1 <input type="checkbox"/> Whiteboards/index cards
Lesson Wrap-Up	Whole Group	10 min.	
Word Work: <i>Bold</i>	Whole Group/ Independent	5 min.	
Writing (45 min.)			
Model the Introductory Paragraph	Whole Group	15 min.	<input type="checkbox"/> Example Persuasive Essay (Digital Components)
Draft the Introductory Paragraph	Independent	25 min.	<input type="checkbox"/> Lead/Hook Ideas Poster (Digital Components) <input type="checkbox"/> Board/chart paper
Lesson Wrap-Up	Whole Group	5 min.	<input type="checkbox"/> Activity Pages 7.2, SR.3 <input type="checkbox"/> Persuasive Essay Rubric (Digital Components) <input type="checkbox"/> Whiteboards/index cards
Take-Home Material			
Reading	Independent	*	<input type="checkbox"/> <i>Adventures of Don Quixote</i> , chapter 10

ADVANCE PREPARATION

Reading

Note: During the Check for Understanding, students will need to determine if they agree with certain orated statements. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create AGREE/DISAGREE index cards to hold up as you make the statements.

Writing

- Prepare and display an enlarged version of the Lead/Hook Ideas Poster on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Lead/Hook Ideas	
Lead/Hook Ideas	Example
Ask the reader a question	Have you ever read a story that made you want to shout at the main character?
Define an important term	Some say the definition of insanity is doing the same thing over and over again, but expecting different results.
Describe a character	Don Quixote is an old gentleman who convinces himself that he is a knight.
Quote a memorable piece of dialogue from the book and explain it	"They are not giants, master. THEY ARE WINDMILLS!" This quotation gives just one example of the crazy things Don Quixote does in his quest to be a knight in the modern world.

- Display the Persuasive Essay Rubric and the Example Persuasive Essay.

Note: During the Check for Understanding, students will need to determine if certain orated statements are true or false. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create TRUE/FALSE index cards to hold up as you make the statements.

Language

Grammar; Morphology; Spelling

- Collect Activity Pages 6.2, 6.3, and 6.5 to review and grade, as there are no grammar, morphology, or spelling lessons today.

Universal Access

Reading

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate. Prepare students to engage with the content by doing the following:
 - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
 - Yes, Don Quixote is quixotic when _____.
 - I believe an example of Don Quixote’s quixotic behavior is when he _____, because _____.
 - One example of Don Quixote’s quixotic behavior is when he _____. This is an example of being quixotic because _____.

Start Lesson

Lesson 7: Ironic Adventures

Reading



Students will identify the types of irony—verbal, situational, and dramatic—Sancho and Don Quixote encounter. **TEKS 5.3.A; TEKS 5.4; TEKS 5.10.D**

LESSON 6 REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 6.2, which was assigned for homework.

INTRODUCE CHAPTERS, CORE VOCABULARY (5 MIN.)

- Tell students you will read aloud chapters 9 and 10, “The Knight of the Wood” and “The Adventure of the Lions.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate chapter 9, and then turn to the first page of chapter 9.
- Preview the vocabulary words before reading the chapter.

TEKS 5.3.A Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 5.10.D** Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

Activity Page SR.1



Activity Page 7.1



- Begin by telling students the first vocabulary word they will encounter in this chapter is *duel*.
- Have them find the word in the third paragraph on page 25 of the Reader.
- Have students refer to the glossary (Activity Page SR.1 in the Activity Book) and locate *duel*, and then have a student read the definition.
- Explain the following:
 - the part of speech
 - alternate forms of the word
- Have students reference Activity Page 7.1 while you read each word and its meaning.

Note: Divide the presentation of vocabulary words, presenting words before reading each chapter.

- The page number of the first occurrence of the word in the chapter appears after the definition.
- Words are listed in the order in which they appear in the chapter.

Vocabulary: Chapters 9 and 10

duel, n. a fight between two people with weapons (25)

scheme, n. a clever plan or plot to get or do something (26)

caravan, n. a group of people, animals, or vehicles traveling together (27)

bold, adj. fearless (28)

foolhardy, adj. foolishly dangerous or daring (28)

dumbfounded, adj. shocked or surprised (30)

Vocabulary Chart for Chapters 9 and 10
“The Knight of the Wood” and “The Adventure of the Lions”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	duel	scheme caravan bold foolhardy dumbfounded
Spanish Cognates for Core Vocabulary		confundido fortuna
Multiple-Meaning Core Vocabulary Words		bold
SAYINGS AND PHRASES		
Sayings and Phrases	as soon as day breaks in spite of prove beyond all doubt	

TEACHER READ-ALoud: CHAPTERS 9 AND 10 (20 MIN.)

- Read the chapters aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread before offering an answer.

Support

The word *selfsame* means that Don Quixote is referring to himself in this statement.

Support

Point out that *arms* is a multiple-meaning word and in this context it refers to weapons, not to the parts of the body.

Pronunciation Table

Word	CK Code
Casildea	/kas*eel*dae*ə/

- Read the title and page 24 aloud, stopping before the last partial paragraph.
Inferential. Do you think the Knight of the Wood knows he is talking to Don Quixote?
 - » Answers may vary, but most students will say no, based on the information provided on this page.
- Read the last two lines on page 24 aloud and continue to read page 25, stopping before the last partial paragraph on the page.

Pronunciation Table

Word	CK Code
Tomé Cecial	/toe*mae/ /sae*see*ol/

Inferential. What does Don Quixote mean when he says, “I’ll prove it to you with the strength of my arms”?

- » He will use his weapons to show the Knight of the Wood that he cannot be defeated.

Inferential. What is strange, or ironic, about Sancho saying he has been a peaceful man all his life and intends to remain one?

- » He is a squire, which is a knight-in-training, and it is a knight’s job to fight.

Support. *Ironic* means that the direct opposite of what one expects to happen actually occurs. There are different types of irony, including verbal and situational. What do you think *verbal irony* means?

- » Someone says something that has the opposite meaning of what they are intending to say.

Support. What do you think *situational irony* means?

- » The exact opposite result of a situation occurs from what a person expects to occur.

- » In this example, Sancho says he is peaceful, which means the reader expects he does not like to fight; on the other hand, however, he is a squire and the reader knows he is a knight-in-training and knights are expected to fight. This is an example of both verbal and situational irony because what Sancho says is the opposite of what the reader would expect him to say and do as a squire.

Literal. Who is the Knight of the Wood and who is his squire?

- » The Knight of the Wood is Samson, Don Quixote's friend, the university graduate. (Samson's face is hidden by his armor/helmet until Don Quixote defeats him.) The Knight of the Wood's squire is Sancho's neighbor. He is wearing a false nose at first, so Sancho does not recognize him.

- Read the last paragraph aloud, continuing to the next page.
- Read to the end of page 26 aloud.

Inferential. Does Don Quixote believe the Knight of the Wood is really Samson? How does he explain why the knight looks like Samson?

- » No, he thinks enchanters, or people who cast spells, made the knight look like Samson to confuse him.

Inferential. With the information you now have, did the Knight of the Wood know from the beginning that he was talking to Don Quixote? What line can you point to in the text that provides this information?

- » Yes, the text says, "Samson had planned the scheme, thinking that he could easily defeat his friend and make him go back home."

- Read the title and page 27 aloud.
- Read page 28 aloud, stopping before reading the last sentence.

Inferential. What does Don Quixote tell the lion keeper to do and why?

- » He tells the lion keeper to let the lions out of their cages because he thinks they have been sent by the wizards to test whether he is brave and worthy of being a knight.

- Read the last sentence aloud and continue reading the next page.
- Continue to read page 30 aloud.

Inferential. Why is everyone else dumbfounded at first?

- » They were hiding and are shocked to see Don Quixote without any injuries because they assume he fought the lions.

Support

Dramatic irony is another type of irony, where the reader knows something that a character in the story does not know. How is the situation between Don Quixote and Samson an example of dramatic irony?

- » The reader knows that Samson was disguised as the Knight of the Wood in hopes of tricking Don Quixote to return home, but Don Quixote does not know/believe that it was Samson.

Challenge

Victory is not literally something that a person tastes, so the author is speaking figuratively when he writes about it. What might the author mean when he describes the way victory tastes?

Support

Whey is the watery, milky part of cottage cheese.

LESSON WRAP-UP (10 MIN.)

Discuss Chapter Questions

- Use the following questions to discuss the chapters.
1. **Inferential.** Why does Samson disguise himself as the Knight of the Wood and purposely lie and say that he has defeated Don Quixote? Cite evidence from the text.
 - » He planned the scheme so he could provoke Don Quixote into a duel, win the duel, decide Don Quixote's fate, and then force him to return home.
 2. **Inferential.** Is there any evidence from these chapters that supports the view that Don Quixote is brave? Record this information on Activity Page 1.3. Be sure to record the page or pages on which you found the information.
 - » Answers may vary, but may include that Don Quixote fights the Knight of the Wood (pages 24–26); and is willing to fight hungry lions (pages 27–30).
 3. **Evaluative.** Think-Pair-Share. We have talked in other lessons about the word *quixotic*, meaning “unrealistically idealistic”. Are there any examples in these chapters of Don Quixote exhibiting quixotic behavior?
 - Ask several students to share the information exchanged between partners in the Think-Pair-Share activity.
 - » Answers may vary, but may include challenging the Knight of the Wood to a duel and insisting that the lion keeper release the lions from the cage.
 - Have students take home chapter 10 to read for fluency.

WORD WORK: BOLD (5 MIN.)

1. In the chapter you heard Sancho call Don Quixote *bold*.
2. Say the word *bold* with me.
3. *Bold* means “fearless.”
4. The Pilgrims took the bold step of sailing to a new land to find religious freedom.
5. Have you ever taken any bold actions or can you think of anyone who has ever taken bold actions? Be sure to use the word *bold* when you talk about it.

Activity Page 1.3



ENGLISH LANGUAGE LEARNERS



Speaking and Listening Exchanging Information

Beginning

Use pre-prepared sentence frame. *Yes, Don Quixote is quixotic when _____.*

Intermediate

Use pre-prepared sentence frame. *I believe an example of Don Quixote's quixotic behavior is _____.*

Advanced/Advanced High

Use pre-prepared sentence frame. *One illustration of Don Quixote's quixotic behavior is when _____.*

ELPS 3.D

- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences:
"I once took the *bold* action of _____."
6. What part of speech is the word *bold*?
- » adjective
- Use a Synonyms and Antonyms activity for follow-up.
-



Check for Understanding

Agree/Disagree

Determine if you agree or disagree that the following words are synonyms for *bold*:

- » brave (*Agree—Synonym*)
 - » courageous (*Agree—Synonym*)
 - » cautious (*Disagree—Antonym*)
 - » daring (*Agree—Synonym*)
 - » fearful (*Disagree—Antonym*)
- Clarify any incorrect responses by referring to the text.
-

Lesson 7: Ironic Adventures

Writing



Primary Focus: Students will draft the introductory paragraph of their persuasive essay. **TEKS 5.11.B.i**

MODEL THE INTRODUCTORY PARAGRAPH (15 MIN.)

- Tell students that today they will draft the introductory paragraph of their persuasive essays. Remind students that in the previous writing lesson they drafted an opinion stating a claim that will be supported in their persuasive essays. Students will incorporate that claim in the introductory paragraph as the last sentence.
- Ask students to identify and define the writing term previously learned for this claim.
 - **Thesis statement, n.** a provable and arguable claim
- Explain that the introductory paragraph should first include a lead or hook. A *lead* or *hook* is the first sentence of an essay that effectively grabs the reader's attention and gives the reader some sense of what the essay will be about.
- Display the model introductory paragraph and point to the hook/lead:

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, 'The Fisherman and His Wife,' a fisherman asks a magic fish to grant his greedy wife's wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.
- Tell students that the lead/hook in the model paragraph grabs the reader's attention by asking a question.
- Tell students that posing a question is not the only way to capture the reader's attention. Sometimes giving a startling fact/statistic or asking the reader to imagine something is another way.
- After the hook, indicate the type of text/title (e.g., the short story "The Fisherman and His Wife"), the author, and the relevant details (e.g., main characters, setting, and basic plot summary).
- Point to the sentences in the model introductory paragraph that provide information about the text, the author, and the relevant details:

TEKS 5.11.B.i Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

- Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, 'The Fisherman and His Wife,' a fisherman asks a magic fish to grant his greedy wife's wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.
- Tell students that these sentences briefly introduce the reader to the text by providing the title of the text, the author's name, and a few details about the story.
- Note that lastly, the claim (thesis statement) is clearly stated at the end of the introductory paragraph.
- Point to the last sentence of the model introductory paragraph:
 - Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, 'The Fisherman and His Wife,' a fisherman asks a magic fish to grant his greedy wife's wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.
- Reread the model introductory paragraph in its entirety, to show students how all the pieces prepare the reader for the claim or opinion that will be supported in the rest of the essay.

DRAFT THE INTRODUCTORY PARAGRAPH (25 MIN.)

- Display and discuss the Lead/Hook Ideas Poster and the examples.

Lead/Hook Ideas	
Lead/Hook Ideas	Example
Ask the reader a question	Have you ever read a story that made you want to shout at the main character?
Define an important term	Some say the definition of insanity is doing the same thing over and over again, but expecting different results.
Describe a character	Don Quixote is an old gentleman who convinces himself that he is a knight.
Quote a memorable piece of dialogue from the book and explain it	"They are not giants, master. THEY ARE WINDMILLS!" This quotation gives just one example of the crazy things Don Quixote does in his quest to be a knight in the modern world.

Activity Page 7.2



ENGLISH
LANGUAGE
LEARNERS



Writing
Exchanging
Information/Ideas

Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

Intermediate

Pair students and encourage them to work together to complete the activity page.

Advanced/Advanced High

Observe students working independently to complete the activity page.

ELPS 5.F



Check for Understanding

True/False

Determine if the following statements are true or false:

- The introductory paragraph must include a hook.
 - » *True*
- The introductory paragraph includes evidence to support the thesis/claim.
 - » *False*
- The thesis/claim is the first sentence of the introductory paragraph.
 - » *False*
- Clarify any incorrect responses by referring to the text.

- Have students turn to Activity Page 7.2. This activity page contains a chart that will help them organize the parts of their introductory paragraph. Students can then draft the introductory paragraph in complete sentences on the lines below the chart.
- Remind students to refer to the Persuasive Essay Rubric located in the Student Resources section of the Activity Book, SR.3. They should read and refer to the exemplary column of the Persuasive Essay Rubric to ensure they include all necessary parts in their introductory paragraph.
- **Feedback.** Circulate around the room as students write, providing guidance as needed.
- **Support.** Briefly discuss the opinion statement that the student has decided to use in response to the persuasive essay prompt. Guide the student in choosing one of the lead or hook ideas and talk through concrete ways that the student can incorporate a hook into his introductory paragraph.

LESSON WRAP-UP (5 MIN.)

- Have students share their introductory paragraphs with a partner.

~~~~~End Lesson~~~~~

### Lesson 7: Ironic Adventures

# Take-Home Material

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## READING

- Have students take home chapter 10 to read to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.

### Support

Briefly discuss the opinion statement that the student has decided to use in response to the persuasive essay prompt. Guide the student in choosing one of the lead or hook ideas and talk through concrete ways that the student can incorporate a hook into his introductory paragraph.



## 8

# Another *Don Quixote* Adaptation

## PRIMARY FOCUS OF LESSON

### Reading

Students will examine the author’s word choice and writing style during a close reading of the text. **TEKS 5.3.A; TEKS 5.3.B; TEKS 5.10.D**

### Writing

Students will provide textual evidence to support their opinions in the body paragraphs of their persuasive essays. **TEKS 5.7.C; TEKS 5.11.B.ii**

## FORMATIVE ASSESSMENT

### Activity Page 8.1

**Vocabulary for “The Strange Knight and Squire—Challenge, Victory and Transformation” and “The Gentleman in Green, Adventure with the Lions, and Astonished Friends”** Review vocabulary with pronunciation guide and excerpted text from Core Classics: *The Adventures of Don Quixote*.

**TEKS 5.3.A**

### Activity Page 8.2

**Core Classics: *The Adventures of Don Quixote***

At home, students will read an excerpt of the adaptation “The Gentleman in Green, Adventure with

the Lions, and Astonished Friends.” **TEKS 5.3.B**

### Activity Page 8.3

**Persuasive Essay Body Paragraphs** Graphic organizers will help students draft the first and second body paragraphs of their persuasive essays.

**TEKS 5.7.C; TEKS 5.11.B.ii**

**TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.3.B** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **TEKS 5.10.D** Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details.

## LESSON AT A GLANCE

|                                                     | Grouping                | Time    | Materials                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------|-------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                            |                         |         |                                                                                                                                                                                                                                                                                 |
| Lesson 3 Review (Terms)                             | Whole Group             | 5 min.  | <input type="checkbox"/> Purpose for Reading (Digital Components)<br><input type="checkbox"/> Activity Pages 8.1, SR.1<br><input type="checkbox"/> Whiteboards/index cards<br><input type="checkbox"/> Sentence frames                                                          |
| Introduce the Chapters and Core Vocabulary          | Whole Group             | 5 min.  |                                                                                                                                                                                                                                                                                 |
| Close Reading: <i>The Adventures of Don Quixote</i> | Whole Group             | 20 min. |                                                                                                                                                                                                                                                                                 |
| Chapter Discussion and Lesson Wrap-Up               | Whole Group             | 10 min. |                                                                                                                                                                                                                                                                                 |
| Word Work: <i>Dumbfounded</i>                       | Whole Group/<br>Partner | 5 min.  |                                                                                                                                                                                                                                                                                 |
| <b>Writing (45 min.)</b>                            |                         |         |                                                                                                                                                                                                                                                                                 |
| Model Planning Body Paragraphs                      | Whole Group             | 20 min. | <input type="checkbox"/> Example Persuasive Essay (Digital Components)<br><input type="checkbox"/> Dry-erase markers (three colors)<br><input type="checkbox"/> Structure of a Persuasive Essay Poster (Digital Components)<br><input type="checkbox"/> Activity Pages 5.4, 8.3 |
| Plan Body Paragraphs                                | Independent             | 20 min. |                                                                                                                                                                                                                                                                                 |
| Lesson Wrap-Up                                      | Partner                 | 5 min.  |                                                                                                                                                                                                                                                                                 |
| <b>Take Home</b>                                    |                         |         |                                                                                                                                                                                                                                                                                 |
| Reading                                             |                         |         | <input type="checkbox"/> Activity Page 8.2                                                                                                                                                                                                                                      |

## ADVANCE PREPARATION

### Reading

**Note:** During the Check for Understanding, students will need to determine if they agree with certain orated statements. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create AGREE/DISAGREE index cards to hold up as you make the statements.

### Writing

- Display the Example Persuasive Essay and the Structure of a Persuasive Essay Poster from Lesson 3.

### Universal Access

- Students will participate in a Think-Pair-Share activity in which they will speak to a classmate. Prepare students to engage with the content by doing the following:
  - To provide students with a structure to formulate their thoughts and ideas, write the following sentence frames on the board/chart paper:
    1. I think Don Quixote changes his name because \_\_\_\_\_.
    2. One reason Don Quixote changes his name is \_\_\_\_\_.
    3. It is clear from the text that Don Quixote changes his name because \_\_\_\_\_.

Start Lesson

## Lesson 8: Another *Don Quixote* Adaptation

# Reading



**Primary Focus:** Students will examine the author's word choice and writing style during a close reading of the text. **TEKS 5.3.A; TEKS 5.3.B; TEKS 5.10.D**

## LESSON 3 REVIEW (TERMS) (5 MIN.)

- Tell students that one term they have read and heard used to describe Don Quixote is *knight-errant*. Remind them that a knight-errant is a knight who wanders about, always in search of adventure and romance.
- Review information from previous lessons by asking the following questions:

**TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.3.B** Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

1. As a knight-errant, what are some of Don Quixote's character traits?
  - » Answers may vary, but should include that he is idealistic, or quixotic, and brave.
2. What are some examples from the text that show he is idealistic, or quixotic?
  - » He believes the inn is a castle; Dulcinea is a beautiful princess; the windmills are giants that he must fight; he has found an enchanted helmet made of gold.
3. What are some examples from the text that show Don Quixote is brave?
  - » He is willing to fight the giants/windmills; he agrees to a duel with the Knight of the Wood; he wants to fight two hungry lions.

### INTRODUCE THE CHAPTERS AND CORE VOCABULARY (5 MIN.)

- Remind students that many translations and adaptations of Cervantes's *Don Quixote* have been written. Explain that today they will read excerpts from another version of the story. These excerpts are similar to the Reader chapters 9 and 10, “The Knight of the Wood” and “The Adventure of the Lions.” The excerpts are included on Activity Page 8.1.
- Have students take out Activity Page 8.1.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *woe*.
- Have them find the word in the first paragraph on page 1 of Activity Page 8.1.
- Have students refer to the glossary (Activity Page SR.1 in the Activity Book) and locate *woe*; then have a student read the definition aloud.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 8.1 while you read each word and its meaning.

**Note:** You may wish to introduce words 1–6 before reading “The Strange Knight and Squire–Challenge, Victory and Transformation,” and words 7–9 before or while reading “The Gentleman in Green, Adventure with the Lions, and Astonished Friends.”

#### Activity Page 8.1



#### Activity Page SR.1



**woe, n.** sadness (woes) (1)

**unrequited, adj.** unreturned; one-sided (1)

**scorn, v.** to hate (scorns) (1)

**bestow, v.** to give (2)

**scoundrel, n.** a person with a bad reputation; a liar (3)

**folly, n.** craziness (follies) (3)

**vanquish, v.** to beat or defeat in battle (vanquished) (4)

**unyoke, v.** to free from a harness or wagon (unyoked) (8)

**commend, v.** to entrust or commit (commended) (9)

**Vocabulary Chart for “The Strange Knight and Squire—Challenge, Victory and Transformation” and “The Gentleman in Green, Adventure with the Lions, and Astonished Friends”**

| <b>Vocabulary Type</b>                 | <b>Tier 3<br/>Domain-Specific Words</b>                                                                        | <b>Tier 2<br/>General Academic Words</b>                                                    |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Core Vocabulary                        |                                                                                                                | woe<br>unrequited<br>scorn<br>bestow<br>scoundrel<br>folly<br>vanquish<br>unyoke<br>commend |
| Multiple-Meaning Core Vocabulary Words |                                                                                                                |                                                                                             |
| Sayings and Phrases                    | the less said, the sooner mended<br>more trouble than profit<br>the blind leading the blind<br>to bear witness |                                                                                             |

**CLOSE READING: THE ADVENTURES OF DON QUIXOTE (20 MIN.)**

- As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

**Core Classics:**  
*The Adventures of Don Quixote*  
**“The Strange Knight and  
Squire-Challenge, Victory and  
Transformation”**

The mournful stranger took Don Quixote by 1  
the arm and invited him to sit down. “From what 2  
I have just heard from you,” said Don Quixote, “I 3  
take it your woes are due to love—an unrequited 4  
passion for a fair lady?” The stranger nodded, 5  
and asked if Don Quixote was also suffering so. 6  
“That is my fate,” he replied, “though I cannot 7  
exactly say my lady scorns me.”

“Certainly not,” said Sancho, “for she is as 8  
gentle as a lamb and as soft as butter.” 9

1

- Have students silently read all of page 1 and lines 1–12 on page 2.
- Ask a student to read aloud the first two paragraphs through line 9 on page 1.

**Literal.** Don Quixote is talking to a stranger. What problem do Don Quixote and the stranger have in common?

- » Each is in love with a lady who does not love him back.

**Inferential.** Cervantes uses a simile in this section of the text to describe one of the ladies. Read the simile and explain what it means.

- » Sancho says of Dulcinea, “for she is as gentle as a lamb and as soft as butter,” meaning that she is kind and warm-hearted.

### Challenge

---

Ask students if they can recall the meaning and purpose of a simile.

### Support

---

A simile is a literary device comparing two different things, usually introduced by the word *like* or *as*.

**Inferential.** What other adjectives do you think of when you describe a lamb as gentle?

» *quiet, calm, kind*

**Inferential.** When you say something is as soft as butter, what do you imagine?

» something squishy that can be molded into different shapes or that can be changed

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.1**  
CONTINUED

ACTIVITY PAGE

“Is this your squire?” demanded the stranger. 1  
“And do you allow him to speak when you are in 2  
a conversation?” 3

“I can talk and I have talked to better people 4  
than you. But never mind—the less said, the 5  
sooner mended,” said Sancho. 6

The stranger’s squire now drew Sancho 7  
aside, saying, “Come, let’s chat together, and let 8  
our masters talk as they please about their love 9  
problems.” And away they went to 10  
discuss the hardships squires 11  
put up with. 12

“The hope of reward,” 13  
said the stranger’s 14  
squire, “makes up 15  
for a lot. It is a poor 16  
knight-errant who 17  
cannot bestow an earldom, 18  
or a government, on 19  
his squire.” 20



2

- Have students silently read the last paragraph, starting with line 13, and continue to the next page.



|                                                       |         |
|-------------------------------------------------------|---------|
| “Yes,” answered Sancho, “my master has                | 1       |
| promised me the governorship of an island.” . . .     | 2       |
| “You may find,” said the other, “that island          | 3       |
| government is more trouble than profit. Likely        | 4       |
| enough, if we were wise men we would stay at          | 5       |
| home with our families instead of tramping            | 6       |
| around the country with a master like mine, who       | 7       |
| is as crazy as he is brave, and even more than that,  | 8       |
| is a scoundrel.”                                      | 9       |
| “Mine is certainly mad,” said Sancho, “but            | 10      |
| he is not a liar. He’s as honest and innocent as a    | 11      |
| babe. You can persuade him of anything, and that      | 12      |
| is why I love him and cannot leave him in spite of    | 13      |
| all his follies.”                                     | 14      |
| “It’s the blind leading the blind,” said the          | 15      |
| other, “and we’ll all end up in a ditch. But          | 16      |
| talking is making me dry. I have something in         | 17      |
| my saddlebag that will moisten our tongues.”          | 18      |
| As he said it, he pulled out a flask of wine and      | 19      |
| a large rabbit pie and both men went on eating,       | 20      |
| drinking, and talking until at last they fell asleep. | 21      |
| 3                                                     |         |
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- Have students continue reading all of page 3 silently.

**Evaluative.** The two squires describe their knights. According to these descriptions, how is Don Quixote similar to the other squire’s knight? How is he different? Cite evidence from the text.

- » Both knights are described as crazy. The squire says of the strange knight, “mine is as crazy as he is brave.” Sancho says Don Quixote “is certainly mad” and also says that he cannot leave Don Quixote “in spite of all his follies.”
- » The strange knight, however, is described as a “scoundrel,” or someone who has a bad reputation, while Sancho describes Don Quixote as “honest and innocent.”

**Inferential.** What does the squire mean by the phrase *It's the blind leading the blind*?

- » The phrase means that someone who is not very good at something is leading someone equally bad at the same thing. Here the squire means that he is afraid his knight and Don Quixote are equally crazy, and that the two might lead their squires “into a ditch”—not, in other words, on adventures that result in rewards.



### Check for Understanding

#### Correct/Incorrect

- They had traveled to New York before, so their riding the train was like *the blind leading the blind*. (*Incorrect—Disagree*)
- Since they didn't know how to bake a cake, the chefs' teaching each other how to bake was like *the blind leading the blind*. (*Correct—Agree*)
- Clarify any incorrect responses by referring to the text.

NAME: \_\_\_\_\_  
 DATE: \_\_\_\_\_

**8.1**  
 CONTINUED

ACTIVITY PAGE

Meanwhile their masters spent the time in  
 courteous knightly conversation. “Finally, sir,”  
 the other knight was saying, “I fell desperately  
 in love with Casildea de Vandalia and she tested  
 my devotion by laying on me such tasks as those  
 imposed on Hercules by his step-mother. . . . Now  
 she has ordered me to cross all the provinces of  
 Spain and force every knight-errant I meet to  
 confess that she is the best and most beautiful of  
 women and I am the bravest and most adoring  
 knight in the world. I have crossed Spain from  
 end to end and defeated all the knights who  
 dared to oppose me, especially that famous one  
 Don Quixote de la Mancha, who I compelled to  
 confess that my Casildea is more beautiful than  
 his Dulcinea. I consider my conquest of him to be  
 equal to the defeat of all the knights of the world  
 because he has defeated them all, and I therefore  
 reap all his glory and fame.”

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“Sir knight,” said Don Quixote quietly, “I say  
 nothing about your other victories, but I do not  
 admit that you have vanquished Don Quixote

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4

Grade 5

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## Support

In this example, the author is making what is called an *allusion*, or a reference to a literary character. Hercules is a Greek mythological, fictional character. He performed twelve feats, or tasks. Those tasks were thought to be impossible, but Hercules was able to complete all twelve because he was the son of Zeus, the king of the gods.

### Pronunciation Table

| Word                 | Pronunciation                             |
|----------------------|-------------------------------------------|
| Casildea de Vandalia | /kas*eel*dae*ə / /dae/<br>/von*dol*ee*ə / |

- Have students silently read the remainder of page 4 and lines 1–3 on page 5.
  - Inferential.** What does the strange knight mean when he says his lady, Casildea, gives him “such tasks as those imposed on Hercules”?
    - » He means that she has asked him to do things that seem impossible to accomplish.

de la Mancha. You may have overcome someone 1  
resembling him, but certainly not the man 2  
himself.” 3

“How not the man himself?” exclaimed 4  
the knight of the wood. “I swear to you the 5  
contrary. Is he not tall, with a long, lean face and 6  
a hooked nose bent to one side, gray-haired, 7  
lanky-limbed, with a heavy, drooping mustache, 8  
and calls himself the Knight of the Sad Face or 9  
the Sorrowful Countenance? Moreover, he has 10  
for his squire a peasant by the name of Sancho, 11  
and for his horse a steed named Rocinante, and 12  
for his lady-love Dulcinea del Toboso, sometimes 13  
called Aldonza Lorenzo. And if that is not 14  
enough to prove I am telling the truth, then here 15  
is my sword, which will force belief on the most 16  
incredulous.” 17

“Softly, good sir. Listen to me for a moment,” 18  
answered Don Quixote. “The man you speak 19  
of is a particular friend of mine, and though 20  
your description is fairly accurate on the whole, 21

5

- Have students silently read the remainder of pages 5 and 6.

**Inferential.** Based on the way it is used in this paragraph, what do you think the word *contrary* means?

» It means “opposite.”

**Inferential.** Why is it odd that Don Quixote says, “The man you speak of is a particular friend of mine”?

» He is referring to himself.

**Literal.** The strange knight thinks he may have defeated Don Quixote. How does Don Quixote explain this situation?

» According to Don Quixote, an enemy—one of the enchanters—may have impersonated him. This enchanter let the strange knight win so others would think less of Don Quixote.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.1**

CONTINUED

ACTIVITY PAGE

I am certain he is not the man in question. 1  
He has many enemies among the enchanters, 2  
one in particular, and one of these may have 3  
impersonated him and allowed himself to 4  
be defeated by you in order to damage Don 5  
Quixote's reputation. I can tell you as a fact that 6  
in the last couple of days evil enchanters have 7  
transformed the lovely Dulcinea del Toboso 8  
into a lowly peasant girl. And if you are still 9  
dissatisfied with what I say, then here stands, in 10  
person, Don Quixote himself, ready to prove his 11  
identity with his weapons in whatever fashion 12  
you prefer." Saying this, Don Quixote stood up, 13  
clutched the hilt of his sword, and waited for the 14  
knight to make his decision. 15

The strange knight replied quietly, "It is not 16  
becoming for knight-errants to perform feats of 17  
arms in the dark, like highwaymen," he said. "Let 18  
us wait for daylight, and let the conditions of battle 19  
be that the defeated shall obey the command of 20  
the victor, so long as the command is something a 21  
knight can obey without dishonoring himself." 22

6

Grade 5

Activity Book | Unit 4 95

**Inferential.** What does the Knight of the Wood mean when he refers to "the conditions of battle"?

- » He is referring to the rules of their duel.

**Inferential.** In this version of the story, there is one condition of the duel that is similar to a condition in the version of the story in the Reader. There is also a condition that is different. What condition of the duel is included in both versions of the story?

- » The strange knight says that the winner of the duel will be able to tell the defeated knight what to do.

**Inferential.** What condition of the duel is included in this version of the story but not in the story in the Reader?

- » In this version of the story, the strange knight says that the winner of the duel cannot command the defeated knight to do anything that would dishonor the defeated knight.

**“The Gentleman in Green,  
Adventure with the Lions, and  
Astonished Friends”**

Don Quixote planted himself in the middle 1  
of the road and yelled to the two men on the cart. 2  
“Where are you going, friends, and what have you 3  
on the wagon?” 4

“The wagon and mules are mine,” said one of 5  
the men, “but the crates contain two fierce lions, 6  
presents to the king from the governor of Oran in 7  
Africa. They are the biggest lions that ever came 8  
to Spain.” 9

“I am not scared of lions,” declared Don 10  
Quixote, “however fierce or big they are. Open 11  
the cages and let them out, and I will show 12  
the enchanters who have sent them what Don 13  
Quixote de la Mancha can do.” 14

The men on the cart were dumbfounded 15  
at this command. Sancho wrung his hands in 16

7

**Pronunciation Table**

| Word | Pronunciation |
|------|---------------|
| Oran | /oe*ron/      |

- Have students silently read all of page 7 and lines 1 and 2 on page 8.  
**Inferential.** Describe how the men on the cart respond to Don Quixote’s command that the lions be let out.
  - » They are dumbfounded, or very surprised.

**Inferential.** What does the author mean by the phrase “not to continue with his purpose”?

- » The author means that the man in green asked Don Quixote to change his mind about wanting to fight the lions.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.1**  
CONTINUED

ACTIVITY PAGE

despair. The gentleman in green urged Don  
Quixote not to continue with his purpose. 1  
2

“These lions are not sent to harm you or test  
your courage,” he said. “They are presents to His  
Majesty and you have no right to interfere with  
them.” “Let everybody mind his own business!”  
said Don Quixote. “Mine is to deal with these  
lions. Now, sir, open the cages at once or I will  
fasten you to your wagon with my lance.” 3  
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The terrified man, seeing that Don Quixote  
was determined, and probably crazy, said, “For  
God’s sake, sir, let me unhitch my mules, for if  
they are killed by the lions I am ruined.” 10  
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This Don Quixote allowed. The wagon  
driver, calling on all there to bear witness that  
he was being forced against his will and over  
his protests, unyoked his animals and led them  
out of harm’s way. The gentleman in green,  
after trying again uselessly to reason with Don  
Quixote, also went off some distance, taking the  
tearful, trembling Sancho with him. The man 14  
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8

Grade 5

Activity Book | Unit 4 97

- Have students silently read the rest of page 8 to the end of the sentence on line 21.

**Inferential.** What is ironic about Don Quixote saying, “Let everyone mind his own business!”?

- » The man leading the caravan of lions was minding his own business, whereas Don Quixote was interfering with the man’s mission to deliver the lions.

**Inferential.** Earlier in this unit, you learned a new word that describes what Don Quixote is doing in this part of the text. What is that word?

- » *meddling*

## Support

What does the word *ironic* mean?

- » In this example, it means that something is funny because it is the opposite of what is expected.



**Inferential.** From the way in which it is used in this paragraph, what does the phrase *bear witness* mean?

- » It means that the wagon driver is asking all the people present to agree with him, and to tell people later that he, the wagon driver, is not voluntarily helping Don Quixote fight the lions.
- Have students silently read the remaining words on line 21, continuing to read the next page.

left on the wagon also made an appeal, but got  
only a stern command to open a lion's cage as  
an answer. While he set about this, Don Quixote  
dismounted and turned Rocinante loose, having  
resolved to fight the lions on foot with his sword.  
Then he commended himself to God and to  
Dulcinea, and stood ready in front of the lion's  
door. The keeper, seeing no other way, opened  
the door of the cage and revealed a magnificent  
lion stretched out on the floor of the crate. Dazed  
by the sudden flood of light into his den, the lion  
turned around, reached out an enormous paw  
and stretched his body its full length. Next he  
opened his mouth and yawned leisurely. After  
this he got up and quietly surveyed the landscape.  
He extended his scarlet tongue, which was two-  
hands long, and began to lick the dust from his  
eyes and face. Then he stuck his head out the  
doorway and gazed calmly around, his great eyes  
searching, terrifying to even the bravest heart.

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Don Quixote, undaunted, waited with  
impatience for the lion to leap out so that he

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- Have students silently read the remainder of pages 9 and 10.

**Literal.** What does the author mean when he describes the lion's tongue as "two hands long"?

- » It is an ancient unit of measurement based on the width of a human hand. Because everyone's hand size varies, it is not an accurate measurement. Regardless of whose hand is used, an animal's tongue measuring two human hands is quite large.

**Inferential.** Based on the way it is used in this paragraph, what do you think the word *undaunted* means?

- » It means that Don Quixote is not frightened by the lions.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.1**  
CONTINUED

ACTIVITY PAGE

might engage him and slice him to pieces. But 1  
that moment never came. The majestic lion, 2  
seeming satisfied with what he had seen, turned 3  
back into his den without noticing the knight, 4  
slowly lay down again, and went back to sleep. 5



10

Don Quixote ordered the keeper to excite the  
lion by poking him with sticks and beating him,  
but the keeper refused, saying that the knight had  
already proven his courage and that he should  
not force combat on an unwilling opponent.

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The knight admitted the truth of this  
argument. “Shut the door then, and I will signal  
my friends to return,” he said, tying a white cloth  
to the tip of his lance and then waving it for  
Sancho and the gentleman in green to see.

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“I’ll be hanged if my master has not defeated  
the king of the beasts!” exclaimed Sancho, and he  
ran forward to learn what had happened.

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The keeper gave a full and flattering account  
of what had taken place. Don Quixote gave him a  
couple of gold coins for him and his companion  
as a reward for their trouble. “And if the matter  
should come to the ears of the king,” he added,  
“and he should wish to know who performed this  
feat, tell him it was Don Quixote de la Mancha,  
now known as the Knight of the Lions, for I am

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- Have students silently read pages 11 and 12.

**Inferential.** What does Sancho mean by the phrase *I’ll be hanged*?

- » He does not mean that he will actually be hanged. The phrase is used to show extreme surprise.

**Inferential.** What do you think Don Quixote means when he says, “And if the matter should come to the ears of the king”?

- » He means if the king should hear of the adventure with the lions.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**8.1**  
CONTINUED

ACTIVITY PAGE

dropping the name 'Sorrowful Countenance,' and 1  
adopting the other as the customs of chivalry 2  
allow." 3

12

## CHAPTER DISCUSSION AND LESSON WRAP-UP (10 MIN.)

- Use the following Think-Pair-Share questions to discuss these chapters.

**Note:** Encourage students to refer to their Readers and scan the chapter titles if they need help remembering Don Quixote's adventures.

**Inferential and Evaluative.** Think-Pair-Share. In the excerpt “The Strange Knight and Squire—Challenge, Victory and Transformation,” the strange knight says that Don Quixote “calls himself the Knight of the Sad Face or Sorrowful Countenance.” Later, in “The Gentleman in Green, Adventure with the Lions, and Astonished Friends,” Don Quixote announces that he “is dropping the name ‘Sorrowful Countenance’ and will now be known as the ‘Knight of the Lions.’”

- When I give the signal, I want you to turn and talk to your partner about the following:
  - Why do you think that Don Quixote called himself the “Knight of the Sorrowful Countenance”? Think about all of his adventures up until the moment he encounters the lions.
  - Why do you think Don Quixote decided to change his name to the “Knight of the Lions”? What might this change signify or mean?
- Allow students to discuss with their partners and then ask several partners to share their thoughts with the class.
  - » Answers may vary, but should include that when Don Quixote referred to himself as the “Knight of the Sorrowful Countenance,” it meant he was sad because he still had not won Dulcinea’s admiration, or love. Also, many of Don Quixote’s early adventures had less-than-completely-successful results, such as the confrontation with the merchants and their servants (chapter 3), the battle with the windmills (chapter 4), freeing the prisoners (chapter 5), killing the giant at the inn (chapter 6), etc.
  - » Don Quixote may have decided to change his name to the “Knight of the Lions” because, in this adventure, there were no bad consequences (i.e., he emerged victorious). The name change signals that he is feeling more hopeful and optimistic; he may also think that this name will impress Dulcinea and others.
- Have students take home Activity Page 8.2 to read and complete for homework.



ENGLISH  
LANGUAGE  
LEARNERS

Speaking  
and Listening  
Exchanging Information

### Beginning

Use pre-prepared sentence frame. *I think Don Quixote \_\_\_\_\_.*

### Intermediate

Use pre-prepared sentence frame. *One reason Don Quixote \_\_\_\_\_.*

### Advanced/Advanced High

Use pre-prepared sentence frame. *It is clear from the text \_\_\_\_\_.*

ELPS 3.G

## WORD WORK: *DUMBFOUNDED* (5 MIN.)

1. In this chapter, you read the word *dumbfounded*.
2. Say the word *dumbfounded* with me.
3. Dumbfounded means “shocked” or “surprised.”
4. The surprise ending to the mystery dumbfounded many readers.
5. Have you ever been dumbfounded by anything? Be sure to use the word *dumbfounded* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I was dumbfounded to learn \_\_\_\_\_.”
6. What part of speech is the word *dumbfounded*?
  - » adjective
  - Use a Synonyms activity for follow-up.
    - What does the word *dumbfounded* mean? What are some words that are synonyms of, or words that have a similar meaning to, *dumbfounded*?
    - Prompt students to provide words like *surprised*, *amazed*, and *stunned*.
    - Have students pair up and create sentences for each partner’s synonyms.

## Lesson 8: Another *Don Quixote* Adaptation

# Writing



**Primary Focus:** Students will provide textual evidence to support their opinions in the body paragraphs of their persuasive essays.



**TEKS 5.7.C; TEKS 5.11.B.ii**

## MODEL PLANNING BODY PARAGRAPHS (20 MIN.)

- Remind students that in previous lessons, they drafted the introductory paragraph for their persuasive essay. Explain that opinions are arguable, and a person can agree or disagree with an opinion.
- In persuasive writing, a strong opinion is backed up with reasons and evidence from the text. The opinion is introduced in the introductory paragraph,



**TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea reflecting depth of thought with specific facts and details.

and students back up their opinion with two reasons that are introduced, explained, and supported by text evidence in the body paragraphs.

- The reasons are provided in order to help persuade the reader to agree with the opinion. Reasons strengthen the opinion and make it harder to disagree with because the writer is using evidence to support his or her opinion. Evidence from the text is proof that the reasons actually do support the opinion.
- Refer to the Structure of a Persuasive Essay Poster and review the structure of a persuasive essay.
- Body paragraphs develop the reasoning and evidence for the persuasive essay. Each body paragraph includes specific textual evidence that supports the opinion, and a clear explanation of how this evidence supports the opinion.
- Tell students that in this lesson they will plan the two body paragraphs of the persuasive essay.
- Refer to the Example Persuasive Essay. Tell students you are going to underline the opinion (the last sentence of the introductory essay) and the two reasons given to back up the opinion (the first sentences of the two body paragraphs).

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

The fisherman is a fool because he allows his wife to bully him into asking the fish for very extravagant things. For her first two wishes, the wife wants a bigger home each time. She is only satisfied for a week! In these early wishes, the fisherman should have recognized that his wife’s greed was growing too fast for their own good. Once the wife gets her bigger home, she decides she wishes to be queen and then wants the power to control the sun and moon. Why on earth would the fisherman think to ask a magic fish for such a power for his wife?

The fisherman is also a fool because he ignores the increasing signs of danger each time he asks the magic fish to grant another ridiculous wish. Each time the fisherman returns to the sea to ask the magic fish to grant a wish, the sea is darker and more dangerous. The fisherman should have recognized the warning in the sea color and movement changes. If he had recognized just how dangerous the sea was becoming, he could have stood up to his wife in time to stop her.



- First, review the Example Persuasive Essay to identify the opinion statement. Underline the last sentence in the first paragraph.
- Next, review the essay's two reasons that back up the opinion presented in the introductory paragraph. Underline the first sentence in each of the remaining paragraphs with a different color to identify both reasons.
- Refer to the Example Persuasive Essay again. Now, model how to find evidence in each paragraph that supports each reason, underlining them in a different color so they stand out.
- Point out the way each paragraph provides an explanation that connects the text evidence with the reason.

### PLAN BODY PARAGRAPHS (20 MIN.)

- Tell students that Activity Page 8.3 contains a graphic organizer that will help them plan their body paragraphs.
- Students have already come up with their opinion, first reason, and accompanying text evidence on Activity Page 5.4. Students may transfer this information to the graphic organizer on the front of Activity Page 8.3. Remind students of the importance of explaining how the evidence connects to the reason to support the opinion.

**Note:** During this lesson, students will complete only the graphic organizers. They will draft paragraphs on the blank lines provided on Activity Page 8.3 during the next writing lesson.

#### Activity Page 8.3



#### Activity Page 5.4



#### Support

Some students may benefit from stapling Activity Page 5.4 to Activity Page 8.3 instead of transferring the information.

- Remind students they must include an explanation that connects the text evidence and the reason. The explanation of evidence is important because it helps persuade the reader to agree with the writer’s opinion as well as the writer’s reasons for that opinion.
  - Tell students they should plan their second body paragraph using the chart on the back of Activity Page 8.3. First students should find a second reason that backs up their opinion. Then they should include two new pieces of text evidence that support this second reason. Remind students of the importance of explaining how the evidence connects to the reason to support the opinion.
  - **Support.** Direct students to find a second reason and two new pieces of evidence from later chapters of *Adventures of Don Quixote*. Remind students that they drafted their first reason and found their first two pieces of evidence after reading chapters 1–8 of the text, so they may want to refer to chapters 9–10 to find a second reason.
- Explain that students will use Activity Page 8.3 to draft their body paragraphs in the next writing lesson.

**LESSON WRAP-UP (5 MIN.)**

- Have each student share his or her opinion and two reasons with a partner.

End Lesson

**Lesson 8: Another *Don Quixote* Adaptation**

# Take-Home Material

**READING**

- Have students take home Activity Page 8.2 to read and complete for homework.



**ENGLISH LANGUAGE LEARNERS**

**Writing**  
Supporting Opinions

**Beginning**

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

**Intermediate**

Pair students and encourage them to work together to complete the activity page.

**Advanced/Advanced High**

Observe students working independently to complete the activity page.

**ELPS 3.G**

**Activity Page 8.2**



## 9

# An Idealistic Sancho?

## PRIMARY FOCUS OF LESSON

### Reading

- Students will use textual evidence to compare and contrast character traits of the principal characters. **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.D; TEKS 5.7.F**

### Grammar

- Students will form complete present-tense sentences with proper subject-verb agreement. **TEKS 5.11.D.i**

### Morphology

- Students will correctly form complete sentences using words with the root *vac*. **TEKS 5.3.C**

### Spelling


- Students will gain additional practice using targeted spelling words. **TEKS 5.2.B.iii**

## FORMATIVE ASSESSMENT

- Activity Page 9.1 Vocabulary for “The Puppet Show” and “At the Duke’s Palace”** Vocabulary with Pronunciation Guide for chapters 11 and 12. **TEKS 5.3.A**
- Activity Page 9.2 “The Puppet Show” and “At the Duke’s Palace”** Reading comprehension questions that students will answer with supporting textual evidence. **TEKS 5.6.F; TEKS 5.7.C**
- Activity Page 9.3 “At the Duke’s Palace”** Worksheet that students will complete at home in order to use core vocabulary words to summarize the chapter. **TEKS 5.7.D; TEKS 5.7.F**
- Activity Page 9.4 Review Sentences, Verbs, and Subject-Verb Agreement** Grammar worksheet students will use to correctly format sentences during class and for homework. **TEKS 5.11.D.i**
- Activity Page 9.5 Root Word *vac*** Morphology worksheet students will use to write sentences using the correct word choice during class. **TEKS 5.3.C**
- Activity Page 9.6 Practice Spelling Words** Spelling worksheet students will use to practice writing original sentences with spelling words. **TEKS 5.2.B.iii**

## LESSON AT A GLANCE

|                                      | Grouping                    | Time    | Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|-----------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>             |                             |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Lesson 8 Review                      | Whole Group                 | 5 min.  | <input type="checkbox"/> <i>Adventures of Don Quixote</i><br><input type="checkbox"/> Purpose for Reading (Digital Components)<br><input type="checkbox"/> Answer Key for Activity Page 8.2<br><input type="checkbox"/> Activity Pages 1.3, 4.2, 8.2, 9.1–9.3, SR.1<br><input type="checkbox"/> Individual whiteboards and/or index cards                                                                                                                      |
| Introduce Chapters, Core Vocabulary  | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Small Group Reading                  | Small Group                 | 20 min. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Chapter Discussion, Lesson Wrap-Up   | Whole Group                 | 10 min. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Word Work: <i>Monumental</i>         | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Language (45 min.)</b>            |                             |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Grammar: Sentence Parts              | Whole Group                 | 15 min. | <input type="checkbox"/> Subject and Predicate Poster (Digital Components)<br><input type="checkbox"/> Noun Subject–Action Verb Agreement Poster (Digital Components)<br><input type="checkbox"/> Subject–Linking Verb Agreement Poster (Digital Components)<br><input type="checkbox"/> Subject-Verb-Predicate Chart (Digital Components)<br><input type="checkbox"/> Activity Page 9.4<br><input type="checkbox"/> Individual whiteboards and/or index cards |
| Morphology: Practice Root <i>vac</i> | Whole Group/<br>Independent | 15 min. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Spelling: Practice Spelling Words    | Whole Group/<br>Independent | 15 min. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Take Home</b>                     |                             |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Reading; Grammar                     |                             |         | <input type="checkbox"/> Activity Pages 9.3, 9.4                                                                                                                                                                                                                                                                                                                                                                                                               |

 **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 5.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; **TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; **TEKS 5.2.B.iii** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

## ADVANCE PREPARATION

### Reading

**Note:** During the Check for Understanding, students will need to determine if they agree with certain spoken statements. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create AGREE/DISAGREE index cards to hold up as you make the statements.

### Language

#### Grammar

- Prepare and display the following Subject and Predicate Poster. Alternatively, you may access a digital version in the digital components for this unit.

#### Subject and Predicate

- A sentence has two parts: a subject and a predicate.
- **Subject:** Tells who or what the sentence is about
  - **Common noun:** General person/place/thing (not capitalized)
  - **Proper noun:** Specific person/place/thing (capitalized)
- **Predicate:** Tells what the subject is doing, did, or will do
  - **Action verb:** Shows action
  - **Linking verb:** Connects the subject to word(s) in the predicate that describe the subject (does not show action)

**Note:** During the Check for Understanding, students will need to determine if the spoken statements are true or false. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create TRUE/FALSE index cards to hold up as you make the statements.

- Prepare and display the following Subject-Verb-Predicate Chart. Alternatively, you may access a digital version in the digital components for this unit.

| Subject-Verb-Predicate |            |                                                       |
|------------------------|------------|-------------------------------------------------------|
| Subjects               | Verbs      | Predicates                                            |
| The lion               | to look    | back to the palace to prepare for his guests' arrival |
| The Duke               | to be      | across the field                                      |
| Rocinante              | to stretch | in his cage                                           |
| Sancho                 | to hurry   | a very famous puppeteer                               |
| Master Peter           | to gallop  | scared                                                |

- Display the Noun Subject–Action Verb Agreement Poster from Lesson 2 and the Subject–Linking Verb Agreement Poster from Lesson 6.

### Morphology

- Prepare and display the “Word Choices” column of the following Root vac Practice Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

| Root vac Practice            |                                                                                                                           |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Word Choices                 | Sentences                                                                                                                 |
| 1. evacuate, vacuum, vacant  | When meteorologists predicted a tsunami for the region, the coastal people were forced to _____ their homes.              |
| 2. vacate, vacant, vacation  | An apartment complex was torn down, leaving a _____ lot on which the neighborhood children played ball.                   |
| 3. vacancy, vacuum           | My family got a new _____ to clean up all the hair our cat sheds.                                                         |
| 4. vacant, evacuee, evacuate | The young girl tried to sleep on a cot in the noisy gym where she had been taken as an _____ after the hurricane warning. |
| 5. evacuee, vacant, vacate   | Thunder and lightning forced all the swimmers to _____ the pool.                                                          |

### Universal Access

#### Reading

- In this lesson, students will participate in a whole group discussion after reading the chapter in small groups. Prepare students to engage with the content and contribute to the discussion by doing the following:
  - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
    1. Don Quixote and Sancho are the same because \_\_\_\_\_.
    2. Just like Don Quixote, Sancho is idealistic because \_\_\_\_\_.
    3. A shared attribute of Don Quixote and Sancho is \_\_\_\_\_, because both \_\_\_\_\_.

## Lesson 9: An Idealistic Sancho?

# Reading



**Primary Focus:** Students will use textual evidence to compare and contrast character traits of principal characters.

**TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.D; TEKS 5.7.F**

### LESSON 8 REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 8.2, which was assigned for homework.

### INTRODUCE CHAPTERS, CORE VOCABULARY (5 MIN.)

- Tell students they will read chapters 11 and 12, “The Puppet Show” and “At the Duke’s Palace.”
- Have students turn to the table of contents, locate chapter 11, and turn to the first page of chapter 11.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *Moors*.
- Have them find the word in the first paragraph on page 32 of the Reader.
- Have students refer to the glossary (Activity Page SR.1 in the Activity Book) and locate *Moors*; then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 9.1 while you read each word and its meaning.
 

**Note:** You may wish to introduce words 1 and 2 before reading “The Puppet Show,” and words 3–5 before reading “At the Duke’s Palace.”

Activity Page SR.1



Activity Page 9.1



**TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate.

**Moors, n.** Muslims who invaded and conquered parts of Spain in the Middle Ages (32)

**monumental, adj.** great or extreme (32)

**brocade, n.** a type of fabric or cloth with raised designs in gold or silver thread (35)

**clergyman, n.** a church leader who performs religious services (35)

**laughingstock, n.** a person regarded as very foolish and ridiculous (35)

**Vocabulary Chart for Chapters 11 and 12 “The Puppet Show” and “At the Duke’s Palace”**

| <b>Vocabulary Type</b>                 | <b>Tier 3 Domain-Specific Words</b>                                                                              | <b>Tier 2 General Academic Words</b> |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| Core Vocabulary                        | Moors<br>brocade<br>clergyman                                                                                    | monumental<br>laughingstock          |
| Spanish Cognates for Core Vocabulary   | brocado<br>clérigo                                                                                               | monumental                           |
| Multiple-Meaning Core Vocabulary Words |                                                                                                                  |                                      |
| Sayings and Phrases                    | the eyes of his imagination<br>the flower and cream of knighthood<br>in my defense<br>have the time of your life |                                      |



## Activity Page 9.2



### Establish Small Groups

- Before reading the chapters, divide students into two groups using the following guidelines:
  - **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 9.2 with your support during reading.
  - **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, in pairs, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 9.2. Make arrangements to ensure that students in Small Group 2 have answered the questions on Activity Page 9.2 correctly.

### SMALL GROUP READING (20 MIN.)

- The following guided reading supports are intended for use with Small Group 1.
  - Suggest to students in Small Group 2 that they complete the Challenge question on Activity Page 9.2 if they complete the reading and the rest of the activity page before the class is brought back together at the end of the lesson.
- Have a student read the first paragraph on page 31 aloud.

**Inferential.** At the end of the first paragraph on page 31, the innkeeper says he would give the man with the green eye patch a room even if it meant taking one away from the most powerful duke in Spain. What does this tell you about the way the innkeeper feels about the man with the green eye patch?
- Have students record the answer(s) to question 1 on the activity page.
  - » He respects the man with the green eye patch very much and wants him to be a guest at his inn.
- Have a student read the rest of page 31 aloud, stopping before the partial sentence at the bottom of the page.

**Literal.** What is the name of the man with the green eye patch and why is he famous?

  - » His name is Master Peter, and he is a traveling puppeteer who travels with a monkey who knows about the present and the past.

### Support

Explain to students that a puppeteer is someone who works with puppets, making them and/or using them in a puppet show.

**Inferential.** Why do you think the monkey would be part of the puppet show?

- » Answers may vary, but may include that the puppeteer has trained the monkey to do what he wants—like a puppet; adding an animal to the show makes it different from other puppet shows, so it would attract a larger audience.

**Inferential.** How does the puppeteer feel about Don Quixote and Sancho?

- Have students record the answer(s) to question 2 on the activity page.
  - » He admires them and is happy, or excited, to meet them.

| Pronunciation Table |                             |
|---------------------|-----------------------------|
| Word                | CK Code                     |
| Doña Melisendra     | /doe*nyo/ /mae*lee*sen*dre/ |
| Don Gaiferos        | /doen/ /gie*fer*oes/        |
| Charlemagne         | /shar*le*maen/              |
| Marsilio            | /mor*see*lee*oe/            |

- Have a student read the first three paragraphs on page 32 aloud, beginning with the partial sentence on the bottom of page 31.

**Literal.** Describe the story of Doña Melisendra.

- Have students record the answer(s) to question 3 on the activity page.
  - » Answers may vary, but may include that Doña Melisendra is being held prisoner in Spain by the Moors; her husband, Don Gaiferos, tries to rescue her to take her away on horseback; Doña Melisendra's skirt gets caught on the bars of the balcony; and King Marsilio pursues the couple.
- Have a student read the rest of page 32 aloud.

**Literal.** What monumental confusion does Don Quixote create at the puppet show?

- » He thinks the Moors are real and are chasing Doña Melisendra and Don Gaiferos, so he destroys the puppets.

**Inferential.** How does this event support the view that Don Quixote is idealistic, or quixotic?

- Have students record the answer(s) to question 4 on the activity page.
  - » He does not see things as they really are, but sees the puppet show as an opportunity for a knight to right a wrong and save Doña Melisendra.

### Support

Who are the characters in the puppet story performed by Master Peter?

- » Doña Melisendra; her husband, Don Gaiferos; King Marsilio; the Moors

### Support

Clarify for students that *monumental* confusion means “great,” or “a lot.”

### Support

What does the word *monumental* mean?

- » It means “great” or “extreme.”

## Challenge

Why do you think the townspeople would believe that the monkey was telling Master Peter the answers to their questions?

- » Answers may vary, but may include that the townspeople are gullible; they are amazed to see a monkey behave the way he does (i.e., jump on Master Peter's shoulder and lean in to "whisper" in to his ear); they don't realize that Master Peter is actually selfishly getting to know people to use the information they provide for his show.

## Support

What reason does the Duchess give to Sancho for inviting him and Don Quixote to the palace?

- » She tells him Don Quixote can come to the palace to serve her and her husband.

## Pronunciation Table

| Word               | CK Code                          |
|--------------------|----------------------------------|
| Ginés de Pasamonte | /hee*naes/ /dae/ /pos*om*oen*tæ/ |

- Have a student read page 33 aloud.

**Inferential.** Based on the way it is used in this paragraph, what do you think the phrase *what the eyes of his imagination saw* means?

- Have students record the answer(s) to question 5 on the activity page.
  - » It means that he saw it in his mind, but it didn't really exist.

**Inferential.** On page 31, the text says that Master Peter's monkey answers any questions about things that are happening or have already happened. Is this true? Describe what is really happening. (Have students record the answer[s] to question 6 on the activity page.)

- » When Master Peter was about to visit a new town, he would first ask people in the area for news of the town. Then, when people in the town asked the monkey questions, Master Peter would pretend that the monkey was whispering the answer in his ear and that he was just repeating what the monkey said. In fact, Master Peter would use the information he learned to answer the questions himself.
- Read page 34 and the partial paragraph at the top of page 35 aloud.

**Inferential.** Why does the Duchess invite Don Quixote and Sancho to the palace for a visit with her and the Duke? (Have students record the answer(s) to question 7 on the activity page.)

- » She and her husband want to have a good time making fun of Don Quixote and Sancho.

**Inferential.** The text says that the Duke rode ahead of the Duchess, Don Quixote, and Sancho to ready the castle for their guests. Based on what happens when Don Quixote arrives, how did the Duke prepare for the guests' arrival?

- » He gave directions to the servants to welcome Don Quixote and Sancho as if they were truly the great knights of the Middle Ages: he told beautiful ladies to put a scarlet, or dark red, robe on Don Quixote's shoulders and spray perfume everywhere; he told the servants to decorate the big hall with silk and brocade, fancy embroidered fabric; and he told 12 pages to escort Don Quixote to a richly decorated table.

**Challenge.** Why would the Duke and the Duchess go to such great lengths to have their staff well prepared for Don Quixote and Sancho's arrival?

- » They want to be sure that the ruse is believable; they don't want Don Quixote and Sancho to suspect anything; the more authentic the escapade, the greater the fun the Duke and Duchess will have at Don Quixote and Sancho's expense.

- Read the rest of page 35, stopping at the partial paragraph at the bottom of the page.

**Evaluative.** The Duke and the clergyman react to Don Quixote differently. In what way are their reactions different?

- » The Duke thinks Don Quixote is amusing, and he laughs; the clergyman thinks Don Quixote is foolish, and gets angry with him.

- Have students record the answer(s) to questions 8 and 9 on the activity page.
- Read the last two lines of page 35 aloud, continuing to page 36.
- Finish reading page 36 aloud.

**Literal.** How do the Duke and Duchess continue to have fun with Sancho?

- » The Duke claims that he is appointing Sancho governor of an island.

**Challenge.** Is Sancho having the same type of fun the Duke and Duchess are experiencing?

- » No. He thinks they are being serious and does not realize that the Duke and Duchess are making fun of him by appointing him "governor."

## CHAPTER DISCUSSION, LESSON WRAP-UP (10 MIN.)

- Bring students back together as a class. Use the following questions to discuss the chapters.

1. **Inferential.** Which event in these two chapters best supports the idea that Don Quixote is idealistic or quixotic? (Have students record their answers on Activity Page 1.3, in the "Evidence from Text" column across from the "Character Trait" box that states, "idealistic.")

- » Answers may vary, but may include that Don Quixote thinks Doña Melisendra is being harmed and so tries to save her (pages 32–33); and that he thinks he is being invited to the palace to serve the Duke and Duchess, although they simply want to make fun of him (pages 33–34).

### Activity Page 1.3



## Activity Page 4.2



ENGLISH  
LANGUAGE  
LEARNERS



Speaking  
and Listening  
Exchanging Information

### Beginning

Use pre-prepared sentence frame. *Don Quixote and Sancho are \_\_\_\_\_.*

### Intermediate

Use pre-prepared sentence frame. *Just like Don Quixote, Sancho is \_\_\_\_\_.*

### Advanced/Advanced High

Use pre-prepared sentence frame. *A shared attribute of Don Quixote and Sancho is \_\_\_\_\_.*

**ELPS 3.B**

2. **Inferential.** Which event in these two chapters best supports the idea that Sancho is realistic? (Have students record their answers on Activity Page 4.2, in the “Evidence from Text” column across from the “Character Trait” box that states, “realistic.”)
    - » Sancho realizes Don Quixote ruined Master Peter’s puppets and promises that Don Quixote will pay for the damage (page 35).
  3. **Evaluative.** We have described Don Quixote as idealistic and Sancho as realistic, comparing and contrasting these character traits. Nonetheless, what evidence in the chapter “At the Duke’s Palace” shows that Sancho is also idealistic, even if only momentarily?
    - » Sancho believes that the Duke can make him the governor of an island. He kneels down at the Duke’s feet so he can be appointed governor.
- Encourage all students to contribute to the whole group discussion by providing sentence frames using comparative language.
  - Have students take home Activity Page 9.3 to complete for homework.

## WORD WORK: MONUMENTAL (5 MIN.)

1. In the chapter, you read the word *monumental*.
  2. Say the word *monumental* with me.
  3. *Monumental* means great or extreme.
  4. Neil Armstrong’s walk on the moon was a monumental event in American history.
  5. Have you ever witnessed a monumental event or made a monumental decision? Be sure to use the word *monumental* in your response.
    - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “It was monumental when \_\_\_\_\_.”
  6. What part of speech is the word *monumental*?
    - » adjective
- Use a Making Choices activity for follow-up.
    - I am going to read several sentences. If you agree that the sentence I read is an example of something great or extreme, write, “Agree” on your whiteboard (or index card) and hold it in the air; If the sentence I read is not an example of something great or extreme, write, “Disagree.”

1. Juanita decided to ride her bike to school rather than walk.
    - » disagree (*not monumental*)
  2. Two feet of snow fell during the blizzard, closing almost everything in the town for several days.
    - » agree (*monumental*)
  3. People have climbed to the top of Mt. Everest, the tallest mountain in the world.
    - » agree (*monumental*)
  4. Ms. Miller took her umbrella to work today because it looked as if it was going to rain.
    - » disagree (*not monumental*)
- 

## Lesson 9: An Idealistic Sancho?

# Language



### GRAMMAR: SENTENCE PARTS (15 MIN.)

**Primary Focus:** Students will write complete sentences in the present tense using proper subject-verb agreement. **TEKS 5.11.D.i**

- Direct students' attention to the posters prepared in advance, and remind them of what they have learned in previous units:
  - Sentences have two parts: a subject (who or what the sentence is about) and a predicate (what the subject is doing, did, or will do).
  - The predicate includes a verb. The verb may either be an action verb (shows action) or a linking verb (connects the subject to words in the predicate that describe the subject, and does not show action).
  - Remind students that a linking verb can be seen as an equal-sign connecting the subject to its descriptors (e.g., *The puppy is hyper*; *The puppy = hyper*).

**TEKS 5.11.D.i** Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

- The verb must always agree with the subject of the sentence. If the subject of the sentence is singular, or only one person or thing, the verb must be singular; if the subject is plural, meaning more than one person or thing, the verb must be plural.

Activity Pages  
PP.1 and PP.2



Activity Page 9.4



ENGLISH  
LANGUAGE  
LEARNERS



Writing  
Exchanging  
Information/Ideas

**Beginning**

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

**Intermediate**

Pair students and encourage them to work together to complete the activity page.

**Advanced/Advanced High**

Observe students working independently to complete the activity page.

**ELPS 5.E**



**Check for Understanding**

**True/False**

Determine if the following statements are true or false:

- The verb and subject must always agree. (*True*)
- A single subject uses a plural verb. (*False*)
- A plural subject uses a plural verb. (*True*)

Clarify any incorrect responses by referring to the text.

- Direct students' attention to the Subject-Verb-Predicate Chart you prepared in advance, pointing out that the verbs in the center column are a mixture of action verbs and linking verbs. Referencing the posters you displayed, match each subject with its predicate (including one of the verbs from the middle column). This finished chart is provided for your reference.

**Note:** If some or all students need more scaffolded practice on subject-verb agreement, substitute Activity Pages PP.1 and PP.2 for Activity Page 9.4.

| Subject-Verb-Predicate |                |                                                           |
|------------------------|----------------|-----------------------------------------------------------|
| Subjects               | Verbs          | Predicates                                                |
| The lion (1)           | to look (4)    | back to the palace to prepare for his guests' arrival (2) |
| The Duke (2)           | to be (5)      | across the field (3)                                      |
| Rocinante (3)          | to stretch (1) | in his cage (1)                                           |
| Sancho (4)             | to hurry (2)   | a very famous puppeteer (5)                               |
| Master Peter (5)       | to gallop (3)  | scared (4)                                                |

- Number each subject, verb, and predicate as you match them, saying each complete sentence aloud. After orally completing the sentence with *The lion* as the subject, write the completed sentence on the board, pointing out how the verb changes in order to agree with the subject.
  - *The lion stretches in his cage.*

- After orally completing the sentence with *The Duke* as the subject, write the completed sentence on the board, pointing out how the verb changes in order to agree with the subject.
  - *The Duke hurries back to the castle to prepare for his guests' arrival.*
- Match the remaining subjects, verbs, and predicates, saying each complete sentence aloud only. Do not write the completed sentences on the board.
- Have students turn to Activity Page 9.4. Together review the directions and the first completed example in the chart, as well as the sentence section below the chart. Tell students to complete the next item in the chart, writing the complete sentence on the lines provided. Circulate around the room to be certain that students understand the directions.
- If time permits, explain the Challenge directions and example on the back of the page.
- Tell students to complete the remainder of the activity page for homework, clearly stating whether or not they are to complete the Challenge item.

### MORPHOLOGY: PRACTICE ROOT *vac* (15 MIN.)

**Primary Focus:** Students will correctly form complete sentences using words with the root *vac*. **TEKS 5.3.C**

- Review the definition of a root. (A root is the main element of a word that forms the basis of its meaning. A prefix or suffix added to the root can change the meaning.)
- Briefly review the root *vac*, reminding students that it means “to empty.”
- Direct students’ attention to the Root *vac* Practice Chart.
- Tell students you will read aloud a sentence that is missing a word. Then they should choose the word from the left column that best fits in the blank in the sentence on the right.
- Practice with the first sentence.
- Ask students if they know which of the choices given best fits the blank. If students are having trouble, ask which words they could eliminate from the list to narrow the options. Remind students of word meanings if necessary. (*evacuate*, because it means to leave a dangerous place)
- Continue in this manner with the remaining sentences as time permits.



ENGLISH  
LANGUAGE  
LEARNERS

Writing  
Exchanging  
Information/Ideas

#### Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

#### Intermediate

Pair students and encourage them to work together to complete the activity page.

#### Advanced/Advanced High

Observe students working independently to complete the activity page.

**ELPS 5.B**

**TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.



Activity Pages  
9.5 and 9.6



ENGLISH  
LANGUAGE  
LEARNERS



Writing  
Exchanging  
Information/Ideas

**Beginning**

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

**Intermediate**

Pair students and encourage them to work together to complete the activity page.

**Advanced/Advanced High**

Allow students to choose a partner with whom to complete the activity page.

**ELPS 5.C**

**Root vac Practice**

| Word Choices                 | Sentences                                                                                                                                    |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. evacuate, vacuum, vacant  | When meteorologists predicted a tsunami for the region, the coastal people were forced to _____ their homes. ( <i>evacuate</i> )             |
| 2. vacate, vacant, vacation  | An apartment complex was torn down, leaving a _____ lot on which the neighborhood children played ball. ( <i>vacant</i> )                    |
| 3. vacancy, vacuum           | My family got a new _____ to clean up all the hair our cat sheds. ( <i>vacuum</i> )                                                          |
| 4. vacant, evacuee, evacuate | The young girl tried to sleep on a cot in the noisy gym where she had been taken as an _____ after the hurricane warning. ( <i>evacuee</i> ) |
| 5. evacuee, vacant, vacate   | Thunder and lightning forced all the swimmers to _____ the pool. ( <i>vacate</i> )                                                           |

- Have students turn to Activity Page 9.5. Briefly review the directions and have students complete the first sentence as a group. Have students complete the rest of the activity page independently.
- Collect completed Activity Page 9.5 to review and grade later.

**SPELLING: PRACTICE SPELLING WORDS (15 MIN.)**

**Primary Focus:** Students will gain additional practice using targeted spelling words. **TEKS 5.2.B.iii**

- Tell students they will practice writing spelling words.
- Have students turn to Activity Page 9.6. Explain that they will work with a partner to create sentences for each of these words.
- Remind students that they will complete their spelling assessment during the next lesson.
- Collect completed Activity Page 9.6 to review and grade later.

**TEKS 5.2.B.iii** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

Lesson 9: An Idealistic Sancho?

# Take-Home Material

## READING

- Have students complete Activity Page 9.3.

## GRAMMAR

- Have students complete Activity Page 9.4.

Activity Pages  
9.3 and 9.4



## 10

# A Realistic Don Quixote?

## PRIMARY FOCUS OF LESSON

### Language

Students will be assessed on the correct spelling of targeted words.

✚ **TEKS 5.2.B.iii**

### Reading

Students will continue to provide textual evidence about Don Quixote and Sancho's various character traits.

✚ **TEKS 5.3.A; TEKS 5.4; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.F**

### Writing

Students will be able to draft two body paragraphs of their persuasive essays.

✚ **TEKS 5.11.B.i**

## FORMATIVE ASSESSMENT

### Activity Page 10.1

**Spelling Assessment** Use worksheet to write responses during spelling assessment.

✚ **TEKS 5.2.B.iii**

### Activity Page 10.2

**Vocabulary for “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho”** Review vocabulary with pronunciation guide for chapters 13 and 14.

✚ **TEKS 5.3.A**

### Activity Page 10.3

**“Don Quixote Advises Sancho”** Students will complete at home in order to use core vocabulary to complete

✚ the activity. **TEKS 5.3.B; TEKS 5.4; TEKS 5.7.F**

✚ **TEKS 5.2.B.iii** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

## LESSON AT A GLANCE

|                                     | Grouping    | Time    | Materials                                                                                                                                                                                                                                                              |
|-------------------------------------|-------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Language (15 min.)</b>           |             |         |                                                                                                                                                                                                                                                                        |
| Spelling Assessment                 | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 10.1                                                                                                                                                                                                                            |
| <b>Reading (45 min.)</b>            |             |         |                                                                                                                                                                                                                                                                        |
| Lesson 9 Review                     | Whole Group | 5 min.  | <input type="checkbox"/> <i>Adventures of Don Quixote</i><br><input type="checkbox"/> Purpose for Reading (Digital Components)<br><input type="checkbox"/> Answer Key for Activity Page 9.3<br><input type="checkbox"/> Activity Pages 1.3, 4.2, 9.3, 10.2, 10.3, SR.1 |
| Introduce Chapters, Core Vocabulary | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                        |
| Chapters 13 and 14                  | Whole Group | 20 min. |                                                                                                                                                                                                                                                                        |
| Lesson Wrap-Up                      | Whole Group | 10 min. |                                                                                                                                                                                                                                                                        |
| Word Work: <i>Worth</i>             | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                        |
| <b>Writing (30 min.)</b>            |             |         |                                                                                                                                                                                                                                                                        |
| Model Drafting Body Paragraphs      | Whole Group | 10 min. | <input type="checkbox"/> Activity Pages 5.4, 8.3<br><input type="checkbox"/> Example Persuasive Essay (optional) (Digital Components)<br><input type="checkbox"/> Activity Page 8.3                                                                                    |
| Practice Drafting Body Paragraphs   | Independent | 20 min. |                                                                                                                                                                                                                                                                        |
| <b>Take-Home Material</b>           |             |         |                                                                                                                                                                                                                                                                        |
| Reading                             |             |         | <input type="checkbox"/> Activity Page 10.3                                                                                                                                                                                                                            |

## ADVANCE PREPARATION

### Spelling

- Erase or cover the list of spelling words before the assessment.

### Reading

**Note:** During the Check for Understanding, students will need to determine if they agree with certain orated statements. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create AGREE/DISAGREE index cards to hold up as you make the statements.

### Writing

- Write the following transition words on the board/chart paper.

| Words That Show Similarity                    |                                                         |
|-----------------------------------------------|---------------------------------------------------------|
| similarly<br>just like<br>same as<br>likewise | another example<br>like<br>specifically<br>consequently |

### Fluency (*optional*)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

### Grammar

- Collect Activity Page 9.4 to review and grade later, as there is no grammar lesson today.

### Universal Access

#### Spelling

- Provide struggling students with an alternate testing environment and additional time/support to complete the assessment.

#### Reading

- In this lesson, students will participate in a Think-Pair-Share activity. Prepare students to engage with the content and contribute to the discussion by doing the following:
  - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:

1. For once, Don Quixote is realistic because \_\_\_\_\_.
2. Don Quixote is typically idealistic; however, in this instance, he is realistic because \_\_\_\_\_.
3. Unlike Sancho in this instance, Don Quixote is realistic because \_\_\_\_\_.

Start Lesson

## Lesson 10: A Realistic Don Quixote?

# Language



**Primary Focus:** Students will be assessed on the correct spelling of targeted words. **TEKS 5.2.B.iii**

### SPELLING ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Read the words from the list below one at a time in the following way: say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.

**Note:** This is a good opportunity to use the Tens scoring system to gather formative assessment data.

- Remind students to pronounce and spell each word syllable by syllable.

### Activity Page 10.1



| Spelling Word  | Example Sentence                                                                                                             |
|----------------|------------------------------------------------------------------------------------------------------------------------------|
| 1. adventure   | My mom led the way on our white water <u>adventure</u> , paddling through the rapids as our canoe bounced against the rocks. |
| 2. armor       | During the Middle Ages, it was common for knights to wear stiff <u>armor</u> into battle.                                    |
| 3. courage     | It took a great deal of <u>courage</u> for me to ride the roller coaster with my brother.                                    |
| 4. disguise    | Carlos decided to <u>disguise</u> himself as an astronaut for the costume party.                                             |
| 5. enchanted   | The teacher read a story about a magician who <u>enchanted</u> a princess and turned her into a statue.                      |
| 6. imagination | I have never seen the ocean, but in my <u>imagination</u> it is filled with huge waves, tall ships, and many surfers.        |

**TEKS 5.2.B.iii** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.



**Beginning**

Give assessment to students in a small group environment, providing extra time and additional support.

**Intermediate**

Give assessment to students in a small group environment, providing extra time and support when needed.

**Advanced/Advanced High**

Allow students to take the assessment in a traditional setting or a small group environment.

**ELPS 5.C**

|               |                                                                                         |
|---------------|-----------------------------------------------------------------------------------------|
| 7. knighthood | The page dreamed of the ceremony in which he would be rewarded with <u>knighthood</u> . |
| 8. nonsense   | My little sister speaks such <u>nonsense</u> when she says that she can fly.            |
| 9. ordinary   | My favorite days are <u>ordinary</u> days with no unexpected surprises.                 |
| 10. squire    | The <u>squire</u> handed the knight his sword before he went into battle.               |

- After reading all of the words, review the list slowly, reading each word once more.
- Tell students that, starting with today’s spelling assessment, you will also dictate a sentence for students to write. Remind students you will read the sentence several times.
- Have students write the following sentence as dictated:
  - Sancho was an ordinary squire who enjoyed his master’s adventures.
- Slowly repeat the sentence several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students’ errors.

**Lesson 10: A Realistic Don Quixote?**  
**Reading**



**Primary Focus:** Students will continue to provide textual evidence about Don Quixote and Sancho’s various character traits.

**TEKS 5.3.A; TEKS 5.4; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.F**

**LESSON 9 REVIEW (5 MIN.)**

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 9.3, which was assigned for homework.

**TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate.

## INTRODUCE CHAPTERS, CORE VOCABULARY (5 MIN.)

- Tell students you will read aloud “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho.” They should follow along in their Readers.
- Have students turn to the table of contents, locate chapter 13, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students that the first vocabulary word they will encounter in this chapter is *ordinary*.
- Have them find the word on page 38 of the Reader.
- Have students refer to the glossary (Activity Page SR.1 in the Activity Book) and locate *ordinary*; then have a student read the definition aloud.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 10.2 while you read each word and its meaning.

**Note:** You may wish to introduce words 1–3 before reading “The Adventure of the Wooden Horse,” and words 4–10 before or while reading “Don Quixote Advises Sancho.”

**ordinary, adj.** normal or usual (38)

**bellows, n.** a mechanical device that blows out air when its sides are pressed together (38)

**scorched, adj.** burned (38)

**worth, n.** importance or value (41)

**wisdom, n.** knowledge gained from having many experiences in life (41)

**swineherd, n.** someone who takes care of pigs (41)

**envy, v.** to be jealous of (42)

**justice, n.** fairness (42)

**unkempt, adj.** messy (42)

**Almighty, n.** God (43)

### Activity Page SR.1



### Activity Page 10.2





| Vocabulary Chart for Chapters 13 and 14 “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho” |                                                    |                                                                                   |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Vocabulary Type                                                                                              | Tier 3 Domain-Specific Words                       | Tier 2 General Academic Words                                                     |
| Core Vocabulary                                                                                              | bellows<br>swineherd                               | ordinary<br>scorched<br>worth<br>wisdom<br>envy<br>justice<br>unkempt<br>Almighty |
| Spanish Cognates for Core Vocabulary                                                                         |                                                    | ordinario<br>justicia                                                             |
| Multiple-Meaning Core Vocabulary Words                                                                       |                                                    | bellows                                                                           |
|                                                                                                              |                                                    |                                                                                   |
| Sayings and Phrases                                                                                          | put on airs<br>do justice<br>the weight of the law |                                                                                   |

### CHAPTERS 13 AND 14 (20 MIN.)

- Read the chapter aloud as students follow along in their Readers. As you read the chapters, stop to read and discuss the corresponding guided reading supports. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread before offering an answer.

| Pronunciation Table |                       |
|---------------------|-----------------------|
| Word                | CK Code               |
| Trifaldi            | /trif*awl*dee/        |
| Antonomasia         | /on*toe*noe*mos*ee*ə/ |
| Candaya             | /kon*da*yo/           |
| Don Clavijo         | /doen/ /klo*vee*hoe/  |
| Malambruno          | /mol*om*broo*noe/     |

- Read the first three paragraphs of page 37 aloud.  
**Inferential.** Why do you think the author pointed out that the older lady's voice was a little deep?
  - » Answers may vary, but should include that the older lady might be a man in disguise.
- Read the rest of page 37 aloud.  
**Inferential.** Why are the men dressed in women's clothes?
  - » They are trying to fool Don Quixote into thinking they are women who were given beards by the wizard.
- Read the sentence that begins on the bottom of page 37 aloud, continuing to the next page.

| Pronunciation Table |                    |
|---------------------|--------------------|
| Word                | CK Code            |
| Clavileño           | /klo*vee*laen*yoe/ |

- Read to the end of page 38 aloud.  
**Inferential.** Why do you think Don Quixote willingly gets on the horse and Sancho hesitates?
  - » Don Quixote is idealistic and is willing to do anything a knight would do; Sancho is realistic and is unconvinced and unhappy about going on the trip.**Inferential.** How does everyone trick Don Quixote and Sancho into thinking the wooden horse is flying?
  - » They use bellows to blow air past the riders so it feels as if they are actually flying.**Inferential.** What do you think bellows are?
  - » Bellows are a mechanical tool that blows out air when its sides are pressed together. They are often used to blow air on a fire to make it burn more strongly.

### Challenge

Don Quixote says that knowing yourself “is the most difficult knowledge of all.” Do you believe he is right about this? Why or why not?

### Support

Explain that to put on airs means to pretend to be different or better than one really is.

- Read page 40 aloud.

**Inferential.** Do Don Quixote and Sancho believe that they flew on the wooden horse and accomplished what they set out to do?

- » Answers may vary, but should include that Don Quixote and Sancho do think they accomplished their mission because, even though they were surprised to see they were in the same garden, they also saw a sign noting that the giant Malabrundo was satisfied and had lifted the enchantment he had placed on the ladies, Don Clavijo, and Doña Antonomasia.

**Literal.** What happens to the wooden horse at the end?

- » The wooden horse, which is full of firecrackers, explodes when the people set fire to its tail. Don Quixote and Sancho are thrown to the ground, along with others who are watching. When they open their eyes, they all see a sign.

**Evaluative.** Why do you think Sancho claims to have seen many stars, including some that looked like little bears?

- » Answers may vary, but should include that he doesn't want to admit he didn't see anything because everyone else seems so convinced they actually flew on the horse.

- Read page 41 aloud.

**Inferential.** What does Sancho mean when he says, “In any fashion, I'm the same old Sancho Panza”?

- » He is the same person regardless of what clothing he wears.

**Literal.** According to Don Quixote, why is Sancho going to rule an island?

- » He says it is because of luck, not because of anything special about Sancho.

**Inferential.** What does Don Quixote mean when he tells Sancho to “put your eyes upon yourself”?

- » He wants Sancho to think about the type of person he is.

**Literal.** What specific advice is Don Quixote giving Sancho when he says he should not put on airs?

- » He means that Sancho should just be himself.

- Read the incomplete sentence at the bottom of page 41 aloud, continuing to page 42.

- Read the following sentences and ask students to give a thumbs-up if the phrase “put on airs” is used correctly, a thumbs-down if not:



## Check for Understanding

### Thumbs-Up, Thumbs-Down

- Because it was a hot day, Sarah decided to *put on airs*.
  - » *Thumbs-Down*
- The teenager *put on airs* when applying for the job, stating he had years of experience.
  - » *Thumbs-Up*
- Clarify the answers for students who may have selected incorrectly.

- Read page 42 aloud.

**Literal.** Which does Don Quixote say is more important: material things or virtue?

- » He says virtue is more important.

**Evaluative.** Which of these pieces of advice do you think is the most important?

- » Answers may vary, but should be supported by information from the text.



## Check for Understanding

### Agree/Disagree

- Read the following sentences and ask students to agree or disagree:
- When Paolo helped his grandmother carry her groceries, he was showing he had virtue.
  - » *agree*
- Sharon showed that she had good morals when she took her baby sister's Halloween candy.
  - » *disagree*
- When Billy turned in the lost wallet to the lost and found, he was being virtuous.
  - » *agree*
- Clarify the answers for students who may have selected incorrectly.

## Support

What are “material things”?

- » They are things that can be bought with money and owned.

## Support

Explain the meaning of virtue.

- » *Virtue* means proper or moral (good) behavior. Having morals means knowing the difference between right and wrong. A person who shows *virtue* can be described as *virtuous*.

## Activity Pages 1.3, 4.2



ENGLISH  
LANGUAGE  
LEARNERS



Speaking  
and Listening  
Exchanging Information

### Beginning

Use pre-prepared sentence frame. *For once, Don Quixote is \_\_\_\_\_.*

### Intermediate

Use pre-prepared sentence frame. *Don Quixote is typically idealistic; however, \_\_\_\_\_.*

### Advanced/Advanced High

Use pre-prepared sentence frame. *Unlike Sancho in this instance, \_\_\_\_\_.*

**ELPS 3.B**

- Read page 43 aloud.

**Inferential.** How do you think Don Quixote feels about Sancho's becoming governor of the island? Cite evidence from the text.

- » He is nervous about Sancho's becoming governor, which is why he offers him a lot of advice; he is also nervous because Sancho cannot read. But he also says that he is proud of Sancho and believes he will be a good governor.

## LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapters:

**Inferential.** What evidence from these chapters supports the view that Don Quixote is brave? Record this information in the "Evidence from Text" column across from the "Character Trait" box on Activity Page 1.3. Be sure to record the page or pages on which you found the information.

- » Answers may vary, but should include that Don Quixote willingly goes on the adventure of the wooden horse (pages 37–38).

**Inferential.** What evidence from these chapters supports the view that Sancho is realistic? Record this information in the "Evidence from Text" column across from the "Character Trait" box on Activity Page 4.2. Be sure to record the page or pages on which you found the information.

- » Answers may vary, but should include that Sancho is skeptical of going on the flying horse (pages 37–38); he understands he is not a different person simply because he wears different clothes (page 41); and he realizes he will never be able to remember all the pieces of advice Don Quixote is giving him (page 43).

**Evaluative.** Think-Pair-Share. We have described Don Quixote as idealistic and Sancho as realistic, comparing and contrasting these character traits. Nonetheless, is there any evidence in these chapters that suggests Don Quixote is, even momentarily, realistic? Be sure that you provide evidence from the text.

- » Answers may vary, but should include that Don Quixote provides Sancho with a great deal of advice that seems reasonable and practical (e.g., how to treat his relatives, how to treat rich people and poor people, what types of manners and behavior are important, etc.). He also advises Sancho that he must learn to read if he wants to be a good governor.

- Ask several students to share the information exchanged between partners in the Think-Pair-Share activity.
- Have students take home chapter 14 to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

## WORD WORK: WORTH (5 MIN.)

1. In the chapter, you heard the word *worth*.
2. Say the word *worth* with me.
3. *Worth* means “importance” or “value.”
4. The worth of the rare painting was difficult to determine.
5. What has the most worth to you? Be sure to use the word *worth* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I think \_\_\_\_\_ has the most worth because \_\_\_\_\_.”
6. What part of speech is the word *worth*?
  - » noun
  - Use a Synonyms activity for follow-up. What does the word *worth* mean? What are some synonyms of, or words that have a similar meaning to, *worth*?
  - Prompt students to provide words like *value*, *meaning*, and *significance*.
  - Have students pair up and create sentences for each partner’s synonyms.

### Lesson 10: A Realistic Don Quixote?

# Writing




**Primary Focus:** Students will draft two body paragraphs of their persuasive essays.

 **TEKS 5.11.B.i**

## MODEL DRAFTING BODY PARAGRAPHS (10 MIN.)

- Remind students that in the previous lesson, they planned their body paragraphs. Students should aim to complete the drafts of both body paragraphs by the end of this lesson and/or for homework.
- Remind students that body paragraphs develop the reasoning and evidence for the persuasive essay. Each body paragraph includes specific textual evidence that supports the opinion, and a clear explanation of how this evidence supports the opinion.

 **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

## Activity Page 8.3



**ENGLISH  
LANGUAGE  
LEARNERS**



Writing  
Supporting Opinions

### Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

### Intermediate

Pair students and encourage them to work together to complete the activity page.

### Advanced/Advanced High

Observe students working independently to complete the activity page.

**ELPS 5.G**

- Review the graphic organizers on Activity Page 8.3. Explain that the graphic organizer first asks each student to restate the opinion from his or her introductory paragraph. The student's reasons (1 and 2 on the front and back of Activity Page 8.3) support the opinion. Each reason is supported by two pieces of textual evidence. Students should explain how each piece of evidence supports a reason.
- Today students will arrange these elements into complete sentences in a paragraph. Tell students that they should state the reason in the first sentence in their body paragraph. You may wish to refer to the Example Persuasive Essay for an example. The next few sentences in their body paragraph will include the two pieces of text evidence and the explanation of how the text evidence supports the reason.

### Words That Show Similarity

similarly  
just like  
same as  
likewise

another example  
like  
specifically  
consequently

- Point out the transition words that show similarity that you prepared in advance. Explain that transition words can be used to connect examples of text evidence that support the same reason.
- Students can end each body paragraph either by restating the reason or by making a persuasive appeal to the reader to agree with the opinion.

## PRACTICE DRAFTING BODY PARAGRAPHS (20 MIN.)

- Tell students they will draft their body paragraphs on the bottom of the front and on the back of Activity Page 8.3. Remind them to also refer to and use the transition words on the board to connect text examples supporting the same reason within a single paragraph.
  - Encourage students to complete these drafts by the end of the lesson. If additional time is necessary, have students complete the drafts for homework.

### Lesson Wrap-Up

- Students should share with a partner at least one of the ways in which they connected evidence to a reason.

~~~~~  
End Lesson
~~~~~

### Lesson 10: A Realistic Don Quixote?

# Take-Home Material

## READING

- Have students take home chapter 14 to read to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.

### Support

You may wish to group students who need more scaffolding and immediate feedback into a small group, working directly with you.





**Pronunciation/Syllable Type Table**

| <b>Word</b> | <b>CK Code</b>     | <b>Syllable Type</b>                      |
|-------------|--------------------|-------------------------------------------|
| adventure   | /ad*ven*cher/      | closed*closed*r-controlled                |
| courage     | /ker*əj/           | r-controlled*ə                            |
| disguise    | /dis*giez/         | closed*digraph                            |
| enchanted   | /en*chant*ed/      | closed*closed*closed                      |
| imagination | /i*maj*ə*nae*shən/ | open*closed*ə*open*ə                      |
| knighthood  | /niet*hood/        | closed*digraph                            |
| nonsense    | /non*sens/         | closed*closed                             |
| ordinary    | /or*din*aer*ee/    | r-controlled*closed*<br>r-controlled*open |
| squire      | /skwier/           | r-controlled                              |

- Students might make the following errors:
  - *adventure*: using *cher* for /cher/
  - *armor*: using *er* for /er/
  - *courage*: using *er* for /er/; using *i* for /i/.
  - *imagination*: using *shun* for /shən/
  - *knighthood*: using *n* for /n/; using *ie* for /ie/
- Also, examine the dictated sentence for errors in capitalization and punctuation.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of words?
  - Is the student consistently making errors in multisyllabic words, but not single-syllable words?

## 11

# The Successful Governor

## PRIMARY FOCUS OF LESSON

### Reading

Students will explain and describe Sancho's experiences as governor.

✚ **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.D; TEKS 5.7.F**

### Grammar

Students will create sentences using words and phrases that compare and

✚ contrast. **TEKS 5.7.F**

### Morphology

Students will create words using the prefixes *il-*, *ir-*, and *inter-*; the suffix

✚ *-ness*; and the root *tract*. **TEKS 5.3.C**

### Spelling

✚ Students will practice spelling targeted words. **TEKS 5.3.C; TEKS 5.2.B.vi**

## FORMATIVE ASSESSMENT

### Activity Page 11.1

**Vocabulary for “Sancho, Governor for Life,” “Danger at the Island,” and “Sancho’s Wisest Decision”** Vocabulary with Pronunciation Guide for

✚ chapters 15–17. **TEKS 5.3.A**

### Activity Page 11.2

**“Sancho’s Wisest Decision”** Worksheet that students will complete at home in order to use core vocabulary

✚ words to summarize the chapter. **TEKS 5.7.D; TEKS 5.7.F**

### Activity Page 11.3

**Review Words and Phrases That Compare and Contrast** Grammar worksheet intended to help students formulate comparative sentences using

✚ compare/contrast language. **TEKS 5.7.F**

### Activity Page 11.4

**Morphology Review** Morphology worksheet students will use to review previously taught prefixes and

✚ suffixes. **TEKS 5.3.C**

**Activity Page 11.5**     **Spelling Words** Spelling worksheet introducing spelling words and definitions to be assessed in a later lesson. **TEKS 5.2.B.vi**

**Activity Page 11.6**     **Practice Spelling Words** Spelling worksheet students will use to practice categorizing spelling words by suffix and root words **TEKS 5.3.C**

## LESSON AT A GLANCE

|                                                | Grouping                    | Time    | Materials                                                                                                                                                                                                                                                           |
|------------------------------------------------|-----------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                       |                             |         |                                                                                                                                                                                                                                                                     |
| Lesson 10 Review                               | Whole Group                 | 5 min.  | <input type="checkbox"/> <i>Adventures of Don Quixote</i><br><input type="checkbox"/> Purpose for Reading (Digital Components)<br><input type="checkbox"/> Answer Key for Activity Page 10.3<br><input type="checkbox"/> Activity Pages 4.2, 10.3, 11.1, 11.2, SR.1 |
| Introduce Chapters and Preview Core Vocabulary | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                                     |
| Reading: Chapters 15–17                        | Whole Group                 | 20 min. |                                                                                                                                                                                                                                                                     |
| Chapter Discussion and Lesson Wrap-Up          | Whole Group                 | 10 min. |                                                                                                                                                                                                                                                                     |
| Word Work: <i>Ingenuity</i>                    | Whole Group                 | 5 min.  |                                                                                                                                                                                                                                                                     |
| <b>Language (45 min.)</b>                      |                             |         |                                                                                                                                                                                                                                                                     |
| Grammar: Compare/Contrast Words and Phrases    | Whole Group                 | 15 min. | <input type="checkbox"/> Words and Phrases That Compare and Contrast Poster (Digital Components)<br><input type="checkbox"/> Compare/Contrast Chart (Digital Components)<br><input type="checkbox"/> Activity Page 11.3                                             |
| Morphology: Review Prefixes and Suffixes       | Whole Group/<br>Independent | 15 min. | <input type="checkbox"/> Activity Page 11.4                                                                                                                                                                                                                         |
| Spelling: Introduce Spelling Words             | Whole Group/<br>Independent | 15 min. | <input type="checkbox"/> Activity Pages 11.5, 11.6, SR.2                                                                                                                                                                                                            |
| <b>Take Home</b>                               |                             |         |                                                                                                                                                                                                                                                                     |
| Reading; Grammar; Morphology; Spelling         |                             |         | <input type="checkbox"/> Activity Pages 11.2–11.6<br><input type="checkbox"/> Fluency Supplement selection (optional)                                                                                                                                               |

**TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; **TEKS 5.2.B.vi** Demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

## ADVANCE PREPARATION

### Grammar

- Prepare and display the following Words and Phrases That Compare and Contrast Poster. Alternatively, you may access a digital version in the digital components for this unit.

| Words and Phrases That Compare and Contrast |                   |
|---------------------------------------------|-------------------|
| Compare                                     | Contrast          |
| similar to                                  | however           |
| similarly                                   | in contrast       |
| likewise                                    | on the contrary   |
| in the same way                             | alternatively     |
| just as                                     | whereas           |
| at the same time                            | instead           |
| additionally                                | on the other hand |
| also                                        | but               |

- Prepare and display the following Compare/Contrast Chart. Alternatively, you may access a digital version in the digital components for this unit.

| Compare/Contrast      |                     |                    |
|-----------------------|---------------------|--------------------|
|                       | Don Alonso          | Don Quixote        |
| <b>Role in life</b>   | village gentleman   | honorable knight   |
| <b>Clothing</b>       | gentleman's clothes | suit of armor      |
| <b>Transportation</b> | old nag             | noble steed        |
| <b>Housing</b>        | simple cottage      | magnificent castle |

### Fluency (optional)

- Choose and make sufficient copies of a text selection from the online Fluency Supplement to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 15.

## Universal Access

### Reading

- In this lesson, students will participate in a whole group discussion after making observations about an image. Prepare students to engage with the content and contribute to the discussion by doing the following:
  - Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
    1. In the picture, Sancho looks \_\_\_\_\_.
    2. The image shows Sancho with a \_\_\_\_\_ look on his face, which hints that he might feel \_\_\_\_\_.
    3. The image portrays Sancho looking \_\_\_\_\_, while surrounded by \_\_\_\_\_. His facial expression demonstrates \_\_\_\_\_.

Start Lesson

## Lesson 11: The Successful Governor

# Reading



**Primary Focus:** Students will explain and describe Sancho's experiences as governor. **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.7.D; TEKS 5.7.F**

### LESSON 10 REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 10.3, which was assigned for homework.
- Review information from previous lessons by asking the following questions:
  1. When Don Quixote originally convinces Sancho to go on adventures with him, what does he promise Sancho will get in return?
    - » Sancho is promised he will be able to share in the spoils and will be able to govern his own island.
  2. Summarize the discussion Don Quixote and Sancho have before Sancho leaves to become governor of the island to which the Duke appointed him.
    - » Don Quixote gives Sancho advice—from how and what to eat, to how to treat people—and he tells Sancho he knows he will make a good governor. Don Quixote also says that if Sancho is not a good governor, however, it will not only be his own fault, but will bring shame to Don Quixote.

**TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate.

## INTRODUCE CHAPTERS AND PREVIEW CORE VOCABULARY (5 MIN.)

- Tell students they will read three chapters today, “Sancho, Governor for Life,” “Danger at the Island,” and “Sancho’s Wisest Decision.”
- Have students turn to the table of contents, locate chapter 15, and then turn to the first page of chapter 15.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *reason*.
- Have them find the word in the first paragraph on page 45 of the Reader.
- Have students refer to the glossary (Activity Page SR.1 in the Activity Book) and locate *reason*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 11.1 while you read each word and its meaning.

### Activity Page SR.1



### Activity Page 11.1



**reason, v.** to think in a sensible and logical way (45)

**partridge, n.** a bird that is hunted for food (partridges) (46)

**commotion, n.** noise (49)

**ingenuity, n.** skill or cleverness that allows someone to create something or solve a problem (49)

**reluctantly, adv.** done with hesitation or unwillingness (49)

**agony, n.** extreme pain (50)

**booty, n.** valuable goods or money taken as a prize after victory (50)

**administration, n.** government (51)

**resign, v.** to give up a job in an official way (51)

**dignity, n.** calm behavior and self-control (51)

**Note:** You may wish to introduce word 1 before reading “Sancho, Governor for Life,” word 2 before reading “Danger at the Island,” and words 3–10 before reading “Sancho’s Wisest Decision.”

**Vocabulary Chart for Chapters 15–17 “Sancho, Governor for Life,”  
“Danger at the Island,” and “Sancho’s Wisest Decision”**

| <b>Vocabulary Type</b>                    | <b>Tier 3<br/>Domain-Specific Words</b>           | <b>Tier 2<br/>General Academic Words</b>                                                                     |
|-------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Core Vocabulary                           | booty                                             | reason<br>partridge<br>commotion<br>ingenuity<br>reluctantly<br>agony<br>administration<br>resign<br>dignity |
| Spanish Cognates for<br>Core Vocabulary   |                                                   | azón<br>ingenio<br>agonía                                                                                    |
| Multiple-Meaning Core<br>Vocabulary Words |                                                   | reason                                                                                                       |
|                                           |                                                   |                                                                                                              |
| Sayings and Phrases                       | sizing him up<br>To arms! To arms!<br>going under |                                                                                                              |



## READING: CHAPTERS 15–17 (20 MIN.)

- Have students read pages 44 and 45 silently.

### Support

Remind students that *foreshadowing* is a literary device the author uses to give hints or clues to the reader about future events.

### Support

Explain to students that in modern times, important people who visit a city are often given a key to the city. This key does not actually open a gate, but it is a tradition dating back to medieval times when the key to the city was given to important people.

### Support

What does the word *dispute* mean?

- » It means “disagreement.”

### Support

What does the word *reason* mean?

- » It means to think in a sensible and logical way.

### Challenge

Why do you think Sancho’s ruling shocks the townspeople?

- » They assumed that since he is foolish enough to believe he will be governor, he would not be able to make a logical decision.

**Inferential.** Why is the word *island* in quotation marks in the first paragraph?

- » It is foreshadowing that alerts the reader to the fact that Sancho is not going to an island.

**Inferential.** Sancho is told he has arrived at Barataria Island. Do you think he is actually on an island? Where has he arrived?

- » He is not on an island; he has arrived at a village under the Duke’s protection. The Duke has told the villagers to go along with the joke that he is playing on Sancho by pretending to welcome Sancho to their “island” as their governor.

**Inferential.** Why is Sancho given the keys to the city?

- » The text says the town was surrounded by walls, as were many towns in the Middle Ages, to protect against enemies. In these medieval towns, there were gates through which people entered or left the town, and the key would be used to lock or unlock the gates. By giving Sancho the keys to the city, the townspeople are saying he is an important person.

### Pronunciation Table

| Word      | CK Code          |
|-----------|------------------|
| Rucio     | /roo*see*oe/     |
| Barataria | /bor*ot*or*ee*ə/ |

**Literal.** Describe the dispute that is presented to Sancho to resolve.

- » A man took cloth to a tailor and asked the tailor to make him a cape. Later, the man asked for a total of five capes but did not bring the tailor any more cloth. After the tailor made the five capes, the man refused to pay for them because they were very small.

**Literal.** How does Sancho resolve the dispute between the tailor and the man who ordered the capes?

- » He says the man did not give the tailor all the information he needed, such as the measurements of the capes; and the tailor did not bother to ask for that information. In the end, Sancho decides the tailor should lose the money he would have been paid for his work, and the man should lose the cloth.

**Literal.** What do the townspeople think about the way Sancho resolves the dispute?

- » They are surprised he can reason so well.

### Pronunciation Table

| Word        | CK Code          |
|-------------|------------------|
| Hippocrates | /hip*ok*rə*teez/ |

- Have students read page 46 silently, stopping before they read the partial paragraph at the bottom of the page.

**Literal.** Describe the interaction between Sancho and the physician.

- » The official physician doesn't let Sancho eat anything. He tells Sancho it is his job to keep Sancho from eating anything bad for him.

**Inferential.** Why do you think the physician doesn't let Sancho eat anything?

- » Answers may vary, but may include that everyone but Sancho knows he is not the real governor and is there only as part of the Duke's joke; the physician is trying to upset Sancho and get him to leave the "island."

- Have students reflect on the image on page 47.

**Literal.** Describe what you see in this image.

- » Answers may vary, but should be supported by the image.

- Have students silently read the partial paragraph at the bottom of page 46, continuing to page 48.

- Have students read the rest of page 48 silently.

**Literal.** What does the Duke say in his message to Sancho?

- » He warns Sancho that there is an attack planned on the island and that Sancho needs to be alert for his safety.

**Inferential.** Why does Sancho think the physician is part of this plot against him?

- » In his letter, the Duke warns Sancho not to eat anything, and Sancho already thinks the doctor is trying to starve him to death.

- Have students read page 49 silently.

**Literal.** What happens on Sancho's seventh night as governor?

- » The townspeople rush to his house shouting that the island is under attack.

**Challenge.** What evidence from the text is there to support the view that the "island" is not under attack and the townspeople are playing a part in the Duke's joke on Sancho?

- » The townspeople tell Sancho the island is being attacked even though they know they are not on an island. Sancho only believes they are on an island because the Duke told him they are.



**ENGLISH  
LANGUAGE  
LEARNERS**

Speaking  
and Listening  
Exchanging Information

#### Beginning

Use pre-prepared sentence frame. *In the picture, Sancho looks \_\_\_\_.*

#### Intermediate

Use pre-prepared sentence frame. *The image shows Sancho with \_\_\_\_.*

#### Advanced/Advanced High

Use pre-prepared sentence frame. *The image portrays Sancho looking \_\_\_\_.*

**ELPS 3.B**

### Challenge

Given what happens in this chapter, why is the title of chapter 15 (“Sancho, Governor for Life”) *ironic*?

- » He stays as governor of the “island” for only one week.

### Challenge

What kind of irony is this?

- » verbal irony

**Challenge.** What would Sancho see if he were on an island?

- » water surrounding the land

**Inferential.** How does Sancho feel about taking up arms against the enemy attackers?

- » He is not happy to be taking up arms.

**Evaluative.** What evidence in the text supports the view that Sancho is not happy to be taking up arms against the enemy?

- » It says he does so reluctantly, which means he does this with hesitation or unwillingness.

**Literal.** Describe what the townspeople do to Sancho.

- » They tie two shields around him so it is impossible for him to move, and tell him to lead them.

- Have students read pages 50 and 51 silently.

**Literal.** What do the townspeople say is causing Sancho to stay in place?

- » They say it is his fear that is keeping him from moving.

**Literal.** What is really causing Sancho’s inability to move?

- » He has been tied between two shields.

**Literal.** What does Sancho decide to do after this fake attack on the “island”?

- » He decides to give up being governor and return to his friends.

**Inferential.** Why does the butler ask Sancho to account for his administration?

- » He wants to be sure Sancho is not taking anything that doesn’t belong to him.

**Literal.** How do the townspeople feel about Sancho when he leaves the “island”? Why? Cite evidence from the text.

- » They admire him because during the entire time the trick was being played, Sancho was honest and remained calm.

## CHAPTER DISCUSSION AND LESSON WRAP-UP (10 MIN.)

- Use the following questions to discuss the chapters.

**Evaluative.** Do you think Sancho’s experiences as governor of an island were what he expected? Support your answer with examples and evidence from the text.

- » Answers may vary, but may include that originally Sancho thought life on an island as governor would be perfect because he would become rich and able to send money to his family (page 9), but he encounters bothersome problems (the doctor not letting him eat any of the food he wants because it is bad for his health, page 46), dangers (someone trying to poison him, page 48) and an enemy attack (page 49).

**Inferential.** What evidence in these chapters supports the view that Sancho is realistic? Have students record this information in the “Evidence from Text” column across from the “Character Trait” box labeled “realistic” on Activity Page 4.2.

- » Answers may vary, but may include that using reason, he finds a good solution to the dispute presented to him (page 45); and he realizes he is happier with a simpler life than being “governor” of the “island.” (pages 50–51)

**Inferential.** We have described Don Quixote as idealistic and Sancho as realistic, comparing and contrasting these character traits. Nonetheless, is there any evidence in these chapters that Sancho is idealistic, even momentarily?

- » Answers may vary, but may include that Sancho believes he is on an island where he is governor and still does not realize that the Duke directs everything that happens as part of the joke he is playing on both Don Quixote and Sancho.

- Have students complete Activity Page 11.2 for homework.

## WORD WORK: *INGENUITY* (5 MIN.)

1. In the chapter, you read the word *ingenuity*.
2. Say the word *ingenuity* with me.
3. Ingenuity means skill or cleverness that allows someone to create something or to solve some problem.
4. With ingenuity, Matias was able to build a robot and win the top prize in the school’s science fair.

### Activity Page 4.2



### Activity Page 11.2



5. Have you ever used ingenuity to create something or solve a problem? Be sure to use the word *ingenuity* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "It took *ingenuity* to \_\_\_\_\_."
6. What part of speech is the word *ingenuity*?
  - » noun
  - Use a Making Choices activity for follow-up.
    - I am going to read several sentences. If the sentence I read is about something that takes ingenuity to solve or create, say, "That takes ingenuity." If the sentence I read is not about something that takes ingenuity to create or solve, say, "That does not take ingenuity."
1. The scientists at NASA built machines called rovers that have explored the surface of Mars.
  - » That takes ingenuity.
2. Two feet of snow fell during the blizzard, closing almost everything in the town for several days.
  - » That does not take ingenuity.
3. Jorge brushed his teeth in the morning.
  - » That does not take ingenuity.
4. Alexander Graham Bell invented the first telephone in the late 1800s.
  - » That takes ingenuity.
5. Using materials found around the house, Penelope created a beautiful sculpture.
  - » That takes ingenuity.

Lesson 11: The Successful Governor

# Language



## GRAMMAR: COMPARE/CONTRAST WORDS AND PHRASES (15 MIN.)

**Primary Focus:** Students will create sentences using words and phrases that compare and contrast. **TEKS 5.7.F**

- Direct students' attention to the Words and Phrases That Compare and Contrast Poster and remind them they have practiced using words and phrases to compare and contrast ideas and pieces of information in earlier units.
- Direct students' attention to the Compare/Contrast Chart. Referencing the Linking Words and Phrases Poster, model using words and phrases to compare and contrast the information in the chart. Give one or two examples such as the ones listed below:
  - Don Alonso was a village gentleman, *whereas* Don Quixote was an honorable knight.
  - Don Alonso was a village gentleman, *but* Don Quixote was an honorable knight.
  - Don Alonso wore gentleman's clothes. *In contrast*, Don Quixote wore a suit of armor.
  - *Just as* Don Alonso rode a horse, Don Quixote rode a horse.
  - Don Alonso rode an old nag *instead of* Don Quixote's noble steed.
  - Don Alonso lived in a simple cottage; *however*, Don Quixote lived in a magnificent castle.
- Continuing in this manner, have students create their own sentences, comparing and contrasting Don Alonso and Don Quixote.
- Have students turn to Activity Page 11.3. Briefly review the directions and the first example as a class. Have students work independently to complete the activity page. If additional time is required, have students complete it for homework.

### Activity Page 11.3



**TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate.



### Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

### Intermediate

Pair students and encourage them to work together to complete the activity page.

### Advanced/Advanced High

Observe students working independently to complete the activity page.

**ELPS 4.F**



### Beginning

Work one-on-one to help students create a sentence using the word *subtract*.

### Intermediate

Partner students to help each other create sentences—one student uses the word *detract*, the other *distract*.

### Advanced/Advanced High

Observe students working independently to write a sentence with the word of their choice.

**ELPS 5.B**

## MORPHOLOGY: REVIEW PREFIXES AND SUFFIXES (15 MIN.)

**Primary Focus:** Students will create words using the prefixes *il-*, *ir-*, and *inter-*; the suffix *-ness*; and the root *tract*. **TEKS 5.3.C**

- Tell students that they will review the prefixes *il-*, *ir-*, and *inter-*, the suffix *-ness*, and the root *tract*.
- Remind students that a prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.
- Write the word *legible* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech.
  - “able to be read”; adjective
- Add the prefix *il-* to *legible* and have students read the new word. (*illegible*)
- Ask students what the prefix *il-* means.
  - “not”
- Ask students what *illegible* means and what part of speech it is.
  - “not able to be read”; adjective
- Follow the same procedures for the following words: *illegal*, *irresponsible*, *irreplaceable*, *irregular*, *international*, *interaction*, and *intersection*.
- Remind students that a suffix is a syllable or syllables placed at the end of a root word to change the word's meaning.
- Write the word *happy* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech.
  - “glad or feeling good”; adjective
- Add the suffix *-ness* to *happy* and have students read the new word. (*happiness*)
- Ask students what the suffix *-ness* means.
  - “state or condition of being”
- Ask students what *happiness* means and what part of speech it is.
  - “state of being glad or feeling good”; noun

**TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.


- Follow the same procedures for the following words: *brightness*, *emptiness*, *drowsiness*.
- Remind students that a root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.
- Write the word *retract* on the board.
- Ask students to read the word. Discuss its meaning and ask students to identify the root in the word.
  - “to take or pull back”; Latin root *tract* means “to draw or pull.”
- Ask students what prefix or suffix has been added to the root.
  - Prefix *re-* means “again” or “backward.”
- Use the word *retract* in sentences: *The cat retracted its claws after it saw the dog walk away. The newspaper will retract its story now that inaccuracies have been discovered.*
- Follow the same procedures for the following words: *subtract*, *detract*, *distract*, *extract*, and *tractor*.
- Have students choose one word to create their own sentence; ask for student volunteers to share their sentences with the class.
- Have students turn to Activity Page 11.4. Briefly review the directions and complete the first sentence together. Have students complete the rest of the activity page independently. If more time is required, have students complete Activity Page 11.4 for homework.

### SPELLING: INTRODUCE SPELLING WORDS (15 MIN.)

**Primary Focus:** Students will practice spelling targeted words.

 **TEKS 5.3.C; TEKS 5.2.B.vi**

- Explain that students will practice 12 words related to affixes and root words they have studied in morphology. Apart from the suffix or root, these words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 15.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you

 **TEKS 5.3.C** Identify the meaning of and use words with affixes such as *trans-*, *super-*, *-ive*, and *-logy* and roots such as *geo* and *photo*; **TEKS 5.2.B.vi** Demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

### Activity Page 11.4





write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

- |                 |             |
|-----------------|-------------|
| 1. drowsiness   | 7. extract  |
| 2. friendliness | 8. tractor  |
| 3. greatness    | 9. evacuate |
| 4. steadiness   | 10. vacancy |
| 5. attract      | 11. vacuum  |
| 6. distract     |             |

**Note:** Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings in the Individual Code Chart.

| Pronunciation/Syllabication |                 |                      |
|-----------------------------|-----------------|----------------------|
| Word                        | CK Code         | Syllable Type        |
| drowsiness                  | /drouz*ee*nes/  | closed*open*closed   |
| friendliness                | /frend*lee*nes/ | closed*open*closed   |
| greatness                   | /graet*nes/     | digraph*closed       |
| steadiness                  | /sted*ee*nes/   | closed*open*closed   |
| attract                     | /ə*trakt/       | ə*closed             |
| distract                    | /dis*trakt/     | closed*closed        |
| extract                     | /ex*trakt/      | closed*closed        |
| tractor                     | /trak*ter/      | closed*r-controlled  |
| evacuate                    | /ə*vak*ue*aet/  | ə*closed*open*closed |
| vacancy                     | /vae*kan*see/   | open*closed*open     |
| vacuum                      | /vak*uem/       | closed*digraph       |

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

| Spelling Word | Definition                                                                                          | Example Sentence                                                                                                |
|---------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| drowsiness    | (noun) the state or condition of being ready to fall asleep                                         | The bottle's label warned that the allergy medicine may cause <u>drowsiness</u> .                               |
| friendliness  | (noun) the state or condition of being kind and helpful; acting like a friend                       | The neighbors showed their <u>friendliness</u> by bringing us cookies when we moved into the neighborhood.      |
| greatness     | (noun) the state or condition of being superior in character or quality                             | The king achieved <u>greatness</u> by providing food to all people in his kingdom.                              |
| steadiness    | (noun) the state or condition of not shaking or moving                                              | I lost my <u>steadiness</u> as the giant waves rocked the boat from side to side.                               |
| attract       | (verb) to pull to or draw toward oneself or itself                                                  | A large magnet was used to <u>attract</u> metals from beneath the earth's surface.                              |
| distract      | (verb) to draw or take attention away from something                                                | When I do my homework, I like the room to be quiet so nothing will <u>distract</u> me.                          |
| extract       | (verb) to remove something by pulling                                                               | The doctor used tweezers to <u>extract</u> the long splinter from my foot.                                      |
| tractor       | (noun) a vehicle that pulls something, such as farm equipment or a trailer                          | The farmer pulled the plow behind his <u>tractor</u> to break up the soil on his land.                          |
| evacuate      | (verb) to leave a dangerous place or remove someone from a dangerous place                          | Everyone who lived in the coastal town was forced to <u>evacuate</u> before the hurricane hit.                  |
| vacancy       | (noun) a job or position that is available to be taken; a room in a hotel that is available for use | There is only one <u>vacancy</u> left in the hotel.                                                             |
| vacuum        | (noun) an empty area or space in which there is no air or other gas                                 | When we breathe, our diaphragms contract and create a <u>vacuum</u> in our lungs to help them fill up with air. |



**ENGLISH  
LANGUAGE  
LEARNERS**

Language

Listening Actively

### Beginning

In a small group, engage students in a choral pronunciation of spelling words.

### Intermediate

Pair students and encourage them to read and pronounce spelling words to one another.

### Advanced/Advanced High

Have students read and pronounce spelling words to you. If necessary, make corrections of mispronunciations.

**ELPS 2.C**

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students turn to Activity Pages 11.5 and 11.6. Explain that they will take home Activity Page 11.5 to practice spelling the words for homework and will complete Activity Page 11.6 for homework.

**Lesson 11: The Successful Governor**

# Take-Home Material

Activity Pages  
11.2–11.6



## READING

- Have students complete Activity Page 11.2.
- Have students take home a selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

## GRAMMAR

- Have students complete Activity Page 11.3.

## MORPHOLOGY

- Have students complete Activity Page 11.4.

## SPELLING

- Have students complete Activity Pages 11.5 and 11.6.



## 12

# Revisiting Sancho's Success

## PRIMARY FOCUS OF LESSON

### Reading

Students will be able to explain and describe Sancho's experiences as governor. **TEKS 5.6.F; TEKS 5.6.G; TEKS 5.7.C**

### Writing

Students will be able to draft the concluding paragraph for their persuasive essay. **TEKS 5.11.B.i**

## FORMATIVE ASSESSMENT

### Activity Page 12.1

**“Don Quixote Advises Sancho,” “Sancho, Governor for Life,” “Danger at the Island”** Comprehension questions students will answer using textual evidence.

**TEKS 5.6.F; TEKS 5.6.G; TEKS 5.7.C**

### Activity Page 12.2

**Drafting a Concluding Paragraph** Graphic organizer to help students draft the concluding paragraph of the persuasive essay. **TEKS 5.11.B.i**

### Activity Page 12.3

**Persuasive Essay Rubric** Rubric students will use to review writing categories in which their essays will be evaluated. **TEKS 5.11.B.i**

**TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

## LESSON AT A GLANCE

|                                 | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                               |
|---------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>        |             |         |                                                                                                                                                                                                                                                                                                         |
| Lesson 11 Review                | Whole Group | 5 min.  | <input type="checkbox"/> <i>Adventures of Don Quixote</i><br><input type="checkbox"/> Purpose for Reading (Digital Components)<br><input type="checkbox"/> Answer Key for Activity Page 10.3<br><input type="checkbox"/> Activity Pages 4.2, 10.3, 11.1, 11.2, SR.1                                     |
| Partner Reading: Chapters 14–16 | Partner     | 25 min. |                                                                                                                                                                                                                                                                                                         |
| Chapter Discussion              | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                         |
| Lesson Wrap-Up                  | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                         |
| Word Work: <i>Reason</i>        | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                         |
| <b>Writing (45 min.)</b>        |             |         |                                                                                                                                                                                                                                                                                                         |
| Model: Concluding Paragraph     | Whole Group | 15 min. | <input type="checkbox"/> Persuasive Essay Rubric (Digital Components)<br><input type="checkbox"/> Structure of a Persuasive Essay Poster (Digital Components)<br><input type="checkbox"/> Example Persuasive Essay (Digital Components)<br><input type="checkbox"/> Activity Pages 7.2, 8.3, 12.2, 12.3 |
| Practice: Concluding Paragraph  | Independent | 25 min. |                                                                                                                                                                                                                                                                                                         |
| Lesson Wrap-Up                  | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                         |
| <b>Take-Home Material</b>       |             |         |                                                                                                                                                                                                                                                                                                         |
| Writing                         |             |         | <input type="checkbox"/> Activity Pages 7.2, 8.3, 12.2, 12.3                                                                                                                                                                                                                                            |

## ADVANCE PREPARATION

### Writing

- Display the Persuasive Essay Rubric, the Structure of a Persuasive Essay Poster, and the Example Persuasive Essay from Lesson 3.

### Grammar; Morphology; Spelling

- Collect Activity Pages 11.3, 11.4, and 11.6 to review and grade, as there are no grammar, morphology, or spelling lessons today.

Start Lesson

## Lesson 12: Revisiting Sancho's Success

# Reading



**Primary Focus:** Students will be able to explain and describe Sancho's experiences as governor. **TEKS 5.6.F; TEKS 5.6.G; TEKS 5.7.C**

## LESSON 11 REVIEW (5 MIN.)

- Collect Activity Page 11.2, which students completed for homework. Review students' work and provide feedback later.
- Tell students they will reread "Don Quixote Advises Sancho," "Sancho, Governor for Life," and "Danger at the Island."
- Have students turn to the table of contents, locate chapter 14, and then turn to the first page of chapter 14. Share the purpose for reading.
- You may wish to review the following vocabulary words before you reread these chapters.

**Note:** You may wish to divide the presentation of vocabulary words, presenting words 1–7 before "Don Quixote Advises Sancho," and word 8 before "Sancho, Governor for Life" and "Danger at the Island."

**worth, n.** importance or value (41)

**wisdom, n.** knowledge gained from having many experiences in life (41)

**swineherd, n.** someone who takes care of pigs (41)

**envy, v.** to be jealous of (42)

**justice, n.** fairness (42)

**unkempt, adj.** messy (42)

**TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.7.C** Use text evidence to support an appropriate response.

**Almighty, n.** God (43)

**reason, v.** to think in a sensible and logical way (45)

- Remind students they can look up a word in the glossary if they forget its meaning.

### PARTNER READING: CHAPTERS 14–16 (25 MIN.)

- Pair students to read and discuss the chapter.
- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partners for help with sounding out or defining words as necessary.

**Note:** Depending on students' needs, you may instead choose to have students read only silently, one to two pages at a time, and then orally discuss the page and/or answer questions on Activity Page 12.1 with their partners.

- Have students complete Activity Page 12.1 with their partners while they read.

### CHAPTER DISCUSSION (5 MIN.)

- Review the following questions from Activity Page 12.1.
1. **Inferential.** On page 41, why does Sancho say he will take his own, old clothes with him to the island?
    - » Answers may vary, but may include that he feels more comfortable with his old clothes; he does not think he needs new clothes to serve as governor because he is the same person no matter what he wears.
  2. **Literal.** What does Don Quixote say is “the most difficult knowledge of all”?
    - » knowing oneself
  3. **Inferential.** Why do you think Don Quixote believes this to be true?
    - » Answers may vary, but may include that it is hard for people to know themselves because it is difficult for them to see their own faults; people like to always think the best of themselves.
  4. **Inferential.** How does the townspeople’s opinion of Sancho change after he settles the dispute between the tailor and the man requesting the capes?
    - » They first think he is not smart and make fun of him, but they are surprised that he can reason so well in settling the dispute.

### Activity Page 12.1





## Support

If students struggle to evaluate the information they have gathered, help them create a Venn Diagram comparing Sancho Panza and Don Quixote.

## Challenge

Ask students to evaluate their evidence, then determine whether Don Quixote and Sancho Panza are more alike or more different from one another. Students should give reasons for their choice.

5. **Evaluative.** On page 51, the author describes Sancho as wise. On Activity Page 4.2, add the word *wise* to a “Character Trait” box.
  - Have students add these answers to the “Evidence from Text” column across from the “wise” “Character Trait” box.
6. What evidence from chapters 14, 15, and 16 support the view that Sancho is wise?
  - » He understands that changing his clothing will not change the type of person he is (page 41); he finds a good solution to the dispute between the tailor and the man requesting the capes (page 45); he realizes the doctor’s advice about not eating does not make sense (page 46); he realizes he cannot fight when he’s tied up with the shields (page 49); and he realizes he is happier with his old life and not his life as a governor (page 50).

## LESSON WRAP-UP (5 MIN.)

**Note:** Some students may see Don Quixote’s characterization as idealistic and Sancho’s as realistic and more nuanced, and others may cite examples when Don Quixote behaved in a realistic way and Sancho behaved in an idealistic way.

1. **Evaluative.** Based on the information contained in chapters 1 through 17, in what ways are Don Quixote and Sancho similar? Provide examples from the chapters to support your opinion.
  - » Answers may vary, but may include that they both want to go on adventures; they both intend to do good deeds; and they are both loyal friends.
2. **Evaluative.** Based on the information contained in chapters 1 through 17, in what ways are Don Quixote and Sancho different from one another? Provide examples from the chapters to support your opinion.
  - » Answers may vary, but may include that Don Quixote is brave and is willing to fight for what he thinks is right, whereas Sancho does not like to fight; and Don Quixote is idealistic, or sees things as he’d like them to be, whereas Sancho is more realistic.

## WORD WORK: REASON (5 MIN.)

1. In the chapter, you read the word *reason*.
2. Say the word *reason* with me.
3. *To reason* means “to think in a sensible and logical way.”
4. To solve the difficult math problem, Mariana had to reason carefully.

5. Was there ever a problem you solved by reasoning well? Be sure to use the word *reason* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students' responses to make complete sentences: "I solved \_\_\_\_\_ by reasoning well."
6. What part of speech is the word *reason*?
  - » verb
  - Use a Synonyms activity for follow-up. What does the word *reason* mean? What are some synonyms, or words that have a similar meaning, of *reason*?
  - Prompt students to provide words like *think*, *analyze*, and *determine*. With a partner, create a sentence for each of the synonyms of *reason* he or she provides.



**ENGLISH  
LANGUAGE  
LEARNERS**

Language  
Exchanging  
Information/Ideas

### Beginning

Work one-on-one to help students create a sentence using one of the aforementioned synonyms.

### Intermediate

Partner students to help each other create sentences using the aforementioned synonyms.

### Advanced/Advanced High

Observe students working with self-selected partners to create sentences with the aforementioned synonyms.

**ELPS 3.D**

## Lesson 12: Revisiting Sancho's Success

# Writing



**Primary Focus of Lesson:** Students will draft the concluding paragraph for their persuasive essay. **TEKS 5.11.B.i**

### MODEL: CONCLUDING PARAGRAPH (15 MIN.)

- Tell students that today they will draft the concluding paragraph for their persuasive essays. Remind students that in the previous lessons they drafted the introductory and body paragraphs for their persuasive essays. Students will incorporate the opinion from the introductory paragraph in the concluding paragraph.
- Remind students that they should use the "Exemplary" column of the Persuasive Essay Rubric to ensure they include all necessary parts in their concluding paragraphs.
- Students' concluding paragraphs should restate the opinion from the introductory paragraph to emphasize that this is what the writer is trying to persuade the reader to believe. Then the writer should use some other persuasive technique (see the strategies that follow) to continue to change the reader's mind. Finally, the conclusion should provide the reader with one final thought to consider—something that will make the reader think after he/she has finished reading the essay.

**TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

- Provide students with strategies for writing a concluding paragraph:
  - Use concluding words—*overall, ultimately, for these reasons, as a result of, due to, etc.*
  - Restate your opinion in a different way.
  - Use a quotation from the text.
  - Use emotion to persuade the reader.
  - Leave the reader on a positive note by saying something nice about Don Quixote regardless of the writer’s opinion.
- Refer to the concluding paragraph of the Example Persuasive Essay and point to the restated opinion:
  - The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.
- Remind students that the original opinion in the introductory paragraph called the fisherman a fool and said that he should have acted differently. Note that the first sentence of the concluding paragraph emphasizes that the fisherman should have acted differently, but is more specific and uses the strong verb *refuse* to further emphasize the opinion.
- The next sentence(s) of the concluding paragraph attempt to further persuade the reader to agree with the opinion. Students can combine their reasons and then make a judgment about the main character(s), as is done in the example concluding paragraph below. Students may also choose to cite a quotation or use emotion to persuade the reader. The inclusion of the concluding words previously suggested may also be helpful in crafting an effective persuasive statement.
- Refer to the concluding paragraph of the Example Persuasive Essay and point to the second sentence:
  - The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.

- Lastly, the concluding paragraph provides one final thought for the reader. Persuasive essays seek to convince the reader, and essays that leave the reader with something to think about are remembered long after the reader has finished reading the essay. In the Example Persuasive Essay, the writer uses a well-known saying. Students might also try to leave the reader with a positive thought about the main character, and what can be learned from reading the text, even if the persuasive essay mostly disagreed with the character’s actions.
- Refer to the concluding paragraph of the Example Persuasive Essay and point to the last sentence:
  - The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.
- Reread the concluding paragraph in its entirety.

**PRACTICE: CONCLUDING PARAGRAPH (25 MIN.)**

- Have students turn to Activity Page 12.2. This activity page contains a graphic organizer that will help them organize the parts of their concluding paragraphs. Students can then draft the concluding paragraph in complete sentences on the lines on the back of Activity Page 12.2.
- Circulate the room as students write, providing guidance and feedback.
  - **Support.** You may wish to group students who need more scaffolding and immediate feedback into a small group, working directly with you.

**LESSON WRAP-UP (5 MIN.)**

- Have students share their concluding paragraphs with a partner.
- For homework, students will copy the introductory paragraph from Activity Page 7.2 , the body paragraphs from Activity Page 8.3, and the concluding paragraph from Activity Page 12.2 into a single essay. Suggest students first read each paragraph they have already written while they refer to the Persuasive Essay Rubric on Activity Page 12.3; students can then make edits before copying each paragraph into a single essay.



**Beginning**

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

**Intermediate**

Pair students and encourage them to work together to complete the activity page.

**Advanced/Advanced High**

Observe students working independently to complete the activity page.

**ELPS 5.G**

**Activity Page 12.2**



Lesson 12: Revisiting Sancho's Success

# Take-Home Material

## WRITING

- Have students copy the parts of their persuasive essay into a single essay using Activity Pages 7.2, 8.3, 12.2, and 12.3.

Activity Pages  
7.2 and 8.3



Activity Pages  
12.2 and 12.3





## 13

# The Reunion

## PRIMARY FOCUS OF LESSON

### Reading

- Students will identify and discuss the author's use of figurative language, specifically the use of metaphors. **TEKS 5.3.A; TEKS 5.7.D; TEKS 5.7.F; TEKS 5.10.D**

### Writing

- Students will peer-edit their persuasive essays and use feedback to self-reflect and set personal writing and revision goals. **TEKS 5.11.C**

## FORMATIVE ASSESSMENT

### Activity Page 13.1

- Vocabulary for “Knight and Squire Reunited” and “The Knight of the White Moon”** Vocabulary for chapters 18 and 19. **TEKS 5.3.A**

### Activity Page 13.2

- “The Knight of the White Moon”** Worksheet students will complete to use core vocabulary to summarize the chapter. **TEKS 5.7.D; TEKS 5.7.F**

### Activity Page 13.3

- Sharing Persuasive Essays** Graphic organizer to help students peer-edit persuasive essays. **TEKS 5.11.C**

- TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; **TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate.

## LESSON AT A GLANCE

|                                       | Grouping    | Time    | Materials                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------|-------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>              |             |         |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Lesson 12 Review                      | Whole Group | 5 min.  | <input type="checkbox"/> <i>Adventures of Don Quixote</i> ,<br><input type="checkbox"/> Purpose for Reading (Digital Components)<br><input type="checkbox"/> Activity Pages 4.2, 13.1, 13.2<br><input type="checkbox"/> Board/chart paper                                                                                                                                                                                     |
| Introduce Chapters, Core Vocabulary   | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Reading: Chapters 18–19               | Whole Group | 20 min. |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Chapter Discussion and Lesson Wrap-Up | Whole Group | 10 min. |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Word Work: <i>Resolve</i>             | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Writing (45 min.)</b>              |             |         |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Model Sharing Persuasive Essays       | Whole Group | 15 min. | <input type="checkbox"/> Activity Pages 7.2, 8.3, 12.3, 13.3<br><input type="checkbox"/> Sharing Essays Poster (Digital Components)<br><input type="checkbox"/> Example Persuasive Essay (Digital Components)<br><input type="checkbox"/> Persuasive Essay Rubric (Digital Components)<br><input type="checkbox"/> Structure of a Persuasive Essay Poster (Digital Components)<br><input type="checkbox"/> Activity Page 12.2 |
| Share Persuasive Essays               | Independent | 25 min. |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Lesson Wrap-Up                        | Whole Group | 5 min.  |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Take-Home Material</b>             |             |         |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Reading; Writing                      |             |         | <input type="checkbox"/> Activity Pages 13.2, 13.3                                                                                                                                                                                                                                                                                                                                                                            |



## ADVANCE PREPARATION

### Reading

- Write the following sentences on the board/chart paper for the Check for Understanding Thumbs-Up, Thumbs-Down activity:
  - I decided to settle the argument between my sister and brother.
  - The teacher’s explanation of how to solve the math problem baffled them.

### Writing

- Plan to create small writing groups of three or four students for sharing persuasive essays.
- Display the Persuasive Essay Rubric, Structure of a Persuasive Essay Poster, and Example Persuasive Essay. Alternatively, you may access digital versions in the digital components for this unit.
- Prepare and display the following Sharing Essays Poster. Alternatively, you may access a digital version in the digital components for this unit.

| Speaking                                                                                                                                                                                                                                               | Listening                                                                                                                                                                                        | Responding                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Volume: Loud enough for group members to hear, without distracting other groups</li><li>• Pace: Slow enough for listeners hearing the story for the first time to visualize and think as they listen</li></ul> | <ul style="list-style-type: none"><li>• Keep your body still</li><li>• Make eye contact</li><li>• Use appropriate nonverbal responses, such as reacting with subtle facial expressions</li></ul> | <ul style="list-style-type: none"><li>• Use the Structure of a Persuasive Essay Poster and Persuasive Essay Rubric to help you think of compliments (“The first reason was supported well by two pieces of text evidence”) or questions (“Could you add more persuasive language in the introduction and conclusion?”)</li><li>• Always start with a compliment</li><li>• Be respectful—criticism can make a writer feel discouraged</li></ul> |

### Response Starters

- What made you choose to \_\_\_\_\_?
- I’m left wondering about \_\_\_\_\_.
- Did you think about including \_\_\_\_\_?

## Universal Access

### Reading

- In this lesson, students will participate in a Think-Pair-Share activity where they speak to a classmate. Prepare students to engage with the content by doing the following:
- Write the following sentence frames on the board/chart paper to provide students with a structure to formulate their thoughts and ideas:
  - I think Don Quixote means \_\_\_\_\_.
  - When Don Quixote states he is hungry, he means \_\_\_\_\_, because \_\_\_\_\_.
  - It is clear that Don Quixote's reference to being hungry is a metaphor for \_\_\_\_\_, because \_\_\_\_\_.

Start Lesson

## Lesson 13: The Reunion

# Reading



- Primary Focus:** Students will identify and discuss the author's use of figurative language, specifically the use of metaphors. **TEKS 5.3.A; TEKS 5.7.D; TEKS 5.7.F; TEKS 5.10.D**

### LESSON 12 REVIEW (5 MIN.)

- Review information from the previous lesson by asking the following:  
Summarize Sancho's time as governor.
  - » Answers may vary, but may include that the Duke appointed him governor of an "island," which was really a town enclosed by a wall; the townspeople were in on the joke being played by the Duke; the townspeople presented Sancho with a dispute, which he solved because he reasoned well; the physician tried to keep Sancho from eating any food; the townspeople pretended the island was under attack and that Sancho saved them; Sancho decided to leave the "island" and return to his family and friends; and the townspeople came to admire Sancho.

- TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 5.10.D** Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.

## INTRODUCE CHAPTERS, CORE VOCABULARY (5 MIN.)

- Tell students they will read chapters 18 and 19, “Knight and Squire Reunited” and “The Knight of the White Moon.”
- Have students turn to the Table of Contents, locate chapter 18, and then turn to the first page of chapter 18.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *reunite*.
- Have them find the word *reunite* in the title on page 52 of the Reader.
- Have students refer to the glossary (Activity Page SR.1 in the Activity Book) and locate *reunite*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 13.1 while you read each word and its meaning.

**Note:** You may wish to introduce the first three words before reading “Knight and Squire Reunited” and the last four words before or while reading “The Knight of the White Moon.”

**reunite, v.** to come together again (reunited) (52)

**bray, v.** to make the harsh cry of a donkey (brayed) (53)

**resolve, v.** to clear up or deal with successfully (resolved) (53)

**captivity, n.** the state of being held as if a prisoner (54)

**delicacy, n.** a delicious and rare food that is a special treat to eat (delicacies) (54)

**intone, v.** to speak in a way that sounds like music or chanting (intoned) (54)

**confess, v.** to admit something is true (55)

### Activity Page SR.1



### Activity Page 13.1



**Vocabulary Chart for Chapters 18–19 “Knight and Squire Reunited”  
and “The Knight of the White Moon”**

| Vocabulary Type                           | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                       |
|-------------------------------------------|---------------------------------|--------------------------------------------------------|
| Core Vocabulary                           | bray<br>intone                  | reunite<br>resolve<br>captivity<br>delicacy<br>confess |
| Spanish Cognates<br>for Core Vocabulary   | entonar                         | confesar                                               |
| Multiple-Meaning Core<br>Vocabulary Words |                                 | reason                                                 |
| SAYINGS AND PHRASES                       |                                 |                                                        |
| Sayings and Phrases                       | on the contrary                 |                                                        |

**READING: CHAPTERS 18–19 (20 MIN.)**

- Have students read pages 52 and 53 silently.

**Inferential.** What does Don Quixote mean when he thinks his life is “too soft”?

- » He means it is too easy and he is not being challenged.

**Literal.** What happens to Sancho after he leaves the “island”? How does he reunite with Don Quixote?

- » While Sancho is riding his donkey to return to the Duke’s palace, both Sancho and the donkey fall into a deep cave and cannot get out. Don Quixote happens to be out riding and hears Sancho calling for help; he rescues Sancho and the donkey.

**Literal.** When Don Quixote first hears Sancho’s voice, what does he think?

- » He thinks Sancho is dead.

**Literal.** What convinces Don Quixote that Sancho is alive in the cave?

- » Sancho’s donkey brays, and Don Quixote recognizes the bray as belonging to Sancho’s donkey.

**Inferential.** In the fifth paragraph on page 53, Sancho gives the Duke and Duchess a summary of what he did while he was governor. What new character trait does Sancho show in the way he summarizes his time as governor?

- » He shows he is honest. He tells the Duke and Duchess the good things he did as governor; and, although he says the townspeople will tell them he won the battle against the enemy, he tells them honestly that he did not.

**Support**

Remind students that a *bray* is the sound/cry a donkey makes.

## Support

What word in the third paragraph on page 54 is a synonym for the word *realistic*?

» *practical*

## Challenge

What term would you use to describe Don Quixote's choice to die rather than declare another woman more beautiful than Dulcinea?

» *quixotic*

- Have students silently read page 54 to the end of the partial paragraph at the top of page 55.

**Literal.** What does Don Quixote say are the greatest gifts one can have?

» freedom and honor

**Inferential.** How does the author use the phrase *on the contrary*?

» The author uses it to show that the two things—freedom and captivity—are opposites of each other.

**Inferential.** What evidence in this paragraph supports the view that Sancho is practical or realistic?

» He realizes they will not always be able to find a palace in which to stay, so he says they should be grateful to the Duke's butler for giving them some gold they can use to stay at some inns.

**Inferential.** Based on what you have read so far, who do you think is the Knight of the White Moon? Why?

» Answers may vary, but may include that the Knight of the White Moon is their friend Samson. Samson impersonated the Knight of the Wood in an earlier chapter. The challenge to a duel that the Knight of the White Moon presents to Don Quixote is similar to the one presented by the Knight of the Wood. In both cases, the knight tries to push Don Quixote into a duel by saying his lady is more beautiful than Dulcinea; in both cases, the knight says that if he wins the duel he can order Don Quixote to return home.

- Have students read the rest of page 55 to the end of the partial paragraph on the top of page 56 silently.

What happens in the duel between Don Quixote and the Knight of the White Moon?

» Don Quixote loses the duel and the Knight of the White Moon asks him to confess that his lady is more beautiful than Dulcinea. Don Quixote refuses to do so and is ready to die rather than say anyone is more beautiful than Dulcinea.

- Have students read the rest of page 56 silently.

What is the knight's response to Don Quixote's refusal to say anyone is more beautiful than Dulcinea?

» He agrees that Don Quixote does not have to confess that the Knight of the White Moon's lady is more beautiful than Dulcinea, but he does say that Don Quixote has to return home, which he does.

Who is the Knight of the White Moon?

» It is Don Quixote and Sancho's friend Samson.

## CHAPTER DISCUSSION AND LESSON WRAP-UP (10 MIN.)

- You may want to also point out the metaphorical use of the banquet scene and the comparison and contrast between banquet delicacies and bread to describe Don Quixote's desire to return to the life of a knight.
  - Ask students to turn back to page 54 and follow along as you read the second paragraph.
1. **Inferential.** Think-Pair-Share. Don Quixote mentions he is hungry, but he does not necessarily mean he is hungry for food. What does Don Quixote mean when he says he was hungry? What is he hungry for? What does he think of life at the palace now that he has lived there awhile?
    - » Answers may vary, but may include that Don Quixote is hungry for his life of adventure and romance, instead of the easy life at the palace. He recognizes that while some people enjoy the luxury of the rich palace life, he wants a simpler life that has greater value to him personally, the life of a knight righting wrongs.
  - Ask several students to share the information exchanged between partners in the Think-Pair-Share activity.
2. **Evaluative.** What evidence from these chapters supports the idea that Sancho Panza is realistic? Record this information in the "Evidence from Text" column across from the "Character Trait" box containing "realistic" on Activity Page 4.2. Be sure to record the page or pages on which you found the information.
    - » Answers may vary, but may include that he realizes he is happier living his old life than he would be with any new position the Duke could give him (page 53); and he realizes they need to have money to stay in inns while they travel, because they may not be able to find many palaces in which to stay (page 54).
  - Have students take home chapter 19 to read and complete for homework.

### Support

Remind students a *metaphor* is a comparison of two unlike things without the use of the word *like* or *as* to make the comparison.



**ENGLISH  
LANGUAGE  
LEARNERS**

**Speaking  
and Listening  
Exchanging  
Information/Ideas**

### Beginning

Use pre-prepared sentence frame. *I think Don Quixote means \_\_\_\_\_.*

### Intermediate

Use pre-prepared sentence frame. *When Don Quixote states he is hungry, he means \_\_\_\_\_.*

### Advanced/Advanced High

Use pre-prepared sentence frame. *It is clear that Don Quixote's reference to being hungry is \_\_\_\_\_.*

**ELPS 3.G**

### Activity Page 4.2



## WORD WORK: RESOLVE (5 MIN.)

1. In the chapter, you read the word *resolve*.
2. Say the word *resolve* with me.
3. *Resolve* means “to clear up or deal with successfully.”
4. Our teacher was able to resolve the confusion about how to solve the new math problem.
5. When was a time you resolved something? Be sure to use the word *resolve* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I was able to resolve \_\_\_\_\_.”
6. What part of speech is the word *resolve*?
  - » verb
  - Use an Antonyms activity for follow-up. What are some antonyms, or words with the opposite meaning, of the word *resolve*?



### Check for Understanding

#### Thumbs-Up, Thumbs-Down

- Refer to the pre-prepared sentences, and ask students to give a thumbs-up if the underlined word is being used as an antonym for *resolve*, a thumbs-down if it is not.
  - I decided to settle the argument between my sister and brother. (*Thumbs-Down*)
  - The teacher’s explanation of how to solve the math problem baffled them. (*Thumbs-Up*)
  - Clarify the answers for students who may have selected incorrectly.
- 
- Follow up with more antonyms and prompt students to provide words like *confuse*, *complicate*, and *muddy* when creating sentences.
    - Have students turn to a partner to create sentences using the antonyms they provided.

---

## Lesson 13: The Reunion

# Writing



**Primary Focus:** Students will peer-edit their persuasive essays and use feedback to self-reflect and set personal writing and revision goals. **TEKS 5.11.C**

### MODEL SHARING PERSUASIVE ESSAYS (15 MIN.)

- Ask students to take out the writing homework that they completed (i.e., copying their introductory paragraph, body paragraphs, and concluding paragraph onto a single page). Point out that now students have a complete draft of their persuasive essay. Therefore, today they will be working in the share and evaluate stages of the writing process to gain feedback and reflect on their own writing. Gaining feedback and reflecting on writing helps writers refine writing to make it more clear and enjoyable for readers to read.
- Provide an overview of the plan for today’s writing lesson before you elaborate on each step during modeling.
  - Work in small writing groups.
  - Read persuasive essays aloud.
  - Share one compliment and one question.
  - Respond to one another respectfully.
  - Use Activity Page 13.3 to reflect on the essay and set revision goals.
- Tell students you will read the model persuasive essay to model sharing.
  - You may have the whole class act as listening and responding group members or select three students to sit with you and model a small group for the rest of the class.
- Display the Sharing Essays Poster and review expectations for speaking, listening, and responding.
- Model reading the Example Persuasive Essay aloud with appropriate volume and pace.

### Activity Page 13.3



**TEKS 5.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.





### Beginning

Work with students in a small group for the peer editing activity, allowing them to read aloud essays to you. Provide additional one-on-one support to struggling students.

### Intermediate

Pair students with advanced students for peer editing activity.

### Advanced/Advanced High

Observe students working with expanding students during the peer editing process.

### ELPS 5.D

## SHARE PERSUASIVE ESSAYS (25 MIN.)

- After reading aloud, have a few students each share one compliment and one question related to the example essay.
- Explain to students they will now work in small groups, taking turns reading their essays aloud and giving and receiving feedback. Encourage students to use the Persuasive Essay Rubric and Structure of a Persuasive Essay Poster to help think of compliments or questions. All students should have a chance to read aloud and discuss their essays.
- Also, explain that after everyone has read aloud their essays and participated in sharing, students should return to their seats and then take a few minutes to independently complete Activity Page 13.3 as follows:
  - First, write down compliments or questions they want to remember from their group discussions.
  - Then, use the chart on Activity Page 13.3 to make notes about their own persuasive essay. Suggest that students refer to the rubric, as well as think about how each element in their persuasive essay may be similar to or different from another persuasive essay they listened to, and whether they have ideas about how to change or add to their own persuasive essay.
  - Last, use the feedback and additional thinking to set two revision goals.

## LESSON WRAP-UP (5 MIN.)

**Note:** Collect and provide feedback on student drafts if you plan to have students work on revisions for homework or in the Pausing Point with your comments to guide them. The rubric and editing checklist are provided in the Teacher Resources section.

- Have a few students share revision goals they set for their persuasive essay.
- Tell students to finish Activity Page 13.3 for homework if they were not able to complete it during class.
- If time permits, have students type their persuasive essay.

## Lesson 13: The Reunion

# Take-Home Material

### READING

- Have students take home Activity Page 13.2 to complete for homework.

### WRITING

- Have students take home and finish Activity Page 13.3 for homework if they were not able to complete it during class.

Activity Pages  
13.2 and 13.3



## 14

# The Return of Alonso Quixano

## PRIMARY FOCUS OF LESSON

### Reading

Students will use textual evidence to support the final characterization of Don

Quixote. **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.12.A**

### Grammar

Students will correctly use commas to separate items in a series in a

sentence. **TEKS 5.11.D.x**

### Morphology

Students will correctly use the prefixes *il-*, *ir-*, and *inter-*; the suffix *-ness*;

and the root *tract*. **TEKS 5.3.C**

### Spelling

Students will gain additional practice with spelling targeted words.

**TEKS 5.2.B.vi**

## FORMATIVE ASSESSMENT

### Activity Page 14.1

#### Vocabulary for “Don Quixote’s Last Illness”

Vocabulary with Pronunciation Guide for chapter 20.

**TEKS 5.3.A**

### Activity Page 14.2

“Don Quixote’s Last Illness” Reading comprehension questions that students will answer with a partner using supporting textual evidence.

**TEKS 5.6.F; TEKS 5.7.C**

### Activity Page 14.3

**An Epitaph for Don Quixote** Worksheet in which students will use Activity Page 1.3 and textual evidence to create an epitaph for Don Quixote.

**TEKS 5.7.C; TEKS 5.7.F; TEKS 5.12.A**

### Activity Page 14.4

#### Use Commas to Separate Items in a Series

Grammar worksheet students will use to practice using commas when separating items in a series.

**TEKS 5.11.D.x**

**Activity Page 14.5**

**Morphology Review** Morphology worksheet students will use to write sentences using the correct word choices during class. **TEKS 5.3.C**

**Activity Page 14.6**

**Practice Spelling Words** Spelling worksheet students will use to complete sentences and practice writing original sentences with spelling words. **TEKS 5.2.B.vi**

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**TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.11.D.x** Edit drafts using standard English conventions, including: punctuation marks including commas in compound and complex sentences, quotation marks in dialogue, italics and underlining for titles and emphasis; **TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; **TEKS 5.2.B.vi** Demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 5.7.F** Respond using newly acquired vocabulary as appropriate; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

## LESSON AT A GLANCE

|                                                | Grouping                | Time    | Materials                                                                                                                                                                                                                                                    |
|------------------------------------------------|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (45 min.)</b>                       |                         |         |                                                                                                                                                                                                                                                              |
| Lesson 13 Review                               | Whole Group             | 5 min.  | <input type="checkbox"/> <i>Adventures of Don Quixote</i><br><input type="checkbox"/> Purpose for Reading (Digital Components)<br><input type="checkbox"/> Answer Key for Activity Page 13.2<br><input type="checkbox"/> Activity Pages 1.3, 13.2, 14.1–14.3 |
| Introduce Chapters and Preview Core Vocabulary | Whole Group             | 5 min.  |                                                                                                                                                                                                                                                              |
| Partner Reading: Chapter 20                    | Partner                 | 15 min. |                                                                                                                                                                                                                                                              |
| Chapter Discussion                             | Whole Group             | 5 min.  |                                                                                                                                                                                                                                                              |
| Lesson Wrap-Up                                 | Whole Group             | 10 min. |                                                                                                                                                                                                                                                              |
| Word Work: <i>Instrumental</i>                 | Whole Group             | 5 min.  |                                                                                                                                                                                                                                                              |
| <b>Language (45 min.)</b>                      |                         |         |                                                                                                                                                                                                                                                              |
| Grammar: Commas in a Series                    | Whole Group             | 15 min. | <input type="checkbox"/> Commas to Separate a Series Poster (Digital Components)<br><input type="checkbox"/> Activity Page 14.4<br><input type="checkbox"/> Whiteboards/index cards                                                                          |
| Morphology: Review Prefixes and Suffixes       | Whole Group/Independent | 15 min. | <input type="checkbox"/> Answer Key for Activity Page 11.4<br><input type="checkbox"/> Activity Pages 11.4, 14.5<br><input type="checkbox"/> Morphology Review Chart (Digital Components)<br><input type="checkbox"/> Whiteboards/index cards                |
| Spelling: Practice Spelling Words              | Whole Group/Independent | 15 min. | <input type="checkbox"/> Activity Page 14.6                                                                                                                                                                                                                  |
| <b>Take-Home Material</b>                      |                         |         |                                                                                                                                                                                                                                                              |
| Reading                                        |                         |         | <input type="checkbox"/> Activity Pages 1.3, 14.3                                                                                                                                                                                                            |

## ADVANCE PREPARATION

### Language

#### Grammar

- Prepare and display the following Commas to Separate a Series Poster. Alternatively, you may access a digital version in the digital components for this unit.

| Commas to Separate a Series    |                                                              |
|--------------------------------|--------------------------------------------------------------|
| Series of Single Words         | Series of Groups of Words (Phrase or Clause)                 |
| coats, hats, and scarves       | puffy coats, woolen hats, and colorful scarves               |
| hit, ran, and slid             | hit the baseball, ran the bases, and slid over home plate    |
| marching, twirling, or blowing | marching in formation, twirling batons, or blowing trombones |

**Note:** During the Check for Understanding, students will need to determine if certain orated statements are true or false. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create TRUE/FALSE index cards to hold up as you make the statements.

#### Morphology

- Prepare and display the following word choices on the board/chart paper corresponding to the sentences in the chart. Alternatively, you may access a digital version in the digital components for this unit.

| Word Choices                                      | Sentences                                                                                                                                                |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. distracted, subtracted, detracted, attracted   | Don Quixote was _____ to the lifestyle of knights during the Middle Ages.                                                                                |
| 2. irresponsible, responsible, logical, illogical | It seems _____ that Don Quixote would charge at windmills, but he claimed that the windmills were actually giants that had been transformed by a wizard. |
| 3. emptiness, drowsiness, crispness, steadiness   | You can certainly admire Sancho for his _____ in supporting Don Quixote throughout the text.                                                             |
| 4. intercede, intercept, irregular, regular       | Don Quixote's friends tried to _____ and convince him that he should stay home, but Don Quixote would not listen.                                        |

|                                                   |                                                                                                                                                             |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. attracted, distracted, retracted, extracted    | Don Quixote became so _____ by books about knights that he decided to become a knight.                                                                      |
| 6. irresponsible, responsible, logical, illogical | Do you think it was brave or _____ for Don Quixote to let the prisoners go?                                                                                 |
| 7. interaction, intersection, action, section     | The _____ between Don Quixote and the mule drivers did not go so well: Don Quixote attacked the mule drivers for trying to water their mules at the trough. |

**Note:** During the Check for Understanding, students will need to determine if the orated statements are correct or incorrect. Students can do this by writing their selections on individual whiteboards. If whiteboards are not available, have students create CORRECT/INCORRECT index cards to hold up as you make the statements.

Start Lesson

## Lesson 14: The Return of Alonso Quixano

# Reading



**Primary Focus of Lesson:** Students will use textual evidence to support the final characterization of Don Quixote.

✚ **TEKS 5.3.A; TEKS 5.6.F; TEKS 5.7.C; TEKS 5.12.A**

### LESSON 13 REVIEW (5 MIN.)

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 13.2, which was assigned for homework.

### INTRODUCE CHAPTERS AND PREVIEW CORE VOCABULARY (5 MIN.)

- Tell students they will read chapter 20, “Don Quixote’s Last Illness,” the last chapter in *Adventures of Don Quixote*.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is actually a phrase, *last will and testament*.

✚ **TEKS 5.3.A** Use print or digital resources to determine meaning, syllabication, pronunciation, and word origin; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

- Have them find the phrase in the third paragraph on page 57 of the Reader.
- Have students refer to the glossary in Student Resources in the Activity Book and locate *last will and testament*, and then have a student read the definition.
- Explain the following:
  - the part of speech
  - alternate forms of the word
- Have students reference Activity Page 14.1 while you read each word and its meaning.

**last will and testament, n.** a legal document in which a person states how his property should be distributed and to whom after his death (57)

**rejoice, v.** to celebrate (57)

**scribe, n.** a person who copies or writes out documents (57)

**estate, n.** property and belongings (57)

**instrumental, adj.** very important (59)

**turmoil, n.** a state of extreme confusion or action (59)

**epitaph, n.** something written or said about a person who died (59)

### Activity Page 14.1



| Vocabulary Chart for Chapter 20 “Don Quixote’s Last Illness” |                              |                                                                                    |
|--------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------|
| Vocabulary Type                                              | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                                                      |
| Core Vocabulary                                              | scribe                       | last will and testament<br>rejoice<br>estate<br>instrumental<br>turmoil<br>epitaph |
| Spanish Cognates for Core Vocabulary                         |                              |                                                                                    |
| Multiple-Meaning Core Vocabulary Words                       |                              | instrumental                                                                       |
|                                                              |                              |                                                                                    |
| Sayings and Phrases                                          |                              |                                                                                    |



## PARTNER READING: CHAPTER 20 (15 MIN.)

- Pair students to read and discuss the chapter.
- Explain that students will take turns reading a page aloud. As one partner reads the page aloud, the other student should follow along on the same page. Students can ask their partners for help with sounding out or defining words as necessary.
- Have students complete Activity Page 14.2 with their partners while they read.

### Activity Page 14.2



ENGLISH  
LANGUAGE  
LEARNERS



Writing  
Supporting Opinions

#### Beginning

Work with students in a small group to read the chapter and complete the activity page.

#### Intermediate

Pair students with advanced students to read the chapter and complete the activity page.

#### Advanced/Advanced High

Observe students working with expanding students to read the chapter and complete the activity page.

**ELPS 5.G**

## CHAPTER DISCUSSION (5 MIN.)

- Review students' responses to Activity Page 14.2 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where the answer was located.
1. **Literal.** Contrast the way Don Quixote and his friends respond to the news that Don Quixote is at the end of his life.
    - » Don Quixote takes the news calmly, but his friends are very sad and cry a great deal (pages 57–59).
  2. **Inferential.** Why does Don Quixote say he is no longer Don Quixote but Alonso Quixano?
    - » That was his name before he became a knight-errant, and now he is returning to the person he was before he took the name Don Quixote (page 57).
  3. **Inferential.** Why does Don Quixote say that his niece will inherit all his money and property unless she wants to marry a man who wants to be a knight?
    - » Answers may vary, but may include that he knows from his own experience how being a knight-errant can be a difficult life (pages 57–59).

## LESSON WRAP-UP (10 MIN.)

- Use the following additional questions to discuss the chapter.
4. **Evaluative.** The book ends with Samson’s words characterizing Don Quixote as “a good man, brave to the last moment, [who] will be remembered forever in the entire world for having lived crazy and died sane.” Explain the meaning of Samson’s words and provide evidence from the book or Activity Page 1.3 to support your answer.
- » Answers may vary, but may include that while he was indeed crazy, throughout his life Don Quixote was brave (willing to attack the windmills he thought were giants, fight lions, etc.) and always idealistic and good, trying to right wrongs (willing to defend a woman in a stagecoach he thought was a princess being kidnapped, free prisoners he thought were destined for a cruel fate, etc.). Students may also note that it is ironic that Don Quixote came to his senses as he was dying and realized that he had been living a fantasy.
5. **Evaluative.** If you wrote your own epitaph for Don Quixote, what would it say? The epitaph should include specific character traits and supporting evidence you recorded on Activity Page 1.3.
- » Answers may vary, but should be supported with information from Activity Page 1.3.
- Have students take home Activity Page 14.3 to write an epitaph that would be appropriate for Don Quixote, based on information recorded on Activity Page 1.3.

### Challenge

Why would Don Quixote’s clarity be ironic?

- » Because when people die, they typically do not think clearly.

### Activity Page 14.3



### Support

Explain to students that an *epitaph* is an inscription placed on a person’s tombstone.

## WORD WORK: INSTRUMENTAL (5 MIN.)

1. In the chapter, you read the word *instrumental*.
2. Say the word *instrumental* with me.
3. *Instrumental* means “very important.”
4. Juarez was instrumental in his team’s win because he scored the winning goal.
5. Who or what would you describe as instrumental? Be sure to use the word *instrumental* when you talk about it.
  - Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “is/was instrumental in \_\_\_\_\_.”
6. What part of speech is the word *instrumental*?
  - » adjective
  - Use a Synonyms and Antonyms activity for follow-up. I am going to say several words. If the word means something similar to *instrumental*, say “That is a synonym of *instrumental*.” If the word means the opposite of *instrumental*, say “That is an antonym of *instrumental*.”
    1. very useless
      - » That is an antonym of *instrumental*.
    2. significant
      - » That is a synonym of *instrumental*.
    3. very useful
      - » That is a synonym of *instrumental*.
    4. unimportant
      - » That is an antonym of *instrumental*.
    5. valuable
      - » That is a synonym of *instrumental*.

Lesson 14: The Return of Alonso Quixano

# Language



## GRAMMAR: COMMAS IN A SERIES (15 MIN.)

**Primary Focus of Lesson:** Students will be able to correctly use commas to separate items in a series in a sentence. **TEKS 5.11.D.x**

- Direct students' attention to the Commas to Separate a Series Poster. Explain that commas are used to separate items in a series. A series is a list of three or more items, the last two of which are joined by *and*, *or*, or *nor*.
- Tell students that many sentences include a series of items, such as the six series included on this poster.
- Explain that a series may be simply a list of single items or words (such as those in the first column) or a list of groups of words, such as phrases or clauses (such as those in the second column).
- Tell students they will use these series on the poster to create sentences. Model writing a sentence using the first series of words from the second column on the poster:
  - *Before they went to play in the snow, the children put on puffy coats, woolen hats, and colorful scarves.*

**Note:** Use of commas to separate items in a series was introduced in Grades 3 and 4. This exercise is intended as review.



### Check for Understanding

#### True/False

- Orate the following sentences:
  - A series is a list of two or more items. (*False*)
  - In a series, the last of the items is joined by the conjunction *and*, *or*, or *nor*. (*True*)
  - Groups of words or phrases can be included in a series. (*True*)
- Clarify any incorrect responses by referring to the text.

**TEKS 5.11.D.x** Edit drafts using standard English conventions, including: punctuation marks including commas in compound and complex sentences, quotation marks in dialogue, italics and underlining for titles and emphasis.

## Activity Page 14.4



### ENGLISH LANGUAGE LEARNERS



Writing  
Exchanging  
Information/Ideas

#### Beginning

Work with students in a small group to complete the activity page. Provide additional one-on-one support to struggling students.

#### Intermediate

Pair students and encourage them to work together to complete the activity page.

#### Advanced/Advanced High

Observe students working independently to complete the activity page.

**ELPS 5.D**

- Have students create sentences for the next two series of words in the second column on the poster. Their responses may vary, but may be similar to the following:
  - The batter hit the baseball, ran the bases, and slid over home plate.
  - The band members were marching in formation, twirling batons, or blowing trombones.
- Have students turn to Activity Page 14.4. Briefly review the directions and the first two examples as a group. Have students complete the activity page independently.
- Collect Activity Page 14.4 to review and grade later.

**Note:** As students complete the remaining items, it is not necessary to recopy the sentences, only to insert the commas appropriately in each sentence.

### MORPHOLOGY: REVIEW PREFIXES AND SUFFIXES (15 MIN.)

**Primary Focus of Lesson:** Students will correctly use the prefixes *il-*, *ir-*, and *inter-*; the suffix *-ness*; and the root *tract*. **TEKS 5.3.C**

- If you have not already done so, review the correct answers for Activity Page 11.4, using the Answer Key included in the Teacher Resources section of this Teacher Guide.
- Review the definition of *root*.
  - A root is the main element of a word that forms the basis of its meaning. A prefix or suffix added to the root can change the meaning.
- Briefly review the root *tract*, reminding students that it means “draw or pull.”
- Review the definition of *prefix*.
  - A prefix is a syllable or syllables placed at the beginning of a root word to change the word’s meaning.
- Briefly review the prefixes *il-* and *ir-*, reminding students that they mean “not” and occur before words that begin with *l* and *r*.
- Briefly review the prefix *inter-*, reminding students that it means “among, between, or together.”

**TEKS 5.3.C** Identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.

- Review the definition of *suffix*.
  - A suffix is a syllable or syllables placed at the end of a root word to change the word's meaning.
- Briefly review the suffix *-ness*, reminding students that it means “state or condition of being” and transforms adjectives into nouns.
- Direct students' attention to the Morphology Review Chart.
- Tell students you will read a sentence aloud that is missing a word. Then students must decide which word from the four options on the board best fits in the blank. Point out that the word choices are listed in the left column and the sentences are in the right column.



### Check for Understanding

#### **Correct/Incorrect**

- Determine if the statements are correct:
  - A suffix appears at the beginning of a word. (*Incorrect*)
  - The prefix *-inter* means “among or between.” (*Correct*)
  - The suffix *-ness* changes a word from an adjective to a noun. (*Correct*)
- Clarify any incorrect responses by referring to the text.

- Practice with the first sentence:
  1. Don Quixote was \_\_\_\_\_ to the lifestyle of knights during the Middle Ages.
    - Ask students if they know which word best fits in the blank from the choices given. If they are having trouble, ask which words they could eliminate from the list to narrow down the options. Remind students of word meanings if necessary.
      - » *attracted*, because it means “to draw or pull toward something.”
    - Continue in this manner with the remaining sentences as time permits:
  2. It seems \_\_\_\_\_ that Don Quixote would charge at windmills, but he claimed that the windmills were actually giants that had been transformed by a wizard. (*illogical*)



### Beginning

Work with students in a small group to begin the activity page. Provide additional one-on-one support to struggling students.

### Intermediate

Pair students and encourage them to work together to begin the activity page.

### Advanced/Advanced High

Observe students working independently to begin the activity page.

### ELPS 5.B

## Activity Page 14.5



3. You can certainly admire Sancho for his \_\_\_\_\_ in supporting Don Quixote throughout the text. (*steadiness*)
  4. Don Quixote's friends tried to \_\_\_\_\_ and convince him that he should stay home, but Don Quixote would not listen. (*intercede*)
  5. Don Quixote became so \_\_\_\_\_ by books about knights that he decided to become a knight. (*distracted*)
  6. Do you think it was brave or \_\_\_\_\_ for Don Quixote to let the prisoners go? (*irresponsible*)
  7. The \_\_\_\_\_ between Don Quixote and the mule drivers did not go so well: Don Quixote attacked the mule drivers for trying to water their mules at the trough. (*interaction*)
- Have students turn to Activity Page 14.5. Briefly review the directions and tell students to complete it for homework. Remind students to read the sentences carefully, as not all of the answers will be words with the root *tract*.
  - Later, make arrangements to check that students completed Activity Page 14.5 correctly. You may choose to do one of the following to address this:
    - Collect the pages and correct them individually.
    - Provide an answer key to students so they can check their own or a partner's work after they have completed the activity page.
    - Confer with students individually or as a group.

## SPELLING: PRACTICE SPELLING WORDS (15 MIN.)

**Primary Focus of Lesson:** Students will gain additional practice with spelling targeted words. **TEKS 5.2.B.vi**

- Tell students they will practice writing the spelling words for this week.
- Have students turn to Activity Page 14.6, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from Lesson 11.
- Have students read the sentence for question 1 silently and fill in the blank. After students complete question 1, call on one student to read the sentence aloud with the spelling word in the blank.
- Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.
- Have students check their spelling against the spelling in the word bank at the top of the activity page, make corrections if needed, and then turn their page over.
- Have students say, spell, and say the word again with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.
- Turn the page over and repeat the steps for the remaining items.
- Complete the “say, spell, say the word again” step for the unused words: *drowsiness*, *greatness*, *vacancy*, and *vacuum*.
- Then, students may work independently to write their own sentences.
- Remind students they will complete their spelling assessments during the next lesson.

## Activity Page 14.6



**ENGLISH  
LANGUAGE  
LEARNERS**

Language  
Exchanging  
Information/Ideas

### Beginning

Work with students in a small group to practice pronunciation and complete the activity page. Provide additional one-on-one support to struggling students.

### Intermediate

Pair students to practice pronunciation and encourage them to work together to complete the activity page.

### Advanced/Advanced High

Observe students working independently to complete the activity page.

**ELPS 1.B**

**TEKS 5.2.B.vi** Demonstrate and apply spelling knowledge by: spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.



Lesson 14: The Return of Alonso Quixano

# Take-Home Material

## READING

- Have students take home Activity Page 14.3 to complete for homework and Activity Page 1.3 to reference while completing Activity Page 14.3.

Activity Page 14.3



Activity Page 1.3





## 15

# Unit Assessment

**LESSON AT A GLANCE**

|                                  | Grouping    | Time    | Materials                                   |
|----------------------------------|-------------|---------|---------------------------------------------|
| <b>Spelling (15 min.)</b>        |             |         |                                             |
| Spelling Assessment              | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 15.1 |
| <b>Unit Assessment (75 min.)</b> |             |         |                                             |
| Reading Comprehension Assessment | Whole Group | 75 min. | <input type="checkbox"/> Activity Page 15.2 |

## ADVANCE PREPARATION

### Spelling

- Erase or cover the list of spelling words prior to the assessment.

### Unit Assessment

- Determine how many students will be assessed for fluency. Make that number of copies of the Recording Copy of “Christopher Columbus” as well as the Fluency Scoring Sheet.

### Fluency (*optional*)

- If students were assigned a selection from the Fluency Supplement, determine which students will read the selection aloud and when.

### Reading

- Collect Activity Page 14.3 to review and grade, as there are no reading lessons today.

### Universal Access

- During the assessment period, allow students the following accommodations:
  - additional time
  - alternate test setting (small group)
  - use of notes, when appropriate

## Lesson 15: Unit Assessment

# Spelling



### SPELLING ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the list below, read the words one at a time in the following way: say the word, use it in a sentence, and then repeat the word.

**Note:** This is a good opportunity to use the Tens scoring system to gather formative assessment data.

- Tell students that you will review the list once more at the end.
- Remind students to pronounce and spell each word syllable by syllable.

|                 |                                                                                                                 |
|-----------------|-----------------------------------------------------------------------------------------------------------------|
| 1. drowsiness   | The bottle's label warned that the allergy medicine could cause <u>drowsiness</u> .                             |
| 2. friendliness | The neighbors showed their <u>friendliness</u> by bringing us cookies when we moved into the neighborhood.      |
| 3. greatness    | The king achieved <u>greatness</u> by providing food to all the people in his kingdom.                          |
| 4. steadiness   | I lost my <u>steadiness</u> as the giant waves rocked the boat from side to side.                               |
| 5. attract      | A large magnet was used to <u>attract</u> metals from beneath the earth's surface.                              |
| 6. distract     | When I do my homework, I like the room to be quiet so nothing will <u>distract</u> me.                          |
| 7. extract      | The doctor used tweezers to <u>extract</u> the long splinter from my foot.                                      |
| 8. tractor      | The farmer pulled the plow behind his <u>tractor</u> to break up the soil on his land.                          |
| 9. evacuate     | Everyone who lived in the coastal town was forced to <u>evacuate</u> before the hurricane hit.                  |
| 10. vacancy     | There is only one <u>vacancy</u> left in the hotel.                                                             |
| 11. vacuum      | When we breathe, our diaphragms contract and create a <u>vacuum</u> in our lungs to help them fill up with air. |

- After reading all the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated:  
*I was attracted to stories of the knight's courage during many adventures.*
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students' errors.

## Lesson 15: Unit Assessment

# Unit Assessment



### READING COMPREHENSION ASSESSMENT (75 MIN.)

- Make sure each student has a copy of Activity Page 15.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.

**Note:** This is a good opportunity to use the Tens scoring system to gather formative assessment data.

- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text that describes important aspects of knighthood. The second selection is a literary text based on the story of King Arthur.

These texts are considered worthy of students' time to read, and meet the expectations for text complexity at Grade 5. The texts feature core content and domain vocabulary from the *Adventures of Don Quixote* unit that students can draw on in service of comprehending the text.

## Fluency Assessment (optional)

- You may wish to assess students' fluency in reading, using the selection "Christopher Columbus."

### Administration Instructions

- Turn to the student copy of "Christopher Columbus" that follows these directions. This is the text that students will read aloud. Turn to this copy of the selection each time you administer this assessment.
- Using one Recording Copy of "Christopher Columbus" for each student, create a running record as you listen to each student read orally.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask him or her to read a selection aloud and that you are going to take some notes as he or she reads. Also, explain that he or she should not rush, but rather read at his or her own regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy using the following guidelines:

|                               |                                                                                                                       |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>Words read correctly</b>   | No mark is required.                                                                                                  |
| <b>Omissions</b>              | Draw a long dash above the word omitted.                                                                              |
| <b>Insertions</b>             | Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted. |
| <b>Words read incorrectly</b> | Write an "X" above the word.                                                                                          |
| <b>Substitutions</b>          | Write the substitution above the word.                                                                                |
| <b>Self-corrected errors</b>  | Replace original error mark with "SC."                                                                                |
| <b>Teacher-supplied words</b> | Write a "T" above the word (counts as an error).                                                                      |

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.

- Assess the student’s comprehension of the selection by asking him or her to respond orally to the following questions:

1. **Inferential.** Why was Christopher Columbus treated like a hero?
    - » Many people had read the report he had sent to the king and queen, so they knew of his news.
  2. **Literal.** What were two ways in which people learned about Columbus and his travels?
    - » through the printed report and by listening to others share the news
  3. **Literal.** What did King Ferdinand and Queen Isabella give Columbus for his second voyage?
    - » seventeen ships and money
  4. **Evaluative.** For the first trip, Columbus had a hard time getting men to sail with him. The second time, he had so many excited soldiers who wanted to sail with him that he had to turn several away. Why do you think this change occurred?
    - » The sailors had read or heard of his report and they wanted to be part of an adventure. Columbus had a new title, “Admiral of the Ocean Sea,” and he was seen as a hero. People may have known that Columbus had more ships and money, and maybe they thought they could be rewarded too.
- Repeat this process for additional students. Scoring can be done later, provided you have kept running records and marked the last word students read when one minute elapsed.





It may be helpful to refer back to the Pronunciation/Syllabication Chart.

| <b>Pronunciation/Syllabication</b> |                 |                      |
|------------------------------------|-----------------|----------------------|
| <b>Word</b>                        | <b>CK Code</b>  | <b>Syllable Type</b> |
| drowsiness                         | /drouz*ee*nes/  | closed*open*closed   |
| friendliness                       | /frend*lee*nes/ | closed*open*closed   |
| greatness                          | /graet*nes/     | digraph*closed       |
| steadiness                         | /sted*ee*nes/   | closed*open*closed   |
| attract                            | /ə*trakt/       | ə*closed             |
| distract                           | /dis*trakt/     | closed*closed        |
| extract                            | /ex*trakt/      | closed*closed        |
| tractor                            | /trak*ter/      | closed*r-controlled  |
| evacuate                           | /ə*vak*ue*aet/  | ə*closed*open*closed |
| vacancy                            | /vae*kan*see/   | open*closed*open     |
| vacuum                             | /vak*uem/       | closed*digraph       |

- Students might make the following errors:
  - *greatness*: using *ate* or *ait* for /aet/
  - *tractor*: using *er* for /er/
- Although either of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
  - Is the student consistently making errors on specific vowels? Which ones?
  - Is the student consistently making errors at the ends of the words?
  - Is the student consistently making errors in multisyllabic words, but not single-syllable words?
- Also examine the dictated sentence for errors in capitalization and punctuation.

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## UNIT ASSESSMENT ANALYSIS

### Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, “The Life of a Knight” (informational text) and “The Story of King Arthur” (literary text), have been profiled for text complexity using standard qualitative and quantitative measures.

### Reading Comprehension Item Annotations

**Note:** To receive a point for a two-part question, students must correctly answer both parts of the question.

| Item                            | Correct Answer(s)                                                                                                                                                                                                                    |                                                           | Standards                                                 |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------|
| <b>1. Inferential</b>           | Answers may vary, but could include that the knight-to-be would not stay up all night praying; he might simply be handed a helmet and sword; and a higher-ranking man might simply tap him on the shoulder and send him into battle. |                                                           | <b>TEKS 5.6.F; TEKS 5.6.G;<br/>TEKS 5.7.C</b>             |
| <b>2. Part A, Inferential</b>   | <b>Chain Mail</b>                                                                                                                                                                                                                    | <b>Steel Plates</b>                                       | <b>TEKS 5.6.F; TEKS 5.6.G;<br/>TEKS 5.6.H; TEKS 5.7.C</b> |
|                                 | metal rings reinforced with plates of steel                                                                                                                                                                                          | hinged and fitted steel plates                            |                                                           |
|                                 | about 25 pounds                                                                                                                                                                                                                      | about 65 pounds                                           |                                                           |
|                                 | protected his upper body                                                                                                                                                                                                             | protected the knight from head to toe                     |                                                           |
| <b>*2. Part B, Evaluative</b>   | Answers may vary, but should include information about the characteristics of the two types of armor and the ways in which they are similar to or different from each other.                                                         |                                                           | <b>TEKS 5.6.F; TEKS 5.6.G;<br/>TEKS 5.6.H; TEKS 5.7.C</b> |
| <b>3. Inferential</b>           | Both castles and knights became useless after the invention of powerful weapons such as cannons and guns. Neither castles nor the armor that protected the knights were able to stop these powerful weapons.                         |                                                           | <b>TEKS 5.6.F; TEKS 5.6.G;<br/>TEKS 5.7.C</b>             |
| <b>4. Literal</b>               | A                                                                                                                                                                                                                                    |                                                           | <b>TEKS 5.6.G; TEKS 5.7.C</b>                             |
| <b>5. Literal</b>               | B                                                                                                                                                                                                                                    |                                                           | <b>TEKS 5.6.G; TEKS 5.7.C</b>                             |
| <b>6. Inferential</b>           | D                                                                                                                                                                                                                                    |                                                           | <b>TEKS 5.7.C</b>                                         |
| <b>7. Inferential</b>           | A                                                                                                                                                                                                                                    |                                                           | <b>TEKS 5.7.F</b>                                         |
| <b>*8. Part A, Inferential</b>  | A                                                                                                                                                                                                                                    |                                                           | <b>TEKS 5.3.B; TEKS 5.6.F;<br/>TEKS 5.7.C</b>             |
| <b>*8. Part B, Inferential</b>  | D                                                                                                                                                                                                                                    |                                                           | <b>TEKS 5.3.B; TEKS 5.6.F;<br/>TEKS 5.7.C</b>             |
| <b>9. Literal</b>               | C                                                                                                                                                                                                                                    |                                                           | <b>TEKS 5.7.C</b>                                         |
| <b>*10. Part A, Inferential</b> | <b>Sir Hector</b>                                                                                                                                                                                                                    | <b>Sir Hector's Wife and Daughters</b>                    | <b>TEKS 5.6.F; TEKS 5.6.G;<br/>TEKS 5.6.H; TEKS 5.7.C</b> |
|                                 | greet the guests happily                                                                                                                                                                                                             | remove the armor of the knights                           |                                                           |
|                                 | summon the castle's workers to take the horses                                                                                                                                                                                       | place velvet cloaks on the knights' and ladies' shoulders |                                                           |
|                                 | offer tubs to wash                                                                                                                                                                                                                   |                                                           |                                                           |
| <b>*10. Part B, Inferential</b> | Answers may vary, but could include that they were happy to see the guests.                                                                                                                                                          |                                                           | <b>TEKS 5.6.F; TEKS 5.7.C</b>                             |

## Writing Prompt Scoring

✚ • The writing prompt addresses **TEKS 5.7.C; TEKS 5.8.D; TEKS 5.11.B.i; TEKS 5.12.B**

| Score           | 4                                                                                                                                                                                                                                                                                                                                                       | 3                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria</b> | A separate character trait is clearly identified for Don Quixote and Sancho Panza. The answer clearly states how the character traits are similar and how they are different. The answer provides at least two examples from the text supporting each similarity and each difference. The answer includes transitional words that compare and contrast. | A separate character trait is clearly identified for Don Quixote and Sancho Panza. The answer states only how the character traits are similar or different, but not both. The answer includes one example from the text supporting the similarities/ differences, rather than two examples for each. The answer includes only one transitional word that compares or contrasts. | A character trait is lacking for either Don Quixote or Sancho Panza, or the answer identifies a trait that is clearly not possessed by the named character. The answer states only how the character traits are similar or different, but not both. The answer lacks a supporting example from the text for some, but not all, identified character traits. The answer includes only one transitional word that compares or contrasts. | The answer lacks an identification of character traits for both Don Quixote and Sancho Panza, or it identifies traits that are clearly not possessed by the named characters. The answer fails to show how the character traits are similar and different. The answer lacks any supporting examples from the text. The answer lacks any transitional words that compare or contrast. |

## Grammar Answer Key

1. Margarite draws
2. the girls sing
3. we play
4. you are
5. Mr. Henderson is
6. the puppies are
7. I am
8. he looks
9. Answers may vary, but should include a phrase from 1–8 above.
10. Answers may vary, but should include a phrase from 1–8 above.
11. Answers may vary, but must include *red*, *blue*, and/or *orange*.
12. Answers may vary, but must include *blue sky*, *warm sunshine*, and *crashing waves*.
13. Answers may vary, but must include *cereal*, *milk*, and *juice*.
14. Answers may vary, but must include *large whales*, *graceful dolphins*, and *colorful clownfish*.

## Morphology Answer Key

1. great
2. silliness
3. coldness
4. brightness
5. vacant
6. evacuation
7. distracted
8. attracted
9. illegible
10. illegal
11. interlock
12. irremovable

## Optional Fluency Assessment

- The following is the text for the Optional Fluency Assessment, titled “Christopher Columbus.” Turn to this copy of the selection each time you administer this assessment.
- You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need—one for each student you assess.

### CHRISTOPHER COLUMBUS

When Christopher Columbus returned home after his first voyage, he was greeted as a hero. With the recent invention of the printing press, many copies of the report he sent to King Ferdinand and Queen Isabella could be printed. Thousands of people read Columbus’s report, and others heard the reports read aloud. Soon everybody was talking about Columbus and his voyage. Columbus was honored by the king and queen. He was named “Admiral of the Ocean Sea,” and was given ships and money for a second voyage.

The second voyage was a much bigger operation than the first one. Columbus had a fleet of three ships and about a hundred men for the first voyage. On the second one, he had a fleet of seventeen ships and more than a thousand men! When he was recruiting sailors for his first voyage, Columbus had a hard time finding sailors willing to go into uncharted waters. For his second voyage, he had so many eager, interested soldiers that he had to turn many of them away.

## Guidelines for Fluency Assessment Scoring

- To calculate a student's W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.
1. Count Words Read in One Minute. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled "Words Read in One Minute."
  2. Count the Uncorrected Mistakes in One Minute. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled "Uncorrected Mistakes in One Minute" on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)
  3. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled "W.C.P.M." Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.
- As you evaluate W.C.P.M. scores, here are some factors to consider.
  - It is normal for students to show a wide range in fluency and in W.C.P.M. scores; however, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student's W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the winter of Grade 5, and a student scored 130 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range.



Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Recording Copy

### Christopher Columbus

When Christopher Columbus returned home after his first voyage, 9  
he was greeted as a hero. With the recent invention of the printing 22  
press, many copies of the report he sent to King Ferdinand and Queen 35  
Isabella could be printed. Thousands of people read Columbus's 45  
report, and others heard the reports read aloud. Soon everybody was 56  
talking about Columbus and his voyage. Columbus was honored by 67  
the king and queen. He was named "Admiral of the Ocean Sea," and 80  
was given ships and money for a second voyage. 87

The second voyage was a much bigger operation than the first one. 99  
Columbus had a fleet of three ships and about a hundred men for the 113  
first voyage. On the second one, he had a fleet of seventeen ships and 127  
more than a thousand men! When he was recruiting sailors for his first 140  
voyage, Columbus had a hard time finding sailors willing to go into 152  
uncharted waters. For his second voyage, he had so many eager, 163  
interested soldiers that he had to turn many of them away. 175

**Word Count: 175**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

## Fluency Scoring Sheet

|  |                                    |
|--|------------------------------------|
|  | Words Read in One Minute           |
|  | Uncorrected Mistakes in One Minute |
|  |                                    |
|  | W.C.P.M.                           |

| W.C.P.M.                           | National Percentiles for Fall,<br>Grade 5 |
|------------------------------------|-------------------------------------------|
| 166                                | 90th                                      |
| 139                                | 75th                                      |
| 110                                | 50th                                      |
| 85                                 | 25th                                      |
| 61                                 | 10th                                      |
|                                    |                                           |
| <b>Comprehension Total _____/4</b> |                                           |

## Oral Reading Fluency Norms for Grade 5 from Hasbrouck and Tindal (2006)

| Percentile | Fall | Winter | Spring |
|------------|------|--------|--------|
| 90         | 166  | 182    | 194    |
| 75         | 139  | 156    | 168    |
| 50         | 110  | 127    | 139    |
| 25         | 85   | 99     | 109    |
| 10         | 61   | 74     | 83     |

### Reference

Hasbrouck, Jan and Tindal, Gerald A. "Oral reading fluency norms: A valuable assessment tool for reading teachers." *The Reading Teacher* 59 (2006): 636–644.

# Pausing Point

## REMEDIATION

- For a detailed description of remediation strategies, which address lagging skills in reading comprehension, fluency, grammar and morphology, spelling, and writing, refer to the Program Guide.

### Writing

- Redirect students to Activity Page 13.3 (Sharing Persuasive Essays), Activity Page SR.3 (Persuasive Essay Rubric), Activity Page SR.4 (Persuasive Essay Editing Checklist), and their completed persuasive essay. Provide time during the Pausing Point for students to revise and rewrite their essay using all the above tools. The Persuasive Essay Rubric and Persuasive Essay Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.
- If possible, meet briefly with each student to review his or her plans for revision and provide additional guidance.
- Evaluate students' work after revisions are complete using the Persuasive Essay Rubric and Persuasive Essay Editing Checklist. Meet briefly with each student to provide feedback.
- Provide students time to type their persuasive essays.

## ENRICHMENT

- If students have mastered the skills in *Adventures of Don Quixote*, their experience with the unit concepts may be enriched by the following activities:
  - Students may read the enrichment selections contained in the Activity Book (Activity Pages SR.5 and SR.6), with Core Vocabulary included on Activity Page SR.7. Each selection contains an excerpt from the Core Classics version of *Don Quixote*. Each selection encompasses episodes students read in the Reader, *Adventures of Don Quixote*, but contains richer, more complex vocabulary and syntax. The Activity Book contains activity pages that students can complete as they read these selections; see Activity Pages PP.7 and PP.8.

- Students may enjoy watching movie versions of *Don Quixote* or *Man of La Mancha* and then comparing and contrasting the book with the movies.
- Students may work in small groups to write dialogue and perform any episode contained in *Adventures of Don Quixote*.
- Students may write a new adventure involving Don Quixote and Sancho Panza that takes place during the same historical period as the original *Adventures of Don Quixote*, or they may choose to create an adventure in which Don Quixote and Sancho find themselves in contemporary times.
- Students may want to write and then perform a mock trial in which Don Quixote is being judged for his destruction of Master Peter's puppets. Different students may assume the perspective of Don Quixote's attorney, presenting arguments in defense of Don Quixote's actions; the prosecutor, presenting arguments about the destruction Don Quixote created; the judge; and witnesses. Other episodes from the Reader that may also be used as the subject of a mock trial include Don Quixote's freeing of the prisoners and his destruction of the wineskins at the inn.
- Students may write a letter from Sancho Panza to Dulcinea describing Don Quixote's adventures and victories all in her honor.
- Students may rewrite the episode in which Don Quixote meets the farm girl he thinks is Dulcinea, from the farm girl's perspective.
- Students may respond to any of the following writing prompts, conducting independent research necessary to support their response:
  1. The word *quixotic* was inspired by the main character in *Adventures of Don Quixote*. This word does/does not accurately represent the character of Don Quixote because \_\_\_\_\_.
  2. If I were the innkeeper who was asked to dub Don Quixote a knight, I would \_\_\_\_\_.
  3. If I were Sancho and presented with the dispute between the tailor and the man requesting the capes, I would settle the dispute by \_\_\_\_\_.





# Teacher Resources

In this section, you will find:

- Glossary for *Don Quixote: A Hopeful Knight's Tale*
- Pronunciation Guide for *Don Quixote: A Hopeful Knight's Tale*
- Structure of a Persuasive Essay
- Persuasive Essay Rubric
- Persuasive Essay Editing Checklist
- Resources for the Enrichment Selections in *Don Quixote: A Hopeful Knight's Tale*
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart



# Glossary

## A

**administration, n.** government

**afield, adv.** off the right course; far from the starting point

**agitate, v.** to disturb, excite, or anger (agitated)

**agony, n.** extreme pain

**Almighty, n.** God

**ardent, adj.** having or showing very strong feelings

**armor, n.** a protective suit, usually made of heavy metal, worn by knights in the Middle Ages

## B

**ballad, n.** a poem or song that tells a story (ballads)

**basin, n.** a shallow bowl

**belfry, n.** a tower in which a bell sits (belfries)

**bellows, n.** a mechanical device that blows out air when its sides are pressed together

**bestow, v.** to give

**bewilder, v.** to confuse

**blow, n.** a hard hit using a part of the body or an object

**bold, adj.** fearless

**booty, n.** valuable goods or money taken as a prize after victory

**bray, v.** to make the harsh cry of a donkey (brayed)

**brocade, n.** a type of fabric or cloth with raised designs in gold or silver thread

## C

**captivity, n.** the state of being held as if a prisoner

**caravan, n.** a group of people, animals, or vehicles traveling together

**clergyman, n.** a church leader who performs religious services

**commend, v.** to entrust or commit (commended)

**commotion, n.** noise

**confess, v.** to admit something is true

**confounded, adj.** terrible or annoying

## D

**deceive, v.** to make someone believe something that is not true; trick or fool

**deficiency, n.** a condition in which something important is lacking or missing

**delicacy, n.** a delicious and rare food that is a special treat to eat (delicacies)

**dignity, n.** calm behavior and self-control

**dromedary, n.** a one-humped camel (dromedaries)

**dub, v.** to give a name or title to someone; to make someone a knight (dubbed)

**duel, n.** a fight between two people with weapons

**dumbfounded, adj.** shocked or surprised

## E

**enchanted, adj.** magical or charmed

**envy, v.** to be jealous of

**epitaph, n.** something written on the tombstone of a person who died

**estate, n.** property and belongings

---

**F**

**folks, n.** people

**folly, n.** craziness (follies)

**foolhardy, adj.** foolishly dangerous or daring

**fortune, n.** luck

**friar, n.** a male member of a religious group who studies or teaches about Christianity; similar to a monk (friars)

---

**H**

**homage, n.** special respect or honor

**homely, adj.** unattractive

**honorable, adj.** deserving respect

---

**I**

**ingenuity, n.** skill or cleverness that allows someone to create something or solve a problem

**inn, n.** a place where people who are traveling can eat, rest, or sleep

**instrumental, adj.** very important

**intone, v.** to speak in a way that sounds like music or chanting (intoned)

---

**J**

**joust, v.** to participate in a competition to practice the fighting skills used by a knight (jousting)

**justice, n.** fairness

---

**K**

**knight-errant, n.** a knight who spent his time wandering and searching for adventure and romance

---

**L**

**lance, n.** a long wooden pole with a metal tip

**last will and testament, n.** a legal document in which a person states how his property should be distributed and to whom after his death

**laughingstock, n.** a person regarded as very foolish and ridiculous

**lofty, adj.** very high; deserving admiration

---

**M**

**meddle, v.** to interfere in other people's business in an unwanted way (meddled, meddling)

**menace, v.** to threaten to harm (menacing)

**mercy, n.** kind or forgiving treatment by someone in power

**monumental, adj.** great or extreme

**Moors, n.** Muslims who invaded and conquered parts of Spain in the Middle Ages

**mount, n.** a horse or other animal intended to be ridden

---

**O**

**ordinary, adj.** normal or usual

---

**P**

**page, n.** a young boy in training to become a knight; the first step in the process of becoming a knight (pages)

**palfrey, n.** a type of horse generally ridden by women in the Middle Ages (palfreys)

**partridge, n.** a bird that is hunted for food (partridges)

**preposterous, adj.** very foolish or silly

**provisions, n.** a supply of food and other things that are needed

**psalm, n.** a poem or song used in religious worship (psalms)

---

**R**

**reason, v.** to think in a sensible and logical way

**rejoice, v.** to celebrate

**reluctantly, adv.** with hesitation or unwillingness

**resign, v.** to give up a job in an official way

**resolve, v.** to clear up or deal with successfully (resolved)

**resonant, adj.** producing a loud, clear, deep sound

**reunite, v.** to come together again (reunited)

---

**S**

**scheme, n.** a clever plan or plot to get or do something

**scorched, adj.** burned

**scorn, v.** to hate (scorns)

**scoundrel, n.** a person with a bad reputation; a liar

**scribe, n.** a person who copies or writes out documents

**sexton, n.** a person who takes care of church buildings and surrounding property

**solemnly, adv.** in a very serious or formal way

**spoil, n.** something valuable that is stolen or taken by soldiers or thieves (spoils)

**squire, n.** a young man in the final stage of training to become a knight

**swineherd, n.** someone who takes care of pigs

---

**T**

**turmoil, n.** a state of extreme confusion or action

---

**U**

**unkempt, adj.** messy

**unrequited, adj.** unreturned; one-sided

**unyoke, v.** to free from a harness or wagon (unyoked)

---

**V**

**vanquish, v.** to beat or defeat in battle (vanquished)

---

**W**

**wisdom, n.** knowledge gained from having many experiences in life

**woe, n.** sadness (woes)

**worth, n.** importance or value

## PRONUNCIATION GUIDE FOR DON QUIXOTE: A HOPEFUL KNIGHT'S TALE

| Word                 | Pronunciation                           | Page                      |
|----------------------|-----------------------------------------|---------------------------|
| Alonso Quixano       | /ə*lon*zoe/ /kee*hon*oe/                | 2                         |
| Quixada              | /kee*hod*ə/                             | 2                         |
| Quesada              | /kae*sod*ə/                             | 2                         |
| Quexana              | /kae*han*ə/                             | 2                         |
| Aldonza Lorenzo      | /ol*don*zə/ /loe*ren*zoe/               | 2                         |
| Rocinante            | /roe*see*non*tae/                       | 2                         |
| Don Quixote          | /don/ /kee*hoe*tae/                     | 2                         |
| Dulcinea             | /dool*see*nae*ə/                        | 2                         |
| El Toboso            | /el/ /tə b*oe*soe/                      | 2                         |
| Caraculiambro        | /car*ə*coo*lee*am*bro/                  | Activity Page 3.1, page 2 |
| Sancho Panza         | /son*choe/ /pon*sə/                     | 9                         |
| Rucio                | /roo*see*oe/                            | 9                         |
| Lápice               | /lop*ee*sae/                            | 12                        |
| El Toboso            | /el/ /tə b*oe*soe/                      | 12                        |
| Mambrino             | /mom*bree*noe/                          | 13                        |
| Ginés de Pasamonte   | /hee*naes/ /dae/<br>/pos*om*oen*tae/    | 14                        |
| Sierra Morena        | /see*ae*ro/ /moe*rae*no/                | 16                        |
| Micomicona           | /mee*koe*mee*koe*no/                    | 17                        |
| Bartholomew Carrasco | /bar*tho*lam*ue/<br>/co*ro*skoe/        | 20                        |
| Salamanca            | /so*lo*mong*ko/                         | 20                        |
| Doña                 | /doe*nyo/                               | 21                        |
| Casildea             | /kas*eel*dae*ə/                         | 24                        |
| Tomé Cecial          | /toe*mae/ /sae*see*ol/                  | 25                        |
| Casildea de Vandalia | /kas*eel*dae*ə/ /dae/<br>/von*dol*ee*ə/ | Activity Page 8.1, page 4 |
| Oran                 | /oe*ron/                                | Activity Page 8.1, page 7 |

|                    |                                      |    |
|--------------------|--------------------------------------|----|
| Doña Melisendra    | /doe*nyo/ /mae*lee*sen*dro/          | 32 |
| Don Gaiferos       | /doen/ /gie*fer*oes/                 | 32 |
| Charlemagne        | /shar*la*maen/                       | 32 |
| Marsilio           | /mor*see*lee*oe/                     | 32 |
| Ginés de Pasamonte | /hee*naes/ /dae/<br>/pos*om*oen*tae/ | 33 |
| Trifaldi           | /trif*awl*dee/                       | 37 |
| Antonomasia        | /on*toe*noe*mos*ee*ə/                | 37 |
| Candaya            | /kon*da*yo/                          | 37 |
| Don Clavijo        | /doen/ /klo*vee*hoe/                 | 37 |
| Malambruno         | /mol*om*broo*noe/                    | 37 |
| Clavileño          | /klo*vee*laen*yoe/                   | 38 |
| Rucio              | /roo*see*oe/                         | 44 |
| Barataria          | /bor*ot*or*ee*ə/                     | 44 |
| Hippocrates        | /hip*ok*rə*teez/                     | 46 |
| Antonia Quixano    | /on*toe*nee*ə/ /kee*hon*oe/          | 59 |

### STRUCTURE OF A PERSUASIVE ESSAY

|                        |                                                                                                              |
|------------------------|--------------------------------------------------------------------------------------------------------------|
| Introductory Paragraph | 1. Hook that introduces topic or text and states an opinion                                                  |
| Body Paragraph 1       | 2. Reason 1 to support opinion with evidence                                                                 |
| Body Paragraph 2       | 3. Reason 2 to support opinion with evidence                                                                 |
| Concluding Paragraph   | 4. Conclusion that persuades reader to agree with opinion one more time and leaves reader with final thought |

## PERSUASIVE ESSAY RUBRIC

|                               | <b>Exemplary</b>                                                                                                                        | <b>Strong</b>                                                                                          | <b>Developing</b>                                                             | <b>Beginning</b>                                              |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Introduction</b>           | Opinion is clearly stated.                                                                                                              | Opinion is stated.                                                                                     | Opinion is stated but is unclear.                                             | An opinion is not stated.                                     |
|                               | The hook effectively grabs the reader's attention.                                                                                      | The hook only partially grabs the reader's attention.                                                  | The hook does not grab the reader's attention.                                | A hook is not included.                                       |
|                               | The topic or text the essay is based on is briefly introduced with relevant details, such as main characters, setting, or plot summary. | The topic or text the essay is based on is introduced with some details.                               | The topic or text the essay is based on is introduced with few or no details. | The topic or text the essay is based on is not introduced.    |
| <b>Body</b>                   | All reasons in the body paragraphs support the opinion.                                                                                 | Most reasons in the body paragraphs support the opinion.                                               | Some reasons in the body paragraphs support the opinion.                      | Few or no reasons in the body paragraphs support the opinion. |
| <b>Conclusion</b>             | Opinion is effectively restated in a different way from the introductory paragraph.                                                     | Opinion is restated in the same way as in the introductory paragraph.                                  | Opinion is restated in an unclear way.                                        | Opinion is not restated.                                      |
|                               | An effective statement is included to persuade the reader to agree with the opinion.                                                    | A statement to persuade the reader to agree with the opinion is included, but is not fully convincing. | A statement to persuade the reader to agree with the opinion is included.     | No statement to persuade the reader is included.              |
|                               | The conclusion provides an original final new thought about the opinion.                                                                | The conclusion provides one final thought about the opinion.                                           | The connection of the final thought to the opinion is unclear.                | No final thought is included.                                 |
| <b>Structure of the Piece</b> | All sentences in paragraphs are presented logically.                                                                                    | Most sentences in paragraphs are presented logically.                                                  | Some sentences in paragraphs are presented logically.                         | Connections between sentences in paragraphs are confusing.    |
|                               | All information has been paraphrased.                                                                                                   | Most information has been paraphrased.                                                                 | Some information has been paraphrased.                                        | Little information has been paraphrased.                      |
|                               | All transition words or phrases are used appropriately.                                                                                 | Most transition words or phrases are used appropriately.                                               | Some transition words or phrases are used appropriately.                      | Transition words or phrases are not used.                     |

## PERSUASIVE ESSAY EDITING CHECKLIST

| Persuasive Essay Editing Checklist                                                                                                                                                                                                                                                                                                                                                                                                                                               | Notes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |       |
| Is correct grammar used? <ul style="list-style-type: none"> <li>• Sentences are complete with subject and predicate.</li> <li>• Sentences are appropriate length (no run-ons).</li> <li>• Correct subject-verb agreement in the present tense is used.</li> <li>• The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structures.</li> <li>• Words and phrases are used appropriately to compare and contrast.</li> </ul> |       |
| <b>Format</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
| Does the student use appropriate formatting for the piece of writing? <ul style="list-style-type: none"> <li>• All paragraphs are indented.</li> <li>• Essay title is provided.</li> </ul>                                                                                                                                                                                                                                                                                       |       |
| <b>Capitals</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
| Is capitalization appropriately applied? <ul style="list-style-type: none"> <li>• All sentences begin with a capital letter.</li> <li>• All proper nouns are capitalized.</li> </ul>                                                                                                                                                                                                                                                                                             |       |
| <b>Spelling</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |
| Are all words spelled correctly? <ul style="list-style-type: none"> <li>• Words are spelled appropriately.</li> <li>• Words from spelling and morphology lessons are spelled accurately.</li> <li>• The student has been supported in identifying other misspellings to be looked up in reference sources as needed.</li> </ul>                                                                                                                                                  |       |
| <b>Punctuation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |       |
| Is punctuation appropriately applied? <ul style="list-style-type: none"> <li>• All sentences have appropriate ending punctuation.</li> <li>• Commas are used correctly for the ways they have been taught.</li> </ul>                                                                                                                                                                                                                                                            |       |

### GUIDANCE FOR TEACHER USE OF EDITING CHECKLISTS

Editing checklists allow students and teachers to evaluate students' command of language conventions and writing mechanics within unit writing projects. They serve a different purpose from rubrics; rubrics measure the extent to

which students apply specific instructional criteria they have been building toward across the unit, whereas editing checklists measure the extent to which students apply English-language conventions and general writing mechanics. With regard to expectations for accountability, we recommend using the editing checklist to measure students' command of language conventions and writing mechanics only when students have received the appropriate instructional support and a specific opportunity to review their writing for that purpose.

## EVALUATING STUDENT WRITING

- Make enough copies of the rubric and editing checklist found in this section to evaluate each student's writing piece.

## RESOURCES FOR THE ENRICHMENT SELECTIONS

Students may read the enrichment selections contained in the Activity Book (Activity Pages SR.5 and SR.6), with Core Vocabulary included on Activity Page SR.7. Each selection contains an excerpt from the Core Classics version of *The Adventures of Don Quixote*. Each selection encompasses episodes students read in the Reader, *Adventures of Don Quixote*, but contains richer, more complex vocabulary and syntax. The Activity Book contains activity pages that students can complete as they read these selections; see Activity Pages PP.7 and PP.8.

### Core Vocabulary for Enrichment Selections

**agitate, v.** to disturb, excite, or anger (agitated)

**belfry, n.** a tower in which a bell sits (belfries)

**palfrey, n.** a type of horse generally ridden by women in the Middle Ages (palfreys)

**deficiency, n.** a condition in which something important is lacking or missing

**homely, adj.** unattractive

**lofty, adj.** very high; deserving admiration

**preposterous, adj.** very foolish or silly

**provisions, n.** a supply of food and other things that are needed

**resonant, adj.** producing a loud, clear, deep sound

**solemnly, adv.** in a very serious or formal way



## Digital Exit Ticket Suggested Answers

| QUESTION                                                                                                                                                                                                                            | ANSWER                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 1</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| What are some character traits of Don Quixote that are revealed in Chapter 1?                                                                                                                                                       | Answers may vary, but may include that he seems to be obsessed or living in a fantasy world, is idealistic, or thinks positively about things: curious, brave, eccentric.                                                                                                                                                                                                                                                                                           |
| <b>Lesson 2</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| In what ways is Don Quixote similar to the knights who lived in the Middle Ages?                                                                                                                                                    | Answers may vary but may include: <ul style="list-style-type: none"> <li>• They both wear armor.</li> <li>• They both want to live by a code of chivalry and protect weaker members of society.</li> </ul>                                                                                                                                                                                                                                                          |
| <b>Lesson 3</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Why do you think Cervantes used figurative language in his story? What effect does this have on the story?                                                                                                                          | Answers may vary, but may include: <ul style="list-style-type: none"> <li>• Cervantes wanted to create images in the reader's mind with colorful language and idiomatic expressions.</li> <li>• It makes the story more interesting and entertaining.</li> <li>• It hooks readers and makes them want to continue reading.</li> </ul>                                                                                                                               |
| <b>Lesson 4</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| What additional examples are given in the chapter you just read that provide additional evidence that Don Quixote is idealistic and committed to living by the code of chivalry? Use evidence from the text to support your answer. | Answers may vary, but may include: <ul style="list-style-type: none"> <li>• Whenever Don Quixote is confronted with situations that he believes are wrong or unfair, he gets involved to help those in trouble (passengers in the stagecoach, prisoners being taken to the ships).</li> <li>• He continues to want to pay homage to Dulcinea (asking those he defeats to go and tell her of his victories).</li> </ul>                                              |
| <b>Lesson 5</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| The resolution is the part of the story when the main conflict is resolved. What was the resolution from the chapters you read today?                                                                                               | The resolution from the chapters read today was that the priest and the barber brought Don Quixote home and ended his adventure.                                                                                                                                                                                                                                                                                                                                    |
| <b>Lesson 6</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| What new pieces of evidence from the text support the view that Sancho Panza is loyal?                                                                                                                                              | Answers may vary, but may include: <ul style="list-style-type: none"> <li>• He tells his wife he believes he will find the island next time he and Don Quixote go on an adventure.</li> <li>• He tries to see Don Quixote for a month despite being turned away repeatedly.</li> <li>• He continues to travel with Don Quixote even though he knows he is strange.</li> <li>• He agrees to try to find Dulcinea, even though he knows she doesn't exist.</li> </ul> |
| <b>Lesson 7</b>                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Dramatic irony is another type of irony in which the reader knows something that a character in the story does not know. How is the situation between Don Quixote and Samson an example of dramatic irony?                          | Answers may vary, but should refer to the fact that Sampson had planned the scheme to deceive Don Quixote, thinking he could easily defeat his friend and make him go back home.                                                                                                                                                                                                                                                                                    |

|                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson 8</b>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                           |
| Why do you think Don Quixote decided to change his name to the “Knight of the Lions”? What might this change signify, or mean?                                                                                                                               | Answers may vary, but may include: <ul style="list-style-type: none"> <li>• In this adventure, there were no bad consequences; he emerged victorious.</li> <li>• He is feeling more hopeful and optimistic.</li> <li>• He may think this name will impress Dulcinea and others.</li> </ul>                                                                |
| <b>Lesson 9</b>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                           |
| Which event in these two chapters best supports the idea that Don Quixote is idealistic or quixotic?                                                                                                                                                         | Answers may vary, but may include: <ul style="list-style-type: none"> <li>• Don Quixote created confusion at the puppet show by destroying the puppets in order to “save” Dona Melisendra and her husband.</li> <li>• He thinks he is being invited to the palace to serve the Duke and Duchess, although they simply want to make fun of him.</li> </ul> |
| <b>Lesson 10</b>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                           |
| What evidence from these chapters supports the idea that Sancho is realistic?                                                                                                                                                                                | Answers may vary, but may include Sancho hesitating to get on the wooden horse and being unhappy about going on the trip.                                                                                                                                                                                                                                 |
| <b>Lesson 11</b>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                           |
| Do you think Sancho’s experiences as governor of an island were what he expected? Support your answer with evidence and examples from the text.                                                                                                              | Answers will vary.                                                                                                                                                                                                                                                                                                                                        |
| <b>Lesson 12</b>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                           |
| How does the townspeople’s opinion of Sancho change after he settles the dispute between the tailor and the man requesting the capes?                                                                                                                        | Answers may vary, but may include: At first, the townspeople thought Sancho was not smart and made fun of him, but they are surprised when he reasons so well in settling the dispute.                                                                                                                                                                    |
| <b>Lesson 13</b>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                           |
| Don Quixote mentions he is hungry, but he does not necessarily mean he is hungry for food. What does Don Quixote mean when he says he is hungry? What is he hungry for?                                                                                      | Answers may vary, but may include that Don Quixote says he is hungry for his life of adventure and romance, instead of the easy life at the palace. He recognizes that while some people enjoy the luxuries of rich palace life, he wants a simpler life that has value to him personally, the life of a knight righting wrongs.                          |
| <b>Lesson 14</b>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                           |
| Imagine that you are Sancho Panza and that you have been asked to write the eulogy or funeral speech at the memorial service for Don Quixote. What would you say about his life? Include specific character traits and supporting evidence in your response. | Answers will vary.                                                                                                                                                                                                                                                                                                                                        |

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.3** ACTIVITY PAGE

### Character Chart: Don Quixote

|                                                                                                    |                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Description                                                                               | Evidence from Text                                                                                                                                                        |
| about 50 years old; tall; thin; has a small beard; dressed in old armor that must be tied together | Pages) 1, 2<br>He only reads books about fantastic adventures of knights; used to practice jousting alone in his room; sold his farmland to buy more books about knights. |
| Character Trait                                                                                    | Pages) 3<br>He thinks anyone can make him a knight.                                                                                                                       |
| eccentric                                                                                          | Pages) _____                                                                                                                                                              |
|                                                                                                    | Pages) _____                                                                                                                                                              |
|                                                                                                    | Pages) _____                                                                                                                                                              |

Grade 5 Activity Book | Unit 4 9

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.3** ACTIVITY PAGE

### Character Chart: Don Quixote

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Description                                                                               | Evidence from Text                                                                                                                                                                                                                                                                                                                    |
| about 50 years old; tall; thin; has a small beard; dressed in old armor that must be tied together | Pages) 1, 2<br>He believes he can go out into the world to right all that is wrong or evil; has a positive interpretation of his horse's name, while others have a negative interpretation; not upset about wearing old armor that has to be tied together; believes Dulcinea is his "lady," even though he met her only once before. |
| Character Trait                                                                                    | Pages) 3<br>He sees a simple inn and thinks it is a castle; he believes a dinner of badly-cooked codfish and stale bread is a banquet.                                                                                                                                                                                                |
| idealistic                                                                                         | Pages) 17, 21, 22<br>He wants to help the princess, Micomicona; he is not disturbed by being put in a cage; he believes they will be able to find Dulcinea and her palace; he remains convinced that the ordinary farm girl they see is the beautiful Dulcinea.                                                                       |
| Character Trait                                                                                    | Pages) 1<br>He likes to read about knights and their adventures.                                                                                                                                                                                                                                                                      |
| curious                                                                                            | Pages) _____                                                                                                                                                                                                                                                                                                                          |
|                                                                                                    | Pages) _____                                                                                                                                                                                                                                                                                                                          |

Grade 5 Unit 4 | Activity Book 10

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.3** ACTIVITY PAGE  
CONTINUED

### Character Chart: Don Quixote

|                                                                                                    |                                                                                                                                                |
|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Physical Description                                                                               | Evidence from Text                                                                                                                             |
| about 50 years old; tall; thin; has a small beard; dressed in old armor that must be tied together | Pages) 1<br>He wants to right all that is wrong in the world and punish evil, even if it means he will encounter dangerous monsters or giants. |
| Character Trait                                                                                    | Pages) 7, 8<br>He confronts the farmer who is punishing the young boy; he confronts the group of merchants and their servants.                 |
| brave                                                                                              | Pages) 24, 26, 27, 30<br>Don Quixote fights the Knight of the Woods; he is willing to fight hungry lions                                       |
| Character Trait                                                                                    | Pages) 37, 38<br>He willingly goes on the adventure of the wooden horse.                                                                       |
| honorable                                                                                          | Pages) 6, 7<br>He tries to make the farmer do the right thing and pay the young boy the money that is owed.                                    |
|                                                                                                    | Pages) _____                                                                                                                                   |

Grade 5 Activity Book | Unit 4 11

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_ **1.3** ACTIVITY PAGE

### Character Chart: Don Quixote

|                                                                                                    |                    |
|----------------------------------------------------------------------------------------------------|--------------------|
| Physical Description                                                                               | Evidence from Text |
| about 50 years old; tall; thin; has a small beard; dressed in old armor that must be tied together | Pages) _____       |
| Character Trait                                                                                    | Pages) _____       |
|                                                                                                    | Pages) _____       |
| Character Trait                                                                                    | Pages) _____       |
|                                                                                                    | Pages) _____       |
| Character Trait                                                                                    | Pages) _____       |
|                                                                                                    | Pages) _____       |

Grade 5 Unit 4 | Activity Book 12

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.2** TAKE-HOME

**“Don Quixote Leaves Home”**

Read chapter 2 from *Adventures of Don Quixote* and answer the question that follows using complete sentences.

In what ways is the dubbing ceremony described in this chapter different from a real dubbing ceremony in the Middle Ages?

Answers may vary, but may include that the ceremony described in *Don Quixote* was not performed by a lord; it was not blessed by a priest; it did not take place in a church or chapel; and it was not at the end of a lengthy training period.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Page(s) \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.3** TAKE-HOME

**Noun Subject-Action Verb Agreement**

Fill in the “Agreement” column using the information provided. The first one is done for you.

| Subject                     | Action Verb | Agreement                                     |
|-----------------------------|-------------|-----------------------------------------------|
| the boys                    | run         | Example: <i>The boys run</i>                  |
| Gabriela                    | suggest     | <i>Gabriela suggests</i>                      |
| my father                   | trust       | <i>my father trusts</i>                       |
| Don Quixote                 | choose      | <i>Don Quixote chooses</i>                    |
| Julio                       | dry         | <i>Julio dries</i>                            |
| the police officer          | identify    | <i>the police officer identifies</i>          |
| the artist and the sculptor | create      | <i>the artist and the sculptor create</i>     |
| the men                     | encourage   | <i>the men encourage</i>                      |
| Damion                      | wish        | <i>Damion wishes</i>                          |
| the dog                     | gobble      | <i>the dog gobbles</i>                        |
| the horse                   | approach    | <i>the horse approaches</i>                   |
| the principal and teacher   | announce    | <i>the principal and the teacher announce</i> |
| Susan                       | relax       | <i>Susan relaxes</i>                          |
| the knight                  | rush        | <i>the knight rushes</i>                      |
| the baby                    | miss        | <i>the baby misses</i>                        |

Write expanded sentences for five noun subject-verb agreement statements from the chart.

Example: Usually the boys run home from school.

1. Answers may vary for all, but should include correct subject-verb agreement statements from Activity Page 2.3.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**2.4** TAKE-HOME

**Suffix -ness**

Write the correct word to complete each sentence. It may help to remember that words with the suffix -ness are nouns, while the other choices without this suffix are adjectives.

|           |            |        |            |
|-----------|------------|--------|------------|
| steady    | greatness  | drowsy | drowsiness |
| crispness | steadiness | crisp  | bright     |

- The crisp morning air helped me wake up even though it was very early and barely light outside.
- It was incredible to watch the artist work with such steadiness as he painted a picture of the river and its banks.
- The baby's drowsiness caused him to yawn and rub his eyes.
- She chose a bright paint color for the kitchen to make it seem warm and inviting.
- I appreciated the crispness of the bacon on my sandwich but everyone else said it was overcooked.
- The heat was turned up high in the library, which made me feel drowsy as I read, so I kept shifting in my seat to stay alert.

7. Write a sentence for each of the words not used from the box.

a. Answers may vary, but should be a complete sentence using either steady or greatness.

b. Answers may vary, but should be a complete sentence using whichever word (steady or greatness) was not used in 7a.

Read each word and its meaning. Then, add the suffix -ness to the word. Determine the meaning of the new word and write a sentence using the new word.

8. Root word: friendly  
Meaning: kind and helpful  
New word: friendliness  
Meaning: a state or condition of acting like a friend; being kind and helpful  
Sentence:

Answers may vary, but should include a complete sentence in which friendliness is used correctly.

9. Root word: wild  
Meaning: uncontrolled and dangerous  
New word: wildness  
Meaning: a state or condition of being untamed or out of control  
Sentence:

Answers may vary, but should include a complete sentence in which wildness is used correctly.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

### Fact or Opinion?

Read each sentence and determine whether the sentence is a fact or an opinion. Circle the word Fact or Opinion depending on your answer. Then, explain your reasoning.

1. Knights had the most important job in the Middle Ages.

Fact or Opinion?

Reasoning:

This sentence contains a word that describes an extreme (most important).

2. In the dubbing ceremony, the lord taps the knight on the shoulder with the flat part of his sword.

Fact or Opinion?

Reasoning:

This sentence contains facts about what happens at a dubbing ceremony without making any judgment about it.

3. Knights were soldiers who fought on horseback for their lord.

Fact or Opinion?

Reasoning:

This sentence contains facts about what knights did without making any judgments about it.

4. It was better to be a knight than a monk during the Middle Ages.

Fact or Opinion?

Reasoning:

This sentence contains a judgment word (better).

5. Knights swore to protect the Church and weaker members of society.

Fact or Opinion?

Reasoning:

This sentence contains facts about what knights swore to do without making any judgments about it.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1. In what ways is this passage different from the version you read in "Don Quixote Leaves Home" (Chapter 2)?

Answers may vary, but may include that the version in Activity Page 3.2 contains more details about how Don Quixote decided on his name (such as using Amadis as an example of how knights should be named); it contains more details about the inn (such as the description of the spires of polished silver, a drawbridge, and a moat); it contains a description of a pig-driver blowing his horn, which Don Quixote takes to be a signal of his arrival; it contains less detailed information about the dinner and what food was served; it contains more details about the dubbing ceremony; and Don Quixote speaks in a manner that is odd and more complex than in the version in the Reader.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**4.2** ACTIVITY PAGE

### Character Chart: Sancho Panza

| Physical Description                                                                                                                                       | Evidence from Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a poor farmer who is short and stout                                                                                                                       | <p>Page(s) 10, 13<br/>He sees windmills rather than the giants Don Quixote sees; he sees a barber wearing a basin rather than the enchanted helmet Don Quixote sees.</p> <p>Page(s) 16, 17, 21<br/>He realizes Don Quixote is strange sometimes; he is suspicious when Don Quixote is put into the cage; and he realizes they won't be able to find Dulcinea because she doesn't exist.</p> <p>Page(s) 33<br/>He realizes Don Quixote ruined Master Peter's puppets and promises that he will pay for the damage.</p> <p>Page(s) 37, 38, 41, 43<br/>He is skeptical of going on the flying horse; he understands he is not a different person simply because he wears different clothes; he realizes he will never be able to remember all the pieces of advice Don Quixote is giving him.</p> <p>Page(s) 43, 50-51<br/>He finds a good solution to the dispute presented to him; he realizes he is happier with a simpler life than being "governor" of the "island."</p> <p>Page(s) 53, 54<br/>He realizes he is happier living his old life rather than any new position the Duke could give him; he realizes they need to have money to stay in Inns while they travel because they may not be able to find many palaces in which to stay.</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Character Trait</div> <p style="text-align: center;">realistic</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

Grade 5

Activity Book | Unit 4 51

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**4.2** ACTIVITY PAGE

### Character Chart: Sancho Panza

| Physical Description                                                                                                                                   | Evidence from Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a poor farmer who is short and stout                                                                                                                   | <p>Page(s) 10, 13<br/>He sees windmills rather than the giants Don Quixote sees; he sees a barber wearing a basin rather than the enchanted helmet Don Quixote sees.</p> <p>Page(s) 16, 17, 21<br/>He realizes Don Quixote is strange sometimes; he is suspicious when Don Quixote is put into the cage; and he realizes they won't be able to find Dulcinea because she doesn't exist.</p> <p>Page(s) 33<br/>He realizes Don Quixote ruined Master Peter's puppets and promises that he will pay for the damage.</p> <p>Page(s) 37, 38, 41, 43<br/>He is skeptical of going on the flying horse; he understands he is not a different person simply because he wears different clothes; he realizes he will never be able to remember all the pieces of advice Don Quixote is giving him.</p> <p>Page(s) 43, 50-51<br/>He finds a good solution to the dispute presented to him; he realizes he is happier with a simpler life than being "governor" of the "island."</p> <p>Page(s) 53, 54<br/>He realizes he is happier living his old life rather than any new position the Duke could give him; he realizes they need to have money to stay in Inns while they travel because they may not be able to find many palaces in which to stay.</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Character Trait</div> <p style="text-align: center;">loyal</p> | <p>Page(s) 9, 14<br/>He leaves his family and travels with Don Quixote; he stays with Don Quixote when the angry prisoners throw stones at them after they are freed, and as the guards trash them without mercy.</p> <p>Page(s) 18, 21<br/>He talks his wife he believes he will find the island the next time he and Don Quixote go on an adventure; he tries to see Don Quixote for a month although repeatedly turned away by the priest and the barber; he continues to travel with Don Quixote although he knows he is strange sometimes; and he agrees to try to find Dulcinea although he knows she doesn't exist.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Character Trait</div> <p style="text-align: center;">wise</p>  | <p>Page(s) 41, 45, 46, 49, 50<br/>He understands changing his clothing will not change the type of person he is; he finds a good solution to the dispute between the tailor and the man requesting the capes; he realizes the doctor's advice about not eating does not make sense; he realizes he cannot fight when he's tied up with the shields; and he realizes he is happier with his old life and not his life as a governor.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**4.2** ACTIVITY PAGE

### Character Chart: Sancho Panza

| Physical Description                                                                                          | Evidence from Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a poor farmer who is short and stout                                                                          | <p>Page(s) _____<br/>He sees windmills rather than the giants Don Quixote sees; he sees a barber wearing a basin rather than the enchanted helmet Don Quixote sees.</p> <p>Page(s) _____<br/>He realizes Don Quixote is strange sometimes; he is suspicious when Don Quixote is put into the cage; and he realizes they won't be able to find Dulcinea because she doesn't exist.</p> <p>Page(s) _____<br/>He realizes Don Quixote ruined Master Peter's puppets and promises that he will pay for the damage.</p> <p>Page(s) _____<br/>He is skeptical of going on the flying horse; he understands he is not a different person simply because he wears different clothes; he realizes he will never be able to remember all the pieces of advice Don Quixote is giving him.</p> <p>Page(s) _____<br/>He finds a good solution to the dispute presented to him; he realizes he is happier with a simpler life than being "governor" of the "island."</p> <p>Page(s) _____<br/>He realizes he is happier living his old life rather than any new position the Duke could give him; he realizes they need to have money to stay in Inns while they travel because they may not be able to find many palaces in which to stay.</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Character Trait</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Character Trait</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**4.2** ACTIVITY PAGE

### Character Chart: Sancho Panza

| Physical Description                                                                                          | Evidence from Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a poor farmer who is short and stout                                                                          | <p>Page(s) _____<br/>He sees windmills rather than the giants Don Quixote sees; he sees a barber wearing a basin rather than the enchanted helmet Don Quixote sees.</p> <p>Page(s) _____<br/>He realizes Don Quixote is strange sometimes; he is suspicious when Don Quixote is put into the cage; and he realizes they won't be able to find Dulcinea because she doesn't exist.</p> <p>Page(s) _____<br/>He realizes Don Quixote ruined Master Peter's puppets and promises that he will pay for the damage.</p> <p>Page(s) _____<br/>He is skeptical of going on the flying horse; he understands he is not a different person simply because he wears different clothes; he realizes he will never be able to remember all the pieces of advice Don Quixote is giving him.</p> <p>Page(s) _____<br/>He finds a good solution to the dispute presented to him; he realizes he is happier with a simpler life than being "governor" of the "island."</p> <p>Page(s) _____<br/>He realizes he is happier living his old life rather than any new position the Duke could give him; he realizes they need to have money to stay in Inns while they travel because they may not be able to find many palaces in which to stay.</p> |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Character Trait</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Character Trait</div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

Grade 5

Unit 4 | Activity Book 54



7. Which of the following best demonstrates brightness?
- A. the basement of a house during a storm
  - B. a room with lots of windows letting in sunshine on a cloudless day**
  - C. a cloudy day
8. Which of the following best demonstrates emptiness?
- A. a laundry basket with no clothes inside**
  - B. a bathtub overflowing with water
  - C. a very heavy backpack that is hard to pick up off the ground

NAME: \_\_\_\_\_  
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Read each excerpt and complete the activity in the next column.

| Chapter/<br>Page #      | Excerpt from Don Quixote                                                          | Write an opinion, support it with a reason, and identify one piece of evidence from the excerpt to support the reason.<br>Prompt: If Don Quixote <i>desire to be a knight (which leads him to guard his armor) is a good enough reason for attacking the milk drivers?</i><br>Opinion:<br>Reason:<br>Evidence from Text:                                                                                                                                                                                                    |
|-------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chapter 2,<br>Page 4    | "First there was the watching of the armor," to — this time in complete silence." | Don Quixote was wrong to attack the milk drivers because he did not give the milk drivers a chance to talk about it before attacking them.<br>There is a second milk driver who came to the water tank, but he did not let him see the armor.<br>Don Quixote attacked him, this time in complete silence.                                                                                                                                                                                                                   |
| Chapter 3,<br>Pages 7–8 | From "Meanwhile, Don Quixote..." to "...he began stringing old ballocks..."       | Don Quixote's desire to be a knight (which leads him to challenge the people he meets) is a good enough reason for suffering the pain of getting hit by stones.<br>Don Quixote's desire to be a knight is not a good enough reason for suffering the pain of getting hit by stones.<br>Don Quixote's desire to be a knight is not a good enough reason for suffering the pain of getting hit by stones.<br>Don Quixote's desire to be a knight is not a good enough reason for suffering the pain of getting hit by stones. |

| Chapter/<br>Page #    | Excerpt from Don Quixote                                                     | Write an opinion, support it with a reason, and identify one piece of evidence from the excerpt to support the reason.<br>Prompt: If Don Quixote's friends' burning of his books and telling him that a wizard took his books likely to stop him from continuing to pursue knightly deeds?<br>Opinion:<br>Reason:<br>Evidence from Text:                                                                                                                                |
|-----------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chapter 3,<br>Page 8  | "The next morning... to 'how mistaken they were!'"                           | Don Quixote's friends' burning of his books and telling him that a wizard took his books likely to stop him from continuing to pursue knightly deeds.<br>Don Quixote's friends' burning of his books and telling him that a wizard took his books likely to stop him from continuing to pursue knightly deeds.<br>Don Quixote's friends' burning of his books and telling him that a wizard took his books likely to stop him from continuing to pursue knightly deeds. |
| Chapter 4,<br>Page 10 | "On the road again..." to "But horse and knight were flung to the ground..." | Don Quixote's desire to be a knight (which leads him to attack the windmills) is a good enough reason for suffering the pain and bruises of falling off his horse.<br>Don Quixote's desire to be a knight is not a good enough reason for suffering the pain and bruises of falling off his horse.<br>Don Quixote's desire to be a knight is not a good enough reason for suffering the pain and bruises of falling off his horse.                                      |

NAME: \_\_\_\_\_  
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**"Back to La Mancha," "Don Quixote Learns He Is Already Famous," and "On the Road Again"**

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found support for each answer. Answer in complete sentences and restate the question in your answer whenever possible.

- The phrase *with all due respect* is used when someone is going to disagree with, or criticize, someone they do not want to offend. Why do you think Sancho uses that phrase on page 16?  
He does not want to offend the priest when he disagrees with him about returning home.  
Page(s) 16
- Why does the barber ask Sancho not to tell Don Quixote that he saw them, and why will they be in disguise?  
Answers may vary, but may include that they are afraid if Don Quixote knows they are waiting for him, he will avoid them so they don't try to take him home.  
Page(s) 16
- What is the friends' plan to bring Don Quixote and Sancho home?  
They have a woman pretend to be an African princess who needs Don Quixote's help.  
Page(s): 17





NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.1** ACTIVITY PAGE

**“Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again”**

As you and your partner read the chapters, answer the following questions.

- On page 16, Sancho makes a comment about Don Quixote and how odd he is when he speaks to Lady Dulcinea. What does this reveal about Sancho’s character?

Answers may vary, but may include that Sancho is realistic about Don Quixote and his eccentric behavior, but he is still loyal to Don Quixote in spite of this.

The following question, for Chapter 6, has two parts. Answer Part A and then answer Part B.

- Part A:** How does Sancho feel about the priest and the barber?
  - He dislikes them very much.
  - He is frightened of them and wants to get away from them as quickly as possible.
  - He admires them and does not want to offend them.
  - He thinks he is better than they are.

- Part B:** What statement from the text best supports the answer to Part A?
- “Master and I go around righting things that are wrong in the world and fighting evil!”
  - “We’ll be in disguise when you come out.”
  - “His estate needs attention; you yourself would be better off helping your wife take care of the fields.”
  - “With all due respect, you don’t understand.”

Page(s) 16

- When the priest and the barber put Don Quixote in the wooden cage, Don Quixote and Sancho react differently. How does each react?

Don Quixote “takes it all in stride,” or is not upset by it, whereas Sancho is very suspicious.

Page(s) 17

- The author uses the phrase *beside himself* twice in these chapters—once on page 17 and once on page 20. What does this phrase mean? What is the difference between the use of the phrase on page 17 and the use of the phrase on page 20?

The phrase *beside himself* means very emotional or very angry. On page 17, the phrase is used to describe the innkeeper, who is very angry that Don Quixote destroyed the wineskins and spilled all the wine. On page 20, it is used to describe Sancho, who is very happy Don Quixote was happy to meet Samson.

- What new pieces of evidence from the text support the view that Don Quixote is idealistic? Record this information on Activity Page 1.3.
- What new pieces of evidence from the text support the view that Sancho Panza is realistic? Record this information on Activity Page 4.2, drawing an arrow from the box in the center column to the box(es) in which you record the evidence.
- What new pieces of evidence from the text support the view that Sancho is loyal? Record this information on Activity Page 4.2.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.2** TAKE-HOME

**Subject-Linking Verb Agreement**

Fill in the “Agreement” column using the information provided. The first two are done for you.

| Subject (Noun or Pronoun) | Linking Verb | Agreement                            |
|---------------------------|--------------|--------------------------------------|
| the criminals             | to be        | Example: <i>the criminals are</i>    |
| they                      | to be        | Example: <i>they are</i>             |
| Don Quixote               | to feel      | <b>Don Quixote feels</b>             |
| he                        | to feel      | <b>he feels</b>                      |
| the guards and criminals  | to look      | <b>the guards and criminals look</b> |
| she                       | to look      | <b>she looks</b>                     |
| a lady and her maids      | to be        | <b>a lady and her maids are</b>      |
| they                      | to be        | <b>they are</b>                      |
| it                        | to taste     | <b>it tastes</b>                     |
| I                         | to be        | <b>I am</b>                          |
| it                        | to smell     | <b>it smells</b>                     |
| you                       | to be        | <b>you are</b>                       |

Write expanded sentences for five additional subject–linking verb agreement statements from the chart. Choose nouns as subjects for two sentences and pronouns as subjects for the remaining three sentences.

Example: The criminals are on their way to do hard labor on the king’s ships.

- Answers may vary, but should include sentences that have nouns as subjects for two sentences and pronouns as subjects for three sentences. All sentences should have correct subject-verb agreement statements from Activity Page 6.3.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.3** TAKE-HOME

**Practice Root vac**

Write the correct word to complete each sentence.

|          |         |            |          |
|----------|---------|------------|----------|
| evacuate | vacancy | vacant     | evacuee  |
| vacate   | vacuum  | evacuation | vacation |

1. After our neighbors moved, their house stood vacant for many months.
2. A clever invention keeps drinks hot or cold by creating an airtight vacuum between two bottles, one placed inside the other.
3. We drove and drove, looking for a motel with a(n) vacancy sign.
4. Someone who must leave an area is called a(n) evacuee.
5. The forced evacuation from the town caused a huge traffic jam for miles around.
6. Mom told us to vacate the house because of our muddy shoes.

7. When the bus swerved off the road, all the passengers had to evacuate the bus.
8. My favorite summer vacation is going to the beach.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**6.5** TAKE-HOME

**Practice Spelling Words**

|           |             |           |          |        |
|-----------|-------------|-----------|----------|--------|
| adventure | imagination | ordinary  | courage  | squire |
| disguise  | knighthood  | enchanted | nonsense | armor  |

List the spelling words in alphabetical order.

1. adventure
2. armor
3. courage
4. disguise
5. enchanted
6. imagination
7. knighthood
8. nonsense
9. ordinary
10. squire

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.2** TAKE-HOME  
CONTINUED

Don Quixote ordered the keeper to excite the lion by poking him with sticks and beating him, but the keeper refused, saying that the knight had already proven his courage and that he should not force combat on an unwilling opponent.

The knight admitted the truth of this argument. "Shut the door then, and I will signal my friends to return," he said, tying a white cloth to the tip of his lance and then waving it for Sancho and the gentleman in green to see.

"I'll be hanged if my master has not defeated the king of the beasts!" exclaimed Sancho, and he ran forward to learn what had happened.

The keeper gave a full and flattering account of what had taken place. Don Quixote gave him a couple of gold coins for him and his companion as a reward for their trouble. "And if the matter should come to the ears of the king," he added, "and he should wish to know who performed this feat, tell him it was Don Quixote de la Mancha, now known as the Knight of the Lions, for I am

dropping the name 'Sorrowful Countenance,' and adopting the other as the customs of chivalry allow."

Write the correct word from this excerpt to complete each sentence.

unyoked      undaunted      dumbfounded      commended

1. My sister was truly dumbfounded when she heard that she won a prize in the contest.
2. After plowing the fields, the farmer led the unyoked mules back to the barn.
3. The fireman seemed undaunted as he courageously fought the blaze.
4. Before charging into battle, the knight paused for a moment and commended his safety to God.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.2** ACTIVITY PAGE

### "The Puppet Show" and "At the Duke's Palace"

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. At the end of the first paragraph on page 31, the innkeeper says he would give the man with the green eye patch a room even if it meant taking one away from the most powerful duke in Spain. What does this tell you about the way the innkeeper feels about the man with the green eye patch?

He respects the man with the green eye patch very much and wants him to be a guest at his inn.

Page(s): 31

2. How does the puppeteer feel about Don Quixote and Sancho?

He admires them and is happy or excited to meet them.

Page(s): 31

3. Describe the story of Doña Melisendra.

Answers may vary, but may include that Doña Melisendra was being held prisoner in Spain by the Moors; her husband, Don Gaiferos, tried to rescue her to take her away on horseback; Doña Melisendra's skirt got caught on the bars of the balcony; and King Marsilio pursued the couple.

Page(s): 32

4. What monumental confusion does Don Quixote create at the puppet show? How does this event support the view that Don Quixote is idealistic?

He does not see things as they really are, but he sees it as an opportunity for a knight to right a wrong and save Doña Melisendra.

Page(s): 32

5. Based on the way it is used in this paragraph, what do you think the phrase *what the eyes of his imagination saw* means?

It means that he saw it in his mind, but it didn't really exist.

Page(s): 33

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.2** ACTIVITY PAGE

(CONTINUED)

6. On page 31, the text says that Master Peter's monkey answers any questions about things that are happening or have already happened. Is this true? Describe what is really happening.

When Master Peter was about to visit a new town, he would first ask people in the area for news of the town. Then, when people in the town asked the monkey questions, Master Peter would pretend that the monkey was whispering the answer in his ear and that he was just repeating what the monkey said. In fact, Master Peter would use the information he learned from people in the area before visiting the town to answer the questions himself.

Page(s): 27, 33

7. Why does the Duchess invite Don Quixote and Sancho to the palace for a visit with her and the Duke?

She and her husband wanted to have a good time, making fun of Don Quixote and Sancho.

Page(s): 34

8. Contrast the way the Duke and the clergyman react to Don Quixote.

The Duke thinks Don Quixote is amusing, and he laughs.

The clergyman thinks Don Quixote is foolish and he gets angry at him.

Page(s): 35

The following question has two parts. Answer Part A and then answer Part B.

9. **Part A:** What does Don Quixote think of the clergyman?
- He thinks the clergyman is funny and he laughs at him.
  - He thinks the clergyman is too serious and tries to make him laugh.
  - He thinks the clergyman is wrong and he gets very angry at him.
  - He thinks the clergyman is trying to ruin the fun Don Quixote and Sancho are having at the palace.

**Part B:** What line from the text best supports the correct answer to Part A?

- "The serious-minded priest, hearing all that talk about giants and enchantments, imagined that this must be the hero of the book the Duke liked to read often."
- "Don Quixote stood up, shaking from head to toe."
- "Host and hostess were having the time of their lives. They would not let the priest spoil their fun."
- "I shall not set foot in this palace as long as those foolish guests remain here."

Page(s): 35

NAME: \_\_\_\_\_

**9.3** TAKE-HOME

DATE: \_\_\_\_\_

**"At the Duke's Palace"**

Read chapter 12 and answer the question that follows.

Using the three core vocabulary words for this chapter (brocade, clergyman, and laughingstock), write a one-paragraph summary of this chapter.

Answers may vary, but should include the correct use of the words

brocade, clergyman, and laughingstock, and should accurately

summarize the chapter.

Page(s): \_\_\_\_\_

NAME: \_\_\_\_\_

**9.4** TAKE-HOME

DATE: \_\_\_\_\_

**Review Sentences, Verbs, and Subject-Verb Agreement**

Use the chart below to match each subject with its predicate (including one of the verbs from the middle column). Hint: You may want to number each subject, verb, and predicate. See the example in the chart. Then, write complete sentences on the lines below, making sure to use capital letters, proper punctuation, and any additional words necessary. The first one has been done for you.

| Subjects            | Verbs    | Predicates                                            |
|---------------------|----------|-------------------------------------------------------|
| the lion keeper (1) | relax    | Dulcinea does not love him                            |
| La Mancha           | to look  | Don Quixote is a laughingstock                        |
| the puppeteer       | worry    | Don Quixote that he is a brave and courageous man (1) |
| the priest          | to be    | before the Duke                                       |
| Sancho              | kneel    | on the puppeteer's shoulder                           |
| Don Quixote         | tell (1) | a province in the heart of Spain                      |
| the monkey          | think    | very upset                                            |

- The lion keeper tells Don Quixote that he is a brave and courageous man.
- Answers may vary, but here are a few examples.  
La Mancha is a province in the heart of Spain.
- The puppeteer looks very upset.
- The priest thinks Don Quixote is a laughingstock.

5. Sancho kneels before the Duke.

6. Don Quixote worries Dulcinea does not love him.

7. The monkey relaxes on the puppeteer's shoulder.

**Challenge:** Write a complete sentence using a pronoun as the subject and a linking verb as the verb.

Example: I am really thirsty after running the race.

8. \_\_\_\_\_

- \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**9.5** ACTIVITY PAGE

### Root Word *vac*

Write the correct word to complete each sentence.

1. Creating a vacuum  
(vacuum, vacancy) is a very difficult thing to do because it is nearly impossible to make a space without any air or other gases.
2. Farmers must evacuate  
(vacate, vaccinate) their grazing animals to protect them from flooding fields.
3. When Juan moved away, he left a vacancy  
(evacuee, vacancy) in the fifth grade class.
4. The town was like a ghost town after the mass evacuation  
(evacuation, vacancy).

For each word, write a sentence using the word.

5. vacant

Answers may vary, but should be a complete sentence using the word vacant correctly.

\_\_\_\_\_  
\_\_\_\_\_

Grade 5

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6. vacation

Answers may vary, but should be a complete sentence using the word vacation correctly.

\_\_\_\_\_  
\_\_\_\_\_

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**9.6** ACTIVITY PAGE

### Practice Spelling Words

Write a sentence for each of the spelling words.

|             |            |          |          |           |
|-------------|------------|----------|----------|-----------|
| adventure   | armor      | courage  | disguise | enchanted |
| imagination | knighthood | nonsense | ordinary | squire    |

Answers may vary, but should be complete sentences using each of the spelling words correctly.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grade 5

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DATE: \_\_\_\_\_

**10.1** ACTIVITY PAGE

### Spelling Assessment

Write the spelling words as your teacher calls them out.

1. adventure
2. armor
3. courage
4. disguise
5. enchanted
6. imagination
7. knighthood
8. nonsense
9. ordinary
10. squire

Sancho was an ordinary squire who enjoyed his master's adventures.

\_\_\_\_\_  
\_\_\_\_\_

Grade 5

Activity Book | Unit 4 129



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DATE: \_\_\_\_\_

**11.6** TAKE-HOME

**Practice Spelling Words**

Sort the spelling words into categories based on the suffix or root in each word.

|              |            |           |
|--------------|------------|-----------|
| steadiness   | drowsiness | extract   |
| distract     | attract    | vacancy   |
| vacuum       | evacuate   | greatness |
| friendliness | tractor    |           |

| -ness        | tract    | vac      |
|--------------|----------|----------|
| steadiness   | distract | vacuum   |
| friendliness | attract  | evacuate |
| drowsiness   | extract  | vacancy  |
| greatness    | tractor  |          |
|              |          |          |
|              |          |          |

List the spelling words in alphabetical order.

1. attract
2. distract
3. drowsiness
4. evacuate
5. extract
6. friendliness
7. greatness
8. steadiness
9. tractor
10. vacancy
11. vacuum

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**12.1** ACTIVITY PAGE

**“Don Quixote Advises Sancho,” “Sancho, Governor for Life,” and “Danger at the Island”**

As you and your partner read the chapters, answer the following questions.

1. On page 41, why does Sancho say he will take his own, old clothes with him to the island?  
Answers may vary, but may include that he feels more comfortable with his old clothes; he does not think he needs new clothes to serve as governor.
2. What does Don Quixote say is “the most difficult knowledge of all”? Why do you think Don Quixote believes this is the most difficult knowledge of all?  
knowing oneself  
Answers may vary, but may include that it is hard for people to know themselves because it is difficult for them to see their own faults; people like to always think the best of themselves.
3. How did the townspeople’s opinion of Sancho change after he settled the dispute between the tailor and the man requesting the capes?  
They first thought he was not smart and they were making fun of him, but then they were surprised that he could reason so well in settling the dispute.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**13.2** TAKE-HOME

**“The Knight of the White Moon”**

Read chapter 19 from *Adventures of Don Quixote*.

Write a one-paragraph summary of this excerpt using the core vocabulary words *confess* and *intoned*, and the phrase *on the contrary*.

Answers may vary, but should accurately summarize the chapter and include the correct use of the words *confess* and *intoned* and the phrase *on the contrary*.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**14.5** ACTIVITY PAGE

**Morphology Review**

Write the correct word to complete each sentence.

1. Don Quixote read many books that illuminated the \_\_\_\_\_ of knighthood.  
(greatness, drowsiness, emptiness, steadiness)
2. Don Quixote refused to listen to anyone who would \_\_\_\_\_ from the glorious reputation of the exquisite Dulcinea.  
(detract, attract, extract, subtract)
3. The *Adventures of Don Quixote* has been translated into many languages and has \_\_\_\_\_ a(n) \_\_\_\_\_ audience worldwide.  
(detracted, attracted, extracted, distracted) (intersection, intercode, international, national)
4. Stories of kings, queens, damsels in distress, and dragons \_\_\_\_\_ Don Quixote so much that he could no longer think of anything else.  
(subtracted, distracted, attracted, retracted)
5. The unique imaginations of Sancho and Don Quixote are \_\_\_\_\_ in the canon of literature.  
(irreplaceable, replaceable, regular, irregular)

Grade 5

Activity Book | Unit 4 167

**Challenge:** For each word, write a sentence describing the word. Have a partner guess which word you are describing.

6. emptiness  
Answers may vary, but should include complete sentences that correctly use the words provided.
7. illegible
8. interaction

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DATE: \_\_\_\_\_

**14.6** ACTIVITY PAGE

**Practice Spelling Words**

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

|            |              |           |
|------------|--------------|-----------|
| drowsiness | evacuate     | distract  |
| attract    | tractor      | greatness |
| extract    | friendliness | vacancy   |
| steadiness | vacuum       |           |

1. Don Quixote wanted to \_\_\_\_\_ the beautiful Dulcinea to be his bride.
2. The hikers' legs lost their \_\_\_\_\_ by the end of the long climb up the mountain.
3. Long before the \_\_\_\_\_ was invented, horses and oxen were used to pull plows on farms all around the world.
4. When my puppy tries to chew on the sofa, I \_\_\_\_\_ him with a chew toy.
5. I appreciated the \_\_\_\_\_ of the students in my new school.
6. Grandpa had a toothache and the dentist had to \_\_\_\_\_ his tooth.
7. Every time we have a fire drill at school, we have to \_\_\_\_\_ the building.

Grade 5

Activity Book | Unit 4 169

Write sentences using spelling words of your choice that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

8. Answers may vary, but should include complete sentences that correct use the words drowsiness, greatness, vacancy, or vacuum.
- 9.

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15.1 ACTIVITY PAGE

### Spelling Assessment

Write the spelling words as your teacher calls them out.

1. drowsiness
2. friendliness
3. greatness
4. steadiness
5. attract
6. distract
7. extract
8. tractor
9. evacuate
10. vacancy
11. vaccinate
12. vacuum

I was attracted to the stories of the knight's courage during many adventures.

Grade 5

Activity Book | Unit 4 171

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

15.2 ASSESSMENT  
CONTINUED

- 10 Chivalry also required knights to be courteous to women. A part of the code called for knights to show courtly love to a lady. A knight would pledge his honor to a lady and would perform acts of bravery to win her approval. The knight called himself his lady's vassal, placing himself below her just as a vassal placed himself below a lord. A knight who fought in a tournament would often tie his lady's scarf to his helmet to show that he was fighting on her behalf.
- 11 People loved to hear romantic stories about the adventures of knights and their ladies. Troubadours wrote long songs that told the stories of courtly lovers, and minstrels traveled about, singing and performing these songs for those who would pay to listen.

### The End of the Mounted Knight

- 12 What happened to knights? Remember you read earlier that castles became useless as armies started using cannons. The same thing happened to knights. Steel armor was fine protection against arrows and swords. But it was useless against cannonballs and bullets. However, knights did not disappear completely. Rulers continued to offer knighthood to men who had provided services to their kingdoms other than fighting. Explorers, artists, and scientists could become knights for outstanding achievements in their fields. Indeed, in Great Britain famous people are still awarded knighthoods today.

### Questions

1. In paragraph 2, the text says the knighting ceremony might not be so elaborate during wartime. How would a wartime knighting ceremony be different from other times, and why might it not be as elaborate?

Answers may vary, but may include that the knight-to-be would not stay up all night praying; he might simply be handed a helmet and sword; and a higher-ranking man might simply tap him on the shoulder and send him into battle.

Grade 5

Activity Book | Unit 4 175

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A:** Use the following chart to compare and contrast chain mail to steel plates.

|                                     | Chain Mail                                  | Steel Plates                          |
|-------------------------------------|---------------------------------------------|---------------------------------------|
| Made from what material?            | metal rings reinforced with plates of steel | hinged and fitted steel plates        |
| How heavy?                          | about 25 pounds                             | about 65 pounds                       |
| What part of the body did it cover? | protected his upper body                    | protected the knight from head to toe |

**Part B:** Select one armor characteristic from the chart and write a sentence that compares or contrasts the characteristic between the two types of armor.

Answers may vary, but should include information about the characteristics of the two types of armor and the ways in which they are similar to or different from each other.

3. At the end of the selection, the text says that castles and knights became useless because of the same reason. What changed, and how did it make castles and knights useless?

Both castles and knights became useless after the invention of powerful weapons such as cannons and bullets. Neither castles nor the armor that protected the knights were able to stop these more powerful weapons.

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15.2 ASSESSMENT  
CONTINUED

4. Why did lords make rules for the knights to follow?  
 A. The lords wanted to control the knights' dangerous behavior.  
B. The lords wanted the knights to be respected.  
C. The lords had good manners and wanted others to be polite as well.  
D. The lords did not make rules for the knights to follow.
5. The text explains the Code of Chivalry that the knights were to follow. Which of the following is **not** an example of something that was part of that code?  
A. The knights were to stand by their lords and always fight for them.  
 B. The knights were to try to escape if captured and flee.  
C. The knights were to show great respect for a lady and work to win her approval.  
D. The knights were to show good manners and be giving to others.

Informational Text Comprehension Score: \_\_\_\_\_ / 5 points

Grade 5

Activity Book | Unit 4 177



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ASSESSMENT  
CONTINUED

### Grammar

Using the information provided in the "Subject" and "Verb" columns of the following chart, fill in the "Agreement" column so the subject and verb provided are in agreement.

| Subject       | Verb    | Agreement           |
|---------------|---------|---------------------|
| Margarite     | draw    | 1. Margarite draws  |
| the girls     | sing    | 2. the girls sing   |
| we            | play    | 3. we play          |
| you           | to be   | 4. you are          |
| Mr. Henderson | to be   | 5. Mr. Henderson is |
| the puppies   | to be   | 6. the puppies are  |
| I             | to be   | 7. I am             |
| he            | to look | 8. he looks         |

Write complete sentences for any two of the subject-verb agreement statements you created in the chart above.

9. Answers may vary, but should include a phrase from 1–8 above.

\_\_\_\_\_

\_\_\_\_\_

10. Answers may vary, but should include a phrase from 1–8 above.

\_\_\_\_\_

\_\_\_\_\_

Grade 5

Activity Book | Unit 4 183

For each of the following series of items, write a complete sentence using commas correctly.

|                                                   |
|---------------------------------------------------|
| red blue orange                                   |
| blue sky warm sunshine crashing waves             |
| cereal milk juice                                 |
| large whales graceful dolphins colorful clownfish |

11. Answers may vary, but must include red, blue, and (or) orange.

\_\_\_\_\_

\_\_\_\_\_

12. Answers may vary, but must include blue sky, warm sunshine, and crashing waves.

\_\_\_\_\_

\_\_\_\_\_

13. Answers may vary, but must include cereal, milk, and juice.

\_\_\_\_\_

\_\_\_\_\_

14. Answers may vary, but must include large whales, graceful dolphins, and colorful clownfish.

\_\_\_\_\_

\_\_\_\_\_

Grammar Score: \_\_\_\_\_ / 14 points

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Grade 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ASSESSMENT  
CONTINUED

### Morphology

Write the correct word to complete each sentence.

1. Many people consider George Washington to be a great president.  
(great/greatness)

2. The silliness of the movie made Thomas laugh.  
(silly/silliness)

3. The coldness of the ice cream felt good on the hot summer day.  
(cold/coldness)

4. When the light was suddenly turned on in the darkened room, its brightness hurt my eyes.  
(bright/brightness)

5. The house on the corner has been vacant for six months.  
(evacuate/vacant)

6. The evacuation of the town before the storm went smoothly.  
(evacuation/vacancy)

7. I could not concentrate on my homework because I was distracted by the loud music playing in the next room.  
(subtracted/distracted)

8. Bees are attracted to flowers that produce a great deal of pollen.  
(attracted/detracted)

Grade 5

Activity Book | Unit 4 185

Complete each sentence by creating a new word using the correct prefix or suffix and the root word in parentheses.

il-                      ir-                      inter-

9. If my writing is illegible, it will be difficult for the teacher to check my work. (legible)

10. It is illegal to drive through a red stoplight. (legal)

11. If it is made well, the pieces of a puzzle will interlock easily. (lock)

12. The sticker Janice placed on her notebook was meant to be permanent, so it was irremovable. (removable)

Morphology Score: \_\_\_\_\_ / 12 points

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Grade 5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.1** ACTIVITY PAGE

**Subject-Verb Agreement**

Using the information provided in the "Subject" and "Verb" columns of the following chart, fill in the "Agreement" column so that the subject and verb provided are in agreement. The first one has been done for you.

| Subject  | Verb  | Agreement                    |
|----------|-------|------------------------------|
| teachers | to be | Example: <i>teachers are</i> |
| Paul     | to be | <i>Paul is</i>               |
| you      | to be | <i>you are</i>               |
| Celeste  | study | <i>Celeste studies</i>       |
| I        | bake  | <i>I bake</i>                |
| rabbits  | hop   | <i>rabbits hop</i>           |

Write complete sentences for any four of the subject-verb agreement statements you created in the chart above.

- Answers may vary, but should include complete sentences that correctly use any of the subject-verb agreement phrases from PP.1.  
\_\_\_\_\_
- \_\_\_\_\_

Grade 5

Activity Book | Unit 4 187

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.2** ACTIVITY PAGE

**Practice Subject-Verb Agreement**

Read each sentence and determine which form of the verb in parentheses agrees with the subject. Write that form of the verb on the line.

- Sancho Panza tries to convince Don Quixote that one of the three girls they encounter in El Toboso is Dulcinea. (try)
- Don Quixote learns he is famous when Samson describes a book he read about Don Quixote's adventures. (learn)
- Don Quixote looks very tired after dueling with the other knight. (to look)
- Don Quixote's housekeeper and niece are not happy that Sancho Panza spends so much time with Don Quixote in his room at home. (to be)
- Nobody knows who Dulcinea is because Don Quixote is the only person who has ever seen her. (know)
- A squire is a young man in the final stages of training to become a knight. (to be)
- Sancho Panza hears Don Quixote say he does not intentionally deceive, or trick, him with talk of giving Sancho Panza his own island to govern. (deceive)

Write a sentence for each subject-verb pair.

- Subject:** I **Verb:** to be  
Answers may vary, but should include a complete sentence that correctly uses the phrase *I am*.  
\_\_\_\_\_

Grade 5

Activity Book | Unit 4 189

- Subject:** It **Verb:** to taste

Answers may vary, but should include a complete sentence that correctly uses the phrase *It tastes*.  
\_\_\_\_\_

- Subject:** Don Quixote and Sancho Panza **Verb:** travel

Answers may vary, but should include a complete sentence that correctly uses the phrase *Don Quixote and Sancho Panza travel*.  
\_\_\_\_\_

- Subject:** He **Verb:** meddle

Answers may vary, but should include a complete sentence that correctly uses the phrase *He meddles*.  
\_\_\_\_\_

- Subject:** They **Verb:** menace

Answers may vary, but should include a complete sentence that correctly uses the phrase *They menace*.  
\_\_\_\_\_

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DATE: \_\_\_\_\_

**PP.3** ACTIVITY PAGE

**Use Commas to Separate Items in Series**

For each of the following series of items, write a complete sentence using commas correctly.

|                                                   |
|---------------------------------------------------|
| pencils paper books                               |
| green grass colorful flowers leafy trees          |
| umbrella raincoat boots                           |
| long-necked giraffe powerful bears majestic lions |

- Answer may vary, but should be a complete sentence that includes the series *pencils, paper, and books*.  
\_\_\_\_\_
- Answer may vary, but should be a complete sentence that includes the series *green grass, colorful flowers, and leafy trees*.  
\_\_\_\_\_
- Answer may vary, but should be a complete sentence that includes the series *umbrella, raincoat, and boots*.  
\_\_\_\_\_
- Answer may vary, but should be a complete sentence that includes the series *long-necked giraffe, powerful bears, and majestic lions*.  
\_\_\_\_\_

Grade 5

Activity Book | Unit 4 191

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.4** ACTIVITY PAGE

**Suffix -ness**

Write the correct word to complete each sentence.

|           |       |       |            |          |
|-----------|-------|-------|------------|----------|
| sogginess | loud  | soft  | brightness | loudness |
| happiness | soggy | happy | softness   | bright   |

1. The happiness Julian felt when he first saw the new puppy was clear; he could not stop smiling.
2. The roar of the jet's engine was so loud the passengers could not hear each other talk.
3. The baby was wrapped in the soft blanket.
4. The brightness of the full moon made it easier to see at night.
5. The sogginess of the wet grass made it difficult to play soccer.

Write a sentence for each of the words not used from the box.

6. Answers may vary, but should include complete sentences that correctly use the words loudness, soggy, happy, softness, and bright.

7. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grade 5

Activity Book | Unit 4 193

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.5** ACTIVITY PAGE

**Roots vac and tract**

Write the correct word to complete each sentence.

|          |         |            |         |
|----------|---------|------------|---------|
| evacuate | vacancy | vacation   | evacuee |
| vacate   | vacuum  | evacuation | vacant  |

1. The people along the coast were told to evacuate before the hurricane.
2. Many people like to have a vacation at the beach in the summer.
3. The bleachers were vacant after the game ended and the fans went home.
4. One of my favorite chores is to use the vacuum to clean the carpet in my room.

Grade 5

Activity Book | Unit 4 195

Write a sentence using each word.

5. distract  
Answers may vary, but should include complete sentences that correctly use the words provided.

6. extract  
\_\_\_\_\_  
\_\_\_\_\_

7. retract  
\_\_\_\_\_  
\_\_\_\_\_

8. attractive  
\_\_\_\_\_  
\_\_\_\_\_

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**PP.6** ACTIVITY PAGE

**Prefixes il-, ir-, inter-**

Complete each sentence by creating a new word using the correct prefix and the root word in parentheses.

|     |     |        |
|-----|-----|--------|
| il- | ir- | inter- |
|-----|-----|--------|

1. It is illogical to go out in a snowstorm without wearing a coat. (logical)
2. Because it is irreplaceable, the rare and fragile sculpture was moved very carefully so it wouldn't break. (replaceable)
3. A new stop sign was installed at the intersection, making it safer for people to walk in the neighborhood. (section)
4. The words on the page became illegible when the paper was left outside in the rain. (legible)
5. Although she knew it didn't make any sense, Amelia had a(n) irrational fear of cats. (rational)

Grade 5

Activity Book | Unit 4 197

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DATE: \_\_\_\_\_

**PP.7** ACTIVITY PAGE

**Enrichment Selection 1**  
**“An Old-School Gentleman Gone Mad” and**  
**“The New Knight’s First Adventures”**

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** The first chapter refers to “gentlemen of the old school.” This phrase means:
- A. men who attended a school that no longer exists
  - B. men who live in a household with other people
  - C. men who have habits and practices that are old-fashioned or from another time
  - D. men who paid the household expenses
- Part B:** The phrase that provides a clue as to the meaning of “gentlemen of the old school” is:
- A. once upon a time
  - B. his household consisted of an elderly housekeeper, a niece of his under twenty and a handyman
  - C. who keep an ancient lance and shield hung up in the hall, and maintain a riding horse and a hunting dog
  - D. about three-fourths of the income of this particular gentleman went in household expenses

Answer the following question using complete sentences.

2. Describe what Quixania did to make his ancestor’s old armor suitable for use.
- He polished the armor, adjusted it, and created a helmet by taking a steel cap and making a visor out of cardboard lined with strips of iron.

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Activity Book | Unit 4 199

3. Who is Quixiana?
- A. Sancho Panza
  - B. Samson
  - C. the handyman
  - D. Don Quixote

Answer the following questions using complete sentences.

4. What are the two reasons Don Quixote gives Sancho Panza to explain why he is going to attack the windmills that he mistakes for giants?

He said they will become rich from the spoils, and that it is a service to God to rid the world of the evil of the giants.

5. At the end of this excerpt, Sancho Panza decides that it was “pleasant enough to go around the country seeking adventures, even if they might be dangerous to others.” Whom might Sancho be thinking of as “others”? Who had a dangerous experience in the adventure described in this excerpt?

Sancho is worried that their adventures will cause danger to the innocent people they encounter on their way. In this excerpt, it was Don Quixote and his horse who had the dangerous experience, as they were thrown to the ground when they charged at the windmills.

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DATE: \_\_\_\_\_

**PP.8** ACTIVITY PAGE

**Enrichment Selection 2**  
**“Hostile Armies, More Magic and the Spoils of Victory”**

Answer the following questions using complete sentences.

1. Why did the barber place a basin on his head?
- The barber was walking in the rain with the tools of his trade, including a basin, and he put the basin on his head to protect himself from the rain.
2. Sancho Panza asks Don Quixote if he may exchange his donkey for the donkey abandoned by the barber. What does Don Quixote say and how does his response demonstrate Don Quixote’s desire to follow the code of chivalry?
- Don Quixote says it is the custom of knights to take the horse of the losing knight only if the winning knight loses his own horse in the battle. Rather than take the abandoned animal, Don Quixote strictly follows the rules of jousting and the code of chivalry.

Grade 5

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3. Describe how Sancho took advantage of the fact that three peasant girls happened to come riding by while he was trying to decide what to tell Don Quixote about his search for Dulcinea.

Since Dulcinea did not exist, and he had no hope of finding someone who did not exist, just as he was trying to decide what he should tell Don Quixote, the three farmer girls rode by, and he decided to tell Don Quixote they were Dulcinea and her damsels.

4. Sancho Panza tells Don Quixote that he saw a princess and two ladies mounted on three “belfreys.” Don Quixote corrects Sancho, saying, “You mean palfreys, Sancho.” Based on the context, the word *palfreys* probably means:

- A. bell towers
- B. sunbeams
- C. horses
- D. a gold and diamond carriage

5. Why do you think Don Quixote knelt before the peasant girl?

Don Quixote knelt before the peasant girl because he was following the lead of Sancho Panza pretending that she was Dulcinea.

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Grade 5



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(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

|            |                                                                                                                                                                          |  |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 5.1.A | listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments                                                         |  |
| TEKS 5.1.B | follow, restate, and give oral instructions that include multiple action steps                                                                                           |  |
| TEKS 5.1.C | give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively |  |
| TEKS 5.1.D | work collaboratively with others to develop a plan of shared responsibilities                                                                                            |  |

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

|                |                                                                                                                                                                                      |  |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 5.2.A.i   | decoding words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i>                  |  |
| TEKS 5.2.A.ii  | decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables |  |
| TEKS 5.2.A.iii | decoding words using advanced knowledge of syllable division patterns                                                                                                                |  |
| TEKS 5.2.A.iv  | decoding words using advanced knowledge of the influence of prefixes and suffixes on base words                                                                                      |  |
| TEKS 5.2.A.v   | identifying and reading high-frequency words from a research-based list                                                                                                              |  |

(B) demonstrate and apply spelling knowledge by:

|                |                                                                                                                                                                                       |                                                                                    |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| TEKS 5.2.B.i   | spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables |                                                                                    |
| TEKS 5.2.B.ii  | spelling words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i>                   |                                                                                    |
| TEKS 5.2.B.iii | spelling multisyllabic words with multiple sound-spelling patterns                                                                                                                    | U4: p. 124, U4: p. 136, U4: p. 180, U4: p. 181, U4: p. 194, U4: p. 196, U4: p. 199 |
| TEKS 5.2.B.iv  | spelling words using advanced knowledge of syllable division patterns                                                                                                                 |                                                                                    |
| TEKS 5.2.B.v   | spelling words using knowledge of prefixes                                                                                                                                            |                                                                                    |
| TEKS 5.2.B.vi  | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants                               | U4: p. 212, U4: p. 213, U4: p. 225, U4: p. 252, U4: p. 253, U4: p. 265             |
| TEKS 5.2.C     | write legibly in cursive                                                                                                                                                              |                                                                                    |

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|                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:                                                                                            |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.3.A                                                                                                                                                                                                                                                                                                  | use print or digital resources to determine meaning, syllabication, pronunciation, and word origin                                                                      | U4: p. 7, U4: p. 18, U4: p. 28, U4: p. 29, U4: p. 34, U4: p. 54, U4: p. 60, U4: p. 86, U4: p. 87, U4: p. 91, U4: p. 108, U4: p. 111, U4: p. 140, U4: p. 143, U4: p. 154, U4: p. 156, U4: p. 180, U4: p. 181, U4: p. 184, U4: p. 196, U4: p. 200, U4: p. 212, U4: p. 213, U4: p. 215, U4: p. 240, U4: p. 243, U4: p. 252, U4: p. 253 U4: p. 256 |
| TEKS 5.3.B                                                                                                                                                                                                                                                                                                  | use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words                                                | U4: p. 154, U4: p. 156, U4: p. 196                                                                                                                                                                                                                                                                                                             |
| TEKS 5.3.C                                                                                                                                                                                                                                                                                                  | identify the meaning of and use words with affixes such as <i>trans-</i> , <i>super-</i> , <i>-ive</i> , and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i> | U4: p. 28, U4: p. 29, U4: p. 46, U4: p. 86, U4: p. 87, U4: p. 102, U4: p. 124, U4: p. 134, U4: p. 180, U4: p. 181, U4: p. 193, U4: p. 212, U4: p. 213, U4: p. 224, U4: p. 225, U4: p. 252, U4: p. 253, U4: p. 262                                                                                                                              |
| TEKS 5.3.D                                                                                                                                                                                                                                                                                                  | identify, use, and explain the meaning of adages and puns                                                                                                               |                                                                                                                                                                                                                                                                                                                                                |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.4                                                                                                                                                                                                                                                                                                    | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                                                     | U4: p. 7, U4: p. 18, U4: p. 124, U4: p. 129, U4: p. 140, U4: p. 143, U4: p. 196, U4: p. 200                                                                                                                                                                                                                                                    |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.         |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.5                                                                                                                                                                                                                                                                                                    | self-select text and read independently for a sustained period of time                                                                                                  |                                                                                                                                                                                                                                                                                                                                                |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:                                                               |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.6.A                                                                                                                                                                                                                                                                                                  | establish purpose for reading assigned and self-selected texts                                                                                                          | U4: p. 7, U4: p. 18                                                                                                                                                                                                                                                                                                                            |
| TEKS 5.6.B                                                                                                                                                                                                                                                                                                  | generate questions about text before, during, and after reading to deepen understanding and gain information                                                            |                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.6.C                                                                                                                                                                                                                                                                                                  | make [and] correct or confirm predictions using text features, characteristics of genre, and structures                                                                 |                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.6.D                                                                                                                                                                                                                                                                                                  | create mental images to deepen understanding                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.6.E                                                                                                                                                                                                                                                                                                  | make connections to personal experiences, ideas in other texts, and society                                                                                             |                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.6.F                                                                                                                                                                                                                                                                                                  | make inferences and use evidence to support understanding                                                                                                               | U4: p. 7, U4: p. 18, U4: p. 28, U4: p. 29, U4: p. 34, U4: p. 86, U4: p. 87, U4: p. 91, U4: p. 108, U4: p. 111, U4: p. 180, U4: p. 181, U4: p. 184, U4: p. 196, U4: p. 200, U4: p. 212, U4: p. 213, U4: p. 215, U4: p. 230, U4: p. 232, U4: p. 252, U4: p. 253, U4: p. 256                                                                      |
| TEKS 5.6.G                                                                                                                                                                                                                                                                                                  | evaluate details read to determine key ideas                                                                                                                            | U4: p. 28, U4: p. 29, U4: p. 49, U4: p. 230, U4: p. 232                                                                                                                                                                                                                                                                                        |
| TEKS 5.6.H                                                                                                                                                                                                                                                                                                  | synthesize information to create new understanding                                                                                                                      | U4: p. 28, U4: p. 29, U4: p. 34, U4: p. 54, U4: p. 60                                                                                                                                                                                                                                                                                          |
| TEKS 5.6.I                                                                                                                                                                                                                                                                                                  | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down              |                                                                                                                                                                                                                                                                                                                                                |

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(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

|            |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                    |
|------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TEKS 5.7.A | describe personal connections to a variety of sources, including self-selected texts                                           | U4: p. 54, U4: p. 60, U4: p. 67                                                                                                                                                                                                                                                                                                                                                    |
| TEKS 5.7.B | write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources | U4: p. 86, U4: p. 87, U4: p. 103                                                                                                                                                                                                                                                                                                                                                   |
| TEKS 5.7.C | use text evidence to support an appropriate response                                                                           | U4: p. 7, U4: p. 18, U4: p. 28, U4: p. 29, U4: p. 34, U4: p. 49, U4: p. 54, U4: p. 60, U4: p. 86, U4: p. 87, U4: p. 91, U4: p. 103, U4: p. 108, U4: p. 111, U4: p. 120, U4: p. 124, U4: p. 129, U4: p. 154, U4: p. 176, U4: p. 180, U4: p. 181, U4: p. 184, U4: p. 196, U4: p. 200, U4: p. 212, U4: p. 213, U4: p. 215, U4: p. 230, U4: p. 232, U4: p. 252, U4: p. 253, U4: p. 256 |
| TEKS 5.7.D | retell, paraphrase, or summarize texts in ways that maintain meaning and logical order                                         | U4: p. 7, U4: p. 18, U4: p. 25, U4: p. 86, U4: p. 87, U4: p. 91, U4: p. 180, U4: p. 181, U4: pg 184, U4: p. 212, U4: p. 213, U4: p. 215, U4: p. 240, U4: p. 243                                                                                                                                                                                                                    |
| TEKS 5.7.E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating                          | U4: p. 54, U4: p.77                                                                                                                                                                                                                                                                                                                                                                |
| TEKS 5.7.F | respond using newly acquired vocabulary as appropriate                                                                         | U4: p. 86, U4: p. 87, U4: p. 91, U4: p. 180, U4: p. 181, U4: p. 184, U4: p. 196, U4: p. 200, U4: p. 212, U4: p. 213, U4: p. 215, U4: p. 223, U4: p. 240, U4: p. 243, U4: p. 252, U4: p. 253                                                                                                                                                                                        |
| TEKS 5.7.G | discuss specific ideas in the text that are important to the meaning                                                           | U4: p. 54, U4: p. 60                                                                                                                                                                                                                                                                                                                                                               |

(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:

|            |                                                                                               |                                                            |
|------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------|
| TEKS 5.8.A | infer multiple themes within a text using text evidence                                       |                                                            |
| TEKS 5.8.B | analyze the relationships of and conflicts among the characters                               |                                                            |
| TEKS 5.8.C | analyze plot elements, including rising action, climax, falling action, and resolution        | U4: p. 108, U4: p. 111, U4: p. 114, U4: p. 116, U4: p. 117 |
| TEKS 5.8.D | analyze the influence of the setting, including historical and cultural settings, on the plot |                                                            |

(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

|            |                                                                                                                                                       |  |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| TEKS 5.9.A | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales |  |
| TEKS 5.9.B | explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms   |  |
| TEKS 5.9.C | explain structure in drama such as character tags, acts, scenes, and stage directions                                                                 |  |

(D) recognize characteristics and structures of informational text, including:

|               |                                                                           |                     |
|---------------|---------------------------------------------------------------------------|---------------------|
| TEKS 5.9.D.i  | the central idea with supporting evidence                                 | U4: p. 7, U4: p. 10 |
| TEKS 5.9.D.ii | features such as insets, timelines, and sidebars to support understanding |                     |

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| TEKS 5.9.D.iii                                                                                                                                                                                                                                                                                                                                                                                                | organizational patterns such as logical order and order of importance                                                                                             |                                                                                                |
| (E) recognize characteristics and structures of argumentative text by:                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                   |                                                                                                |
| TEKS 5.9.E.i                                                                                                                                                                                                                                                                                                                                                                                                  | identifying the claim                                                                                                                                             |                                                                                                |
| TEKS 5.9.E.ii                                                                                                                                                                                                                                                                                                                                                                                                 | explaining how the author has used facts for or against an argument                                                                                               |                                                                                                |
| TEKS 5.9.E.iii                                                                                                                                                                                                                                                                                                                                                                                                | identifying the intended audience or reader                                                                                                                       |                                                                                                |
| TEKS 5.9.F                                                                                                                                                                                                                                                                                                                                                                                                    | recognize characteristics of multimodal and digital texts                                                                                                         |                                                                                                |
| (10) Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: |                                                                                                                                                                   |                                                                                                |
| TEKS 5.10.A                                                                                                                                                                                                                                                                                                                                                                                                   | explain the author’s purpose and message within a text                                                                                                            |                                                                                                |
| TEKS 5.10.B                                                                                                                                                                                                                                                                                                                                                                                                   | analyze how the use of text structure contributes to the author’s purpose                                                                                         | U4: p. 54, U4: p. 77                                                                           |
| TEKS 5.10.C                                                                                                                                                                                                                                                                                                                                                                                                   | analyze the author’s use of print and graphic features to achieve specific purposes                                                                               |                                                                                                |
| TEKS 5.10.D                                                                                                                                                                                                                                                                                                                                                                                                   | describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes               | U4: p. 54, U4: p. 60, U4: p. 140, U4: p. 143, U4: p. 154, U4: p. 156, U4: p. 240, U4: p. 243   |
| TEKS 5.10.E                                                                                                                                                                                                                                                                                                                                                                                                   | identify and understand the use of literary devices, including first- or third-person point of view                                                               |                                                                                                |
| TEKS 5.10.F                                                                                                                                                                                                                                                                                                                                                                                                   | examine how the author’s use of language contributes to voice                                                                                                     |                                                                                                |
| TEKS 5.10.G                                                                                                                                                                                                                                                                                                                                                                                                   | explain the purpose of hyperbole, stereotyping, and anecdote                                                                                                      |                                                                                                |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:                                                                                                                                         |                                                                                                                                                                   |                                                                                                |
| TEKS 5.11.A                                                                                                                                                                                                                                                                                                                                                                                                   | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |                                                                                                |
| (B) develop drafts into a focused, structured, and coherent piece of writing by:                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                   |                                                                                                |
| TEKS 5.11.B.i                                                                                                                                                                                                                                                                                                                                                                                                 | organizing with purposeful structure, including an introduction, transitions, and a conclusion                                                                    | U4: p. 108, U4: p. 120, U4: p. 140, U4: p. 150, U4: p. 196, U4: p. 207, U4: p. 230, U4: p. 235 |
| TEKS 5.11.B.ii                                                                                                                                                                                                                                                                                                                                                                                                | developing an engaging idea reflecting depth of thought with specific facts and details                                                                           | U4: p. 154, U4: p. 176                                                                         |
| TEKS 5.11.C                                                                                                                                                                                                                                                                                                                                                                                                   | revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity                       | U4: p. 240, U4: p. 249                                                                         |
| (D) edit drafts using standard English conventions, including:                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                   |                                                                                                |
| TEKS 5.11.D                                                                                                                                                                                                                                                                                                                                                                                                   | edit drafts using standard English conventions                                                                                                                    |                                                                                                |

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| TEKS 5.11.D.i                                                                                                                                                                                                                                | complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments                                             | U4: p. 28, U4: p. 29, U4: p. 42, U4: p. 86, U4: p. 87, U4: p. 100, U4: p. 124, U4: p. 131, U4: p. 180, U4: p. 181, U4: p. 191 |
| TEKS 5.11.D.ii                                                                                                                                                                                                                               | past tense of irregular verbs                                                                                                                                   |                                                                                                                               |
| TEKS 5.11.D.iii                                                                                                                                                                                                                              | collective nouns                                                                                                                                                |                                                                                                                               |
| TEKS 5.11.D.iv                                                                                                                                                                                                                               | adjectives, including their comparative and superlative forms                                                                                                   |                                                                                                                               |
| TEKS 5.11.D.v                                                                                                                                                                                                                                | conjunctive adverbs                                                                                                                                             |                                                                                                                               |
| TEKS 5.11.D.vi                                                                                                                                                                                                                               | prepositions and prepositional phrases and their influence on subject-verb agreement;                                                                           |                                                                                                                               |
| TEKS 5.11.D.vii                                                                                                                                                                                                                              | pronouns, including indefinite                                                                                                                                  |                                                                                                                               |
| TEKS 5.11.D.viii                                                                                                                                                                                                                             | subordinating conjunctions to form complex sentences                                                                                                            |                                                                                                                               |
| TEKS 5.11.D.ix                                                                                                                                                                                                                               | capitalization of abbreviations, initials, acronyms, and organizations                                                                                          |                                                                                                                               |
| TEKS 5.11.D.x                                                                                                                                                                                                                                | punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis         | U4: p. 252, U4: p. 253, U4: p. 261                                                                                            |
| TEKS 5.11.D.xi                                                                                                                                                                                                                               | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words                                                       |                                                                                                                               |
| TEKS 5.11.E                                                                                                                                                                                                                                  | publish written work for appropriate audiences                                                                                                                  |                                                                                                                               |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:               |                                                                                                                                                                 |                                                                                                                               |
| TEKS 5.12.A                                                                                                                                                                                                                                  | compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft                                                   | U4: p. 252, U4: p. 253, U4: p. 256                                                                                            |
| TEKS 5.12.B                                                                                                                                                                                                                                  | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft |                                                                                                                               |
| TEKS 5.12.C                                                                                                                                                                                                                                  | compose argumentative texts, including opinion essays, using genre characteristics and craft                                                                    |                                                                                                                               |
| TEKS 5.12.D                                                                                                                                                                                                                                  | compose correspondence that requests information                                                                                                                |                                                                                                                               |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |                                                                                                                                                                 |                                                                                                                               |
| TEKS 5.13.A                                                                                                                                                                                                                                  | generate and clarify questions on a topic for formal and informal inquiry                                                                                       |                                                                                                                               |
| TEKS 5.13.B                                                                                                                                                                                                                                  | develop and follow a research plan with adult assistance                                                                                                        |                                                                                                                               |
| TEKS 5.13.C                                                                                                                                                                                                                                  | identify and gather relevant information from a variety of sources                                                                                              |                                                                                                                               |
| TEKS 5.13.D                                                                                                                                                                                                                                  | understand credibility of primary and secondary sources                                                                                                         |                                                                                                                               |
| TEKS 5.13.E                                                                                                                                                                                                                                  | demonstrate understanding of information gathered                                                                                                               |                                                                                                                               |

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| TEKS 5.13.F | differentiate between paraphrasing and plagiarism when using source materials                 |  |
| TEKS 5.13.G | develop a bibliography                                                                        |  |
| TEKS 5.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |  |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

### Unit 4

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(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                                                                                                |                        |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English                                                                                                                                                          | U4: pg 61              |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources                                                                                                                          | U4: p. 137, U4: p. 265 |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary                                                              | U4: p. 82              |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)             |                        |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment                                                           |                        |
| ELPS 1.F | use accessible language and learn new and essential language in the process                                                                                                                                                    |                        |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations                                   |                        |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | U4: p 51               |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

|          |                                                                                                                                                   |                                   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease                                                                        |                                   |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters |                                   |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions                 | U4: p. 99, U4: pg 102, U4: p. 227 |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| ELPS 2.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed                                                                                                                                                                                                                          |                                                           |
| ELPS 2.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language                                                                                                                                                                                                       |                                                           |
| ELPS 2.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment                                                                                                                                                                                           |                                                           |
| ELPS 2.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar                                                                                                                                                                 |                                                           |
| ELPS 2.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations                                                                                                                                                                                                            |                                                           |
| ELPS 2.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs                                                                   | U4: p. 14                                                 |
| <p>(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                                                                  |                                                           |
| ELPS 3.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible                                                                                                                                          |                                                           |
| ELPS 3.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | U4: p. 34, U4: p. 112, U4: p. 190, U4: p. 206, U4: p. 219 |
| ELPS 3.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired                                                                                                                                                                            | U4: p. 133                                                |
| ELPS 3.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency                                                                                                                                                                                                              | U4: p. 131, U4: p. 134, U4: p. 148, U4: p. 235            |
| ELPS 3.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | share information in cooperative learning interactions                                                                                                                                                                                                                                                                                           |                                                           |
| ELPS 3.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments                                       |                                                           |



## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

### Unit 4

### Correlation—Teacher's Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                             |                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| ELPS 3.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics                                                                                       | U4: p. 19, U4: p. 51, U4: p. 175, U4: p. 179, U4: p. 247 |
| ELPS 3.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | narrate, describe, and explain with increasing specificity and detail as more English is acquired                                                                                                                                                                                           |                                                          |
| ELPS 3.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | adapt spoken language appropriately for formal and informal purposes                                                                                                                                                                                                                        |                                                          |
| ELPS 3.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment                                                                                                                              | U4: p. 51                                                |
| <p>(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:</p> |                                                                                                                                                                                                                                                                                             |                                                          |
| ELPS 4.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words                                                   |                                                          |
| ELPS 4.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | recognize directionality of English reading such as left to right and top to bottom                                                                                                                                                                                                         |                                                          |
| ELPS 4.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials                                                                                                              |                                                          |
| ELPS 4.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text                                                                                                          |                                                          |
| ELPS 4.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned                                                                                                                                                      |                                                          |
| ELPS 4.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | U4: p. 224                                               |
| ELPS 4.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs                                                             |                                                          |
| ELPS 4.H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | read silently with increasing ease and comprehension for longer periods                                                                                                                                                                                                                     |                                                          |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 5

### Unit 4

### Correlation—Teacher’s Guide

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                      |                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| ELPS 4.I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs     |                                                                       |
| ELPS 4.J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs        | U4: p. 14                                                             |
| ELPS 4.K                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs                                                                              |                                                                       |
| <p>(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:</p> |                                                                                                                                                                                                                                                                                                      |                                                                       |
| ELPS 5.A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | learn relationships between sounds and letters of the English language to represent sounds when writing in English                                                                                                                                                                                   |                                                                       |
| ELPS 5.B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using newly acquired basic vocabulary and content-based grade-level vocabulary                                                                                                                                                                                                                 | U4: p. 47, U4: p. 193, U4: p. 224, U4: p. 264                         |
| ELPS 5.C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired                                                                                                                                           | U4: p. 194, U4: p. 200                                                |
| ELPS 5.D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired                                                                                                 | U4: p. 45, U4: p. 250, U4: p. 262                                     |
| ELPS 5.E                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | U4: p. 192                                                            |
| ELPS 5.F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired                                                                                                     | U4: p. 152                                                            |
| ELPS 5.G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired                                                                                                                                                              | U4: p. 61, U4: p. 104, U4: p. 122, U4: p. 208, U4: p. 237, U4: p. 258 |

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