

Grade 3

Unit 1 | Teacher Guide

Classic Tales: *The Wind in the Willows*

Grade 3

Unit 1

Classic Tales:
The Wind in the Willows

Teacher Guide

ISBN 978-1-68391-959-9

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work

to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Contents

CLASSIC TALES: THE WIND IN THE WILLOWS

Introduction 1

Cursive Program 8

Lesson 1 The River Bank, Part I 20

Speaking and Listening (45 min.)

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Meandered*

Reading (20 min.)

- Character Analysis

Foundational Skills (25 min.)

- Short Vowel Review
- Baseball Game

Reading (30 min.)

- Introducing the Reading
- Reading: Practice Story: "The Beginning"

Lesson 2 The River Bank, Part II 46

Speaking and Listening (40 min.)

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Dejected*

Writing (25 min.)

- Perspective

Foundational Skills (30 min.)

- Short and Long Vowel Review
- Dictation

Reading (25 min.)

- Practice Story: "The Thief"

Lesson 3 The Open Road 68

Speaking and Listening (45 min.)

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *State*

Reading (20 min.)

- Sequencing the Plot
- Themes Chart

Foundational Skills (25 min.)

- Long Vowel Review
- Baseball Game

Reading (30 min.)

- Introducing the Reading
- Practice Story: "All's Well That Ends Well"

Lesson 4 The Wild Wood 92

Speaking and Listening (40 min.)

- Introducing the Read-Aloud
- Presenting the Read-Aloud
- Discussing the Read-Aloud
- Word Work: *Postpone*

Writing (20 min.)

- Alternate Ending

Foundational Skills (30 min.)

- Long Vowel Review
- Dictation

Reading (30 min.)

- Introducing the Reading
- Practice Story: "The Hungry Troll"

Lesson 5 Mr. Badger

114

Speaking and Listening (40 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Presenting the Read-Aloud• Discussing the Read-Aloud• Word Work: <i>Summoned</i>	Reading (20 min.) <ul style="list-style-type: none">• Themes Chart	Foundational Skills (30 min.) <ul style="list-style-type: none">• Syllables with Consonant 'le'• Baseball Game	Reading (30 min.) <ul style="list-style-type: none">• Introducing the Reading• Practice Story: "Fire!"
---	---	--	--

Lesson 6 Dulce Domum, Part I

136

Speaking and Listening (60 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Presenting the Read-Aloud• Discussing the Read-Aloud• Word Work: <i>Reproached</i>• On Stage	Assessment (30 min.) <ul style="list-style-type: none">• Silent Reading Assessment: "The Bug Hunt" and "The Snake"	Reading (30 min.) <ul style="list-style-type: none">• Introducing the Chapter• Reading: Chapter 1: "Where in the World Do These Tales Come From?"
--	---	---

Lesson 7 Dulce Domum, Part II

164

Speaking and Listening (40 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Presenting the Read-Aloud• Discussing the Read-Aloud• Word Work: <i>Forage</i>	Reading (20 min.) <ul style="list-style-type: none">• Themes Chart	Assessment (30 min.) <ul style="list-style-type: none">• Silent Reading Assessment: "Night of Ghosts"• Word Reading in Isolation Assessment	Reading (30 min.) <ul style="list-style-type: none">• Reading: Chapter 1: "Aladdin and the Wonderful Lamp, Part I"• Wrap-Up
---	---	---	---

Lesson 8 Mr. Toad

188

Speaking and Listening (45 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Presenting the Read-Aloud• Discussing the Read-Aloud• Word Work: <i>Conceited</i>	Language (15 min.) <ul style="list-style-type: none">• Sayings and Phrases	Assessment (30 min.) <ul style="list-style-type: none">• Silent Reading Assessment: "The Dog Show"	Reading (30 min.) <ul style="list-style-type: none">• Introducing the Chapter• Reading: Chapter 2: "Aladdin and the Wonderful Lamp, Part II"• Wrap-Up
--	---	---	--

Lesson 9 Toad's Adventures

216

Speaking and Listening (40 min.) <ul style="list-style-type: none">• Introducing the Read-Aloud• Presenting the Read-Aloud• Discussing the Read-Aloud• Word Work: <i>Pursued</i>	Reading (15 min.) <ul style="list-style-type: none">• Point-of-View	Assessment (20 min.) <ul style="list-style-type: none">• Silent Reading Assessment: "Black Diamond"	Reading (45 min.) <ul style="list-style-type: none">• Introducing the Chapter• Reading: Chapter 3• Wrap-Up
--	--	--	---

Lesson 10 The Further Adventures of Toad, Part I

246

Speaking and Listening (45 min.) <ul style="list-style-type: none">Introducing the Read-AloudPresenting the Read-AloudDiscussing the Read-AloudWord Work: <i>Deprive</i>	Writing (25 min.) <ul style="list-style-type: none">Planning an Opinion Paragraph	Assessment (20 min.) <ul style="list-style-type: none">Word Reading in Isolation Placement	Reading (30 min.) <ul style="list-style-type: none">Introducing the ChapterReading: Chapter 4
--	--	---	---

Lesson 11 The Further Adventures of Toad, Part II

280

Speaking and Listening (45 min.) <ul style="list-style-type: none">Introducing the Read-AloudPresenting the Read-AloudDiscussing the Read-AloudWord Work: <i>Recklessly</i>	Writing (30 min.) <ul style="list-style-type: none">Writing an Opinion Paragraph: Draft	Reading (25 min.) <ul style="list-style-type: none">Reading: Chapter 5Wrap-Up	Foundational Skills (20 min.) <ul style="list-style-type: none">Spellings 'g' and 'c'
---	--	---	--

Lesson 12 The Return of Toad, Part I

300

Speaking and Listening (45 min.) <ul style="list-style-type: none">Introducing the Read-AloudPresenting the Read-AloudDiscussing the Read-AloudWord Work: <i>Startled</i>	Writing (20 min.) <ul style="list-style-type: none">Writing an Opinion Paragraph: Draft/Revise	Reading (35 min.) <ul style="list-style-type: none">Introducing the ChapterReading: Chapter 5	Foundational Skills (20 min.) <ul style="list-style-type: none">Review Spelling Alternatives
---	---	---	---

Lesson 13 The Return of Toad, Part II

326

Speaking and Listening (45 min.) <ul style="list-style-type: none">Introducing the Read-AloudPresenting the Read-AloudDiscussing the Read-AloudWord Work: <i>Modest</i>	Writing (20 min.) <ul style="list-style-type: none">Writing an Opinion Paragraph: Edit/Final Copy	Reading (35 min.) <ul style="list-style-type: none">Introducing the ChapterReading: Chapter 6	Foundational Skills (20 min.) <ul style="list-style-type: none">Review Spelling AlternativesDictation
---	--	---	---

Lesson 14 Classic Tales Continued

348

Reading (30 min.) <ul style="list-style-type: none">Reading: Chapter 6: "Alice's Adventures in Wonderland, Part III"Wrap-Up	Foundational Skills (30 min.) <ul style="list-style-type: none">R-Controlled Vowels Review	Reading (60 min.) <ul style="list-style-type: none">Story ElementsReading: Chapter 8Discussing the ReadingPlotReading: Chapter 9Discussing the Reading
---	---	--

Lesson 15 **Classic Tales Conclusion**

368

Reading (30 min.)

- Introducing the Chapter
- Reading: Chapter 7
- Wrap-Up

Foundational Skills (30 min.)

- The /er/ Sound and Its Spelling
- Dictation

Reading (60 min.)

- Review: Chapters 8 and 9
- Reading: Chapters 10 and 11
- Discussing the Reading
- Venn Diagram

Teacher Resources

395

Introduction

CLASSIC TALES: THE WIND IN THE WILLOWS

This introduction includes the necessary background information to teach the *Classic Tales: The Wind in the Willows* unit. This unit contains 15 lessons. Each lesson will require a total of 120 minutes. Lessons 1–5 are Back-to-School lessons where you will review key Foundational Skills and reread a few stories from Grade 2. Lessons 6–10 contain the Beginning-of-Year Benchmark assessments, along with specific scoring information for appropriate placement.

This unit introduces students to several classic tales. During the Read-Aloud portion of the lessons, students will be listening to and discussing *The Wind in the Willows*, a classic tale written by Kenneth Grahame. Although this is a modified version of the story, it contains many instances of British language that you will be discussing with your students. The Reader for this unit contains several other classic tales, as outlined in the section below.

SKILLS

Reading

Each unit in Grade 3 includes decodable reading passages to support reading instruction. Decodable passages are short literary or informational texts that incorporate the decoding skills students learn in the Texas Elementary Literacy Program; the texts build upon the reading instruction and the decoding skills taught throughout the unit. Each decodable passage corresponds to specific lessons in each unit and connects to the instructional reading material for each of those lessons. In addition to decodable words in each passage, five skill words are highlighted for students to practice the skill before reading the passage. Decodable passages can also be used to reinforce automaticity, accuracy, and fluency for students who would benefit from additional instruction or practice. These materials may be used during small-group instruction, partner work, or independent reading practice after the lesson is taught or during Pausing Points.

The Reader for this unit, *Classic Tales*, contains selections from two different classic tales, “Aladdin and the Wonderful Lamp” and “Alice’s Adventures in Wonderland.” Additional enrichment chapters retelling parts of *The Wind in the Willows* are also included at the end of the Reader for use at the teacher’s discretion. Students will be given opportunities throughout the unit to practice reading with partners and independently, as well as to demonstrate Read-Aloud fluency.

Spelling

Explicit spelling lessons do not begin until Unit 2.

Grammar

Explicit grammar lessons do not begin until Unit 2.

Morphology

Explicit morphology lessons do not begin until Unit 2.

KNOWLEDGE: WHY CLASSIC TALES ARE IMPORTANT

This unit will expose students to classic children’s stories that use rich language and introduce students to a variety of vocabulary words. Students will be enchanted by descriptive paragraphs and memorable characters as they explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.

The classic tales that students will be reading and discussing in this unit also provide opportunities for students to build content knowledge and draw connections to the social studies subject area but they do 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 strands of Culture and Geography from the social studies discipline.

Note to Teacher

Portions of this domain refer to “gypsies,” a word that is historically charged and considered a slur by Romani people. You may choose to discuss this point with students and omit the term from students’ reading, replacing it with “Roma” or “Romani people.”

Prior Knowledge

Students who have received instruction in the program in Grades K–2 will already have pertinent background knowledge for this unit. For students who have not received prior instruction in the program, introductory knowledge is addressed at the beginning of each unit.

Nursery Rhymes and Fables (Kindergarten)

- Explain how animals often act as people in fables (personification).
- Describe the characters and events 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.

Stories: Fairy Tales and Folktales (Kindergarten)

- Listen to and then demonstrate familiarity with stories, including the ideas they express.
- Explain that fiction can be in many different forms, including folktales, trickster talks, and tall tales.
- Identify the setting, characters, and plot of a given story.

Fables and Stories (Grade 1)

- Identify characteristics of fables: short, moral, personification.
- Explain in their own words the moral of a particular fable.
- Identify character, plot, and setting as basic story elements.
- Describe the characters, plot, and setting of a given fable or story.

Different Lands, Similar Stories (Grade 1)

- Explain that fictional stories come from the author’s imagination.
- Explain that stories have a beginning, middle, and end.
- Describe the characters, plot, and setting of various stories.
- Explain that people from different lands tell similar stories.

Fairy Tales and Tall Tales (Grade 2)

- Describe the characters, plot, and setting of particular 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 exaggeration and larger-than-life characters as characteristics of tall tales.
- Identify the exaggerations in particular tall tales.

Stories from Mount Olympus (Grade 2)

- Identify the elements of character, plot, and supernatural beings and events in particular Greek myths.
- Identify common characteristics of Greek myths (e.g., they try to explain mysteries or nature and humankind, include supernatural beings or events, and give insight into ancient Greek culture).
- Identify Greek myths as a type of fiction.

WRITING

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for this unit is a teacher-guided opinion paragraph. Students will review the elements

of effective paragraphs and review the writing process. Teachers may allow more-advanced students to work independently. The project can be done with or without the use of technology, but having students use computers to research, write, and publish their projects is highly recommended.

Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the Read-Aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

CURSIVE WRITING

This unit also contains fourteen lessons of instruction in cursive writing. The program's cursive program covers the lower- and upper-case alphabets and, with the accompanying cursive Activity Book, provides students with many opportunities to work toward and achieve legible and fluid cursive penmanship.

Although this volume contains all the cursive instruction, the lessons are not designed to be completed in the time allotted for Unit 1. Teachers should proceed at a pace that is right for their classes, allowing students to become comfortable writing each letter or letter group before introducing new ones. Once students have learned all the letters, have them practice by completing select writing assignments in cursive. The Activity Book also includes individual letter practice pages.

Note that the lessons and activity pages do not comprise an exhaustive handwriting program, and teachers may wish to consult other sources for information on topics such as writing posture, pencil grip, and differentiated instruction for left-handed students.

For more information on the cursive writing program, please consult the Cursive Writing Implementation Guide, which can be found on the program's digital component site.

PERFORMANCE TASKS AND ASSESSMENTS

The Primary Focus objectives in each lesson are carefully structured and sequenced throughout the unit to help build student understanding. Additionally, formative assessments are provided to help keep track of students' progress toward objectives and standards. These can be found in the Student Activity Book, and are referenced in every lesson.

While some units in Grade 3 have extended Performance Task assessments, this unit contains the Beginning-of-Year Assessment for benchmarking and placement information. Additional resources, such as a Fluency Supplement, are available on the program's digital components site. These may be used with students who need additional support.

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 Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). Teachers may also wish to use these selections to assess students' performance in fluency and expression (prosody). A fluency rubric is included in the supplement to help track students' progress towards fluent reading. For more information on implementation, please consult the supplement.

INSTRUCTIONAL COMPONENTS

Teacher Resources

There are Image Cards in your kit that include pictures to augment instruction of *The Wind in the Willows* Read-Aloud.

At the back of this Teacher Guide, you will find a section titled "Teacher Resources." This section contains:

- The Basic and Advanced Code
- Using Chunking to Decode Multisyllable Words
- Individual Code Charts for students
- Teacher Resources
- Decodable Passages
- Activity Book Answer Key

You may wish to consult the program's User Guide throughout this unit and others for best practices and strategies on **Supporting All Learners**, including English Language Learners, Gifted/Talented Students, Dual Language Students, and Students with Disabilities. The User Guide can be found on the program's digital components site.

Digital Resources

In the Advance Preparation section of each lesson, you will be directed to prepare to project images associated with the Read-Aloud portion of the lesson. These can be found on the program's digital components site.

ACADEMIC AND CORE VOCABULARY

Lesson 1

- backwater
- bolted
- contemplated
- hesitating
- interferes
- meandered

Lesson 2

- arranged
- dejected
- escorted
- seized
- stability

Lesson 3

- call-on
- common
- mended
- possessed
- state

Lesson 4

- domestic
- evasively
- feeble
- heartily
- postpone

Lesson 5

- atmosphere
- conducted

- retired
- summoned
- thoroughly

Lesson 6

- advance
- recollection
- reproached
- subtle
- unerring
- tailor
- nephew
- merchant
- magician
- treasure
- glittering
- precious

Lesson 7

- blues
- capital
- dismally
- forage
- perceive
- slumber

Lesson 8

- conceited
- gross
- hour
- impertinence

- improvised
- sensible
- whisk
- genie
- monstrous
- glimpse
- sultan
- astounding
- radiant
- servant
- palace
- celebrate

Chapter 9

- disguise
- distress
- dungeon
- particularly
- pursued
- lurk
- fortune
- peddler
- obey
- stormdeed
- thunder
- celebration
- pleasure
- justly

Lesson 10

- deprive

- fate
- occupant
- revenge
- solitary
- unrestrainedly
- adventures
- remarkable
- peculiar
- pop
- cupboard
- ma'am
- spotted
- custard
- toffee

Lesson 11

- ecstasies
- gaining on
- keenly
- proposal
- recklessly
- spirit

Lesson 12

- imprisoned

- indignant
- sentries
- startled
- surveyed
- warily
- odd
- curious
- currant
- enthusiastically
- patter
- splendidly
- muttering
- duchess
- cross
- scurry
- caterpillar
- sternly
- confusing
- irritated
- temper

Lesson 13

- deafening
- expedition

- immense
- modest
- sentinels
- mad
- vanished
- remained
- dormouse
- indignantly
- civil
- concluded

Lesson 14

(no vocabulary words)

Lesson 15

- courtier
- croquet
- chaos
- furrow
- hedgehog
- mallet
- witness
- sentence
- jury
- verdict

Cursive Program



LESSON 1

TEKS 3.2.D

Introduction to Cursive

- Display a poster or projection of an original hand-written copy of the Declaration of Independence, including the signatures of the founding fathers. Ask students to identify the document.
- Remind them that they learned about the Declaration of Independence in the Grade 1 unit *A New Nation: American Independence* and the Grade 2 unit *The War of 1812*. Ask students what they know about the Declaration of Independence.
 - » Answers will vary, but students may remember that it was written by Thomas Jefferson and that it declared that the thirteen American colonies were independent from Great Britain.
- Direct students to the signatures at the bottom of the Declaration. Tell them that many of the founding fathers who supported American independence from Great Britain signed their names to the Declaration of Independence.
- Have a student read John Hancock's signature. Then write *John Hancock* on the board. Tell students that there are differences between the printed words *John Hancock* and Hancock's signature. Call on a few students to describe the differences.
 - » Responses will vary, but students might observe that:
 - the signature is rounder.
 - most of the letters in the signature are attached to each other.
 - the signature is "prettier" than the name written in print.
- Tell students that you wrote Hancock's name on the board in print, and that Hancock's signature (and the other signatures) on the Declaration of Independence are written in a style called cursive. Tell them that cursive writing is sometimes called script.
- Explain to students that there is a long tradition of people, like John Hancock, signing their names to important documents in cursive, and that even though today many documents are created using computers and printers, people still often sign them in cursive. A cursive signature is considered official.
- Ask students if they have seen cursive signatures and, if so, where.



TEKS 3.2.D Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

- » Answers will vary, but students may have seen cursive signatures on credit cards, letters home from a teacher or principal, a permission slip, a driver's license, a check, etc.
- Tell students that you are going to write a word in both print and cursive and ask them to pay attention the motion of your hand while writing. On the board or using an overhead projector so that students can see the movement of your hand, write *Independence*.
- Ask students what they noticed about the movement of your hand in writing the print and cursive versions of the word.
 - » In printing, you lifted your hand from the writing surface after writing each letter. In writing cursive, your hand never left the writing surface.
- Demonstrate writing the two words again. Then ask students why connecting the letters and not lifting your hand while writing might be an advantage.
 - » Students may respond that writers can write more quickly or efficiently if they do not have to lift their hands from the paper.
- Tell students that a cursive writer does occasionally have to lift his or her hand. For example, in between words or to cross a t, the cursive writer lifts his or her hand. Overall, however, the cursive writer's hand leaves the writing surface much less often than the print writer's hand.
- Tell students that when they were starting to learn to read, and were slowly sounding out most words, they probably often concentrated more on the sounds of the words than on what the words meant. Once they learned the alphabet and how to read grade-level words and sentences, they were better able to concentrate on the *content* of what they were reading. Reading more quickly and efficiently, without spending too much effort focusing on sounding out words, allows readers to think more about what they are reading.
- **Think, Pair, Share:** Have students independently brainstorm other examples of skills that, once mastered, allow people to concentrate on other things. Then have students discuss their ideas with a partner or small group. Afterwards, allow several pairs to share their ideas with the class.
 - » Some possible answers:
 - Once a toddler learns to walk well, she can focus on observing, and interacting with, her surroundings rather than on taking the steps.
 - Writers who can write quickly and efficiently in cursive can spend more time focusing on the content of their writing. (If students do not come up with this answer independently, share it with class.)
- Tell students that John Hancock's signature of the Declaration of Independence was so large and clear, that "John Hancock" has become a slang word for a cursive signature. For example, someone asking you to sign the

bottom of an official form might say, “Let me have your John Hancock right here.” Tell students that they will soon all be able to sign their “John Hancocks.”

- Present students with their cursive activity books and give them a few minutes to look through them. Tell them they will be learning the letters gradually, and not all at once. Then direct them to Activity Page C1.1 (the upper- and lowercase cursive alphabets). Invite any comments or questions about cursive or the activity book.

LESSON 2

The Counter-Clock Letters: Lowercase a, c, d, g, o, and q

- Tell students they will start learning the cursive alphabet with the lowercase letters, beginning with the letters a, c, d, g, o, and q. Print each of the letters on the board, and then slowly write each letter in cursive underneath its print counterpart.
- Ask students what the shape of the cursive letters have in common.
 - » They all have a round shape; each includes a circle or part of a circle.
- Tell students that because of the roundness of these letters and the way they are formed, (by moving a pencil in the opposite direction of the movement of a clock’s hands), they are called the Counter-Clock Letters.
- Write the letters on the board again, emphasizing the circular shape that is part of each.
- Direct students to Activity Page C2.1. Point out that some of the letters on the page are written with dotted lines rather than solid lines. Tell them that the dotted letters are for tracing and the solid letters are for copying.
- Point out that some letters also have small arrows around them. Tell students that these are to help guide them in the correct way to form each letter.
- If possible, project a page of the activity book and model tracing, copying and forming letters using the guiding arrows.
- Stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Counter-Clock Letters, one at a time, on the board or using a projector that permits students to observe your hand movements. After modeling each letter, have students trace it on Activity Page C2.1.
- Have students complete the activity page. As they work, circulate and offer assistance as needed.

LESSON 3

The Kite String Letters (Part One): Lowercase i, j, l, t, and u

- Print lowercase i, j, l, t, and u on the board. Then slowly write each letter in cursive underneath its print counterpart, emphasizing the first upward motion of your hand as you write.
- Tell students that because forming each of these letters starts with writing an upwards line, these are called the Kite String Letters. Have a few students draw kites attached to the upward lines of the letters.
- Direct students to Activity Page C3.1. Remind students that the dotted line letters are for tracing and that the arrows provide guidance in the correct way to form the letters. Have students briefly study the guiding arrows.
- Stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Kite String Letters in cursive, one at a time, on the board or using a projector that permits students to observe your hand movements. After modeling each letter, have students trace it on Activity Page C3.1. Then have students copy the letters on the activity page.
- Remind students that an advantage of cursive is that most letters are connected, so the writer rarely has to lift his or her pen or pencil off the page when writing a word.
- Slowly write the word *lad* on the board, emphasizing the connections between the letters.
- Have students trace and then copy the word *lad* on their activity pages.
- Have students complete the activity page. As they work, circulate and offer assistance as needed with forming and connecting letters.
- Assign Activity Page C3.2 for homework.

LESSON 4

The Kite String Letters (Part Two): Lowercase p, r, s, and w

- Print lowercase p, r, s, and w on the board. Then slowly write each letter in cursive underneath its print counterpart, emphasizing the first upward motion of your hand as you write.
- Tell students that these are the rest of the Kite String Letters. Have a few students come to the board to draw kites attached to the upward lines of the letters.

- Direct students to Activity Page C4.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Lesson 4 Kite String Letters in cursive, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C4.1.
- Model writing several of the words on the activity page, one at a time, having students trace and copy each word you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Assign Activity Page C4.2 for homework.

LESSON 5

The Little Loop Group: Lowercase b, e, f, h, k, and l

- Print lowercase b, e, f, h, k, and l on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that these letters are called the Little Loop Group because they all begin with a line that starts out like the kite string, but then loops as it approaches the middle or top line. Write each letter again slowly, emphasizing the loop motion.
- Direct students to Activity Page C5.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Little Loop Group Letters in cursive, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C5.1.
- Model writing several of the words on the activity page, one at a time, having students trace and copy each word you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Assign Activity Page C5.2 for homework.

LESSON 6

The Hill and Valley Letters: Lowercase m, n, v, x, y, and z

- Print lowercase m, n, v, x, y, and z on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that these letters are known as the Hill and Valley Letters because of their shape. Have students point out the hills and valleys in each of the letters.
- Write each letter again slowly, saying the word *hill* when writing the “hill top” of the letters, and the word *valley* when writing the “valley bottoms” of the letters.
- Direct students to Activity Page C6.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Hill and Valley Letters in cursive, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C6.1.
- When writing n, count out the two hills that make up the letter, and when writing m, count out the three hills that make up the letter.
- Model writing several of the words on the activity page, one at a time, having students trace and copy each word you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Congratulate students on learning the entire lowercase cursive alphabet. Tell them that once they begin learning the uppercase letters, they will be able to write complete sentences instead of just words.
- Assign Activity Page C6.2 for homework.

LESSON 7

The Slim Sevens: Uppercase B, H, K, P, and R

- Tell students that now that they have learned all the lowercase cursive letters, they are ready to begin learning the uppercase letters.
- Print uppercase B, H, K, P, and R on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that these uppercase letters are known as the Slim Seven Letters because the first step in forming each of them is writing a slim number seven.

- Write each letter again on the board, emphasizing the seven that starts each letter. Have students come up to the board and circle the 7s in each letter.
- Direct students to Activity Page C7.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Slim Seven Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C7.1.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Tell students that like the lowercase letters, most of the uppercase letters also connect to the letters that follow them.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with one of the Slim Seven Letters to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C7.2 for homework.

LESSON 8

The Umbrella Top Letters: Uppercase C, E, and A

- Tell students that they will now continue to learn the uppercase cursive letters.
- Print uppercase C, E and A on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that these uppercase letters are known as the Umbrella Top Letters because a section of each letter looks like the top of a sideways umbrella.
- Write each letter again on the board, and have students identify the part of the letter that looks like a sideways umbrella.
- Direct students to Activity Page C8.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Umbrella Top Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C8.1.

- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C8.2 for homework.

LESSON 9

The Egg Letter: Uppercase O

The Snake Top Letters: Uppercase F and T

- Tell students that they will learn two new sets of uppercase letters today--the Egg Letter and the Snake Top Letters.
- Print uppercase O on the board. Then slowly write the letter in cursive underneath its print counterpart.
- Tell students that the uppercase O is known as the Egg Letter because it looks like an egg.
- Direct students to Activity Page C9.1 and have them briefly study the guiding arrows for uppercase O. Then stand facing away from the class and model writing the letter in the air. Have students do the same.
- Model writing the uppercase O in cursive again, on the board or using a projector that permits students to see your hand movements. After modeling the letter, have students trace and copy it on Activity Page C9.1.
- Print uppercase F and T on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that the uppercase F and T are known as the Snake Top Letters because the top of each letter is formed with a squiggly line that resembles a snake. Circle the squiggly lines.
- Direct students to Activity Page C9.1 and have them briefly study the guiding arrows for the Snake Top Letters. Then stand facing away from the class and model writing the Snake Top Letters in the air. Have students do the same.
- Model writing the Snake Top Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C9.1.

- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C9.2 for homework.

LESSON 10

The High Hill Letters: Uppercase M and N

- Print uppercase M and N on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Remind students that the lowercase m and n were known as Hill Letters because of their shape. Tell them that the uppercase M and N are known as the High Hill Letters, because they are written by forming higher hills.
- Write each letter again slowly, saying the words *high hill* when writing the “hill top” of the letters.
- Direct students to Activity Page C10.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the High Hill Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C10.1.
- Point out that:
 - the lowercase m is written with three hills while the uppercase m is written with two high hills.
 - the lowercase n is written with two hills while the uppercase n is written with one high hill.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.

- Assign Activity Page C10.2 for homework.

LESSON 11

The Deep Valley Letters: Uppercase U, V, W, and Y

- Print uppercase U, V, W, and Y on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Remind students that several lowercase letters were known as the Valley Letters because of their shape. Tell them that the uppercase U, V, W and Y are known as the Deep Valley Letters because they are written by forming deeper valleys than those formed in writing the lowercase letters.
- Write each letter again slowly, saying the words *deep valley* when writing the “valley bottom” of the letters.
- Direct students to Activity Page C11.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Deep Valley Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C11.1.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C11.2 for homework.

LESSON 12

The Big Loop Group: Uppercase I and J

- Print uppercase I and J on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Remind students that several lowercase letters were known as the Little Loop Group because they included a loop that took up half a line. Tell students that the Big Loop Group Letters, the uppercase I and J, include a loop that takes up almost a full line.

- Write a lowercase e to show students the difference in the size of little and big loops.
- Write the Big Loop Group Letters again, emphasizing the loop in each.
- Direct students to Activity Page C12.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Big Loop Group Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C12.1.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C12.2 for homework.

LESSON 13

The High-Flying Kite Strings: Uppercase G and S

- Print uppercase G and S on the board. Then slowly write each letter in cursive underneath its print counterpart, emphasizing the first upward motion of your hand as you write.
- Remind students that several of the lowercase letters they learned were called Kite String Letters because forming them began with writing an upwards line resembling a kite string. Tell students that the kite strings on the High-Flying Kite String Letters are longer, so the kites fly higher.
- Have a few students draw kites attached to the upward lines of the letters.
- Direct students to Activity Page C13.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the High Flying Kite String Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C13.1.

- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate and offer assistance as needed.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C13.2 for homework.

LESSON 14

From the Top Letters: Uppercase D, L, Q, X and Z

- Print uppercase D, L, Q, X and Z on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that the letters in this group are called the From the Top Letters because, unlike many other cursive letters, the writer starts forming them from the top parts of the Letters.
- Direct students to Activity Page C14.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the From the Top Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C14.1.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate and offer assistance as needed.
- Have all the students write their names in cursive at the top of the activity page.
- Congratulate students on learning all of the lowercase and uppercase cursive letters.
- Assign Activity Page C14.2 for homework.

1

The River Bank, Part I

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will determine the key idea and supporting details of a text read

✚ aloud. **TEKS 3.1.A; TEKS 3.7.G**

Reading

Students will compare and contrast the two characters from *The Wind in the*

✚ *Willows*. **TEKS 3.8.B**

Foundational Skills

Students will review short vowel sounds and multisyllable words.

✚ **TEKS 3.2.A.ii**

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

✚ **TEKS 3.7.C**

FORMATIVE ASSESSMENT

Character Analysis **Venn Diagram** Compare and contrast Water Rat and

✚ Mole. **TEKS 3.8.B**

Activity Page 1.2 **The Beginning** Answer questions about the text and

✚ cite evidence. **TEKS 3.7.C**

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.2.A .ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (45 min.)			
Introducing the Read-Aloud	Whole Group	10 min.	<input type="checkbox"/> Image Cards C.U1.L1.1–10 <input type="checkbox"/> can or bottle of soda <input type="checkbox"/> Digital Flip Book: U1.L1.1–5
Presenting the Read-Aloud	Whole Group	20 min.	
Discussing the Read-Aloud	Whole Group	10 min.	
Word Work: <i>Meandered</i>	Whole Group	5 min.	
Reading (20 min.)			
Character Analysis	Partner	20 min.	<input type="checkbox"/> blank paper for each student
Foundational Skills (25 min.)			
Short Vowel Review	Whole Group	10 min.	<input type="checkbox"/> Individual Code Charts for each student <input type="checkbox"/> word cards <input type="checkbox"/> Spelling Cards for 'a', 'e', 'i', 'o', and 'u' <input type="checkbox"/> Decodable Passage (Teacher Resources)
Baseball Game	Whole Group	15 min.	
Reading (30 min.)			
Introducing the Reading	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 1.1, 1.2
Reading: Practice Story: "The Beginning"	Whole Group	20 min.	
Take-Home Material			
"The Beginning" Letter to Family			<input type="checkbox"/> Activity Pages 1.1, 1.3

ADVANCE PREPARATION

Speaking and Listening

- a can or bottle of soda
- Image Cards C.U1.L1.1–10
- Identify the following Digital Flip Book images on the program's digital components site to project during the Read-Aloud: U1.L1.1-5.

Reading

- Have a blank piece of paper available for each student.

Foundational Skills

- Prepare a copy of the Individual Code Chart, located in the Teacher Resources at the back of the Teacher Guide, for each student.
- Prepare word cards for the baseball game. Word cards for Lesson 1 are already made and available in the Advance Preparation; please note that teachers will need to prepare word cards for following lessons themselves. Because you will use these cards in an active learning experience, you may wish to create them using durable paper, such as cardstock or index cards.
- The decodable passage for this lesson, “Summary of ‘The River Bank, Part I,’” can be found in the Teacher Resources section. You may wish to use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

1	admit	10	hundred	19	tennis
2	signal	11	problem	20	tunnel
3	attic	12	happen	21	jacket
4	catfish	13	kitchen	22	magnet
5	fantastic	14	insect	23	wedding
6	cabin	15	plastic	24	napkin
7	children	16	pocket	25	banner
8	until	17	rabbit	26	comment
9	himself	18	chicken	27	basket

28	sudden	37	traffic	46	publish
29	unless	38	tonsil	47	cobweb
30	bandit	39	pilgrim	48	bathtub
31	upset	40	contract	49	rocket
32	velvet	41	pumpkin	50	tablet
33	sunset	42	finish		
34	funnel	43	congress		
35	discuss	44	trumpet		
36	blanket	45	invent		

Note to Teacher

If you have not already done so, we highly recommend that you review “The Basic and Advanced Code” and “Using Chunking to Decode Multisyllable Words” located in the Teacher Resources before teaching this lesson.

In this unit, students will focus on three academic vocabulary words: *narrative*, *introduce*, and *chronological order*. Academic vocabulary words are ones that support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on end-of-year assessments that third graders may take. Where applicable, use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- We define the word *narrative* to mean a story.
- To *introduce* means to present something new to someone.
- *Chronological order* is the arrangement of events in order as they happen in time.

Note: We encourage you to use all three of these words throughout the school day so that students may experience multiple uses of them.

Lesson 1: The River Bank, Part I

Speaking and Listening 

Primary Focus: Students will determine the key idea and supporting details of a text read aloud. **TEKS 3.1.A; TEKS 3.7.G**

VOCABULARY: “THE RIVER BANK, PART I”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

backwater, a peaceful body of water connected to a river, but with little or almost no current or movement; an isolated, unchanging village or town (**backwaters**)

bolted, moved or ran off suddenly (**bolt, bolts, bolting**)

contemplated, considered or thought about; pondered (**contemplate, contemplates, contemplating**)

hesitating, in a halting or pausing way; acting with reluctance or uncertainty

interferes, gets in the way and prevents something from working smoothly (**interfere, interfered, interfering**)

meandered, moved slowly and without purpose (**meander, meanders, meandering**)

Vocabulary Chart: “The River Bank, Part I”

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	backwater meandered	bolted contemplated hesitating interferes
Multiple Meaning		
Sayings and Phrases		

INTRODUCING THE READ-ALOUD (10 MIN.)

- Explain to students that you are going to be reading an adaptation of the book titled *The Wind in the Willows* and that they will hear a chapter each day for the next few weeks.
- Tell students that willows are a type of tree. Show students Image Card C.U1.L1.1 (Willow Tree) as an example. Explain that there are many types of willows, and these particular ones are weeping willow trees. Tell students that willows like a lot of water and, therefore, tend to grow near sources of water such as rivers, lakes, and ponds.
- Tell students that the story they are going to hear is fiction. Ask, “Who can tell me what fiction is?”
- Explain that *The Wind in the Willows* was written by a man named Kenneth Grahame. He was born in Scotland, but he moved to England when he was very young.
- Explain to students that Scotland and England are two of the four countries making up the United Kingdom (or the U.K. for short), along with Wales and Northern Ireland.
- Locate the United Kingdom on the map and point out England.
- Tell students that citizens of the United Kingdom are called “British” because the main landmass of the United Kingdom is called Great Britain.
- Explain that Grahame told these stories to his son (whom he called Mouse) for entertainment before he ever wrote them down.
- Explain that the setting of this story is the English countryside—where the author grew up—near a river called the Thames [TEMZ]. Locate the river Thames on the map and show students how it runs through the country of England.
- Ask students how they believe that a setting on a river might affect the plot, or events, of the story.
- Hold up a soda can and direct students to different corners of the room based on whether they call the item in your hand “pop,” “soda,” “Coke,” or “soft drink.” (Note: If all students go to the same corner, you may try the same activity with the words “bubbler,” “water fountain,” or “drinking fountain,” or any other variation in dialect you may have noticed in your students.)


Image Card C.U1.L1.1

Willow Tree



Support

Remind students that if a story is fiction, it is created from the author’s imagination.

 **TEKS 3.1A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7G** Discuss specific ideas in the text that are important to the meaning.

- Explain that these differences in words can be found all over the United States, and that these are called differences in dialect; even though people may be speaking the same language, there may be some differences in the words they use.
- Because *The Wind in the Willows* is set in the United Kingdom, the book is written in British English. Just as there are differences in vocabulary between people in the United States, there are differences in vocabulary between British and American English.
- Tell students that *The Wind in the Willows* was published in 1908, more than 100 years ago, and is considered one of the best children’s stories ever written.
- Ask students if they know of any stories that are considered classics. Ask students if they’ve read or heard of *Charlotte’s Web*, *Alice in Wonderland*, *The Chronicles of Narnia*, *Where the Wild Things Are*, or *A Wrinkle in Time*. Remind them that these are just a few examples of many classic books.
- Tell students the main characters of *The Wind in the Willows* are a mole, a water rat (European water vole), a badger, and a toad. Explain that the characters in this story act like people.
- You may wish to show students Image Card C.U1.L1.6 (River Bank) to give them an understanding of the setting of the story.
- Explain that when an animal or thing in a story behaves or is described like a person, it is called personification. Have students repeat the word *personification* after you.
- Ask students what word they hear inside the word *personification*.
- Prompt students to recognize the word *person*, and remind them that personification is when an animal or thing is given the characteristics of a person, such as talking, wearing clothes, etc.
- Tell students that throughout the book, they will hear many examples of personification.
- Remind students that the plot of a story is what we call the events of the story.
- Remind students that the location and time period of a story are called the setting.
- Finally, explain that dialogue is what we call the parts of the story where the characters speak to one another.
- Tell students to listen for examples of personification in today’s Read-Aloud.

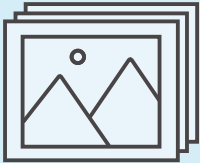
Support

Show **Image Cards C.U1.L1.2–C.U1.L1.10** so students can see what the animals they will hear about look like.



Image Card C.U1.L1.6

River Bank





Show Image U1.L1.1 Mole Cleaning His House

The Mole had been working very hard all the morning spring-cleaning his little home: first with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash. He did this until he had dust in his throat and eyes, and splashes of whitewash all over his black fur. Spring was moving in the air above and the earth below, and around him and his dark and lowly little house. Any wonder he suddenly flung down his brush on the floor, said “Bother!” and “O blow!” and also “Hang spring-cleaning!” and **bolted** out of the house without even waiting to put on his coat.

Mole immediately made for the steep little tunnel, and without a moment’s hesitation, he began scraping, scratching, and scrabbling. He worked busily with his little paws and muttered to himself, “Up we go! Up we go!” till at last, pop! His snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow. “Bother,” “O blow,” and “hang” are examples of British sayings that show someone doesn’t like something. Ask students for examples of American sayings that show the same.



Show Image U1.L1.2 Mole in the Meadow

“This is fine!” he said to himself. “This is better than whitewashing!” he added as he jumped with delight at the joy of spring. In this state of happiness, he made his way across the meadow till he reached the hedge on the farther side.

Challenge

Ask students to repeat the things Mole says as he flings his brush to the floor. Based on these statements, ask students how Mole feels about cleaning his home.

It all seemed too good to be true, as moving hither and thither he observed everywhere birds building, and leaves and flowers bursting forth.

He thought his happiness was complete when, as he **meandered** aimlessly along, he came to the edge of a full-fed river. There he stood quite mesmerized, as never before had he seen a river. He watched in awe as it shimmered and shined, gurgled and burbled, swirled and curled its way seaward. So bewitched and fascinated was he, that he trotted for a while by the side of it. Eventually, exhausted by this tremendous effort, he sat down on the bank to rest.

As he sat on the grass and gazed across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye. Mole quietly **contemplated** what a nice snug dwelling place it would make. As he gazed, something bright and small seemed to twinkle like a tiny star down in the heart of it. But it could hardly be a star, and it was too glittering and small for a glowworm. Then, as he looked, it winked at him, and so revealed itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture.

A brown little face, with whiskers.

A grave round face, with the same twinkle in its eye.

Small neat ears and thick silky hair.

It was the Water Rat!

The two animals stood and regarded each other cautiously.

"Hullo, Mole!" said the Water Rat.

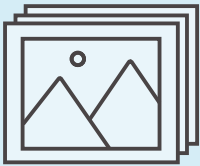
"Hullo, Rat!" said the Mole.

"Would you like to come over?" enquired the Rat.

"Oh, it's all very well to ask," said the Mole, rather grumpily, he being new to a river and riverside life and its ways.

Support

Show **Image Card C.U1.L1.7** and explain that a glowworm is a type of wingless beetle that creates and gives off a bright light.





Show Image U1.L1.3 Rat Sculling over to Mole

The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not

observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole loved it immediately.

The Rat sculled across. Then he held up his forepaw as the Mole stepped gingerly down. “Lean on that!” he said. “Now then, step lively!” and the Mole to his great delight found himself actually seated in the stern of a real boat. **What do you think the word *sculled* means?**

This has been a wonderful day!” said he, as the Rat shoved off and took to the sculls again. “Do you know, I’ve never been in a boat before in all my life.”

“What?” cried the Rat, open-mouthed: “Never been in a—you never—well I—what have you been doing, then?”

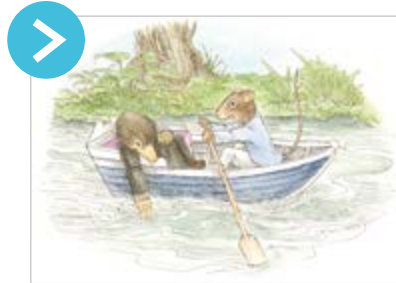
“Is it so nice as all that?” asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, and all the fascinating fittings.

“Nice? It’s the *only* thing,” said the Water Rat solemnly, as he leant forward for his stroke. “Believe me, my young friend, there is nothing—absolutely nothing—half so much worth doing as simply messing about in boats. Simply messing,” he went on dreamily: “messing—about—in—boats; messing—”

“Look ahead, Rat!” cried the Mole suddenly.

It was too late. The boat struck the bank full tilt. The oarsman lay on his back at the bottom of the boat, his heels in the air. **What do you think an oarsman is? Tell students the oarsman is the person with the oars.**

“—about in boats—or *with* boats,” the Rat went on cheerily, picking himself up with a pleasant laugh. “In or out of ‘em, it doesn’t matter. Look here! If you’ve really nothing else to do, what do you say we spend time on the river together?”



Show Image U1.L1.4
Mole and Rat Boating on the River

The Mole waggled his toes from sheer happiness, spread his chest with a sigh of contentment, and leaned back blissfully into the soft cushions. “What

a day I’m having!” he said. “Let us start at once.”

“Hold on a minute, then!” said the Rat as he tied fast the boat and climbed up into his hole above. Moments later he reappeared staggering under a fat, wicker, luncheon basket.

“Shove that under your feet,” he said to the Mole, as he passed it down into the boat. Then he untied the boat and took the sculls again.

“What’s inside it?” asked the Mole, eagerly.

“There’s cold chicken inside it,” replied the Rat; “coldtonguecoldham-coldbeef-pickledgherkins-salad-frenchrollscresssandwiches-pottedmeat-gingerbeer-lemonade-sodawater—”

“O stop, stop,” cried the Mole: “This is too much!”

“Do you really think so?” enquired the Rat seriously. “It’s only what I always take on these little excursions. The other animals complain that I hardly have enough!”

The Mole did not hear a word he said. He was already absorbed in the new life he was entering upon. He trailed a paw in the water and dreamed long, waking dreams. The Water Rat, like the good little fellow he was, sculled steadily on and did not disturb him.

“I like your clothes, old chap,” the Rat remarked after some half an hour or so had passed. “I’m going to get a velvet jacket myself someday.” “Old chap” is a British saying for *man* or *boy*.

“I beg your pardon,” said the Mole, pulling himself together with an effort. “You must think me very rude; but all this is so new to me. So—this—is—a—River!”

“*The River*,” corrected the Rat.

“And you really live by the river? What a jolly life!”

“By it and with it and on it and in it,” said the Rat. “It’s brother and sister to me, and aunts, and company, and food and drink, and (naturally) washing. It’s my world, and I don’t want any other.”

“But isn’t it a bit dull at times?” the Mole asked. “Just you and the river, and no one else to pass a word with?”

“No one else to—well, I mustn’t be hard on you,” said the Rat. “You’re new to it. The bank is so crowded nowadays that many people are moving away altogether. O no, it isn’t what it used to be, at all. Otters, kingfishers, dabchicks, moorhens, all of them about all day long and always wanting you to do something—as if a fellow had no business of his own to attend to!”



Show Image U1.L1.5 Mole and Rat on the River Talking About the Wild Wood

“What lies over *there*?” asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.

“W-e-ll,” replied the Rat hesitantly, “that’s the Wild Wood. We don’t go there too often.”

“Are there scary creatures there?” Mole asked, trying not to tremble.

“The squirrels are all right,” Rat replied. “And the rabbits—some of ’em, but rabbits are a mixed lot. And then there’s Badger, of course. He lives right in the heart of it; wouldn’t live anywhere else, either. Dear old Badger! Nobody **interferes** with *him*.”

Support

Show **Image Cards** C.U1.L1.8 (Otter) and C.U1.L1.9 (Kingfisher, Moorhens, and Dabchicks).



Support

Show **Image Card**
**C.U1.L1.10 (Weasel,
Stoat, and Fox)**



“Why, who *should* interfere with him?” asked the Mole.

“Well, of course, there are others,” explained the Rat in a **hesitating** sort of way.

“Weasels, stoats, foxes, and so on. They’re all right in a way; I’m very good friends with them; pass the time of day when we meet, but you can’t trust them, and that’s a fact.”

“And beyond the Wild Wood?” Mole asked.

“Beyond the Wild Wood is the Wide World,” said the Rat. “And that’s something that doesn’t matter, either to you or me. I’ve never been there, and I’m never going, nor you either, if you’ve got any sense. Don’t ever refer to it again, please. Now then! Here’s our backwater at last, where we’re going to lunch.”

DISCUSSING THE READ-ALoud (10 MIN.)

1. **Inferential.** What British English words or phrases did you hear in today’s Read-Aloud?
 - » old chap, messing about, bother, etc.

Why is there British English in this story?

 - » It is written by an author named Kenneth Grahame, who grew up in England, or Great Britain.
2. **Literal.** Who are the main characters in today’s Read-Aloud?
 - » Mole and Water Rat

What do we call the events of a story in which the characters are involved?

 - » plot
3. **Inferential.** What things do you know about Mole based on what you heard in the Read-Aloud today?
 - » He is weary of spring-cleaning; he lives underground; he has black fur; he is fascinated by the river; he is shy but happy; etc.
4. **Inferential.** Would you describe Mole as curious? Why or why not?
 - » Answers may vary, but as students reply, make sure they support their responses with examples from the text.

5. **Inferential.** What season is the story set in when Mole leaves his home?

- » spring

How do you know?

- » The text explicitly says it is spring. Other answers may vary, but students should support their responses with examples from the text, such as flowers in the meadow, birds making their nests, etc.

6. **Inferential.** What adjectives would you use to describe Rat?

- » Answers may vary, but may include some of the following: friendly, adventurous but cautious, wise, aquatic, generous, etc.

7. **Literal.** In what kind of setting does the story begin?

- » in Mole’s underground house, which he is spring-cleaning

To what kind of setting are we introduced after Mole bolts out of his burrow?

- » to the world aboveground, the river bank in the spring

8. **Evaluative.** Why do you think Rat does not want to go into or even speak about the “Wide World,” or the area beyond the Wild Wood?

- » Answers may vary.



Check for Understanding

Evaluative. *Think-Pair-Share:* What examples of personification did you hear in today’s Read-Aloud?

- » Answers may vary, but may include the following: Mole and Rat wearing clothes; Mole cleaning his house with a broom; Mole painting, or whitewashing, his house; Water Rat rowing a boat; the animals talking to each other; etc.

What are some characteristics of Mole and Water Rat that are not examples of personification?

- » Answers may vary, but may include the following: Moles really live underground; water rats [European water voles] live near river banks; moles have black fur; water rats have brown fur and whiskers; etc.



**ENGLISH
LANGUAGE
LEARNERS**

Reading
Reading Comprehension

Beginning

Ask students to name the main events.

Intermediate

Ask students to describe the main events.

Advanced/Advanced High

Ask students to identify and describe the main events.

ELPS 4.G

**ENGLISH
LANGUAGE
LEARNERS**



**Reading
Character Analysis**

Beginning

Have students dictate a description and illustrate one of the characters.

Intermediate

Have students use words and phrases to describe one of the characters.

Advanced/Advanced High

Have students use words and phrases to describe both characters.

ELPS 4.G

Character Analysis



WORD WORK: MEANDERED (5 MIN.)

1. In the Read-Aloud you heard, “[The Mole] thought his happiness was complete when, as he meandered aimlessly along, he came to the edge of a full-fed river.”
2. Say the word *meandered* with me.
3. *Meandered* means moved slowly without a purpose.
4. On warm spring days, many of the townspeople meandered in the town center, stopping whenever they pleased to rest or talk with friends.
5. Have you ever meandered, or have you ever seen someone else who meandered? Where were you? Be sure to use the word *meandered* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I meandered . . .” or “meandered . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *meandered*?
 - Use a Synonyms and Antonyms activity for follow-up. Ask students, “What does *meandered* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *strolled*, *roamed*, *walked*, *wandered*, *ambled*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *meandered*?” Prompt students to provide words and phrases like *ran*, *walked with purpose*, *marched*, *went directly*, *made a beeline*, etc.

Lesson 1: The River Bank, Part I

Reading



Primary Focus: Students will compare and contrast the two characters from *The Wind in the Willows*. **TEKS 3.8.B**

CHARACTER ANALYSIS (20 MIN.) **TEKS 3.8.B**

- On a blank piece of paper have students create a Venn diagram.
- Ask students what a Venn diagram is used for (comparing and contrasting).
- Have students label one side of the diagram “Water Rat” and the other side “Mole”.
- Tell students that they will work with a partner to compare and contrast the two characters.

TEKS 3.8.B Explain the relationships among the major and minor characters.



Check for Understanding

As students are working, circulate and provide assistance when needed.

- When students are finished, have a few share ideas about how the two characters are similar and different.

Lesson 1: The River Bank, Part I

Foundational Skills



Primary Focus: Students will review short vowel sounds and multisyllable words. **TEKS 3.2.A.ii**

SHORT VOWEL REVIEW (10 MIN.)

- Follow these steps to review short vowels:
 - Show students the /a/ Spelling Card with the 'a' – *hat* side facing students. Point to the 'a' and ask students to name the letter. Then, read the word *hat* and remind them that the letter 'a' is used to spell and write /a/ in English words. Remind students that /a/ is a vowel sound. Vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."
 - Point out the power bar below the spelling 'a' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card that stretches almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
 - Point to the power bar under the 'a' and ask students whether they think the letter 'a' is a very common spelling or a less common spelling for /a/. (very common)
 - Explain to students that like last year, this year they will each have an Individual Code Chart. This year's Individual Code Chart will look a bit different since they are in Grade 3. Distribute the Individual Code Chart to each student. Ask them to write their name in the blank at the bottom of the cover page.

TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

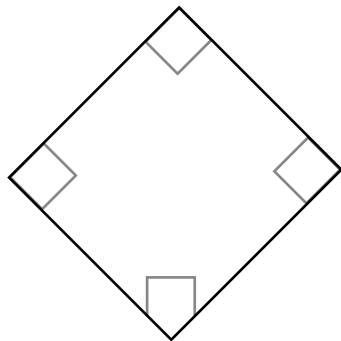
- Now, ask students to turn to Individual Code Chart page 3. Ask students to find the row on the chart that begins with /a/.
- Tell students to point to the spot in the row on the chart that shows the 'a' spelling for /a/, as in *hat*.
- Prompt students to summarize the code information on the chart: "This tells us that /a/ is spelled as the letter 'a' in written words. The long power bar tells us that it is a very common spelling." (In fact, it is the only spelling for /a/. This information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell /a/.)
- Repeat these steps with the /i/ Spelling Card, the /e/ Spelling Card, the /u/ Spelling Card, and the /o/ Spelling Card.

Note: You may wish to have students read the decodable passage, "Summary of 'The River Bank, Part I,'" that you prepared in advance to practice decoding words with short vowels.

BASEBALL GAME (15 MIN.)

- Before you begin this game, take a few moments to review with students how to break a multisyllable word into parts. Explain that knowing how to break apart a long word into syllables may help students in decoding multisyllable words. You might do the following:
 - Write the word *batman* on the board.
 - Remind students that words have syllables and that each syllable has one vowel sound.
 - Ask students to tell you where the vowels are in this word. Underline the letter 'a' in both syllables. Point out to students that there are two consonants between these two vowel sounds. Remind students that words are divided into syllables between consonants. Draw a line between the letter 't' and the letter 'm' in *batman*. Note that students can now clearly see that there are two syllables in this word.
 - bat | man
- Cover the last syllable, 'man', with your hand and guide students in sounding out the first syllable, 'bat'. Then, cover 'bat' with your hand and guide students in sounding out 'man'. Now, guide students in blending both of the syllables together. You might use a prompt like "say it fast" to encourage them to blend through both syllables.

- Point out that the 'a' spelling in each of these syllables represents the /a/ sound they just reviewed with the Individual Code Chart.
- Practice with students using the following words as well: *fabric*, *victim*, and *signal*. (fab | ric, vic | tim, sig | nal)
- Now, write the word *children* on the board.
- Ask students to tell you what the vowels are in this word. Underline the letters 'i' and 'e'. Point out to students that in this word, there are three consonants between the vowel sounds. Often, when there are three consonants between two vowels, the syllable divides after the first consonant. Draw a line between the letter 'l' and the letter 'd' in *children*.
 - ch|l | dren
- Again, point out that the 'i' and 'e' spellings represent the /i/ and /e/ sounds they reviewed earlier in the Individual Code Chart.
- Now, practice with the word *hundred*. (hun | dred)
- Point out finally that the 'u' and 'e' spellings represent the vowel sounds they have reviewed.
- Tell students that a popular activity in Grade 2 is the Baseball game. Students who were in Grade 2 in the program will be very familiar with this game. You will use cards you prepared in advance.
- Draw a baseball diamond on the board similar to the picture below.



Support

You may wish to have students play in pairs so they can help one another when they are up to bat.

- Divide the class into two teams. Have one team at a time come to the front of the room and line up in front of the board.
- Each team takes a “turn at bat,” as follows:
 - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his or her team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
 - As in the actual game of baseball, any “players left on base” when all turns have been used do not count or add to the score.

Lesson 1: “The River Bank, Part I”

Reading



Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.7.C**

INTRODUCING THE READING (10 MIN.)

- Tell students that they are going to practice reading a story they read last year in Grade 2 from a book called *Sir Gus*.
- Remind students that the practice stories they will read in the next few lessons are about a knight named Sir Gus and that a knight was a type of soldier who lived long ago. Knights were often soldiers for kings. They helped the kings defend their kingdoms.
- Explain that the term *sir* was used to refer to knights who had earned a certain honor in serving their king.
- Remind students that in the past, knights really did exist. However, in many fairy tales, knights are fictional characters that often fight dragons and have to break magic spells. These practice stories are fiction.

TEKS 3.7.C Use text evidence to support an appropriate response.

- Ask students to share anything they remember about Sir Gus and his adventures.
- Remind students that Sir Gus had the following weapons:
 - lance—a long pole that knights would hold while on horseback, using it to knock down things and other knights
 - shield—a metal plate knights carried in front of their bodies to protect them
 - spear—a sharp, pointed weapon resembling a long knife used to protect knights
 - sword—a long-bladed weapon used in battle to fight enemies
- Read the title of the story on Activity Page 1.1 (“The Beginning”), reminding students that the title provides an idea of what the story is about.
- Ask students to brainstorm what the title may mean. (Answers may vary.)
- Tell students they will read one paragraph at a time to find the answer to a question you will ask them. Students will then share their answers.

Activity Page 1.1



READING: PRACTICE STORY: “THE BEGINNING” (20 MIN.)

Paragraph 1

- Tell students they are to read **paragraph 1** to find the answer to the question: “When and where is the story taking place?” Call on one student to read the paragraph aloud while others follow along.

“Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.”

- When students have finished reading, restate the question and ask students to answer.
 - » The story takes place long before students were born in a place that can no longer be found.

Paragraph 2

- Tell students to read **paragraph 2** to find the answer to the questions: “What kind of man was King Alfred? What was his favorite thing to do?” Call on another student to read the paragraph aloud while others follow along.



**ENGLISH
LANGUAGE
LEARNERS**

Foundational Skills

Print Awareness

Pull any students who are struggling with left-to-right directionality into a small group. Model for students how to track print with your finger. Have students show their left thumb and then right to orient themselves from left to right. Ask students to move their finger beneath the words from left to right as they read aloud or follow along.

ELPS 4.B

“King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.”

- When students have finished reading, restate the questions and ask students to answer.
 - » King Alfred was well liked. He liked to have fun by having parties and feasts.

Paragraph 3

- Tell students to read **paragraph 3** to find the answer to the question: “Who helped King Alfred keep his people safe?” Ask another student to read aloud.
-

“King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights—well, sometimes they were brave—helped to keep bad things from happening.”

- When students have finished reading, restate the question and ask students to answer.
 - » King Alfred had 12 knights who helped him keep his people safe.
- Also ask, “Were the knights always brave? How do you know?”
 - » No. The story says that “sometimes they were brave.” It does not say knights were always brave.

Paragraph 4

- Tell students to read **paragraph 4** to find the answer to the question: “Who was the most well-known knight of King Alfred’s knights?” Ask a student to read aloud.
-

“The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name “Fearless.” This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.”

- When students have finished reading, restate the question and ask students to answer.
 - » Sir Gus the Fearless was the most well-known knight of King Alfred's knights.
- Also ask, "Why was the name 'Fearless' an odd name for Sir Gus?"
 - » Sir Gus was not entirely fearless. In fact, he had a lot of fears.

Paragraph 5

- Tell students to read **paragraph 5** to find the answer to the question: "What are some things that Sir Gus was fearful (afraid) of?" Ask a student to read aloud.

"Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint."

- When students have finished reading, restate the question and ask students to answer.
 - » Sir Gus was afraid of the dark, mice, bats, spiders, boats, and loud noises.
- Ask, "Would you call a person who is afraid of all those things fearless?"
 - » Answers may vary.

Paragraph 6

- Tell students to read **paragraph 6** to find the answer to the question: "What were some of the things that Sir Gus had to help him be a brave knight?" Ask a student to read aloud.

"Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight."

- When students have finished reading, restate the question and ask students to answer.
 - » Sir Gus had a shield, lance, spear, and sword.

Paragraph 7

- Tell students to read **paragraph 7** to find the answer to the question: “How did Sir Gus get along with his horse?” Ask a student to read aloud.

“Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.”

- When students have finished reading, restate the question and ask students to answer.
 - » Horses and cats made Sir Gus itch.

Paragraph 8

- Tell students to read **paragraph 8** to find the answer to the question: “What other things about Sir Gus made him a ‘not so fearless’ knight?” Ask a student to read aloud.

“Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.”

- When students have finished reading, restate the question and ask students to answer.
 - » Sir Gus was absentminded and could get lost easily. He also found it difficult to get up in the morning and was often late.

Paragraph 9

- Tell students to read **paragraph 9** to themselves to find the answer to the question: “Was King Alfred aware that Sir Gus was odd?” Ask a student to read aloud.

“All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.”

- When students have finished reading, restate the question and ask students to answer.
 - » King Alfred didn't think that Sir Gus was an odd knight. He thought that Sir Gus always served him well.
- Have students answer the question: "If you were a knight in King Alfred's kingdom, would you behave differently from Sir Gus?"
 - » Answers may vary but should include specific examples of the behavior of Sir Gus from the story.
- Direct students to Activity Page 1.2.
- Complete Activity Page 1.2 as a teacher-directed activity, reminding students to return to the text to locate the answer.
- Have students write the paragraph number where they found the answer on the blank provided.

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

### Lesson 1: The River Bank, Part I

# Take-Home Material

- Have students take home Activity Page 1.1 to read to a family member and Activity Page 1.3 to share with a family member.

## Activity Page 1.2



## Activity Pages 1.1 and 1.3





## 2

# The River Bank, Part II

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

- Students will determine the key idea and supporting details and analyze perspective in a text read aloud. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.7.G**

### Writing

- Students will use descriptions of actions, thoughts, and feelings to rewrite a scene from Rat's perspective. **TEKS 3.12.A**

### Foundational Skills

- Students will review long and short vowels and write multisyllable words. **TEKS 3.2.A.ii**

### Reading

- Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.6.C; TEKS 3.7.C**

## FORMATIVE ASSESSMENT

### Perspective

- Story Rewrite** Rewrite a scene from the Read-Aloud from Rat's perspective. **TEKS 3.12.A**

### Activity Page 2.2

- The Thief** Answer questions about the text and cite evidence. **TEKS 3.7.C**

- TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.7.C** Use text evidence to support an appropriate response.

## LESSON AT A GLANCE

|                                         | Grouping                | Time    | Materials                                                                                                                                                                                                                                              |
|-----------------------------------------|-------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speaking and Listening (40 min.)</b> |                         |         |                                                                                                                                                                                                                                                        |
| Introducing the Read-Aloud              | Whole Group             | 5 min.  | <input type="checkbox"/> Image Card C.U1.L1.8<br><input type="checkbox"/> Image Cards C.U1.L2.1–4<br><input type="checkbox"/> Digital Flip Book: U1.L2.1–5                                                                                             |
| Presenting the Read-Aloud               | Whole Group             | 20 min. |                                                                                                                                                                                                                                                        |
| Discussing the Read-Aloud               | Whole Group             | 10 min. |                                                                                                                                                                                                                                                        |
| Word Work: <i>Dejected</i>              | Whole Group             | 5 min.  |                                                                                                                                                                                                                                                        |
| <b>Writing (25 min.)</b>                |                         |         |                                                                                                                                                                                                                                                        |
| Perspective                             | Partner                 | 25 min. | <input type="checkbox"/> blank paper for each student                                                                                                                                                                                                  |
| <b>Foundational Skills (30 min.)</b>    |                         |         |                                                                                                                                                                                                                                                        |
| Short and Long Vowel Review             | Whole Group             | 15 min. | <input type="checkbox"/> Vowel Chart (Digital Projections)<br><input type="checkbox"/> Spelling Cards for 'a_e', 'e_e', 'i_e', 'o_e', and 'u_e'<br><input type="checkbox"/> Individual Code Charts<br><input type="checkbox"/> Notebook or lined paper |
| Dictation                               | Whole Group             | 15 min. |                                                                                                                                                                                                                                                        |
| <b>Reading (25 min.)</b>                |                         |         |                                                                                                                                                                                                                                                        |
| Practice Story: "The Thief"             | Whole Group/<br>Partner | 25 min. | <input type="checkbox"/> Activity Pages 2.1, 2.2                                                                                                                                                                                                       |
| <b>Take-Home Material</b>               |                         |         |                                                                                                                                                                                                                                                        |
| "The Thief"                             |                         |         | <input type="checkbox"/> Activity Page 2.1                                                                                                                                                                                                             |

## ADVANCE PREPARATION

### Speaking and Listening

- Identify the following Digital Flip Book images on the program's digital components site to project during the Read-Aloud: U1.L2.1–5.

### Foundational Skills

- On chart paper, create the following chart or prepare Digital Projection DP.U1.L2.1.

| <i>/a/</i> | <i>/e/</i> | <i>/i/</i> | <i>/o/</i> | <i>/u/</i> |
|------------|------------|------------|------------|------------|
| hat        | bed        | pit        | pot        | run        |
| sat        | fed        | sit        | hot        | fun        |
| rat        | pet        | fit        | mop        | sun        |
| cap        | bell       | lip        | sock       | but        |

### Universal Access

- Be sure to make use of the image cards for today's Read-Aloud.
- You may want to work with a small group during the writing and reading activities.

## Lesson 2: The River Bank, Part II

Speaking and Listening 

**Primary Focus:** Students will determine the key idea and supporting details and analyze perspective in a text read aloud. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.7.G**

**VOCABULARY: “THE RIVER BANK, PART II”**

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “unit dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**arranged**, ordered or organized specifically (**arrange, arranges, arranging**)

**dejected**, depressed; unhappy, sometimes because one feels lonely or left out

**escorted**, led; accompanied (**escort, escorts, escorting**)

**seized**, grabbed or took hold of suddenly (**seize, seizes, seizing**)

**stability**, the condition of being firm or not likely to move or change

**Vocabulary Chart: “The River Bank, Part II”**

| Type                | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words                        |
|---------------------|---------------------------------|---------------------------------------------------------|
| Vocabulary          |                                 | arranged<br>dejected<br>escorted<br>seized<br>stability |
| Multiple Meaning    |                                 |                                                         |
| Sayings and Phrases | Let bygones be bygones.         |                                                         |

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

## INTRODUCING THE READ-ALoud (5 MIN.)

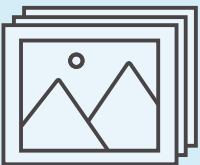
### Support

Quickly review some of the flipbook images of the previous Read-Aloud to help students recall.

- Remind students that in the previous lesson, they began listening to the classic children's story *The Wind in the Willows*.
- Ask students to share the names of the main characters they met in the first Read-Aloud.
  - » Mole, Water Rat
- Ask students to share some of the plot, or events, in the previous Read-Aloud.
- Remind students that they have heard many examples of personification.
- Ask students to explain personification and to give examples from the text they have heard so far.
- Remind students that Mole learns about life on the river from speaking with Rat. Ask students what we call the part of a story where the characters speak to one another.
  - » dialogue
- Ask students to share how they know when they are reading dialogue.
  - » Dialogue has quotation marks.
- Ask students if they know the name for the part of the story that tells what is happening and does not have quotation marks around it.
  - » narration
- Tell students that narration and dialogue are two literary tools, or two ways the author tells a story.
- Ask students to recall the setting of the previous Read-Aloud. Ask, "Through whose eyes do we first discover the river bank?"
  - » Mole's
- Explain to students that this is called perspective.
- Explain that perspective is how someone sees or experiences something. Tell students that in fictional stories, perspective is another literary tool, like dialogue and narration, that lets the reader know from whose experience the scene of the story is mainly being described. Explain that, like dialogue, perspective can shift from one character to another as a way of telling more about the story.
- Tell students that today they will be introduced to a new animal character, an otter. Show students Image Card C.U1.L1.8 (Otter). Explain the following about otters:
  - Adult otters are 25 to 35 inches in length, not including their tail, which can be 14 to 18 inches long.

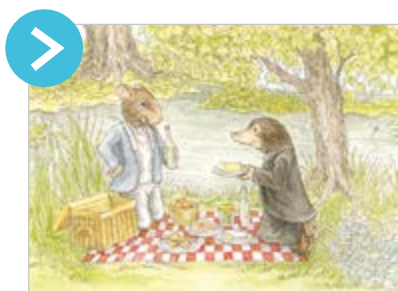
Image Card  
C.U1.L1.8

### Otter



- Otters live in and around the water.
  - Like badgers, otters belong to the weasel family. Otters are playful creatures and great swimmers.
  - They are semiaquatic (meaning they spend time in and out of water), like water rats.
  - They have brownish fur on their backs; cream-colored bellies; long, strong necks; webbed feet; and a long, flattened tail.
  - They live in burrows that they dig into river banks, or in hollowed-out trees near rivers, streams, or ponds.
  - Otters eat fish, shellfish, birds, insects, and frogs.
  - Otters have a backbone. Their skeleton is inside their body. They're warm-blooded mammals. Their babies are born alive, and their mothers feed them milk from their own bodies.
- Remind students that after the last Read-Aloud, Rat and Mole were getting ready to picnic on the backwater. Ask students to predict what kind of adventures Mole and Rat might have on the backwater.
  - Tell students to listen carefully to see if their predictions are correct.

## PRESENTING THE READ-ALOUD (20 MIN.)



### Show Image U1.L2.1 Mole and Rat's Picnic

Leaving the main stream, they now passed into what seemed like a little land-locked lake. Green grass sloped down to either edge; brown, snaky tree

roots gleamed below the surface of the quiet water. Ahead of them could be heard the foamy tumble of a weir with a restless dripping mill wheel attached to a mill house. A weir is a type of dam or wall that holds water back. Show Image Card C.U1.L2.1 (Weir). A mill is a building that contains machinery for grinding wheat into flour. Mills in the 1900s were powered by a water wheel next to the building that turned the machinery. Show Image Card C.U1.L2.2 (Water-Powered Mill).

Image Card  
C.U1.L2.1

**Weir**



Image Card  
C.U1.L2.2

**Water-Powered Mill**



**Challenge**

Ask students to explain why mills were located close to dams.

The scene was so beautiful that the Mole could only hold up both forepaws and gasp, “O my!”

The Rat brought the boat alongside the bank and tied it up. Then he helped the still awkward Mole safely ashore, and swung out the luncheon basket. The Mole asked to be allowed to unpack it all by himself. The Rat was very pleased to indulge him. Mole excitedly shook out the tablecloth and spread it. Then one by one he took out the mysterious packets and carefully **arranged** them, still gasping, “O my! O my!”

When all was ready, the Rat said, “Eat up, old fellow!” and the Mole, who had started his spring cleaning at a very early hour, and had not eaten since then, eagerly set to work.

“What are you looking at?” said the Rat presently, when the edge of their hunger was somewhat dulled, and the Mole’s eyes were able to wander off the tablecloth.

“I am looking,” said the Mole, “at a streak of bubbles that I see traveling along the surface of the water.”

“Bubbles? Oh!” said the Rat cheerily.

A broad glistening muzzle showed itself above the edge of the bank, and the Otter hauled himself out and shook the water from his coat.

“Greedy beggars!” he observed. “Why didn’t you invite me, Ratty?”

“This was a spontaneous affair,” explained the Rat. “By the way, meet my friend Mr. Mole.”

“Proud, I’m sure,” said the Otter, and the two animals were friends forthwith.

“Such a rumpus everywhere!” continued the Otter. “The entire world seems to be out on the river today. I came up this backwater to try to get a moment’s peace, and then stumbled upon you fellows!”



### Show Image U1.L2.2 Otter and Badger

At that moment, there was a rustling sound behind them. It seemed to come from a hedge wherein last year's leaves still

clung. Seconds later, a stripy head, with high shoulders, peered out from within.

"Come on, old Badger!" shouted the Rat.

The Badger trotted forward, then grunted, "H'm! Company," and turned his back and disappeared from view.

"That's *just* the sort of fellow he is!" observed the disappointed Rat. "Simply hates society! Now we shan't see any more of him today. Well, tell us, *who's* out on the river?"

"Toad's out, for one," replied the Otter. "In his brand new wager-boat; new togs, new everything!" A wager-boat is a special boat used for rowing races. They were called wager-boats because people would wage bets (gamble) on the winner. Togs are special clothes worn for an activity.

The two animals looked at each other and laughed.

"Once, it was nothing but sailing," said the Rat. "Then he tired of that and took to punting. Nothing would please him but to punt all day. Last year it was house boating, and we all had to go and stay with him in his houseboat, and pretend we liked it. It's all the same, whatever he takes up; he gets tired of it, and starts on something fresh."

"Such a good fellow, too," remarked the Otter reflectively: "But no **stability**—especially in a boat!"

### Support

*Punting* means boating on a flat-bottomed boat in shallow water, and using a long pole to push the boat along.





### Show Image U1.L2.3 Toad on the River

From where they sat they could get a glimpse of the mainstream across the island that separated them; and just then a wager-boat flashed into

view. The rower was a short, stout figure, who was splashing badly and rolling a good deal, but working his hardest. The Rat stood up and hailed him. However Toad, for it was he, shook his head and concentrated on the task at hand.

“He’ll be out of the boat in a minute if he rolls like that,” said the Rat.

“Of course he will,” chuckled the Otter. “Did I ever tell you that good story about Toad and the lock-keeper? Show Image Card C.U1.L2.3 (Canal Lock). In a canal (man-made waterway), a lock is an area blocked off at each end by gates. The gates are opened or closed to allow water to fill or drain from the lock so the boats can safely move. A lock-keeper is in charge of the gates.

“The story happened this way,” Otter continued. “Toad—”

At that moment a mayfly swerved unsteadily on the gentle spring breeze toward Otter. There was a swirl of water and a “cloop!” and the mayfly was visible no more. Neither was the Otter.

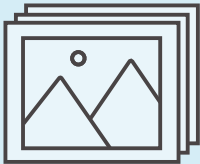
The Mole looked down. The voice was still in his ears, but the grass whereon he had sprawled was clearly vacant. Not an Otter to be seen.

But again there was a streak of bubbles on the surface of the river. The Rat hummed a tune, and the Mole remembered that it was considered rude to make any sort of comment about the sudden disappearance of one’s friends.

“Well, well,” said the Rat, “I suppose we ought to be moving. I wonder which one of us should pack the luncheon basket?” He did not sound overly eager to do it himself.

### Image Card C.U1.L2.3

#### Canal Lock



### Support

Show Image Card C.U1.L2.4 (Mayfly) and explain that mayflies are insects similar to dragonflies. They live near water. Mayflies live only for a few hours to a few days.



“O, please let me,” said the Mole. So, of course, the Rat let him.

The afternoon sun was getting low as the Rat sculled gently homewards. The Mole was very full of lunch, and self-satisfaction, and already quite at home in a boat (or so he thought). He was, however, getting a bit restless, and presently he said, “Ratty! Please, I want to row, now!”

The Rat shook his head with a smile. “Not yet, my young friend,” he said. “Wait till you’ve had a few lessons.”

The Mole was quiet for a minute or two. But he began to feel more and more jealous of Rat. Suddenly he jumped up and **seized** the sculls from him. Rat, who had been gazing out over the water, was taken by surprise. He fell backwards off his seat. The triumphant Mole took his place and grabbed the sculls with much confidence.

“Stop it, you *silly!*” cried the Rat, from the bottom of the boat. “You’ll have us over!”



#### Show Image U1.L2.4 Mole Overturns the Boat

The Mole flung his sculls back with a flourish, and made a great dig at the water. He missed the surface altogether, his legs

flew up above his head, and he found himself lying on top of the Rat.

Greatly alarmed, he made a grab at the side of the boat, and the next moment—*Sploosh!*

Over went the boat, and Mole found himself struggling in the river.

O my, how cold the water was, and O, how very wet it felt. How it sang in his ears as he went down, down, down! How bright and welcome the sun looked as he rose to the surface coughing and spluttering! How black was his despair when he felt himself sinking again! Then a firm paw gripped him by the back of his neck. It was the Rat, and he was laughing.

#### Challenge

*Sploosh* is an example of onomatopoeia, or a word that imitates a sound. Ask students for other examples of onomatopoeia.

The Rat got hold of a scull and shoved it under the Mole's arm. Then he did the same by the other side of him and, swimming behind, propelled the helpless animal to shore.

When the Rat had rubbed him down, and wrung some of the wet out of him, he said, "Now, then, old fellow! Trot up and down till you're warm and dry again, while I dive for the luncheon basket."

So the dismal Mole, wet without and ashamed within, trotted about till he was fairly dry, while the Rat plunged into the water again. He recovered the boat, fetched his floating property, and finally dived successfully for the luncheon basket.

When all was ready to begin again, the Mole, limp and **dejected**, took his seat in the stern of the boat; and as they set off, he said in a low voice, "Ratty, my generous friend! I am very sorry indeed for my foolish behavior. My heart quite fails me when I think how I might have lost that beautiful luncheon basket. I have been a fool. Will you ever forgive me?"

"That's all right. Bless you!" responded the Rat cheerily. "What's a little wet to a Water Rat? I'm more in the water than out of it most days. Don't you think any more about it; and, look here! I really think you had better come and stop with me for a little time. My home is very plain and rough, but I am sure I can make you comfortable. And I'll teach you to row, and to swim."

The Mole was so touched by his kindness that he had to brush away a tear. But the Rat kindly looked in another direction, and before long the Mole's spirits revived again.

### Support

A dressing gown is a robe, or house coat.



### Show Image U1.L2.5 At Rat's Home before the Hearth

When they got home, the Rat made a bright fire in the parlor. He planted the Mole in an arm chair in front of it. He fetched down a dressing gown and

slippers for him, and told him river stories till supper-time.

Supper was a most cheerful meal. Shortly afterwards, a sleepy Mole had to be **escorted** upstairs by his host, to the best bedroom. There he laid his head on his pillow in great peace and contentment. This was just the beginning of their friendship and time together on the river.



## DISCUSSING THE READ-ALoud (10 MIN.)

TEKS 3.6.C

1. **Evaluative.** Were your predictions correct about the kinds of adventures Mole and Rat have on the backwater? Why or why not?

» Answers may vary.



### Check for Understanding

**Inferential.** What is perspective?

- » the experience/eyes of the character through which a part of the story is told

From whose perspective is today's Read-Aloud told?

- » Mole's perspective

2. **Inferential.** What new characters appear in today's Read-Aloud?

» Otter, Toad, Badger

Are Otter, Toad, and Badger the main characters of this story so far, or are Water Rat and Mole still the main characters?

» Water Rat and Mole are still the main characters.

3. **Inferential.** Mole learns about Toad through dialogue between Rat and Otter. What words can you use to describe Toad?

» easily bored, a good fellow, no stability

4. **Inferential.** Why does Mole suddenly jump up and seize the sculls, or oars?

» Mole is jealous and prideful for a moment and wants to show Rat that he can row just as well.

5. **Literal.** What do we call the part of the story that is not dialogue?

» narration



**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

6. **Inferential.** What happens after Mole seizes the oars?

- » The boat flips over, and they end up in the water. Mole can't swim and Rat has to help him to safety.

Is Rat angry with the dejected Mole?

- » no

How do you know?

- » Answers may vary, but may include the following: Rat is laughing as he helps Mole to safety; Rat speaks cheerily to Mole after the incident; Rat arranges for Mole to come to his house; Rat escorts Mole to his best bedroom; etc.

7. **Inferential. Think-Pair-Share:** How does Rat demonstrate friendship? Does Mole demonstrate friendship? Why or why not?

- » Answers may include some of the following: Rat takes Mole on a boat ride and picnic; he introduces Mole to his friends; he does not get angry when Mole overturns the boat; he invites Mole to his home; etc. Mole is a nice companion for the day; he packs up the picnic basket; he does grab the oars from Rat, which might be something a friend would not do; Mole is grateful for Rat's forgiveness when Mole overturns the boat; Mole stays with Rat.

### WORD WORK: DEJECTED (5 MIN.)

1. In today's Read-Aloud you heard, "When all was ready to begin again, the Mole, limp and *dejected*, took his seat in the stern of the boat."
2. Say the word *dejected* with me.
3. When someone is dejected, he or she is feeling sad or depressed.
4. Kylie felt dejected when she wasn't chosen for the job opening.
5. Have you ever felt dejected? Why did you feel this way? Be sure to use the word *dejected* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I felt dejected once when . . .")
6. What's the word we've been talking about? What part of speech is the word *dejected*?
  - Use an Acting and Sharing activity for follow-up. Say, "Turn to your partner and show them how you might act if you felt dejected. Then share with your partner a time when you felt dejected." Make sure that students use the word *dejected* in a complete sentence as they share.

## Lesson 2: The River Bank, Part II

# Writing



**Primary Focus:** Students will use descriptions of actions, thoughts, and feelings to rewrite a scene from Rat's perspective. **TEKS 3.12.A**

### **PERSPECTIVE (25 MIN.)** **TEKS 3.12.A**

- Have students gather in a central location in the classroom. Ask half the students to face the front of the room, the other half to face the back of the room.
- Ask students to think about how they would describe what they see.
- Ask several students who are facing the front of the room to describe what they see.
- Ask several students who are facing the back of the room to describe what they see.
- Tell students that even though they have different descriptions, they are all describing the same thing (the classroom). Tell students this is a simple example of perspective.
- Remind students that perspective is how someone sees or experiences something.
- Tell students that today's story was told from Mole's perspective.
- Have students work with a partner to rewrite the part of the story in which Mole steals the oars. They should rewrite this from Rat's perspective, making sure to include details about Rat's thoughts and emotions.
- Tell students that this does not need to be a finished or polished piece of writing. They should instead focus on getting their ideas down on paper.

### Perspective



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing Narrative Writing

#### Beginning

Have students illustrate the story from Rat's perspective and orally describe their illustrations.

#### Intermediate

Have students illustrate, label, and orally describe the scene from Rat's perspective.

#### Advanced/Advanced High

Provide support as needed.

**ELPS 5.G**

**TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

Lesson 2: The River Bank, Part II

# Foundational Skills



**Primary Focus:** Students will review long and short vowels and write multisyllable words. **TEKS 3.2.A.ii**

## SHORT AND LONG VOWEL REVIEW (15 MIN.)

- Draw students' attention to the Vowel Chart you created and displayed in advance. Read the words in each column with students, underlining the vowel sound in each word. After reading each column, isolate the vowel sound.
- Now point out that there is only one letter or spelling that represents the vowel sound in each word in this chart.
- Follow these procedures to review long vowels:
  - Write the word *bake* on the board and ask if any students can read it.
  - Ask students to tell you the vowel sound in *bake*. (/ae/)
  - Point out that the spelling that stands for the vowel sound in *bake* is a different kind of spelling consisting of two separated letters that work as a team.
  - Explain to students that even though the 'a' and the 'e' in *bake* are separated, they work together to stand for the /ae/ sound.
  - Circle each spelling in *bake* as you say its sound.

**Note:** You will need to draw a horseshoe-shaped loop around the 'a' and the 'e' to show that these two letters work together to stand for the /ae/ sound.

- Point to each spelling in *bake* as you say its sound: "/b/" (point to the letter 'b' with your index finger), "/ae/" (simultaneously point to the letter 'a' with your middle finger and the letter 'e' with your index finger), "/k/" (point to the letter 'k' with your index finger).
- Show students the Spelling Card for 'a\_e' > /ae/ (*cake*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card. This means there are some other spellings for this sound that students will study later.

**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Next, write the word *Pete* on the board and ask if any students can read it.
- Ask students to tell you the vowel sound in *Pete*. (/ee/)
- Point out that the spelling that stands for the vowel sound in *Pete* is a different kind of spelling consisting of two separated letters that work as a team.
- Explain to students that even though the first 'e' and the second 'e' in *Pete* are separated, they work together to stand for the /ee/sound.
- Circle each spelling in *Pete* as you say its sound.
- Show students the Spelling Card for 'e\_e' > /ee/ (*Pete*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card. This means that there are some other spellings for this sound that students will study later.
- Repeat the above steps for the remaining separated digraph spellings using the words *vowel team*: 'i\_e', 'o\_e', and 'u\_e'. Remember to prompt students to summarize the code information conveyed on their chart. You may consider asking them to turn to a partner and summarize the information. This may also be a good time to point out to students that the spellings for each sound on the chart are sequenced in order from the most frequently used spelling to the least frequently used spelling. For example, have students look at 'a\_e' > /ae/ on the Individual Code Chart page 3. Note that there is one other spelling for /ae/ that occurs more frequently ('a'), but 'a\_e' is in the second position, and so it is a very frequently used spelling for /ae/.
- Now, have students look at 'e\_e' > /ee/ on the Individual Code Chart page 3, and examine the position of this spelling relative to other spellings for /ee/. Ask students to summarize what the placement of 'e\_e' on the Code Chart indicates. ('e\_e' is a relatively infrequent, or rare, spelling for /ee/.)
- Repeat the explanation of sequencing on the Individual Code Chart for 'i\_e' > /ie/, 'o\_e' > /oe/, and 'u\_e' > /ue/.

### DICTATION (15 MIN.)

**Note:** Make sure every student has the writing materials you have selected (notebook or lined paper and pencil).

- Review with students how to chunk multisyllable words into single syllables, letting them know that today's dictation words are two-syllable words. Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.



- Follow the procedure with each of these words.

- |             |            |
|-------------|------------|
| 1. sunshine | 4. homerun |
| 2. bonfire  | 5. cupcake |
| 3. mistake  |            |

- Once students have finished, collect the pens, if used.
- After all of the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct their own work. Say and write each word on the board. Instruct students to correct their work by crossing out every incorrect spelling, then copying and writing the correct spelling next to it. Be sure to point out the vowel teams.

## Lesson 2: “The River Bank, Part II”

# Reading



**Primary Focus:** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.6.C; TEKS 3.7.C**

### **PRACTICE STORY: “THE THIEF” (25 MIN.)** **TEKS 3.6.C**

- Tell students that they are going to practice reading another story that they read last year in Grade 2 from a book called *Sir Gus*.
- Ask students to retell the story from Lesson 1 entitled “The Beginning.”
- Read the title of the story on Activity Page 2.1 (“The Thief”), reminding students that the title provides an idea of what the story is about.
- Have students think about what kind of a knight Sir Gus was, and to predict how he might react to a thief.
- Have students look at the images and predict what might happen in the story.
- Tell students that today, they will read a few paragraphs at a time to themselves to find the answer to a question you will give them. Students will then share their answers. Ask students to explain what information in the text helped them reach this answer.

## Activity Page 2.1



**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response.

## Paragraphs 1 and 2

- Tell students to read **paragraphs 1 and 2** to themselves to find the answer to the question: “While everyone slept, what happened?” Give students time to read the paragraphs silently.

---

One dark and stormy night while King Alfred was sleeping, a thief crept into his bedroom and stole the king’s golden ring. The next morning, when the king woke up, he saw that his ring was gone!

The king was very sad.

- 
- When students have finished reading, restate the question and ask students to answer.
    - » A thief crept into King Alfred’s bedroom and stole the king’s golden ring while everyone slept.
  - Ask, “How did the king feel about his lost ring?”
    - » He was very sad.

## Paragraphs 3 and 4

- Tell students to read **paragraphs 3 and 4** to themselves to find the answer to the question: “What about the lost ring made King Alfred so sad?” Give students time to read the paragraphs silently.

---

“Someone stole my ring!” he cried in agony. “It was my father’s ring, and his father’s before him. It is a king’s ring. I must have it back!”

King Alfred was so upset that morning that he could not eat his eels on toast.

- 
- When students have finished reading, restate the question and ask students to answer.
    - » The ring had belonged to King Alfred’s father and grandfather.

## Paragraphs 5 and 6

- Tell students to read **paragraphs 5 and 6** to themselves to find the answer to the question: “Who did King Alfred call to help him?” Give students time to read the paragraph silently.

---

King Alfred summoned his twelve brave knights. Eleven of them came at once on horseback. Sir Gus the Fearless came later, on foot. Sir Gus explained why he was late. He explained that he had lost his horse.

“Why, good sir,” said the king, “you will not get very far on foot!”

- 
- When students have finished reading, restate the question and ask students to answer.
    - » King Alfred called his 12 knights.
  - Ask, “Why was Sir Gus not on his horse?”
    - » Sir Gus said he had lost his horse.

## Paragraphs 7 and 8

- Tell students to read **paragraphs 7 and 8** to themselves to find the answer to the question: “How did Sir Gus lose his horse?” Give students time to read the paragraph silently.

---

“Yes, my lord. I mean no, my lord,” replied Sir Gus. “The problem is, your majesty, that when I am on my horse I itch. I had such a bad itch last night that I fell off my horse and it ran off.

“Well, you must stop itching then,” said the king.

- 
- When students have finished reading, restate the question and ask students to answer.
    - » Sir Gus got to itching so badly he fell off his horse and it ran off.
  - Ask, “What did King Alfred say Sir Gus should do?”
    - » King Alfred said Sir Gus should stop itching.

## Paragraphs 9 and 10

- Tell students to read **paragraphs 9 and 10** to themselves to find the answer to the question: “What did King Alfred tell his knights he was counting on them to do?” Give students time to read the paragraph silently.

---

“Yes, indeed,” replied Sir Gus, trying very hard not to itch.

Then the king told the knights what had happened. He told them he was counting on them to recover his ring.

- 
- When students have finished reading, restate the question and ask students to answer.
    - » King Alfred told his knights he was counting on them to find the ring.

## Paragraphs 11 and 12

- Tell students to read **paragraphs 11 and 12** to themselves to find the answer to the question: “Why did only 11 knights set out the next morning to find the thief?” Give students time to read the paragraph silently.

---

The next day, at sunrise, eleven of the knights galloped off to find the thief.

Some time after lunch, Sir Gus was woken by the king himself.

- 
- When students have finished reading, restate the question and ask students to answer.
    - » Sir Gus was still in bed.
  - Ask, “Why was Sir Gus still in bed?”
    - » Sir Gus found it difficult to get up in the morning and was often late.
  - Ask, “Who woke him up?”
    - » King Alfred woke him up.

## Paragraphs 13–15

- Tell students to read **paragraphs 13–15** to themselves to find the answer to the questions: “Was King Alfred angry with Sir Gus? How do you know?” Give students time to read the paragraph silently.

---

“Not up yet?” said the king.

“Pardon me, my lord,” stammered Sir Gus. “I was just...”

“Never mind!” said the king. “There’s no need to explain. Why should you be up at the crack of dawn? For what can a knight do without a horse? But never fear! I have a gift for you. You may take my horse. But you must be careful, Sir Gus. My horse is the fastest in the land.”

- 
- When students have finished reading, restate the questions and ask students to answer.
    - » No, King Alfred didn’t think Sir Gus needed to get up because he had no horse to ride, so why get up?
  - Ask, “What present did King Alfred have for Sir Gus?”
    - » King Alfred brought Sir Gus his horse as a gift.

## Paragraphs 16–18

- Tell students to read **paragraphs 16–18** to themselves to find the answer to the question: “What happened when Sir Gus mounted the horse?” Give students time to read the paragraph silently.
- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus was carried off.

---

Sir Gus got out of bed. He stretched and yawned loudly. Then he got dressed.

“Do not fear,” said Sir Gus, as he mounted the horse, “I am an—”

And with that, Sir Gus was carried off. The king’s horse had shot off like an arrow.

---

- Ask, “Why did the horse run off so quickly?”
  - » King Alfred had told Sir Gus to be careful because his horse was the fastest in the land.
- Direct students to Activity Page 2.2.
- Students should complete this activity page with a partner.
- Remind students to return to the text to locate the answer.

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

Lesson 2: The River Bank, Part II

Take-Home Material

- Have students take home Activity Page 2.1 to read to a family member.

Activity Page 2.2



Support

You may choose to work with a small group of students.

Activity Page 2.1



3

The Open Road

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will recount the events and themes of the story using images.

✚ **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.D; TEKS 3.7.D; TEKS 3.8.A**

Reading

Students will recount the events of the story using images and identify its

✚ theme. **TEKS 3.6.H; TEKS 3.7.D; TEKS 3.8.A; TEKS 3.8.C; TEKS 3.8.D**

Foundational Skills

Students will review long vowel sounds and practice reading multisyllable

✚ words. **TEKS 3.2.A.ii**

Reading

Students will answer questions to demonstrate understanding of a text, using text evidence to support an appropriate response.

✚ **TEKS 3.6.C; TEKS 3.7.C**

FORMATIVE ASSESSMENT

Activity Page 3.2

All's Well That Ends Well Sequence the events of

✚ a story. **TEKS 3.7.D; TEKS 3.8.C**

✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.D** Create mental images to deepen understanding; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Speaking and Listening (45 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> Image Cards C.U1.L3.1–5
<input type="checkbox"/> Digital Flip Book: U1.L3.1–6 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>State</i> | Whole Group | 5 min. | |
| Reading (20 min.) | | | |
| Sequencing the Plot | Whole Group | 10 min. | <input type="checkbox"/> Image Cards C.U1.L3.1–5
<input type="checkbox"/> Activity Page 3.3 |
| Themes Chart | Whole Group | 10 min. | |
| Foundational Skills (25 min.) | | | |
| Long Vowel Review | Whole Group | 10 min. | <input type="checkbox"/> Spelling Cards for 'a', 'e', 'i', 'o', 'u'
<input type="checkbox"/> word cards
<input type="checkbox"/> Decodable Passage (Teacher Resources) |
| Baseball Game | Whole Group | 15 min. | |
| Reading (30 min.) | | | |
| Introducing the Reading | Whole Group | 5 min. | <input type="checkbox"/> Activity Pages 3.1, 3.2 |
| Practice Story: "All's Well That Ends Well" | Whole Group | 25 min. | |
| Take-Home Material | | | |
| "All's Well That Ends Well" | | | <input type="checkbox"/> Activity Page 3.1 |

ADVANCE PREPARATION

Speaking and Listening

- Image Cards C.U1.L3.1–5
- Identify the following Digital Flip Book images on the program’s digital components site to project during the Read-Aloud: U1.L3.1–6.

Reading

- On chart paper, create a Themes Chart (refer to Activity Page 3.3).

Foundational Skills

- Spelling Cards ‘a’, ‘e’, ‘l’, ‘o’, ‘u’
- Prior to this lesson, prepare the following word cards for the baseball game.

- | | |
|------------|------------|
| 1. label | 11. lilac |
| 2. tulip | 12. baby |
| 3. pupil | 13. crazy |
| 4. hotel | 14. pony |
| 5. navy | 15. moment |
| 6. human | 16. spiral |
| 7. silent | 17. omit |
| 8. relax | 18. recite |
| 9. virus | 19. total |
| 10. broken | 20. unit |

- The decodable passage for this lesson, “Summary of ‘The Open Road,’” can be found in the Teacher Resources section. You may wish to use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

Universal Access

- Be sure to use the Image Cards in today’s Read-Aloud.
- Assign partners for the Foundational Skills segment.

Lesson 3: The Open Road

Speaking and Listening

45M

Primary Focus: Students will recount the events and themes of the story using images.

TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.D; TEKS 3.7.D; TEKS 3.8.A

VOCABULARY: “THE OPEN ROAD”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

call-on, to visit socially (**calls on, called on, calling on**)

common, a piece of land owned by many people and/or open to the community (**commons**)

mended, fixed, repaired, or patched up (**mend, mends, mending**)

possessed, controlled or owned by something

state, a physical or emotional condition or shape that something is in or a way of being, often for a period of time (**states**)

Vocabulary Chart: “The Open Road”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|--|
| Vocabulary | call-on | common
mended
possessed
state |
| Multiple Meaning | | |
| Sayings and Phrases | | |

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.D** Create mental images to deepen understanding; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic.



INTRODUCING THE READ-ALoud (10 MIN.)

TEKS 3.6.C; TEKS 3.8.A

- Remind students that in the previous lesson they learned about the literary tool of perspective. Briefly review the literary tools of dialogue, narration, and perspective by asking the following questions:
 - What is dialogue? (what characters say to each other)
 - What distinguishes narration from dialogue? (quotation marks)
 - What is perspective in fictional stories? (a character's experiences, actions, and thoughts through which the story is told)
 - From whose perspective was the last Read-Aloud told? (Mole's)
- Ask students to share some of the plot, or events, from the previous Read-Alouds. (Mole grows weary of spring cleaning and leaves his burrow to go aboveground; he meanders along the river and meets Water Rat. Water Rat tells Mole about life on the river as Rat rows along the river. Mole and Rat go boating and have a picnic; they meet Otter, and see Badger and Toad; Mole overturns the boat; Mole stays with Rat.)
- Explain to students that over the next few days they will be learning about the themes in *The Wind in the Willows*.
- Ask students if they know what a theme is.
- Explain to students that a theme is a broad idea that comes up many times over the course of a story or book. Themes are another part of fiction writing, like characters, setting, and plot, which the author uses to help guide the story.
- Explain to students that there are many recurring themes in *The Wind in the Willows*. This means that the themes repeat again and again in the story. Tell students that some of these recurring themes are friendship, loyalty, responsibility, and irresponsibility.
- Ask students if they can think of any examples of the theme of friendship from what they have heard so far in *The Wind in the Willows*.
 - » Mole offering to pack up the picnic lunch while Rat rests. Rat rescues Mole from the river and then forgives Mole for overturning his boat.
- Remind students that Rat "let bygones be bygones."
- Tell students that another theme that appears throughout *The Wind in the Willows* is loyalty. When people are loyal, that means they stay faithful and committed to something or someone no matter what.
- Lastly, tell students that the themes of responsibility and irresponsibility also appear throughout *The Wind in the Willows*. A responsible person is someone

Support

Quickly review some of the flipbook images of the first two Read-Alouds to help students recall as they participate in a brief retelling of the story thus far.

Challenge

Ask students to explain why the themes of friendship and loyalty often appear together in stories.



TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures;
TEKS 3.8.A Infer the theme of a work, distinguishing theme from topic.

who takes care of the things he or she is supposed to. A responsible person does good work, and can be trusted and depended on to do the right things. Ask students what they think irresponsibility is.

- Tell students to listen for examples of the recurring themes of friendship/loyalty, responsibility, and irresponsibility in today's Read-Aloud. Also, have students listen carefully to hear if their predictions are correct.

Support

Remind students that *ir-* is a prefix meaning “not” that makes the word *irresponsibility* an antonym, or opposite, of the word *responsibility*.

PRESENTING THE READ-ALoud (20 MIN.)



Show Image U1.L3.1 Rat Writes Duck-Inspired Poetry

“Ratty,” said the Mole suddenly, one bright summer morning, “I want to ask you a favor.”

The Rat was sitting on the river bank, singing a little song called “Ducks’ Ditty” that he had just composed.

*All along the backwater,
Through the rushes tall,
Ducks are a-dabbling,
Up tails all!*

*Ducks’ tails, drakes’ tails,
Yellow feet a-quiver,
Yellow bills all out of sight
Busy in the river!*

*Everyone for what he likes!
We like to be
Heads down, tails up,
Dabbling free!*

“I don’t know if I like that song, Rat,” said the Mole cautiously.

“Nor do the ducks,” replied the Rat.

“Ratty,” began the Mole again. “What I wanted to ask was, won’t you take me to **call on** Mr. Toad? I’ve heard so much about him.”

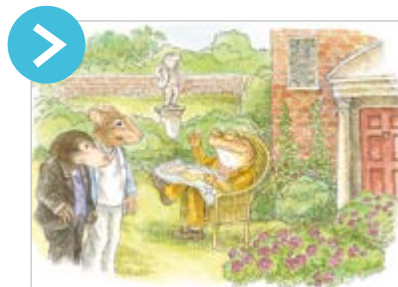
“Why, certainly,” said the good-natured Rat. “Get the boat out. It’s never the wrong time to call on Toad!”

“He must be a very nice animal,” observed the Mole, as he got into the boat and took the sculls.

“He is indeed the best of animals,” replied Rat as they set off to visit the distinguished Mr. Toad.

Before long, as they were rounding a bend in the river, they came in sight of an elegant, old, red brick house, with well-kept lawns reaching down to the water’s edge.

“There’s Toad Hall,” said the Rat; “and that creek on the left, where the notice-board says ‘Private’ leads to his boathouse, where we’ll leave the boat. The stables are over there to the right. That’s the banqueting hall you’re looking at now. Toad is rich, you know.”



Show Image U1.L3.2 **Mr. Toad at Home**

They glided up the creek, and into the shadow of a large boathouse. There they disembarked, and went in search of Toad. They found Toad

resting in a wicker garden chair, with a large map spread out on his knees.

“Hooray!” he cried, jumping up on seeing them. “This is splendid!” He shook the paws of both of them warmly. “I was just going to send a boat down the river for you, Ratty. I need your help,” said Toad.

“It’s about your rowing, I suppose,” said the Rat.

“O, pooh! Boating!” interrupted the Toad. “I’ve given that up. Now come with me dear friends, I have something to show you!”



Show Image U1.L3.3 Mr. Toad's Canary-Colored Caravan

He led the way to the stable yard and there they saw a gypsy caravan, shining with newness and painted a canary-yellow and green. Gypsies are

wandering people who originally came from northern India. A caravan is a large covered wagon that's used as a traveling home. Why did some gypsies use caravans?

"There you are!" cried the Toad. "There's real life for you. The open road, the dusty highway! This is the very finest cart of its sort. Come inside and take a look!"

The Mole was tremendously excited, and followed him eagerly up the steps and into the caravan. The Rat refused to follow.

It was indeed very compact and comfortable. There were sleeping bunks, a little table that folded up, a cooking stove, a birdcage with a bird in it, and a variety of pots and pans.

"All complete!" said the Toad, triumphantly, pulling open a cupboard to reveal a variety of tasty treats. "We are ready to set off this afternoon."

"I beg your pardon," said the Rat slowly, "but did I overhear you say something about 'we,' and 'set off,' and 'this afternoon'?"

"Now, Ratty," said Toad, "don't begin talking in that sniffy sort of way. I can't manage without you. You surely don't mean to stick to your dull old river all your life."

"I'm not coming," said the Rat. "And I *am* going to stick to my old river. And what's more, Mole's going to stick to me, aren't you, Mole?"

"Of course I am," said the Mole, loyally. "All the same, it sounds as if it might have been fun!" he added, wistfully.

The Rat saw that the Mole was disappointed. He hated disappointing people. Toad was watching both of them closely.

“Come along in, and have some lunch,” he said, diplomatically, “and we’ll talk it over. We needn’t decide anything in a hurry.”

During luncheon Toad spoke enthusiastically of the joys of the open road. So much so, that the Mole could hardly sit still in his chair. Before long, unable to disappoint his friends, the Rat had agreed to go.



Show Image U1.L3.4 Heading for the Open Road

When they were ready, Toad led his companions to the paddock to capture the old grey horse. For his part, the old grey horse did not

want to be captured. Eventually though, the horse was caught and harnessed, and they set off. A paddock is a small field.

It was a golden afternoon. The smell of the dust they kicked up was rich and satisfying.

Late in the evening, they drew up on a remote **common**, turned the horse loose to graze, and ate their simple supper sitting on the grass. A common is a piece of land owned by many people and open to the community.

At last they turned in to their little bunks in the cart. Toad sleepily said, “Well, good night, you fellows! This is the real life for a gentleman!”

After so much open air the Toad slept very soundly, and no amount of shaking could rouse him next morning. So the Mole and Rat set to work. The Rat saw to the horse, and lit a fire, while the Mole trudged off to the nearest village for milk and eggs. The hard work had all been done by the time Toad appeared.

They had a pleasant ramble that day along narrow by-lanes, and camped as before, on a common. This time the two guests made

Support

Have students identify places in the neighborhood that might be a modern-day example of a common.

sure that Toad did his fair share of the work. As a result, when the time came for starting next morning, Toad was no longer singing the praises of the open road.

Their way lay, as before, along narrow country lanes, and it was not till the afternoon that they encountered their first main road. There disaster struck. For, as they strolled and chatted, from far behind them an unfamiliar sound could be heard. Glancing back, they saw a small cloud of dust advancing on them. From out of the dust a faint “Pup-pup!” sounded. Ignoring this strange vision, they turned to resume their conversation. Then, in an instant, the peaceful scene was changed. A blast of wind and a whirl of sound caused them to jump out of the road! The “pup-pup” sound rang out once more. What kind of word is *pup-pup*? (onomatopoeia)



Show Image U1.L3.5 The Motorcar

As this sound rang out, they glimpsed a magnificent motorcar with its pilot hugging the wheel. This splendid vehicle flung a cloud of dust in their direction and then was gone.

At the sight and sound of this vehicle, the old grey horse reared and backed towards a ditch. Before long, the canary-yellow and green colored cart lay on its side.

The Rat danced up and down in the road. “You villains!” he shouted, shaking both fists.

While Rat was shaking his fists, the Toad sat straight down in the middle of the dusty road and murmured, “Pup-pup!”

For his part, the Mole was busy trying to quiet the horse. Then he went to look at the cart, on its side in the ditch.

The Rat came to help him, but to no avail. “Hi! Toad!” they cried. “Come and help us!”

The Toad did not reply, so they went to see what was the matter. They found him in a sort of a trance, his eyes still fixed on the dusty road.

The Rat shook him, "Are you coming to help us, Toad?" he demanded.

"Wonderful sight!" murmured Toad. "The *real* way to travel!"

"O *stop* being a fool, Toad!" cried the Mole.

"And to think I never *knew*!" continued the Toad. "But now that I do, what dust clouds shall soon spring up behind me!"

"What are we to do with him?" asked the Mole of the Rat.

"Nothing at all," replied the Rat firmly. "You see, I know him too well. He is now **possessed**. Never mind him. Let's go and see what there is to be done about the cart."

A careful inspection showed them that the cart was in a hopeless **state**.

The Rat knotted the horse's reins over his back and took him by the head, carrying the bird cage in the other hand. "Come on!" he said grimly to the Mole. "It's five or six miles to the nearest town, and we shall just have to walk."

"But what about Toad?" asked the Mole anxiously.

"O, *bother* Toad," said the Rat. "I've done with him!" This is a British way of saying, "Forget about Toad; I'm done with him!"



Show Image U1.L3.6 Mole, Rat, and Toad Regroup

They had not proceeded very far on their way, however, when there was a pattering of feet behind them, and Toad caught them up. This is a British way of saying Toad caught up with them.

"Now, look here, Toad!" said the Rat sharply. "As soon as we get to the town, you'll have to go straight to the police station to lodge a

complaint. And then you'll have to make arrangements to have the cart **mended**."

"Police station! Complaint!" murmured Toad. "Me, *complain* of that heavenly vision that has saved me! *Mend the cart!* I've done with carts forever!"

The Rat turned from him in despair. "You see!" he said to the Mole, addressing him across Toad's head. "He's quite hopeless."

On reaching the town they left the horse at a stable, and gave what directions they could about the cart. They went home by train and escorted Toad to his house. Then they got out their boat from the boathouse, and set off for home.


The following evening the Mole was sitting on the bank fishing, when the Rat, who had been chatting to friends, came strolling along to find him. "Heard the news?" he said. "Toad went up to town and ordered a large and very expensive motorcar." What do you think is going to happen next?



DISCUSSING THE READ-ALoud (10 MIN.)

TEKS 3.6.C; TEKS 3.8.A

1. **Evaluative.** Were your predictions correct about what happens in this Read-Aloud? Why or why not?
 - » Answers may vary.
2. **Literal.** What causes the caravan to crash?
 - » A speedy motorcar driven by a reckless driver causes the horse to rear and back the caravan into a ditch.
3. **Literal.** What are themes?
 - » broad ideas that come up many times over the course of a story or book

 **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures;
TEKS 3.8.A Infer the theme of a work, distinguishing theme from topic.

Why do authors use themes?

- » to help guide the story



Check for Understanding

Inferential. How do the characters demonstrate the themes of friendship/loyalty, responsibility, and irresponsibility in today's Read-Aloud?

- » Answers may vary, but may include the following: friendship/loyalty—Rat taking Mole to call on Toad; Rat agreeing to travel with Toad because he worries about Toad traveling on his own, and camping on the commons; responsibility/irresponsibility—Rat and Mole taking care of the work on the trip; Rat and Mole taking care of the wrecked caravan, the horse, and Toad after the car incident; Toad not helping on the trip; Toad not caring about the wreck.

4. **Evaluative.** Close your eyes and imagine one of the settings from this

Read-Aloud. In what season does the Read-Aloud take place? **TEKS 3.6.D**

- » summer

Describe what you see, hear, and smell, and be sure to include elements that demonstrate the season.

- » Answers may vary.

5. **Inferential.** Describe Toad and Toad Hall. Be sure to use adjectives and other words from the story.

- » Toad: not very clever, boastful, fun, generous, a nice animal, irresponsible, wasteful, self-centered, etc.; Toad Hall: old, dignified, big, red brick, etc.

How is Toad personified?

- » He wears a suit; he lives in a nice house; he talks; he buys things; etc.

6. **Evaluative.** Compare and contrast Toad's reaction with Mole's and Rat's after they all see the motorcar and the caravan wrecks.

- » Toad's state is dreamlike, spellbound, and fascinated. He's possessed and practically in a trance, and isn't even worried or upset about the state of the wrecked caravan. Toad seems ready to walk away from the wreck without doing anything about it. Rat and Mole are upset, frustrated, and angry at Toad because he doesn't seem to care about the wreck the motorcar has made of his caravan,

or how their trip is ruined. Rat and Mole feel a sense of responsibility to take care of the horse and the wrecked caravan, as well as help take care of Toad. Toad behaves in an irresponsible way, and doesn't seem to care.

7. **Inferential.** *Think-Pair-Share:* What does Toad think about motorcars? What clues in the story tell you what Toad thinks and what he might be planning to do next?
- » Toad thinks that motorcars are amazing and the real way to travel. He acts like he's in a trance and keeps making the "pup-pup" sound. He likes the idea of how fast they can go. It's likely Toad is planning to get his own motorcar, because he doesn't seem to care about telling the police about the accident, or about having the caravan mended.

WORD WORK: STATE (5 MIN.)

1. In the Read-Aloud you heard, "A careful inspection showed them that the cart was in a hopeless *state*."
2. Say the word *state* with me.
3. The word *state* can mean a number of things. In fact, the word *state* can be a noun or a verb. As a noun, *state* has several meanings. The way it is used in today's Read-Aloud, *state* means the physical or emotional shape or condition something is in. Can you think of any other meanings for the word *state*? How about a *state* in the United States? The word *state* refers to other countries or governments. As a verb, *state* also means to express something in words, or to declare something like a law. Today we're going to focus on the word *state* as it was used in today's Read-Aloud to mean the condition something is in.
4. The state of the kitchen floor was filthy after Zeus, our dog, came running into the back door of the house after rolling in a mud puddle.
5. Can you come up with a sentence that uses the word *state* to mean the condition of something? Be sure to use the word *state*. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "The state of _____ was _____" or "I was in a state of _____ because _____.")
6. What's the word we've been talking about? What part of speech is the word *state*?
 - Use a Making Sentences activity for follow-up. Directions: Say, "I am going to read several sentences that describe the state, or condition, someone or something is in. Make a sentence using the word *state* to describe the same thing you heard in that initial sentence." (*Answers may vary, but students*

should make complete sentences using the word *state* with adjectives of their choice. If students have difficulty with this exercise, prompt them by using the phrases provided.)

- You spent hours cleaning your bedroom, and it looks fantastic. Describe the state of your bedroom. (*The state of my bedroom is ____.*)
- Henrietta just won the lottery. What kind of state is Henrietta in? (*Henrietta is in a ____ state.*)
- A hurricane caused flooding in the town. What kind of state is the town in? (*The town is in a ____ state.*)
- The riverboat is approaching the rapids. What kind of state is the riverboat in? (*The riverboat is in a ____ state.*)
- What kind of state are the people on the riverboat in? (*The people on the riverboat are in a ____ state.*)
- The archeologist discovered a previously undiscovered tomb complete with a mummy and artifacts. What kind of state are the mummy and artifacts in? (*The mummy and artifacts are in a ____ state.*)
- Your school clothes just came out of the washer and dryer. What kind of state are your clothes in? (*My school clothes are in a ____ state.*)

Lesson 3: The Open Road

Reading



Primary Focus: Students will recount the events of the story using images and identify its theme.

✚ **TEKS 3.6.H; TEKS 3.7.D; TEKS 3.8.A; TEKS 3.8.C; TEKS 3.8.D**

Image Cards
C.U1.L3.1–5



✚ **SEQUENCING THE PLOT (10 MIN.)** **TEKS 3.7.D; TEKS 3.8.C; TEKS 3.8.D**

- Use Image Cards C.U1.L3.1–5 to sequence and retell the “The Open Road” chapter of *Classic Tales: The Wind in the Willows*.
- Shuffle the Image Cards and distribute them to student volunteers.
- Have each of the volunteers come to the front of the class and stand in a line facing the remaining students.
- Shuffle the students so the images are not in order, and ask them to raise their cards so the remaining students can easily see them.

✚ **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot.

- Have the remaining students sequence the images correctly.
- Once the cards have been correctly sequenced, ask a few student volunteers to retell the story of “The Open Road.” Guide the students in using temporal language: *first, next, then, finally*.
- Ask students to identify which card or cards belong to the beginning, the middle, and the end of the plot.



**ENGLISH
LANGUAGE
LEARNERS**

Reading
Identifying Themes

Beginning

Have students identify an event that shows how Rat and Mole are friends.

Intermediate

Have students describe how an event is an example of friendship.

Advanced/Advanced High

Have students identify an event that demonstrates both friendship and loyalty.

ELPS 4.G



THEMES CHART (10 MIN.)

TEKS 3.8.A

- Remind students that today they began learning about themes.
- Ask students what a theme is and have them recall which themes they have discussed. (*friendship/loyalty, responsibility, and irresponsibility*)
- Direct students to the Themes Chart you created on chart paper.
- Have students give examples of these themes from *The Wind in the Willows* as demonstrated through the characters.
- If students have trouble remembering, you may wish to review some of the plot by showing the flipbook images.
- Keep the Themes Chart for future lessons.

Lesson 3: The Open Road

Foundational Skills



Primary Focus: Students will review long vowel sounds and practice reading multisyllable words. **TEKS 3.2.A.ii**



LONG VOWEL REVIEW (10 MIN.)

TEKS 3.2.A.ii

- Remind students that they have been reviewing the spellings for different vowel sounds.
- Show students the ‘a’ Spelling Card for /ae/, as well as the target word *paper* on the card.
- Write *paper* on the board as *pa per* and point to the ‘a’ at the end of the first syllable. Explain that when the letter ‘a’ comes at the end of a syllable, it most often represents the /ae/ sound.



TEKS 3.8.A Infer the theme of a work, distinguishing theme from topic; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Sound out the word with students using the /ae/ sound. Discuss the power bar.
- Call students' attention to the location of the 'a' in the following words in which the 'a' can represent the /a/ or /ae/ sounds.

| 'a' > /ae/ (paper) | |
|------------------------------|----------------|
| 1. | pal vs. pa ler |
| 2. | cap vs. ca per |
| 3. | lab vs. la bel |
| 4. | wag vs. w ager |

- Compare and contrast words where 'a' represents the /a/ sound with words where 'a' represents the /ae/ sound.
- Point out that the 'a' represents the /a/ sound when there are consonants on either side of the 'a'.
- Point out that 'a' represents the /ae/ sound when the 'a' comes at the end of a syllable in a two-syllable word.
- Show students how the two-syllable words could be divided in different ways and try sounding out the words when they are divided differently to see if these alternate pronunciations produce recognizable words that make sense.
- Continue in the same manner for each of the Spelling Cards, using the words in the following boxes.

| 'e' > /ee/ (me) | |
|---------------------------|----------------------|
| 1. | leg vs. le gal |
| 2. | bel low vs. be low |
| 3. | bed time vs. be fore |
| 4. | rep tile vs. re tile |

| 'i' > /ie/ (biting) | |
|-------------------------------|------------------|
| 1. | sin vs. si nus |
| 2. | trip vs. tri pod |
| 3. | sill vs. si lent |

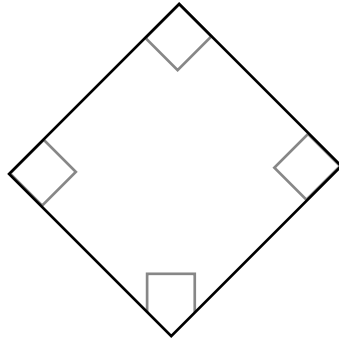
'u' > /ue/ (unit)

1. hum vs. hu mid
2. hum vs. hu man
3. sup vs. su per

Note: You may wish to have students read the decodable passage, “Summary of ‘The Open Road,’” that you prepared in advance to practice decoding words with long vowels.

BASEBALL GAME (15 MIN.)

- Tell students that they will practice the skills they are learning to read multisyllable words by playing the baseball game. You will use the cards you prepare in advance.



- Draw a baseball diamond on the board similar to the picture below.
- Divide the class into two teams. One team at a time comes to the front of the room and lines up in front of the board.

Note: Given students' reading ability, you may wish to have them play in pairs so students can help one another when they are up to bat.

- Each team takes a “turn at bat” as follows:
 - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his or her team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
 - As in the actual game of baseball, any “players left on base” when all turns have been used do not count or add to the score.

Lesson 3: The Open Road

Reading



Primary Focus: Students will answer questions to demonstrate understanding of a text, using text evidence to support an appropriate response.

 **TEKS 3.6.C; TEKS 3.7.C**

INTRODUCING THE READING (5 MIN.)

- Ask students to retell the story from Lesson 2 entitled “The Thief.”
- Tell students that they are going to practice reading another story from *Sir Gus*.
- Read the title of the story on Activity Page 3.1 entitled “All’s Well That Ends Well,” reminding students that the title provides an idea of what the story is about.
- Have students predict how things might end well.
- Have students look at the images and predict what might happen in the story.
- Tell students that today, they will read a few paragraphs at a time to themselves to find the answer to a question you will give them. Students will then share their answers. Ask students to explain what information in the text helped them reach this answer.


READING: PRACTICE STORY: “ALL’S WELL THAT ENDS WELL” (25 MIN.)

Paragraphs 1 and 2

- Tell students to read **paragraphs 1 and 2** to themselves to find the answer to the question: “How did Sir Gus react to riding the king’s horse?” Give students time to read the paragraphs silently.

Sir Gus rode the king’s horse out into the country. He galloped over green land and lovely rolling hills.

All was well, until he began to itch. He itched his leg. He itched his neck. He tried to itch his back and nearly fell off the horse. Nothing seemed to help. At last Sir Gus told himself he had better stop, lest he itch himself right off the king’s horse!

 **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures;
TEKS 3.7.C Use text evidence to support an appropriate response.

Activity Page 3.1



- When students have finished reading, restate the question and ask them to answer.
 - » He itched so badly, he stopped riding so he wouldn't fall off the horse.

Paragraphs 3 and 4

- Tell students to read **paragraphs 3 and 4** to themselves to find the answer to the question: "Where did Sir Gus stop?" Give students time to read the paragraphs silently.

Sir Gus stopped in front of a farmhouse. Near the farmhouse was a stone well. Standing near the well was a young, strong-looking man.

Sir Gus spoke to the young man politely. "Pardon me, good sir," he said, "may I drink from your well?"

-
- When students have finished reading, restate the question and ask students to answer.
 - » Sir Gus stopped in front of a farmhouse near a well.
 - Ask, "Whom did he meet there?"
 - » He met a young, strong-looking man.
 - Ask, "What did Sir Gus ask the man for?"
 - » a drink of water from his well

Paragraphs 5–7

- Tell students to read **paragraphs 5–7** to themselves to find the answer to the question: "What happened when he tried to get water from the well?" Give students time to read the paragraph silently.

"Yes, you may," said the young man.

Sir Gus went to draw water from the well. He grabbed the rope and began to tug on it. But then he felt the need to itch. He let go of the rope and started itching himself. Soon he was itching himself so hard that he started jumping up and down. He jumped up and down so much that he fell into the well and landed with a splash at the bottom.

"Ack!" cried Sir Gus. "What have I done?"

- When students have finished reading, restate the question and ask them to answer.
 - » Sir Gus began to itch so badly, he jumped up and down and fell in the well.
- Ask, “What was Sir Gus’s reaction to being in the well?”
 - » Sir Gus said, “Ack! What have I done?”

Paragraphs 8–10

- Tell students to read **paragraph 8–10** to themselves to find the answer to the question: “Did Sir Gus drown?” Give students time to read the paragraph silently.

It was a good thing that Sir Gus was tall. The water in the well only came up to his chest.

The young man peered down into the well.

“Have no fear!” he shouted to Sir Gus. “I will help you. I will drop the bucket down. Take hold of it, and I will lift you up.”

-
- When students have finished reading, restate the question and ask them to answer.
 - » No, Sir Gus was tall, so the water only came up to his chest.
 - Ask, “What did the man say he would do to help Sir Gus?”
 - » He said he would drop the bucket down and lift Sir Gus out of the well.

Paragraphs 11–13

- Tell students to read **paragraphs 11–13** to themselves to find the answer to the question: “Why was Sir Gus shivering and shaking?” Give students time to read the paragraph silently.

Sir Gus waited nervously at the bottom of the dark well. He did not like the dark of the cold water. His legs began to shiver and shake.

The bucket came down the well. Sir Gus grabbed the bucket and held on tight.

Slowly the young man began to bring Sir Gus up out of the well.

- When students have finished reading, restate the question and ask them to answer.
 - » The water was so cold, it made him shiver and shake.
- Ask, “What happened when the man dropped the bucket down the well?”
 - » Sir Gus grabbed the rope and held on tightly. Slowly the man began to lift him up.

Paragraphs 14–18

- Tell students to read **paragraphs 14–18** to themselves to find the answer to the question: “Did Sir Gus get out of the well?” Give students time to read the paragraph silently.

As Sir Gus reached the top of the well, the young man offered the knight his hand.

“Young man,” said Sir Gus as he stepped out of the well, “I am touched by your generous deed. I would like to thank you for helping me. What is your name?”

“My name is Robin,” replied the man.

“Well, then, Robin,” said Sir Gus, “I thank you.”

“You are welcome,” said Robin.

-
- When students have finished reading, restate the question and ask them to answer.
 - » Yes, he did.
 - Ask, “What was the man’s name? What kind of person was he?”
 - » His name was Robin, and he was very polite and kind.

Paragraphs 19–22

- Tell students to read **paragraphs 19–22** to themselves to find the answer to the question: “What did Robin offer to do for Sir Gus?” Give students time to read the paragraph silently.

The two men shook hands. Robin clasped the knight’s hand so tightly that water dripped from his glove.

Robin smiled. “Come into my house,” he said. “I will find you some dry clothing.”

Sir Gus went inside.

“Sit down,” said Robin. “I will fetch you some dry clothing and something to drink.” Robin left the room.

- When students have finished reading, restate the question and ask them to answer.
 - » Robin offered to get dry clothes and something to drink for Sir Gus.

Paragraphs 23 and 24

- Tell students to read **paragraphs 23 and 24** to themselves to find the answer to the question: “What happened when Sir Gus and Robin went inside Robin’s house?” Give students time to read the paragraph silently.

Sir Gus sat down on a wooden chair. As he did so, a large black cat jumped onto his lap. At once, Sir Gus began to itch all over. He got up and started jumping up and down. He jumped so hard that he knocked over a chair and bumped into a shelf.

Some things fell off the shelf. As he bent down to pick these things up, Sir Gus spotted a ring. It was the king’s ring! Robin was the robber!

- When students have finished reading, restate the question and ask students to answer.
 - » Sir Gus reacted to Robin’s cat by jumping up and down so hard, he knocked the king’s ring off a shelf.

Paragraphs 25–27

- Tell students to read **paragraphs 25–27** to themselves to find the answer to the question: “What did Sir Gus do with the king’s ring and Robin?” Give students time to read the paragraph silently.

Sir Gus stood thinking for a moment.

“There is no point fighting with the man,” Sir Gus said to himself. “That would be dangerous. I can tell by his grip that he is very strong.”

Sir Gus grabbed the ring. Then he tiptoed quietly out of the house. He mounted his horse and rode back to see the king.

**ENGLISH
LANGUAGE
LEARNERS**



Reading
Sequencing Events

Beginning

Complete Activity
Page 3.2 as a teacher-
guided activity.

Intermediate

Have students work with
a partner to complete the
activity page.

Advanced/Advanced High

Provide assistance
as needed.

ELPS 4.G

- When students have finished reading, restate the question and ask them to answer.
 - » Sir Gus knew he couldn't fight Robin because Robin was so strong, so he grabbed the ring, tiptoed out of the house, mounted his horse, and rode off to see the king.
- Direct students to Activity Page 3.2 and have them complete it independently.

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

Lesson 3: The Open Road

Take-Home Material

- Have students take home Activity Page 3.1 to read to a family member.

Activity Page 3.2



Activity Page 3.1



4

The Wild Wood

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss the key idea and supporting details of a text read aloud. **TEKS 3.1.A; TEKS 3.7.G**

Writing

Students will write collaboratively to produce an alternative ending to a story. **TEKS 3.1.D; TEKS 3.12.A**

Foundational Skills

Students will follow, restate, and give oral instructions that involve a series of actions while reviewing long vowel sounds and practicing writing multisyllable words. **TEKS 3.1.B; TEKS 3.2.A.ii**

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.6.C; TEKS 3.7.C**

FORMATIVE ASSESSMENT

Story Ending

Alternative Ending Write an alternative ending to the story. **TEKS 3.1.D; TEKS 3.12.A**

Activity Page 4.2

The Hungry Troll Answer questions and cite evidence from text. **TEKS 3.7.C**

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.1.D** Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Speaking and Listening (40 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> Image Cards C.U1.L4.1–2
<input type="checkbox"/> Digital Flip Book: U1.L1.5; U1.L4.1–6 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 5 min. | |
| Word Work: <i>Postpone</i> | Whole Group | 5 min. | |
| Writing (20 min.) | | | |
| Alternate Ending | Partner | 20 min. | <input type="checkbox"/> blank paper for each student |
| Foundational Skills (30 min.) | | | |
| Long Vowel Review | Whole Group | 15 min. | <input type="checkbox"/> Spelling Cards for 'ai', 'ee,' ea', 'ie', 'oa', 'oe', 'ue'
<input type="checkbox"/> Individual Code Charts |
| Dictation | Whole Group | 15 min. | |
| Reading (30 min.) | | | |
| Introducing the Reading | Whole Group | 5 min. | <input type="checkbox"/> Activity Pages 4.1, 4.2 |
| Practice Story: "The Hungry Troll" | Whole Group | 25 min. | |
| Take-Home Material | | | |
| "The Hungry Troll" | | | <input type="checkbox"/> Activity Page 4.1 |

ADVANCE PREPARATION

Speaking and Listening

- Image Cards C.U1.L4.1 and C.U1.L4.2
- Identify the following Digital Flip Book images on the program's digital components site to project during the Read-Aloud: U1.L1.5 and U1.L4.1–6.

Writing

- Blank paper for each student

Foundational Skills

- Spelling Cards for 'ai', 'ee', 'ea', 'ie', 'oa', 'oe', 'ue'
- Individual Code Charts

Universal Access

- For the writing segment, you may want to work with a small group.

Lesson 4: The Wild Wood

Speaking and Listening 

Primary Focus: Students will discuss the key idea and supporting details of a text read aloud. **TEKS 3.1.A; TEKS 3.7.G**

VOCABULARY: “THE WILD WOOD”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

domestic, relating to a house or household items

evasively, not entirely truthful or direct in order to avoid something unpleasant

feeble, weak; having little energy

heartily, enthusiastically

postpone, to put off or reschedule for a later time; to delay (**postpones**, **postponed**, **postponing**)

Vocabulary Chart: “The Wild Wood”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|---|
| Vocabulary | domestic | evasively
feeble
heartily
postpone |
| Multiple Meaning | | |
| Sayings and Phrases | | |

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

Support

Show students Image Card C.U1.L4.1 (Spring, Summer, Fall, and Winter) and ask them to describe what they see.

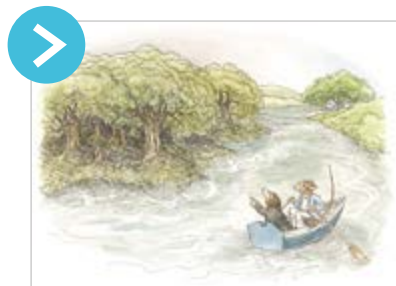


INTRODUCING THE READ-ALoud (10 MIN.)

- Ask students, “Who can name the four seasons of the year?” Have them name a few characteristics of each season.
- Encourage students to think about how the changing seasons affect animals and plants.
- Ask students which seasons have not yet occurred in *The Wind in the Willows* and which seasons will come next.
 - » fall, winter
- Talk with students about what happens in nature during the fall and winter seasons.
- Ask students to explain the difference between dialogue and narration.
- Ask students to recall what perspective is. Remind students that perspective is how someone sees or experiences something.
- Remind students that perspective is a literary tool, like dialogue and narration, that lets the reader know from whose experience we are learning more about the story.
- Remind students that perspective, like dialogue, can shift from one character to another.
- Tell them to listen carefully to today’s Read-Aloud for a shift in perspective. Also tell them to listen carefully and think about the themes discussed in the previous lesson.
- Share with students the title of this chapter, “The Wild Wood.” Ask students to describe what they see in the image. Ask them if they remember the conversation Rat and Mole had about the Wild Wood in the first Read-Aloud. If students don’t remember, read the following excerpt to them.

Challenge

Based on Rat’s response, how do you think he feels about the Wild Wood? Give a reason from the story to support your answer.



Show Image U1.L1.5

Mole and Rat on the River Talking about the Wild Wood

“What lies over there?” asked the Mole, waving a paw towards a background of woodland that darkly framed the

water-meadows on one side of the river.

“W-e-ll,” replied the Rat hesitantly, “that’s the Wild Wood. We don’t go there too often.”

“Are there scary creatures there?” Mole asked, trying not to tremble.

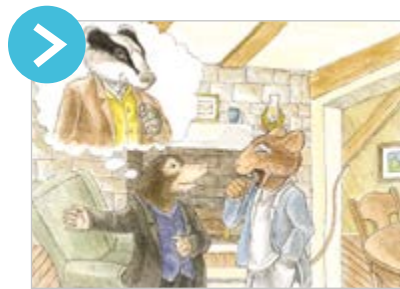
“The squirrels are all right,” Rat replied. “And the rabbits—some of ‘em, but rabbits are a mixed lot. And then there’s Badger, of course. He lives right in the heart of it; wouldn’t live anywhere else, either. Dear old Badger! Nobody interferes with him.”

“Why, who should interfere with him?” asked the Mole.

“Well, of course, there are others,” explained the Rat in a hesitating sort of way.

“Weasels, stoats, foxes, and so on. They’re all right in a way; I’m very good friends with them; pass the time of day when we meet, but you can’t trust them, and that’s a fact.”

PRESENTING THE READ-ALoud: (20 MIN.)



Show Image U1.L4.1

Mole Unsuccessfully Trying to Convince Rat to Go with Him to Visit Mr. Badger

The Mole had long wanted to meet the Badger, but the Water Rat always had a reason to **postpone** the occasion.

“Badger’ll turn up some day or other,” the Rat would say.

“Couldn’t you ask him to dinner?” said the Mole.

“He wouldn’t come,” replied the Rat simply.

“Well, then, supposing we go and call on *him*?” suggested the Mole.

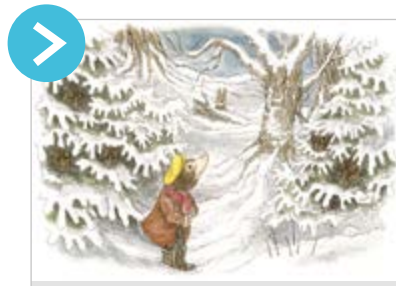
“O, he wouldn’t like that at all,” said the Rat, quite alarmed. “Besides, he lives in the middle of the Wild Wood.”

“Well, supposing he does like it,” said the Mole. “You told me the Wild Wood was all right.”

“I know, so it is,” replied the Rat **evasively**. “But he wouldn’t be at home at this time of year anyhow.”

The Mole had to be content with this. Summer had left, taking the warmth and sweet fragrances with it. The autumn and winter days brought cold winds and glistening frost. No one thought about boating, and so with time to ponder, the Mole began to think once more of Badger.

In the wintertime the Rat slept a great deal. He retired early and rose late. Consequently, the Mole had plenty of spare time on his hands. One afternoon, while the Rat rested in his armchair before the fire, he decided he would explore the Wild Wood, and perhaps meet Mr. Badger.



Show Image U1.L4.2
Mole Sets Out on His Own to Visit
Mr. Badger in the Wild Wood

It was a cold, still afternoon when he slipped out of the warm parlor. The country lay bare and leafless around

him. The Mole liked the country like this, stripped of its finery. And so, with great cheerfulness of spirit he pushed on towards the Wild Wood.

There was nothing to alarm him at first. Then, as his journey progressed, he moved into a shadowy world in which trees crouched nearer and the holes in various tree trunks gaped like hideous mouths. The dusk descended steadily.

Then the faces began.

It was over his shoulder that he first thought he saw a face. When he turned and confronted it, the thing had vanished.

He quickened his pace. He passed another hole, and a little narrow face flashed up.

If he could only get away from the holes, he thought, there would be no more faces. He swung off the path and plunged into the untrodden places of the wood. **If Mole plunged into the untrodden places, that**

means he went deeply into the parts of the wood that were off the trail and not walked on.

Then the whistling began.

Very faint it was, when first he heard it; but somehow it made him hurry forward.

Then the pattering began.

He thought it was only falling leaves at first. Then as it grew he knew it was the pat-pat-pat of little feet. The Mole began to run. He ran up against things; he fell over things. At last he took refuge in the hollow of an old beech tree. Terrified and exhausted, the Mole lay there trembling.



Show Image U1.L4.3 Rat, Realizing Mole Has Gone to Visit Mr. Badger on His Own

Meanwhile the Rat, warm and comfortable, dozed by his fireside. It was not until a coal in the fire slipped,

and sent up a spurt of flames, that he awoke. He immediately looked round for his companion.

But the Mole was not there.

He listened for a time. The house seemed very quiet.

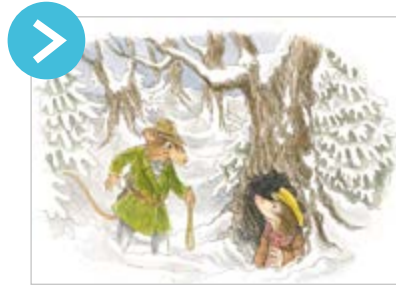
Then he called "Moly!" several times, and, receiving no answer, got up and went out into the hall.

The Mole's cap was missing from its peg. His Wellington boots were also gone. Wellington boots are waterproof boots that became popular because a famous British man, the Duke of Wellington, wore them.

The Rat left the house and found the Mole's tracks leading straight to the Wild Wood.

The Rat stood in deep thought. Then he re-entered the house, strapped a belt round his waist, and shoved a brace of pistols into it. Finally he picked up a stout cudgel and set off for the Wild Wood.

A brace of pistols means two pistols. A cudgel is a club or stick. Why do you think Rat is taking these things with him?



Show Image U1.L4.4 Rat Finds Mole in a Tree Hollow in the Wild Wood

It was already getting towards dusk when he reached the wood. As he moved among the trees, the Rat

looked about for his friend. Here and there wicked little faces popped out of holes, but vanished immediately at the sight of such a well-armed creature.

The Rat called out to his friend for an hour or more, when at last he heard a little answering cry. Guided by the sound, he made his way to an old beech tree with a hole in it. From out of the hole came a **feeble** voice, saying, “Ratty! Is that really you?”

The Rat crept into the hole, and there he found the Mole. “O Rat!” he cried, “I’ve been so frightened!”

“O, I quite understand,” said the Rat soothingly. “We riverbankers hardly ever come here by ourselves.”

“Surely the brave Mr. Toad wouldn’t mind coming here by himself, would he?” inquired the Mole.

“Old Toad?” said the Rat, laughing **heartily**. “He wouldn’t show his face here alone for anything!”

The Mole was greatly cheered by the sound of the Rat’s laughter.

“Now then,” said the Rat, “we really must make a start for home.”

“Dear Ratty,” said the poor Mole, “You *must* let me rest a while longer.”

“O, all right,” said the Rat, “It’s nearly pitch dark now, and there ought to be a bit of a moon later.”

So the Mole snuggled down and went to sleep, while the Rat lay, patiently waiting, with a pistol in his paw.

When at last the Mole woke up, the Rat said, “Now then! I’ll just take a look outside and see if everything’s quiet, and then we really must be off.”

He went to the entrance and put his head out.

“What’s up, Ratty?” asked the Mole.

“Snow is up,” replied the Rat briefly; “or rather, *down*.”

The Mole came and crouched beside him, and, looking out, saw that a gleaming carpet of fine powder was springing up everywhere.

“Well, it can’t be helped,” said the Rat. “We must make a start. The worst of it is, I don’t exactly know where we are. And now this snow makes everything look so very different.”



Show Image U1.L4.5
Mole and Rat Lost on a Snowy Night in the Wild Wood

It did indeed. Nevertheless, they set out bravely.

An hour or two later, they realized that they were lost. They sat down on a fallen tree trunk to rest.

“We can’t sit here very long,” said the Rat. “The snow will soon be too deep for us to wade through.” He peered about him and considered. “Look here,” he went on, “there’s a dell down there in front of us. Let’s make our way down into that, and try and find some sort of shelter.”

So once more they plodded onward. As they searched for a corner that was dry, the Mole tripped and fell forward on his face.

Support

A dell is a small, wooded valley, like in the song “The Farmer in the Dell.”

“O my leg!” he cried. “O my poor shin!”

“Poor old Mole!” said the Rat kindly.

“You don’t seem to be having much luck today. Let’s have a look at the leg.”

“I must have tripped over a hidden branch or a stump,” said the Mole miserably.

“It’s a very clean cut,” said the Rat, examining it. “It looks as if it was made by a sharp edge of something made of metal.”

“Well, never mind what done it,” said the Mole, forgetting his grammar in his pain. “It hurts just the same, whatever done it.” Mole is not using good grammar. What is the correct way to say this?

But the Rat, after carefully tying up the leg with his handkerchief, was busy scraping in the snow. He scratched and shoveled while the Mole waited impatiently.

Suddenly the Rat cried, “Hooray!”

“What *have* you found, Ratty?” asked the Mole.

“Come and see!” said the delighted Rat.

The Mole hobbled up to the spot and had a good look.

“Well,” he said at last, slowly, “I see it right enough. A doorscraper! Well, what of it?” A door-scraper is a small metal frame located near a front door, on which people can scrape the mud off their shoes before entering a house.

“But don’t you see what it *means*?” cried the Rat.

“Of course I see what it means,” replied the Mole. “It means that some very careless person has left his door-scraper lying about in the middle of the Wild Wood!”

“O, dear!” cried the Rat, in despair. “Here, stop arguing and come and dig!” And he set to work again and made the snow fly in all directions.

Support

Show Image Card C.U1.L4.2
(Door Scraper)



After some further effort a very shabby doormat lay exposed to view.

“There, what did I tell you?” exclaimed the Rat.

“Absolutely nothing,” replied the Mole, with perfect truthfulness. “You seem to have found another piece of **domestic** litter.”

“Do—you—mean—to—say,” cried the excited Rat, “that this doormat doesn’t *tell* you anything?”

“Really, Rat,” said the Mole. “Who ever heard of a doormat *telling* anyone anything? They simply don’t do it. Doormats know their place.”

“Now look here, you—you thick-headed beast,” replied the Rat, really angrily. “Keep digging if you want to sleep dry and warm tonight!”



Show Image U1.L4.6 **At Long Last at Mr. Badger’s Front Door**

The Rat, using his cudgel, attacked a snowbank with great ferocity. The Mole scraped busily, too. Some ten minutes later, the Rat’s cudgel struck

something that sounded hollow. He called the Mole to come and help him. Before long their efforts were rewarded.

For there in the side of a snowbank stood a little door. An iron bell-pull hung by the side. Below the bell, on a small brass plate, were the moonlit words *Mr. Badger*. A bell-pull is an old-fashioned doorbell. Pulling on the bell-pull causes bells inside the house connected to the pull to ring, letting the homeowners know someone is at the front door. (Point to the bell-pull in the image.)

The Mole fell backwards on the snow. “Rat!” he cried, “you’re a wonder! You knew that if there was a door-scraper there was bound to be a doormat. If I only had your head, Ratty—”

“But as you haven't,” interrupted the Rat. “I suppose you're going to sit on the snow all night and *talk*? Get up at once and hang onto that bell-pull while I hammer!” Do you think Mr. Badger is at home?

DISCUSSING THE READ-ALoud (5 MIN.)

- 1. Inferential.** Which season is this chapter set in?
 - » winterHow do you know?
 - » It's cold and snowy, and Mole is wearing winter clothes.
- 2. Inferential.** When Mole asks Rat to go with him to see Mr. Badger, why do you think Rat wants to postpone the visit or tells Mole evasively that he doesn't think Mr. Badger is at home?
 - » Mr. Badger lives in the Wild Wood, and Rat seems a little uncomfortable about going there. He'd rather Mr. Badger come to visit him.
- 3. Inferential.** What is the setting for this chapter?
 - » Wild Wood in the winterHow would you describe the Wild Wood?
 - » scary, strange, dark, etc.What kinds of things are there?
 - » looming trees, holes with animals that look at Mole with malice
- 4. Inferential.** At the beginning of the story, from which character's perspective is the story told?
 - » Mole'sWhat is happening in the story when it changes to Rat's perspective?
 - » Mole is lost and Rat goes looking for him.
- 5. Literal.** How does Rat find Mole in the Wild Wood?
 - » Rat goes armed with pistols to the Wild Wood and calls to Mole for more than an hour until he hears Mole's feeble answer.
- 6. Literal.** How does Rat answer Mole's question about whether or not Mr. Toad would go to the Wild Wood? What does he say?
 - » Rat laughs heartily. Rat says, “Old Toad? He wouldn't show his face here alone, for anything!”

7. **Literal.** How do Rat and Mole find Mr. Badger's door?

- » Mole stumbles on the door-scraper. Then Rat finds the doormat, which Mole calls another piece of domestic litter, and then they find the door by searching through the snow.



Check for Understanding

Inferential. *Think-Pair-Share:* In previous lessons, you learned about the themes of friendship/loyalty, responsibility, and irresponsibility. What are some examples of these themes in this chapter?

- » Answers may vary, but may include the following: friendship/loyalty—Rat going into the Wild Wood to find Mole; Rat letting Mole rest; Rat bandaging Mole's leg; Mole helping Rat dig to find the doormat; irresponsibility—Mole taking off for the Wild Wood all by himself and without knowing his way; responsibility—Rat going after Mole and making sure that he is safe.

WORD WORK: POSTPONE (5 MIN.)

1. In the Read-Aloud you heard, "The Mole had long wanted to meet the Badger, but the Water Rat always had a reason to *postpone* the occasion."
2. Say the word *postpone* with me.
3. *Postpone* means putting something off or rescheduling something until later.
4. We have to postpone the baseball game until the rain stops.
5. Can you think of any instances where you or someone else has had to postpone something? Be sure to use the word *postpone* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "We had to postpone because . . .")
6. What's the word we've been talking about? What part of speech is the word *postpone*?
 - Use a Creating Sentences activity for follow-up. Explain to students that the word *postpone* can be used with respect to events and time. Tell students that they will create a complete sentence using the word *postpone*, along with the words provided. You may wish to complete the first one for students as an example. (*Answers may vary. Sample answers provided.*)



Writing
Alternative Ending

Beginning

Have students create an illustration and write a label to show the alternative ending.

Intermediate

Have students create a short list of ideas for the alternative ending.

Advanced/Advanced High

Have students write simple sentences for the alternative ending.

ELPS 5.G

Story Ending



1. dentist, appointment
 - » My mom had to postpone the dentist appointment.
2. tennis match, hurricane
 - » We must postpone the tennis match because of the hurricane.
3. test, blizzard
 - » Because of the blizzard, school was canceled, and Mrs. Smith had to postpone the math test.
4. lunch, busy
 - » I called to postpone my lunch date because I was too busy.
5. launch, space shuttle
 - » NASA had to postpone the launch of the space shuttle because of bad weather.

Lesson 4: The Wild Wood
Writing



Primary Focus: Students will write collaboratively to produce an alternative ending to a story. **TEKS 3.1.D; TEKS 3.12.A**

ALTERNATE ENDING (20 MIN.) **TEKS 3.1.D**

- Remind students that in the Read-Aloud today, Mole and Rat are lost in the Wild Wood because of the snow. Eventually they stumble upon Badger's door and knock on it, hoping he can provide them shelter.
- Ask students what they think would have happened if it had been summer instead of winter. Would Mole and Rat have gotten lost? If not, what would they have done? Would they still have gone to Badger's home?
- Divide students into groups to construct alternate endings for the chapter "The Wild Wood." Have one student in each group act as the scribe, writing down the ideas of the group. Make sure that students include details of the summer season in their alternate endings. You may also wish for students to include an illustration.
- As time permits, have each group present its alternate ending to the class.

TEKS 3.1.D Work collaboratively with others by following agreed-upon rules, norms, and protocols; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

Lesson 4: The Wild Wood

Foundational Skills



Primary Focus: Students will follow, restate, and give oral instructions that involve a series of actions while reviewing long vowel sounds and practicing writing multisyllable words. **TEKS 3.1.B; TEKS 3.2.A.ii**

LONG VOWEL REVIEW (15 MIN.) **TEKS 3.2.A.ii**

- Briefly review the sound /ae/, spelled 'a_e', as in *cake*.
- Remind students that the 'a_e' work together as a vowel team.
- Tell students that today, they are going to review another spelling for the /ae/ sound.
- Show students the Spelling Card for 'ai' > /ae/ (*wait*). Have students read the sample word. Discuss the power bar. Point out that the power bar does not stretch all the way across the card. This means that there are some other spellings for this sound that students will study later.
- Have students turn to page 3 of the Individual Code Chart.
- Explain that the spelling is 'ai', as in *wait*. It is also a vowel team. The letters 'a' and 'i' work together to make the sound /ae/.
- Write the following words on the board: *mermaid*, *rainstorm*, *painter*, and *snail*. As students read them aloud to you, underline the vowel team 'ai'.
- Repeat with the remaining sound Spelling Cards, using the words *vowel team*. Use the following words for each spelling.

- | |
|--|
| 1. 'ee' > /ee/ (bee): Yanke ee s, we ee kend, fe ee t |
| 2. 'ea' > /ee/ (beach): rain ea m, be ea n, le ea st |
| 3. 'ie' > /ie/ (tie): cri ie d, sp ie d, tie ie d |
| 4. 'oa' > /oe/ (boat): rain oa t, sail oa t, cock oa ch |
| 5. 'oe' > /oe/ (toe): tip oe , go oe s, fo oe |
| 6. 'ue' > /ue/ (cue): val ue , resc ue , contin ue |

- After each letter-sound correspondence is reviewed, guide students in finding each of the letter spellings on the Individual Code Chart. Remember to prompt students to summarize the code information conveyed by each on the chart.

TEKS 3.1.B Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCE syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Support

On the Individual Code Chart, point out that there are many spellings for the /ae/ sound and that not all of them will be reviewed. Tell students that if they see words with these spellings in their reading, they can always refer to this chart.

DICTIONATION (15 MIN.)

- Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Follow the procedure with each of these words.

- | | |
|-------------|------------|
| 1. sailboat | 4. weekend |
| 2. tiptoe | 5. beanbag |
| 3. rescue | |

- After all of the words have been called out, tell students that you will now show them the correct spelling for each word so they can correct each other's work. Have students exchange their work with partners. Say, "I'm going to write the correct spellings on the board. You're going to help your partner find and fix mistakes." After each word, pause and have students repeat it. Say, "Ask your partner, 'Did I spell it right?' Then check your partner's work by comparing it to the board. Mark any mistakes, and write the correct spelling." Have students follow the steps with their partners, clarifying the directions as necessary.

 **TEKS 3.1.B**

Lesson 4: The Wild Wood Reading




Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their

 answers. **TEKS 3.6.C; TEKS 3.7.C**

INTRODUCING THE READING (5 MIN.)

- Tell students that they are going to practice reading another story that they read last year in Grade 2, from a book called *Sir Gus*.
- Ask students to retell the story from Lesson 3 entitled "All's Well That Ends Well."

 **TEKS 3.1.B** Follow, restate, and give oral instructions that involve a series of related sequences of action; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response.



- Read the title of the story on Activity Page 4.1 (“The Hungry Troll”), reminding students that the title provides an idea of what the story is about.
- Have students predict how the troll might act when he is hungry.
- Have students look at the images and predict what might happen in the story.
- Tell students that today, they will read a few paragraphs at a time to themselves to find the answer to a question you will give them. Students will then share their answers. Ask students to explain what information in the text helped them reach this answer.

PRACTICE STORY: “THE HUNGRY TROLL” (25 MIN.)

Paragraphs 1–4

- Tell students to read **paragraphs 1–4** to themselves to find the answer to the question: “What was this king’s reaction to getting his ring back?” Give students time to read the paragraphs silently.

King Alfred was delighted when Sir Gus gave him his ring.

“How did you find it so quickly?” he asked.

Sir Gus shrugged and said, “It was nothing, sire—just a bit of good luck.”

“I see you are not only brave and clever,” said the king. “You are modest as well!”

- When students have finished reading, restate the question and ask students to answer.
 - » King Alfred was delighted.
- Ask, “What did Sir Gus say about how he found it?”
 - » Sir Gus said it was just a bit of good luck.
- Ask, “What did the king say about Sir Gus after that?”
 - » King Alfred said Sir Gus was not only brave and clever, but he was also modest.

Paragraphs 5–7

- Tell students to read **paragraphs 5–7** to themselves to find the answer to the question: “What did the other 11 knights think about Sir Gus and the fact that he found the ring?” Give students time to read the paragraph silently.

The king slipped the ring back on his finger. Then he had all his other knights come to a meeting.

“Knights,” he said, “brave Sir Gus has recovered my ring. You may all go home.”

The knights rode off to their homes in the country. They carried with them the story of Sir Gus and the king’s ring. The story was told far and wide. Sir Gus became a very famous knight.

- When students have finished reading, restate the question and ask them to answer.
 - » They all went home and told the story to all.
- Ask, “What happened then?”
 - » Sir Gus became a very famous knight.

Paragraphs 8 and 9

- Tell students to read **paragraphs 8 and 9** to themselves to find the answer to the question: “What happened after months of peace in the kingdom?” Give students time to read the paragraphs silently.
-

For a long time, all was well. Each day the king would hunt, fish, and eat. Each night he slept peacefully in his bed.

Months passed. Then one snowy winter morning, there came the sound of thunder. Except it was not thunder. It was the thunderous cry of a troll.

- When students have finished reading, restate the question and ask them to answer.
 - » A sound of thunder was heard.
- Ask, “What was that sound of thunder really?”
 - » It was the cry of a troll.

Paragraphs 10 and 11

- Tell students to read **paragraph 10 and 11** to themselves to find the answer to the question: “Why was King Alfred so frightened?” Give students time to read the paragraphs silently.

The troll had woken from a long sleep. It was very hungry. A troll is a monstrous beast. It will eat a lot of things, but it is very fond of people.

King Alfred was frightened. He woke up when the troll cried out. He feared for the safety of his kingdom. He sent for his knights.

- When students have finished reading, restate the question and ask them to answer.
 - » The troll was a monstrous beast who loved to eat people.
- Ask, “Who did King Alfred send for?”
 - » He sent for his 12 knights.

Paragraphs 12 and 13

- Tell students to read **paragraphs 12 and 13** to themselves to find the answer to the question: “Did all 12 knights come at once?” Give students time to read the paragraphs silently.
-

At once, eleven brave knights came. They too were woken by the loud cry of the troll.

However, Sir Gus the Fearless did not come. The cries of the troll had not woken him. He was still tucked up in bed snoring. At last, the king could wait no longer. He sent one of the other knights to fetch Sir Gus.

- When students have finished reading, restate the question and ask students to answer.
 - » No, 11 knights awoke from the sound of the troll but Sir Gus slept on.
- Ask, “What did King Alfred do?”
 - » He sent one of the knights to get Sir Gus.

Paragraphs 14–17

- Tell students to read **paragraphs 14–17** to themselves to find the answer to the question: “What was Sir Gus’s excuse for not coming at once?” Give students time to read the paragraphs silently.

Sometime after lunch, Sir Gus came. He was tired and hungry. He had a bad cold. His nose was swollen and red.

“What kept you?” asked the king. “Did you not hear the sound of the troll?”
“Doe, your *dajesty*,” said Sir Gus, “I did *dot*. I have a *dold* in my *doze*,” replied Sir Gus.

“Well it must have stopped up your ears, too!” said the king. “Hear me, knights! I am concerned. We must do something to stop this monstrous troll! We must keep this loathsome beast from eating all of the people in my kingdom! Who has a plan?”

- When students have finished reading, restate the question and ask them to answer.
 - » He had a bad cold.
- Ask, “Why is he talking funny?”
 - » He had a *dold* in his *doze*. People talk funny when their heads are stuffed up with a cold.
- Ask, “What does King Alfred ask of his knights?”
 - » He wants to know who has a plan to deal with the troll.

Paragraphs 18–21

- Tell students to read **paragraphs 18–21** to themselves to find the answer to the question: “Does one of the knights have a plan?” Give students time to read the paragraphs silently.
-

“If I may, your majesty,” said the knight known as Sir Tom, “I know that trolls are scared of fire. We could make a fire near the troll’s home and scare it.”

“I like it!” said the king. “See that it is done!”

Eleven of the knights went to get torches. Then they rode off to find the troll.

Sir Gus, however, did not ride off at once. He crept into the king’s kitchen and helped himself to a big slice of pie.

- When students have finished reading, restate the question and ask students to answer.

- » Yes, Sir Tom knows trolls are scared of fire so he thinks making a fire near the troll's home will scare it off.
- Ask, "What is the king's reaction to Sir Tom's plan?"
 - » He liked it and said, "See that it is done!"
- Ask, "Did all 12 knights set out to follow the plan?"
 - » No, Sir Gus went to the king's kitchen to get a piece of pie while the other 11 knights got torches and set off to find the troll.
- Ask, "Is Sir Gus turning out to be fearless?"
 - » Answers may vary but should include examples from the readings to back them up.
- Direct students to Activity Page 4.2.
- Students should complete this activity page independently.

End Lesson

Lesson 4: The Wild Wood

Take-Home Material

- Have students take home Activity Page 4.1 to read to a family member.



Reading Reading Comprehension

Beginning

Have students complete Activity Page 4.2 as a teacher-directed activity.

Intermediate

Have students work with a partner to complete the activity page.

Advanced/Advanced High

Provide assistance as needed.

ELPS 4.G

Activity Page 4.1



5

Mr. Badger

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will speak coherently about how characters in a Read-Aloud demonstrate the story's theme of hospitality.

👉 **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.7.G; TEKS 3.8.A; TEKS 3.8.B**

Reading

Students will explain how characters' actions demonstrate specific story

👉 themes. **TEKS 3.8.B; TEKS 3.7.C**

Foundational Skills

Students will review sounds and syllables with 'le' and practice reading

👉 multisyllable words. **TEKS 3.2.A.ii**

Reading

Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

👉 **TEKS 3.6.C; TEKS 3.7.C**

FORMATIVE ASSESSMENT

Themes Description

Paragraph about Themes Write a short paragraph explaining how a character is demonstrating a

👉 theme from the story. **TEKS 3.8.B; TEKS 3.7.C**

Activity Page 5.2

Fire! Answer questions about the text and cite

👉 evidence. **TEKS 3.7.C**

👉 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Speaking and Listening (40 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | <input type="checkbox"/> Image Cards C.U1.L5.1–2
<input type="checkbox"/> Digital Flip Book: U1.L4.6; U1.L5.1–5
<input type="checkbox"/> Poster 1 (final image in Digital Flip Book) |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>Summoned</i> | Whole Group | 5 min. | |
| Reading (20 min.) | | | |
| Themes Chart | Whole Group | 20 min. | <input type="checkbox"/> Themes Chart
<input type="checkbox"/> Activity Page 3.3 |
| Foundational Skills (30 min.) | | | |
| Syllables with Consonant 'le' | Whole Group | 15 min. | <input type="checkbox"/> word cards
<input type="checkbox"/> Decodable Passage (Teacher Resources) |
| Baseball Game | Whole Group | 15 min. | |
| Reading (30 min.) | | | |
| Introducing the Reading | Whole Group | 5 min. | <input type="checkbox"/> Activity Pages 5.1, 5.2 |
| Practice Story: "Fire!" | Whole Group | 25 min. | |

ADVANCE PREPARATION

Speaking and Listening

- Image Cards C.U1.L5.1 and C.U1.L5.2
- Identify the following Digital Flip Book images on the program's digital components site to project during the Read-Aloud: U1.L4.6 and U1.L5.1–5.

Reading

- Themes chart you created for Lesson 3

Foundational Skills

- Prior to this lesson, prepare the following word cards for the baseball game.

| | |
|------------|-------------|
| 1. candle | 11. castle |
| 2. ankle | 12. table |
| 3. battle | 13. title |
| 4. cable | 14. single |
| 5. rattle | 15. tackle |
| 6. puzzle | 16. jungle |
| 7. handle | 17. freckle |
| 8. kettle | 18. gentle |
| 9. giggle | 19. uncle |
| 10. cradle | 20. maple |

- The decodable passage for this lesson, "Summary of 'Mr. Badger,'" can be found in the Teacher Resources section. You may wish to use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

Universal Access

- For the reading segments, you may choose to lead a small group.

Lesson 5: Mr. Badger

Speaking and Listening 

Primary Focus: Students will speak coherently about how characters in a Read-Aloud demonstrate the story's theme of hospitality.

TEKS 3.1.A; TEKS 3.6.C; TEKS 3.7.G; TEKS 3.8.A; TEKS 3.8.B

VOCABULARY: "MR. BADGER"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "domain dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

atmosphere, the distinct quality of a particular place (**atmospheres**)

conducted, led, guided, or escorted (**conducts, conducting**)

retired, went away or withdrew for privacy (**retire, retires, retiring**)

summoned, signaled, beckoned, or called (**summon, summons, summoning**)

thoroughly, completely; totally

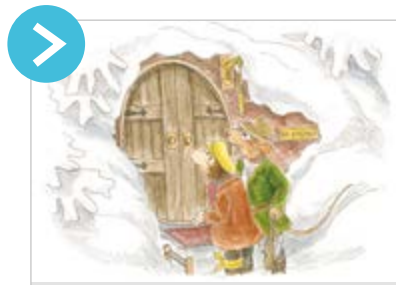
Vocabulary Chart: "Mr. Badger"

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|--|
| Vocabulary | | atmosphere
conducted
retired
summoned
thoroughly |
| Multiple Meaning | | |
| Sayings and Phrases | | |

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.8.B** Explain the relationships among the major and minor characters.

INTRODUCING THE READ-ALoud (5 MIN.)

- Remind students that they have been learning about themes.
- Ask students if they remember what a theme is. (*a literary tool, a broad idea that comes up many times over the course of a story*)
- Be sure to use the term *literary tool* when talking to students about themes.
- Ask students what themes they have heard so far in *The Wind in the Willows*. (*friendship/loyalty, responsibility, irresponsibility*)
- Tell students that today they will be introduced to another theme: hospitality. Hospitality is treating guests well and being warm, welcoming, and friendly toward them. Explain that a hospitable person is someone who is very attentive to guests' or friends' needs. This means that they always make sure that their guests or friends are comfortable and have everything they need, often anticipating what these things may be.
- Ask students if they can think of any examples of hospitality demonstrated in the story so far. (*Rat shares his boat and picnic lunch with Mole; Rat invites Mole into his home to spend the night after the rowing incident. He makes a nice fire, they have a cheerful meal, and Rat makes Mole feel right at home. Toad also displays hospitality by inviting Rat and Mole into his caravan and sharing his food and beds with them.*)



Show Image U1.L4.6 Mr. Badger's Front Door

- Say, "Where were we when we finished the last Read-Aloud? Describe what you see in this image."
- Remind students that Mole and Rat are at Mr. Badger's front door; they have just pulled on the bell-pull. Ask a student volunteer to point to Mr. Badger's house on Poster 1 (*The Willows Countryside*).
- Ask students to predict what will take place during this Read-Aloud. Will Mr. Badger be home? Will Mr. Badger show hospitality to Rat and Mole?



Show Image U1.L5.1
Mr. Badger

Rat and Mole waited patiently for what seemed a very long time. At last there was the noise of a bolt sliding back, and then the door opened a few inches.

“Who is it?” said a rather gruff voice.

“Oh, Badger,” cried the Rat, “It’s me, Rat, and my friend Mole, and we’ve lost our way in the snow.”

“What, Ratty, my dear little man!” exclaimed the Badger. “Come along in, both of you.”

The two animals tumbled over each other in their eagerness to get inside. The Badger, who wore a long dressing gown, carried a flat candlestick in his paw. “This is not the sort of night for small animals to be out,” he said paternally. “But come into the kitchen. There’s a fire there, and supper, too.”

Once there they could dimly see other long tunnel-like passages branching off in various directions. But there were doors in the hall as well. One of these the Badger flung open, and at once they found themselves in a large fire-lit kitchen.

The floor was well-worn red brick, and on the wide hearth burnt a fire of logs. A couple of high-backed settles were facing each other on either side of the fire. In the middle of the room there stood a long table with benches on either side. **Settles are high-backed benches.**

Support

Show Image Card C.U1.L5.1 (Flat Candlestick). A flat candlestick has a handle to carry a candle and a dish to keep the wax from dripping.





Show Image U1.L5.2 Badger Bandages Mole's Leg

The kindly Badger guided them to one of the settles, and bade them remove their wet coats and boots. Then he fetched them dressing gowns and

slippers. He bathed the Mole's shin with warm water and dressed the cut.

When they were **thoroughly** warm, the Badger **summoned** them to the table to eat a delicious meal.

As they dined, the Badger sat in his armchair at the head of the table, and listened as the animals told their story.

When supper was finished, the Badger said heartily, "Now then, tell us the news from your part of the world. How's old Toad going on?"

"Oh, from bad to worse," said the Rat gravely. "Another smashup."

"How many has he had?" inquired the Badger gloomily.

"Smashes, or machines?" asked the Rat. "Oh, well, after all, it's the same thing—with Toad. This is the seventh."

"He's been in the hospital three times," put in the Mole; "and as for the fines he's had to pay, it's simply awful to think of."

"Yes, and that's part of the trouble," continued the Rat. "Toad's rich, we all know; but he's not a millionaire. He'll either be killed or ruined. Badger, we're his friends—oughtn't we to do something?"

The Badger thought for a while. "Now look here!" he said at last. "Of course you know I can't do anything *now*."

His two friends agreed, quite understanding his point. No animal, according to the rules of animal etiquette, is ever expected to do anything heroic during the off-season of winter. **Etiquette means having good manners. In other words, animals with good manners**

Support

The word *ruined* here means that Toad will lose all his money.

do not expect each other to help or act like heroes during the harsh winter season, because certain animals, like the badger, hibernate during the winter.

“Very well then!” continued the Badger. “*But*, when once the year has really turned, if not before—*you* know!—”

Both animals nodded gravely. *They* knew!

“Well, *then*,” went on the Badger, “then we’ll bring Toad back to reason. We’ll—you’re asleep, Rat!”

“Not me!” said the Rat, waking up with a jerk.

“He’s been asleep two or three times since supper,” said the Mole, laughing. He himself was feeling quite lively. Badger’s house suited him and made him feel at home; whereas the Rat, who slept every night in a bedroom beside a river, naturally felt the **atmosphere** quite oppressive.

“Well, it’s time we were all in bed,” said the Badger, getting up and fetching flat candlesticks. “Come along, you two, and I’ll show you to your quarters. And take your time tomorrow morning—breakfast at any hour you please!”

He **conducted** the two animals to a long room with two little white beds in it. Moments later, the two white beds contained one Mole and one Rat.



Show Image U1.L5.3 Breakfast at Badger’s

The two tired animals came down to breakfast very late the next morning. When they did emerge they found a bright fire burning in the

kitchen, and two young hedgehogs sitting on a bench at the table eating oatmeal.

Challenge

Ask students if animals have rules of etiquette, and explain their idea. Ask students if this part of the story is an example of personification.

Support

Show Image Card
C.U1.L5.2 (Hedgehog).



“Where have you two youngsters come from?” said the Rat pleasantly. “Lost your way in the snow?”

“Yes, Sir,” said the elder of the two hedgehogs. “Me and little Billy here, we was trying to find our way to school and we lost ourselves. At last we found Mr. Badger’s back door.” How would you correct the grammar of these two little hedgehogs?

“I understand,” said the Rat, cutting himself some rashers or sliced portions from a side of bacon, while the Mole dropped some eggs into a saucepan. “And what’s the weather like outside?”

“O, terrible bad, Sir,” said the hedgehog.

“Where’s Mr. Badger?” inquired the Mole.

“The master’s gone into his study, Sir,” replied the hedgehog, “and he said as how he was going to be particular busy this morning, and on no account was he to be disturbed.”

This explanation, of course, was thoroughly understood. The animals well knew that Badger, having eaten a hearty breakfast, had **retired** to his study. Once there he had settled himself in an arm-chair, and was being “busy” in the usual way at this time of the year.

The front doorbell clanged loudly, and the Rat sent Billy, the smaller hedgehog, to see who it might be. Presently, Billy returned with the Otter.

“Thought I should find you here,” said the Otter. “They were all in a great state of alarm along River Bank when you didn’t return home last night. But I knew that when people were in any fix they went to Badger. My! It was fine, coming through the snow as the red sun was rising! I was about halfway when I came across a rabbit sitting on a stump. He told me that Mole had been seen in the Wild Wood last night.”

“Weren’t you at all—er—nervous?” asked the Mole.

“Nervous?” The Otter showed a gleaming set of strong white teeth as he laughed. “Never! Here, Mole, fry me some slices of ham. I’m frightfully hungry.”

So the Mole, having cut some slices of ham, set the hedgehogs to fry it, and returned to his own breakfast, while the Otter and the Rat chatted about the river bank.

A plate of fried ham had just been cleared and sent back for more, when the Badger entered. He greeted them all. "It must be getting on for luncheon time," he remarked to the Otter. "You must be hungry."

"Indeed!" replied the Otter. "The sight of these greedy young hedgehogs stuffing themselves makes me feel famished."

The hedgehogs looked timidly up at Mr. Badger, but were too shy to say anything.

"Here, you two youngsters, be off home," said the Badger kindly. "I'll send someone with you to show you the way."



Show Image U1.L5.4 **Lunch at Badger's**

Presently the others sat down to luncheon together. The Mole found himself placed next to Mr. Badger, and so took the

opportunity to tell Badger how comfortable and home-like it all felt to him. "Once well underground," he said, "you know exactly where you are."

The Badger simply beamed on him. "There's no security, or peace, except underground."

The Mole agreed, and the Badger in consequence got very friendly with him. "When lunch is over," he said, "I'll take you round this little place of mine."

After luncheon, the Badger lighted a lantern and bade the Mole follow him. Crossing the hall, they passed down one of the principal tunnels, and the wavering light of the lantern gave glimpses on either side

of rooms both large and small. The Mole was staggered at the size. “How on earth, Badger,” he said at last, “did you ever find time and strength to do all this? It’s astonishing.”

“It *would* be astonishing,” said the Badger simply, “if I *had* done it. But as a matter of fact I did none of it. You see, long ago, on the spot where the Wild Wood stands now, there was a city—a city of people. Here, where we are standing, they lived. They were a powerful people, and great builders.”

“But what has become of them all?” asked the Mole.

“Who can tell?” said the Badger. “People come—they stay for a while—and they go. But we remain. There were badgers here long before that same city ever came to be. And now there are badgers here again.”

When they got back to the kitchen, they found the Rat walking up and down. The underground atmosphere was getting on his nerves. “Come along, Mole,” he said as soon as he caught sight of them. “We must get off while it’s daylight.”

“It’ll be all right, my fine fellow,” said the Otter. “I’m coming along with you. And if there’s a head that needs to be punched, you can confidently rely upon me to punch it.”

“You really needn’t fret, Ratty,” added the Badger. “My passages run further than you think. When you are ready to go, you shall leave by one of my short cuts.”



Show Image U1.L5.5 Badger’s Shortcut

Before long, the Badger led the way along a damp tunnel that wound and dipped for a weary distance. At last daylight began to show itself through

tangled growth near the mouth of the passage. The Badger, bidding them goodbye, pushed them hurriedly through the opening, and hastily made good again the creepers and brushwood that

surrounded it. Creepers are vines, and brushwood is a collection of broken branches and twigs. Badger uses the creepers and brushwood to hide the opening to his home.



DISCUSSING THE READ-ALoud (10 MIN.)

TEKS 3.6.C; TEKS 3.8.B

1. **Evaluative.** Were your predictions correct about whether Mr. Badger shows hospitality to Rat and Mole? Why or why not?
 - » Answers may vary.



Check for Understanding

Inferential. When does the theme of hospitality come up in today's Read-Aloud? Give two or three examples as demonstrated through the characters.

- » Mr. Badger welcomes Rat and Mole into his home very late at night; he brings them dry, warm clothes; he bandages Mole's leg; he conducts Mole and Rat to sleep in his guest beds; he welcomes and feeds two hedgehogs that become lost in the snow; etc.

2. **Inferential.** From whose perspective is today's Read-Aloud told?

- » Mole's

Describe Mr. Badger's home.

- » warm, underground, cozy, hidden, welcoming, or oppressive—according to Rat

3. **Inferential.** You learn through dialogue that both Badger and Mole have underground homes. Why do they like living underground?

- » won't be bothered by other people; secure; don't need to worry about the weather; won't break the way a house can; etc.

4. **Evaluative.** Describe the atmosphere of Badger's underground tunnels.

- » dark, damp, warm

In nature, would Mole feel at home or out of place in this environment?

- » at home

Why?

- » because in nature moles live underground.



TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures;
TEKS 3.8.B Explain the relationships among the major and minor characters.

5. **Evaluative.** In the Read-Aloud, you heard that Mr. Badger retired to his study and was “‘busy’ in the usual way at this time of the year.” What do you think this means?
- » Animals in nature, such as badgers, are less active in the winter because they hibernate. So, Badger is joking that he will be “busy” sleeping.
- What are some things animals do to prepare for the winter?
- » gather food and store it to last for the winter
6. **Inferential.** In the Read-Aloud, you heard that Rat is thoroughly ready to leave Badger’s house. Why do you think this is?
- » He is afraid it will get dark, he doesn’t want to spend another night in the Wild Wood, and he doesn’t like being underground because he’s a water rat and it’s somewhat against his nature.
7. **Evaluative. Think-Pair-Share:** In *The Wind in the Willows* so far, you have heard about the River Bank and the Wild Wood. How would you compare and contrast them to tell how they are similar and different?
- » Answers may vary.

WORD WORK: SUMMONED (5 MIN.)

1. In the Read-Aloud you heard, “When they were thoroughly warm, Badger *summoned* them to the table to eat a delicious meal.”
2. Say the word *summoned* with me.
3. To be *summoned* means to be called, beckoned, or sent for.
4. In the stories of Greek mythology, the Greek god Zeus summoned the Olympian gods and goddesses to Mount Olympus through Hermes the messenger.
5. Have you ever been summoned? Who summoned you? Why were you summoned? Be sure to use the word *summoned* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I was summoned when . . .” or “summoned for . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *summoned*?
 - Use a Brainstorming/Acting activity for follow-up. Directions: Turn to your partner and brainstorm the kinds of words, phrases, or actions that show someone being summoned. Examples may include the waving of a hand toward yourself; calling someone’s name; the phrases “Come here,” “Excuse me,” or “Follow me this way”; etc. Practice various gestures with your partner.

Lesson 5: Mr. Badger

Reading



Primary Focus: Students will explain how characters' actions demonstrate specific story themes. **TEKS 3.8.B; TEKS 3.7.C**

THEMES CHART (20 MIN.)

- Direct students to Activity Page 3.3 from Lesson 3 and the Themes Chart created for Lesson 3.
- Review with students the theme of hospitality.
- Ask them how the characters in today's Read-Aloud demonstrate this theme.
- If students have trouble remembering, you may wish to review some of the plot from today's Read-Aloud by showing the images again.
- Record several examples of hospitality on the Themes Chart from previous lessons. Then, review the theme of friendship/loyalty.
- Have students select one theme from Activity Page 3.3. On a separate piece of paper, ask students to write several sentences to describe how one of the characters demonstrates this theme.

Activity Page 3.3



Themes Description



Lesson 5: Mr. Badger

Foundational Skills



Primary Focus: Students will review sounds and syllables with 'le' and practice reading multisyllable words. **TEKS 3.2.A.ii**

SYLLABLES WITH CONSONANT 'LE' (15 MIN.) **TEKS 3.2.A.ii**

- Tell students that today they will review another vowel team that is spelled 'le' and makes the sound /ə/ + /l/.
- Write the following words on the board and read them as you write: *middle*, *simple*, *castle*, and *little*.

TEKS 3.8.B Explain the relationships among the major and minor characters; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Circle 'le' at the end of each word. Point out to students that this pattern or combination of letters represents a new syllable pattern. The 'e' is used with a syllable ending in a consonant 'le' pattern, as in *middle*, *simple*, *castle*, *little*.
- Point out to students that when a syllable ends in 'le', they should look at how many consonants come before the 'le'. If there are two consonants, then the word is chunked into syllables by dividing between the consonants.

1. mid dle

2. sim ple

3. cas tle

4. lit tle

- Point out that in each of the previous words, the first syllable has the CVC pattern and the vowels in each syllable are short.
- Then, write the following words on the board and read them as you write: *stable*, *cradle*, *idle*, *able*, and *maple*.
- Circle the consonant 'le' at the end of each word. Point out to students that this combination forms the last syllable in the word and that there is a consonant before the 'le'.
- Point out to students that in the following words, there is only one consonant before 'le'. In most instances when there is only one consonant before the 'le', we divide before the consonant.

1. sta ble

2. cra dle

3. i dle

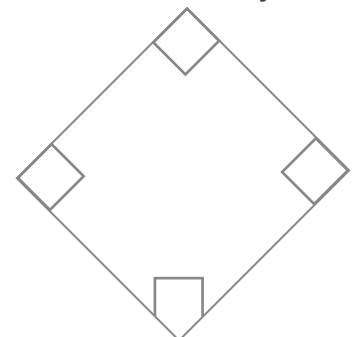
4. ma ple

- Point out that the first syllable in the previous words ends with the /ae/ or /ie/ sound.

Note: You may wish to have students read the decodable passage, "Summary of 'Mr. Badger,'" that you prepared in advance to practice decoding words with the consonant 'le' pattern.

BASEBALL GAME (15 MIN.)

- Tell students that they will practice the skills they are learning to read multisyllable words by playing the baseball game. You will use the cards you prepared in advance.
- Draw a baseball diamond on the board similar to the picture to the right on the board.
- Divide the class into two teams. Have one team at a time come to the front of the room and line up in front of the board.



Support

You may choose to have students play in pairs so students can help one another when they are up to bat.

- Each team takes a “turn at bat” as follows:
 - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his or her team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly, a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
 - As in the actual game of baseball, any “players left on base” when all turns have been used do not count or add to the score.

Lesson 5: Mr. Badger

Reading



Primary Focus: Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.6.C; TEKS 3.7.C**

INTRODUCING THE READING (5 MIN.)

- Tell students that they are going to practice reading another story from *Sir Gus*.
- Ask students to retell the story from Lesson 4 entitled “The Hungry Troll.”
- Read the title of the story on Activity Page 5.1 (“Fire!”), reminding students that the title provides an idea of what the story is about.
- Have students predict if building a fire will help get rid of the troll.
- Have students look at the images and predict what might happen in the story.
- Tell students that today, they will read a few paragraphs at a time to themselves to find the answer to a question you will give them. Students will then share their answers.

Activity Page 5.1



TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response.

PRACTICE STORY: "FIRE!" (25 MIN.)

Paragraphs 1 and 2

- Tell students to read **paragraphs 1 and 2** to themselves to find the answer to the question: "Why wasn't it hard to find the troll?" Give students time to read the paragraphs silently.

It was not hard to find the troll. Trolls cry when they are hungry. The knights simply followed the sounds of loud sobs and eating.

As nightfall neared, the knights arrived at the foot of a large hill. The troll had spent all day eating the rocks and plants on the hill. All that was left on the hill were some prickly plants and some old, dying trees.

- When students have finished reading, restate the question and ask them to answer.
 - » Trolls cry when they are hungry and this troll was hungry. The knights merely followed the sounds of loud sobs and eating.
- Ask, "What was left on the hill they came to?"
 - » Prickly plants and some old, dying trees were left on the hill after a day of eating.

Paragraphs 3 and 5

- Tell students to read **paragraphs 3 and 5** to themselves to find the answer to the question: "What was the knights' plan?" Give students time to read the paragraphs silently.

Near the top of the hill was a cave. Scary troll sounds were coming from inside the cave.

The knights met in a grove at the foot of the hill. They knelt down and made a plan.

"When it is dark we will light our torches," said Sir Tom. "Then we will creep up the hill. The sight of the flames will scare the troll and it will go back to its home beneath the ground."

- When students have finished reading, restate the question and ask them to answer.
 - » They decided to wait until dark to light the torches and then creep up the hill. The sight of the flames would hopefully scare the troll, and it would go back into its home beneath the ground.

Paragraphs 6–8

- Tell students to read **paragraphs 6–8** to themselves to find the answer to the question: “What was Sir Ed’s fear?” Give students time to read the paragraphs silently.

“And what if that plan fails?” asked Sir Ed. “I don’t care to be the troll’s dinner.”
“Well, do you have a better plan?” asked Sir Tom.
Sir Ed said nothing. The other knights were quiet, as well.

- When students have finished reading, restate the question and ask students to answer.
 - » Sir Ed wondered what would happen if the plan failed. He didn’t want to become the troll’s dinner.
- Ask, “Did anyone have another plan?”
 - » No.

Paragraphs 9 and 10

- Tell students to read **paragraph 9 and 10** to themselves to find the answer to the question: “Who arrived at that point?” Give students time to read the paragraphs silently.

At that very moment came the sound of a horse trotting nearby.
“Found you at last!” said Sir Gus as he rode up to the knights. “So, my fellow knights, tell me, have you devised a plan of attack to defeat this monstrous troll?”

- When students have finished reading, restate the question and ask students to answer.
 - » Sir Gus arrived.
- Ask, “What did he want to know?”
 - » Sir Gus wanted to know if they had devised a plan to attack and defeat this monstrous troll.

Paragraphs 11–13

- Tell students to read **paragraphs 11–13** to themselves to find the answer to the question: “What did Sir Tom say was the plan?” Give students time to read the paragraphs silently.

“Yes, we have!” said Sir Tom. “We have agreed that our bravest knight will creep up the hill with a torch and frighten the troll away.”

“Splendid idea!” said Sir Gus. “And who is going to attempt this brave deed?” he asked, looking around.

“You!” said Sir Tom and Sir Ed together.

-
- When students have finished reading, restate the question and ask students to answer.
 - » He said that the bravest knight would creep up the hill with a torch and frighten the troll away.
 - Ask, “Was that different from the plan they devised earlier?”
 - » Yes, this asked for a specific knight to carry the torch instead of all of the knights creeping up the hill.
 - Ask, “Who did the 11 knights think was the bravest knight and the one to carry out the plan?”
 - » They thought Sir Gus would be the brave knight to attempt the deed.

Paragraphs 14–17

- Tell students to read **paragraphs 14–17** to themselves to find the answer to the question: “What was Sir Gus’s response to the charge?” Give students time to read the paragraph silently.

“But, but . . . well . . . I . . . er . . . um . . .,” said a reluctant Sir Gus.

It was no good trying to get out of it. Sir Tom handed Sir Gus a lit torch. Then he pointed at the cave.

Sir Gus went up the hill alone. By the time he reached the mouth of the cave, it was pitch black. The lit torch cast shadows on the ground.

Sir Gus looked around him. He saw shadows dancing on the ground. He was afraid. But he pressed on.

- When students have finished reading, restate the question and ask them to answer.
 - » “But, but . . . well . . . I . . . er . . . um . . .,”
- Ask, “Why is he talking funny?”
 - » He was reluctant but went up the hill with the torch anyway.

Paragraphs 18–21

- Tell students to read **paragraphs 18–21** to themselves to find the answer to the question: “What did Sir Gus hear and see when he got to the mouth of the cave?” Give students time to read the paragraphs silently.

From inside the cave came alarming troll sounds.

“Snnnicck, Snnnuummm, Guffumffffff!”

The troll was eating bits of rock with its sharp teeth, then spitting out the bits it did not like.

Sir Gus approached the cave. Small pieces of rock came flying out. Some of them landed at Sir Gus’s feet. Sir Gus jumped back, trying to avoid the pieces of rock.

- When students have finished reading, restate the question and ask students to answer.
 - » Sir Gus heard alarming troll sounds and saw bits of rock the troll spit out.

Paragraphs 22–25

- Tell students to read **paragraphs 22–25** to themselves to find the answer to the question: “What else did Sir Gus hear?” Give students time to read the paragraphs silently.

Suddenly there was a thumping sound. Thump! Thump! Thump! The troll was coming out of the cave!

As the troll got closer, the sounds got louder.

“SNNNNICCCK, SNNNUUUUMMMM, GUFFUMFFFFFF!”

Sir Gus was afraid. He started to feel weak in the knees. At last he fainted. His torch fell to the ground. It landed on some dry, prickly plants near the mouth of the cave. The plants caught on fire. The flames got bigger quickly.

- When students have finished reading, restate the question and ask them to answer.
 - » Sir Gus heard the troll approaching.
- Ask, “What happened?”
 - » Sir Gus was so afraid that he fainted and the torch fell on some dry, prickly plants, which caught on fire.

Paragraphs 26–28

- Tell students to read **paragraphs 26–28** to themselves to find the answer to the question: “How did the story end?” Give students time to read the paragraphs silently.

Activity Page 5.2



**ENGLISH
LANGUAGE
LEARNERS**



Reading
Reading Comprehension

Beginning

Complete Activity Page 5.2 as a teacher-directed activity.

Intermediate

Allow students to complete the activity page with a partner.

Advanced/Advanced High

Provide assistance as needed.

ELPS 4.G

From inside the cave came a scream. Then came the thumping sound of a large beast running away. Soon, all that remained was the sound of crackling flames.

Sir Gus lay on the ground for a while. At last the heat from the fire woke him. He got up and ran back down the hill.

When Sir Gus appeared, the knights shouted, “Hooray! Brave Sir Gus lit the fire! He has driven away the troll! Hooray for Sir Gus!”

- When students have finished reading, restate the question and ask them to answer.
 - » The flames became bigger, the troll screamed and ran away, the fire awoke Sir Gus, and he ran back down the hill.
- Ask, “What was the reaction of the 11 other knights?”
 - » They shouted, “Hooray! Brave Sir Gus lit the fire! He has driven away the troll!”
- Direct students to Activity Page 5.2.
- Students should complete this activity page independently.

End Lesson

6

Dulce Domum, Part I

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify a theme in a Read-Aloud text and provide examples to support the theme. **TEKS 3.7.G; TEKS 3.8.A**

Students will act out a character's actions and feelings using dialogue and expression to recount a story. **TEKS 3.1.C**

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.7.C**

FORMATIVE ASSESSMENT

Activity Page 6.1 **Beginning-of-Year Assessment**

TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C

Activity Page 6.2 **Beginning-of-Year Assessment**

TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C

TEKS 3.7.G Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--------------------------------|
| Speaking and Listening (60 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | ☐ Digital Flip Book: U1.L6.1–4 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>Reproached</i> | Whole Group | 5 min. | |
| On Stage | Whole Group | 15 min. | |
| Assessment (30 min.) | | | |
| Silent Reading Assessment: “The Bug Hunt” and “The Snake” | Independent | 30 min. | ☐ Activity Pages 6.1–6.5 |
| Reading (30 min.) | | | |
| Introducing the Chapter | Whole Group | 10 min. | ☐ Reader |
| Reading: Chapter 1: “Aladdin and the Wonderful Lamp, Part I” | Whole Group | 20 min. | |

ADVANCE PREPARATION

Speaking and Listening

- Identify the following Digital Flip Book images on the program’s digital components site to project during the Read-Aloud: U1.L6.1-4.

Lesson Format for Lessons 6–10

- The primary purpose of the next five lessons is to assess all students to determine placement and instruction in the appropriate level of materials. Today, all students will read the first selection of the Silent Reading Assessment (Activity Page 6.1) and will answer comprehension questions specific to the selection. Students who answer five or more comprehension questions correctly will read the second selection of the Silent Reading Assessment (Activity Page 6.2) and will answer questions specific to it.
- Each subsequent lesson will also start with students, though not all students, reading selections silently and answering questions. These selections and questions are located in students’ Activity Book. Depending on the student, this silent reading and question answering may take from 15 to 30 minutes to complete. We have provided additional worksheets that can be done independently each day for those who finish more rapidly.
- See the Flow Chart for Placement Assessment Administration found at the end of this lesson for an overview.
- Students will turn in their Silent Reading Assessments to you upon completion. These should be scored as soon as possible to determine which students will continue with which assessments during subsequent lessons this week. You will follow the same procedure each day this week, i.e., students who successfully complete the daily Silent Reading Assessment will continue to read a new selection and answer questions the next day.
- If a student does not successfully complete a particular Silent Reading Assessment, you will give him or her an individually administered Word Reading in Isolation Assessment that day or the next day in order to more accurately determine individual reading strengths and weaknesses for placement consideration. You will begin administering the Word Reading in Isolation Assessment in Lesson 7 to any student who does not successfully complete “The Bug Hunt” or “The Snake.”
- As noted before, throughout all lessons this week, we have provided Activity Pages with instructional activities that students should be able to complete independently to ensure that you have adequate time to assess students individually.
- Feel free to provide additional independent activities for students, including reading trade books, independent writing, or doing other activities that can be completed quietly with little or no teacher assistance.

Lesson 6: Dolce Domum, Part I

Speaking and Listening



Primary Focus: Students will identify a theme in a Read-Aloud text and provide examples to support the theme. **TEKS 3.7.G; TEKS 3.8.A**

Students will act out a character's actions and feelings using dialogue and expression to recount a story. **TEKS 3.1.C**

VOCABULARY: "DOLCE DOMUM, PART I"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a "domain dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

advance, a movement in a forward direction (**advances**)

recollection, the act of remembering; something remembered (**recollections**)

reproached, scolded or corrected; expressed disapproval or blame (**reproach, reproaches, reproaching**)

subtle, faint; delicate; slight

unerring, always accurate; making no mistakes; certain; sure

Vocabulary Chart: "Dolce Domum, Part I"

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|---------------------------------------|
| Vocabulary | | advance
recollection
reproached |
| Multiple Meaning | | |
| Sayings and Phrases | | |

TEKS 3.7.G Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.1.C** Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.



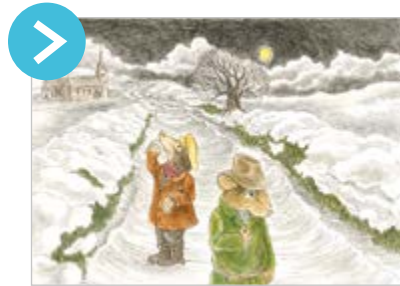
INTRODUCING THE READ-ALoud (10 MIN.)

TEKS 3.8.A

- Remind students that over the past several days, they have been learning about the themes in *The Wind in the Willows*.
- Review the term *themes* with students briefly.
- Use the Themes Chart to review the themes and where they appear in each chapter.
- Tell students to pay attention to see if they recognize themes in this Read-Aloud.
- Review the plot of *The Wind in the Willows* with students. Have students summarize the plot thus far, using the flipbook images below as reference:
 - U1.L1.5: Mole and Rat on the river talking about the Wild Wood (Water Rat and Mole meet and become friends.)
 - U1.L2.5: At Rat's home before the hearth (Mole stays with Rat.)
 - U1.L3.5: A change in plans (Mole, Rat, and Toad go on a disastrous trip on the Open Road, and return home.)
 - U1.L4.4: Rat finds Mole in a tree hollow in the Wild Wood (Mole goes to the Wild Wood to find Mr. Badger and gets lost. Rat finds him.)
 - U1.L5.4: Lunch at Badger's (Rat and Mole find Mr. Badger, and spend the night with him.)
 - U1.5.5: Badger's shortcut (Mr. Badger shows Mole and Rat a shortcut from the Wild Wood and back to the River Bank.) Remind students that recently they heard more about Badger. Ask students to describe Badger by asking, "What kind of character is Badger?"
- Read the title of the chapter and tell students that Dulce Domum [*DULL*-chay *DOE*-mum] is Latin for "home sweet home." Tell students that the phrase "home sweet home" is similar to the saying "There's no place like home."
- Ask students what they think this saying means.
 - » Home is the best place of all.
- Ask students when they might use this phrase.
 - » If they had been away from home and were happy to be coming back.
- Ask students if any of them has ever moved from one place or home to another. Ask, "What was it like? How did moving make you feel?"
- Remind students that Mole has been living away from his home for several months while staying with Rat. Tell students to listen to find out how Mole feels when he passes through his neighborhood and smells his home.



TEKS 3.8.A Infer the theme of a work, distinguishing theme from topic.



Show Image U1.L6.1
Mole Smells and Remembers
His Old Home

Not long after their adventures in the Wild Wood, the Rat and the Mole found themselves plodding silently

along a country lane. The rapid nightfall of mid-December had already descended upon them. The Mole was thinking of supper as he followed obediently behind the Rat, leaving the guidance in the darkness entirely to him.

As for the Rat, he was walking a little way ahead, as was his habit. He walked steadily with his shoulders humped, his eyes fixed on the straight grey road in front of him. This is why he did not notice poor Mole when suddenly something soft and **subtle**, carried gently upon the cool night air, caused Mole to stop dead in his tracks.

It was one of these mysterious sensory moments that suddenly reached Mole in the darkness. It made him tingle through and through with its familiar appeal, even though he could not clearly remember what it was. What do you think a sensory moment is? As you heard earlier, you use your senses to perceive things. Mole is using his senses in this moment to perceive something in the darkness.

Having stopped suddenly in the pitch black of the night, his nose searched hither and thither in an effort to recapture the vague scent that had so strongly moved him. A moment, and he had caught it again; and with it this time came **recollection** in fullest flood.

Home! The essence of which had wafted through the air. Why, it must be quite close by him at that moment, his old home. The one he had forsaken and never sought again, that day when he first found

the river! And now it was sending out its scouts and its messengers to capture him and bring him in. The phrase “its scouts and its messengers” is the author’s way of saying that the scent of Mole’s home is acting like scouts looking for Mole, and like messengers bringing him a message: Come home! Since his escape on that bright morning, Mole had hardly given it a thought—so absorbed was he in his new life, with all its pleasures, surprises, and captivating experiences. Now, with a rush of old memories, how clearly it stood up before him, in the darkness! Shabby indeed, and small and poorly furnished, and yet it was his. It was the home he had made for himself, the home he had been so happy to get back to after his day’s work. And the home had been happy with him, too, evidently, and was missing him, and wanted him back.



Show Image U1.L6.2
Mole Implores Rat to Go with Him to His Long-Abandoned Home

The call was clear, the summons was plain. He must obey it instantly, and go. “Ratty!” he called, full of joyful

excitement. “Hold on! Come back!”

“Oh, *come* along, Mole, do!” replied the Rat cheerfully, still plodding along.

“*Please* stop, Ratty!” pleaded the poor Mole, in anguish of heart. “You don’t understand! It’s my home, my old home! I’ve just come across the smell of it, and it’s close by. I *must* go to it, I must! Oh, come back, Ratty! Please, please come back!”

The Rat was by this time very far ahead, too far to hear clearly what the Mole was calling. He was also too far away to catch the sharp note of painful appeal in his voice. And he was much taken up with the weather, for he too could smell something—something suspiciously like approaching snow.

“Mole, we mustn’t stop now, really!” he called back. “We’ll come for it tomorrow, whatever it is you’ve found. But I daren’t stop now—it’s late, and the snow’s coming on again, and I’m not sure of the way! So come on quick, there’s a good fellow!” And the Rat pressed forward on his way without waiting for an answer.

Poor Mole stood alone in the road, his heart torn asunder, and a big sob gathering somewhere low down inside him. But even under such a test as this his loyalty to his friend stood firm. Never for a moment did Mole dream of abandoning Rat. Meanwhile, the wafts from his old home pleaded, and whispered to him. He dared not tarry longer within their magic circle. With a wrench that tore his very heartstrings, he set his face down the road and followed submissively in the track of the Rat, while faint little smells **reproached** him for his new friendship and his forgetfulness.

With an effort he caught up to the unsuspecting Rat, who began chattering cheerfully about what they would do when they got back. In the midst of his descriptive fervor, the Rat failed to notice his companion’s silence and despair. At last, however, when they had gone some considerable way further, he stopped and said kindly, “Look here, Mole old chap, you seem dead tired. No talk left in you, and your feet dragging like lead. We’ll sit down for a minute and rest. The snow has held off so far, and the best part of our journey is over.”



Show Image U1.L6.3 **Rat Comforts a Despondent Mole**

The Mole rested forlornly on a tree stump and tried to control himself, for he felt it surely coming. The sob he had fought with so long refused to be

beaten. Up and up, it forced its way to the air, and then another; till poor Mole at last gave up the struggle, and cried freely and helplessly.

The Rat, astonished and dismayed at the violence of Mole's grief, did not dare to speak for a while. At last he said, very quietly and sympathetically, "What is it, old fellow? Whatever can be the matter? Tell us your trouble, and let me see what I can do." Poor Mole found it difficult to get any words out between such heavy sobs. "I know it's a—shabby, dingy little place," he sobbed forth at last, brokenly: "not like—your cozy quarters—or Toad's beautiful hall—or Badger's great house—but it was my own little home—and I was fond of it—and I went away and forgot all about it—and then I smelt it suddenly—on the road, when I called and you wouldn't listen, Rat—and everything came back to me with a rush—and I *wanted* it!—O dear, O dear!—And when you *wouldn't* turn back, Ratty—and I had to leave it, though I was smelling it all the time—I thought my heart would break. We might have just gone and had one look at it, Ratty—only one look—it was close by—but you wouldn't turn back, Ratty, you wouldn't turn back! O dear, O dear!"

Recollection brought fresh waves of sorrow, and sobs again took full charge of him, preventing further speech.

The Rat stared straight in front of him, saying nothing, only patting Mole gently on the shoulder. After a time he muttered gloomily, "I see it all now! What a *pig* I have been! Just a pig—a plain pig!"

He waited till Mole's sobs became gradually less stormy and more rhythmical; he waited till at last sniffs were frequent and sobs only intermittent. Then he rose from his seat, and, remarking carelessly, "Well, now we'd really better be getting on, old chap!" And with that Rat set off up the road they had just traveled upon.

"Wherever are you (hic) going to (hic), Ratty?" cried the tearful Mole, looking up in alarm.

"We're going to find that home of yours, old fellow," replied the Rat pleasantly; "so you had better come along, for it will take some finding, and we shall want your nose." Or in other words, Rat needs Mole's strong sense of smell to find the quarters.

“Oh, come back, Ratty, do!” cried the Mole, getting up and hurrying after him. “It’s no good, I tell you! It’s too late, and too dark, and the place is too far off, and the snow’s coming! And—and I never meant to let you know I was feeling that way about it—it was all an accident and a mistake! And think of River Bank, and your supper!”

“Hang River Bank, and supper, too!” said the Rat heartily. “I tell you, I’m going to find this place now, if I stay out all night. So cheer up, old chap, and take my arm, and we’ll very soon be back there again.”

Still snuffling, pleading, and reluctant, Mole suffered himself to be dragged back along the road by his companion.

Support

The phrase “Hang River Bank, and supper, too” means forget about River Bank and supper!



Show Image U1.L6.4 Mole Searches for His Old Home

When at last it seemed to the Rat that they must be nearing that part of the road where the Mole had been “held up,” he said, “Now, no more talking.

Business! Use your nose, and give your mind to it.”

They moved on in silence for some little way, when suddenly the Rat was conscious, through his arm that was linked in Mole’s, of a faint sort of electric thrill that was passing down that animal’s body. Instantly he disengaged himself, fell back a pace, and waited.

The signals were coming through!

Mole stood a moment rigid, while his uplifted nose, quivering slightly, felt the air. **What do you look like if you stand in a rigid way? (Have a student or two demonstrate what they think it means.)**

Then a short, quick run forward—a fault—a check—a try back; and then a slow, steady, confident **advance**.

The Rat, much excited, kept close to his heels as the Mole, with something of the air of a sleepwalker, crossed a dry ditch, scrambled through a hedge, and nosed his way over a field.

Suddenly, without giving warning, Mole dived; but the Rat was on the alert, and promptly followed him down the tunnel to which his **unerring** nose had faithfully led him.

DISCUSSING THE READ-ALOUD (10 MIN.)



Check for Understanding

Ask students to identify a theme from today's Read-Aloud and provide evidence from the story that supports that theme.

1. **Literal.** In the Read-Aloud today, you heard that Mole and Rat were returning home after being out all day. On their way back home with Rat leading the way, and Mole following obediently behind, Mole comes across something soft and subtle. Describe what Mole notices.
 - » Mole smells his home. He realizes how much he misses it and wants to see it. Mole experiences a strong recollection of his home.
2. **Inferential.** Rat initially continues his advance toward his own home instead of stopping with Mole. Why?
 - » Rat is moving fast because he wants to be home as quickly as possible, because he smells snow on the way. He gets so far ahead of Mole that he can't hear Mole yelling after him.
3. **Inferential.** When Mole catches up with Rat, Mole breaks down into tears. Why?
 - » Because Mole is torn between wanting to see his old home, and his friendship with Rat. Mole thinks Rat wouldn't want to go to Mole's home. Mole feels reproached for forgetfulness when he smells his long-lost home.
4. **Inferential.** Rat decides to go back and find Mole's old home, even though Rat is hungry and cold. Which theme do you think fits in this part of the story?
 - » Answers may vary, but should include friendship and/or loyalty.

5. **Evaluative.** How does Mole find his home in all the snow?

- » with his unerring nose

Do you think Mole's excellent sense of smell is an example of personification?

- » no

Why or why not?

- » Moles, like many animals, really do have an acute sense of smell—much stronger than humans.

6. **Inferential.** Whose perspective is this Read-Aloud told from?

- » Mole's

How do you know?

- » The reader sees everything through Mole's eyes, knows how he feels, knows what he's thinking, sees what he does, etc.

7. **Evaluative.** *Think-Pair-Share:* How would you feel if you were Mole in this part of the story?

- » Answers may vary, but should include examples from the text.

WORD WORK: REPROACHED (5 MIN.)

1. In the Read-Aloud you heard, "With a wrench that tore his very heartstrings, he [the Mole] set his face down the road and followed submissively in the track of the Rat, while faint little smells *reproached* him for his new friendship and his forgetfulness."
2. Say the word *reproached* with me.
3. *Reproached* means scolded, corrected, or expressed disappointment in someone for a certain behavior.
4. As a baby, James was never *reproached* for making a mess while eating, but as he grew older, he learned there were certain rules to follow at the dinner table.
5. Have you ever reproached someone for behavior that disappointed you? Have you ever been reproached by someone? Be sure to use the word *reproached* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I was reproached for . . ." or "I was reproached once when . . .")
6. What's the word we've been talking about? What part of speech is the word *reproached*?

- Use an Antonyms activity for follow-up. Directions: Say, “The opposite of reproached is *praised*. I am going to read several sentences. If the person or animal I describe in the sentence is being reproached, say, ‘That person/animal is being reproached.’ If the person or animal I describe in the sentence is not being reproached, but is instead being praised, say, ‘That person/animal is being praised.’”
1. Jenny received many compliments for her prize-winning science fair project.
 - » That person is being praised.
 2. Luther was scolded for tracking mud throughout the house.
 - » That person is being reproached.
 3. Olivia gave her cat a treat for coming when she was called.
 - » That animal is being praised.
 4. The principal voiced his disappointment to Marc for running in the hallway when he was supposed to be in class.
 - » That person is being reproached.
 5. Everyone congratulated Jamelle on his beautiful new painting.
 - » That person is being praised.
 6. Lynette spoke sharply to her dog whenever he jumped up on people.
 - » That animal is being reproached.
- Use a Brainstorming/Acting activity for follow-up. Directions: Say, “Turn to your partner and brainstorm the kinds of words, phrases, or actions that show someone being summoned. Examples may include the waving of a hand toward yourself; calling someone’s name; the phrases ‘Come here,’ ‘Excuse me,’ or ‘Follow me this way’; etc. Practice various gestures with your partner.”

ON STAGE (15 MIN.)

- Tell students that they are going to act out today’s Read-Aloud. Ask students what characters will be needed. (Mole, Rat) Then, designate students to be the characters. You may have several students act as Mole and Rat to increase active participation. Ask students what settings will be needed, and designate locations in the classroom for the various settings.
- As you read, encourage the “characters” to listen carefully to know what actions to use, such as Mole catching a whiff of his home, Rat hurrying ahead, Mole crying, etc. Also, talk about using facial expressions to show how the characters are feeling. Remind students of the Connections activity from

earlier. To help them with their acting, tell them to think about how they would feel if they were Mole or Rat. You may also have students create some of their own dialogue to go along with the story. Encourage students to use domain-related vocabulary in their dialogue whenever possible.



**ENGLISH
LANGUAGE
LEARNERS**

Speaking and Listening
Listening Actively

Beginning

Assign students a character prior to the Read-Aloud and assist with practice.

Intermediate

Provide students a note card with key words as a cue.

Advanced/Advanced High

Allow students to work as partners.

ELPS 3.B

Activity Page 6.1



Lesson 6: Dulce Domum, Part I Assessment



TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C

SILENT READING ASSESSMENT: “THE BUG HUNT” AND “THE SNAKE” (30 MIN.)

Note: The Silent Reading Assessment measures students’ ability to read connected prose and answer simple multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. The first story, “The Bug Hunt,” is only 54 words long. It uses only one-syllable words and only a handful of the most basic spellings, all of which are taught in the Kindergarten curriculum, so this particular story and set of questions should be very easy for nearly all students.

- Have students remove Activity Page 6.1.
- Have students complete Activity Page 6.1 independently and answer the multiple-choice questions. Tell them that they can look back at the story and use it to help them answer the questions. This is not a timed assessment. Allow enough time for students to answer the questions.
- Tell students that once they complete Activity Page 6.1, they should bring it to you.
- We recommend that you score the “The Bug Hunt” assessment on Activity Page 6.1 during this class period, as soon as students complete the assessment.
- Enter students’ scores on the Placement Planning Chart located at the end of this lesson.
- Any students who answered fewer than five comprehension questions correctly about “The Bug Hunt” should be given the individually administered Word Reading in Isolation Assessment starting in the next lesson to help you determine an appropriate placement for those students.
- Answer key for “The Bug Hunt”

TEKS 3.5 Self-select text and read independently for a sustained period of time; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.

Activity Page 6.2



Activity Pages 6.3, 6.4, 6.5, and 7.1



- | | |
|------|------|
| 1. C | 5. B |
| 2. B | 6. A |
| 3. A | 7. A |
| 4. B | 8. B |

- Have students who correctly answered five or more questions return to their seats and read “The Snake,” found on Activity Page 6.2. Students should also complete the comprehension questions. “The Snake” is 172 words long and presents a much greater challenge than “The Bug Hunt.” Be sure to encourage students to take their time and do their best, rereading the story as necessary.
- Then, score “The Snake,” either while students work independently or after class.
- Answer key for “The Snake”

- | | |
|------|------|
| 1. C | 5. A |
| 2. A | 6. C |
| 3. B | 7. A |
| 4. B | 8. B |

- Since some students will complete the assessment more rapidly than others, we have included other work that can be completed independently and quietly. Students can complete Activity Pages 6.3, 6.4, and 6.5 when they finish either one or both Activity Pages 6.1 and 6.2. You may have them participate in other independent activities you have planned for them, such as reading trade books, working at listening centers, or independent writing. Remember, the important thing is that your classroom be a calm environment that is conducive for student assessment.
- Enter students’ scores on the Placement Planning Chart located at the end of this lesson. Note: Students who were able to answer five or more of the questions correctly on Activity Page 6.2 will take the assessment “Night of Ghosts” found on Activity Page 7.1 during the next lesson. Students who answered fewer than five correct should be given the individually administered Word Reading in Isolation Assessment starting in the next lesson to help you determine placement for those students.
- See the Flow Chart for Placement Assessment Administration found at the end of this lesson for an overview.

Lesson 6: Dolce Domum, Part I

Reading



Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.7.C**

VOCABULARY: “ALADDIN AND THE WONDERFUL LAMP, PART I”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lesson they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

Aladdin, the main character in this chapter

tailor, someone who makes clothing

nephew, a relative

merchant, someone who sells goods to make money (**merchants**)

magician, a person who does tricks using a power that makes it seem like impossible things can happen

treasure, something considered to be valuable

glittering, sparkling

precious, valuable

TEKS 3.7.C Use text evidence to support an appropriate response.

Vocabulary Chart for “Aladdin and the Wonderful Lamp, Part I” Read-Aloud

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|--|
| Vocabulary | tailor
merchant
magician | nephew
treasure
glittering
precious |
| Multiple Meaning | | |
| Sayings and Phrases | | |

INTRODUCING THE CHAPTER (10 MIN.)

- Make sure each student has a copy of the Reader, *Classic Tales*.
- Read the title of the Reader to students. Take a few moments to talk with students about the cover and to browse briefly through the images in the Reader. Have students comment on the images.
- Ask students if they recall hearing stories called classic tales in Grades 1 or 2. Explain to students that the title *Classic Tales* means that the selections in this Reader are “classics,” favorite children’s stories for many, many years. All of the selections in this Reader are fiction, meaning that they are not stories of things that have actually happened, but rather were created and written from the imagination of the authors.
- Have students turn to the Table of Contents in the Reader.
- Either read the Table of Contents aloud to students or have students read it.
- Ask if they recognize the titles of any of these chapters or have any predictions about this Reader.
- Direct students briefly to the world map in the “Introduction: Where in the World Do These Tales Come From?” and explain that the chapters in this Reader originate from different places around the world. Two of the chapters were written by well-known authors, while another story has been passed down orally in certain countries and cultures.
- Ask students to return to the Table of Contents and to point to and read the title of Chapter 1, “Aladdin and the Wonderful Lamp, Part I,” reminding students that the title provides an idea of what the story is about. Note for students that this story is told in three chapters and that the chapters are numbered I, II, and III.

- Tell students that this story is set in ancient Persia, now known as Iran. Have students look back at the “Introduction: Where in the World Do These Tales Come From?” on **page 7** and find Iran on the map by following the arrow from the title of the story to Iran.
- Tell students that this story comes from a book called *A Thousand and One Nights*, which is a collection of nightly stories a sultan's wife named Scheherazade [shə HAIR ə zod] told her husband.
- Ask students to return to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Chapter
1 **Aladdin and the
Wonderful Lamp,
Part I**

There once was a poor boy whose name was Aladdin. His father was a tailor. When his father died, Aladdin's mother had to work to earn a living.

One day, a stranger greeted Aladdin.

"Tell me, son," said the stranger. "Are you the son of the tailor?"

"Yes," said Aladdin.

The stranger threw his arms around him. "My dear nephew!" he cried. "Your father was my brother! Now I learn he is dead! What a shame!"



A stranger greeted Aladdin.

**READING CHAPTER 1: "ALADDIN AND THE
WONDERFUL LAMP, PART I" (20 MIN.)**

Pages 3 and 4

- Read the title of the chapter together as a class, "Aladdin and the Wonderful Lamp, Part I."
- Have students find the words *Aladdin* and *Wonderful* in the title of the chapter and discuss decoding and definitions. Have students find the words *tailor*, *nephew*, and *dead* on **page 3** and discuss definitions.
- Direct students' attention to the image and caption on **page 4** and have them read the caption aloud.
- Ask students to comment on the expression on the face of the boy in the image.

Tell students that the boy is Aladdin.

- Tell students to read **pages 3 and 5** to find the answer to the question: “Why has the adult in the image approached Aladdin?” Give students time to read the pages silently.
- When students have finished reading, restate the question and ask students to answer.
 - » He claims to be Aladdin's father's brother, or Aladdin's uncle.
- Have one student read the sentence(s) from the Reader that has the answer to the question.
- Discuss with students the meaning of the words *nephew* and *uncle*.
- Have students predict what might happen next.
 - » Answers may vary.

Aladdin took the man to his mother. She was surprised. Her husband had never spoken of a brother. Even so, she greeted the man kindly. When he promised to help Aladdin become a merchant, she believed him.

But the stranger was not Aladdin's uncle. He was a magician from faraway north Africa. He had come to Persia in search of a magic lamp. It was said that this lamp would make a man rich. To find the lamp, the magician needed a helper. He was looking for someone who would help without asking any questions. He thought Aladdin was just the right person.

The next day, the magician came to get Aladdin.

"Come with me," he said. "I will introduce you to other merchants." Then, he led the boy out into the country.



Aladdin took the man to meet his mother.

Pages 5 and 6

- Have students find the word *merchant* in the first paragraph and discuss its definition. Note for students that the word *merchants* is also used in this chapter and can be found in the last paragraph on **page 5**.
- Direct students' attention to the image and caption on **page 6** and have them comment on what they see in the house.
- Have students read the first paragraph on **page 5** orally with a partner to find the answers to these questions: "Who is the woman in the image? Why was she surprised at what the man said?"
- When students have finished reading, restate the questions and ask them to answer.
 - » The woman is Aladdin's mother. She is surprised because her husband never spoke of a brother.

- Have students find the words *magician* and *Persia* in the second paragraph and discuss definitions.
- Have students read the rest of **page 5** to find the answer to the question: “Who was the man, really, and why did he need Aladdin to help him?”
- When students have finished reading, restate the questions and ask them to answer.
 - » The man was really a magician from north Africa who needed Aladdin to help him find a magic lamp.
- Ask, “What did the magician say he would do for Aladdin?”
 - » He said he would help Aladdin become a merchant and would introduce him to other merchants.

The magician led Aladdin up a steep mountain. They climbed for an hour. Then, they came to a spot where no flowers grew.

“Get some sticks,” said the magician. “We will make a fire. Then, I will show you something amazing.”

Aladdin did as he was told. The magician lit the fire. Then, he threw perfumes into it and chanted magical words. The sky darkened. Thunder rumbled. The earth opened at their feet. There before them was a large stone with a brass ring attached.

“Under this stone is a treasure,” said the magician. “It will make you richer than any king. Lift the stone by the ring. Then, go down the stairs. You will pass many treasures, but you must not touch them. You will enter a garden. There you will see a lamp hanging from a tree. Bring that lamp to me. Once you have it, you may gather any of the treasures that you see.”

Aladdin was amazed. He could not believe what he was being asked to do. But he agreed.

“Take this ring,” said the magician. “It will keep you safe from harm.” Aladdin took it and placed it on his finger.



The magician told Aladdin what to do.

Challenge

Tell students that sometimes writers use descriptions of things like the weather to help readers understand the mood of a story. Ask students to think about what happens to the weather as the magician chants magical words. What sort of mood does this weather create in the story?

Pages 7 and 8

- Have students find the word *treasures* in the fourth paragraph and discuss its definition. Note for students that *treasures* is a form of the word *treasure*.
- Direct students' attention to the image and caption on **page 8** and say, “I wonder what the magician said as he pointed to the brass ring in the stone. Let’s read **page 7** to find out.” Have students read **page 7** to find the answer.

- When students have finished reading, restate the question and ask them to answer.
 - » The magician told Aladdin that there was a treasure under the stone that would make him rich. He instructed Aladdin to lift the stone by the ring, go down the stairs, enter a garden, find a lamp hanging from a tree, and bring the lamp back to him.
- Ask, “What did the magician tell Aladdin not to do?”
 - » Aladdin was not to touch any of the treasures until he had the lamp. He could then gather any of the treasures that he wanted.
- Ask, “What did the magician give Aladdin to keep him safe from harm?”
 - » The magician gave him a ring to place on his finger.

Aladdin lifted the stone. He went down the stairs. He made his way through a hallway of treasures. He was careful not to touch anything. When he found the lamp, he tucked it inside his bag. Then, he filled his pockets with all the glittering things he saw. He didn't know they were precious gems. He was thinking, "I will gather these pretty things to play with at home."

All those gems weighed Aladdin down. When he came to the top of the staircase, he could not climb out. "Give me a hand, Uncle," he cried.

"First, give me the lamp," the magician answered.

The lamp was buried in the bag Aladdin was carrying.

"I cannot reach it now," Aladdin said.

"Hand it up to me," said the magician.

"But I can't!" Aladdin said.

The magician grew angry. "The lamp!" he cried, for that was all he cared about.

But Aladdin did not want to drop anything. "I will give it to you when I get out," he said.

The impatient magician felt he could wait no longer. He chanted a magic spell. The stone rolled back, trapping Aladdin in the black darkness of the cave.



"Give me the lamp," said the magician.

Pages 9 and 10

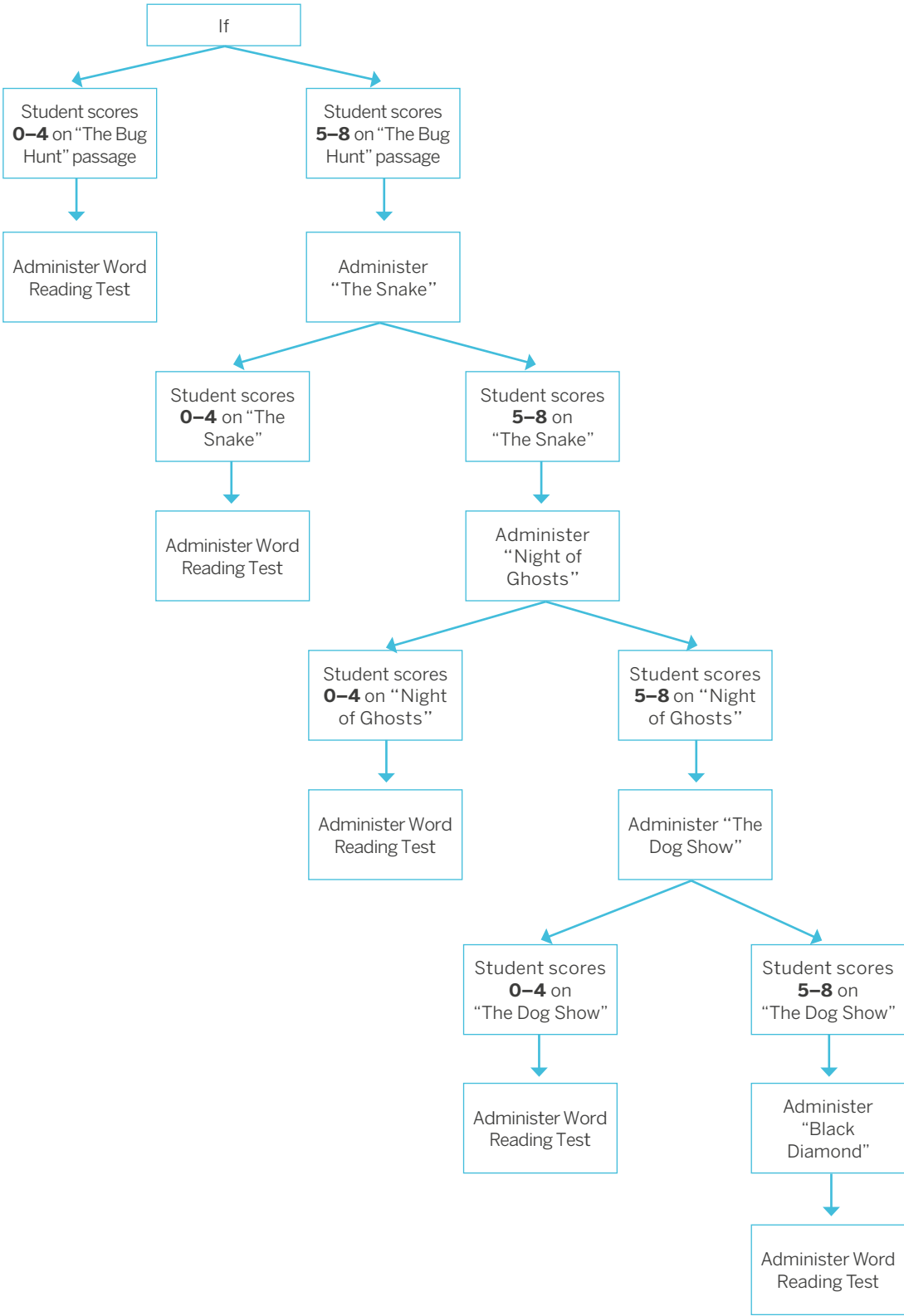
- Have students find the words *glittering* and *precious* in the first paragraph and discuss definitions.
- Ask students to find the word *spell* in the last paragraph and tell them to read the sentence to determine its meaning.
- Tell students that the word *spell* has many meanings. Ask students if the word *spell* in this sentence means to correctly put letters in order when writing. (*no*) Brainstorm with them what *spell* means in this sentence. Have students look carefully back at the text to determine the meaning of *spell*. (*words that have magical powers to move the stone to cover the door of the cave*)
- Direct students' attention to the image and caption on **page 10** and ask students to comment on the objects Aladdin has collected and why he looks scared.

- Say, “I wonder why Aladdin looks scared and the magician looks angry. Let’s read **page 9** to find out.” Have students read **page 9** to find the answer.
- When students have finished reading, restate the question and have them answer.
 - » Aladdin did just what the magician said to do, but the glittering things weighed him down. As he came to the top of the staircase, he could not climb out. The magician demanded that Aladdin give him the lamp, but Aladdin didn’t want to drop anything he had in his bag.
- Ask, “What did the magician do at the end of this chapter?”
 - » He grew impatient, uttered a magic spell making the stone roll back, and trapped Aladdin in the black darkness of the cave.
- Have students predict what could happen next to Aladdin.
 - » Answers may vary.

End Lesson

FLOW CHART FOR PLACEMENT TEST ADMINISTRATION

Administer the “The Bug Hunt” passage and questions to the entire class.



PLACEMENT PLANNING CHART

Teacher Name _____ Date _____

Directions for Placement Chart: Record the number of correctly answered questions. If a student scores 0–4, stop with that test. If the student scores 5–8, continue to the next test. A quick way to see which students should continue with the assessment is to color the chart with highlighters or colored pencils. Test scores of 0–4 should be highlighted in red, scores of 5–8 in green.

| Student Name | "The Bug Hunt" | "The Snake" | "Night of Ghosts" | "The Dog Show" | "Black Diamond" | Placement Based on Silent Reading Assessment | Placement Based on Word Reading in Isolation Assessment | Group |
|--------------|----------------|-------------|-------------------|----------------|-----------------|--|---|-------|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Dulce Domum, Part II

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will identify examples of the theme of hospitality in a Read-Aloud

✦ text. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.D; TEKS 3.7.G; TEKS 3.8.A**

Reading

Students will explain how characters' actions demonstrate specific story

✦ themes. **TEKS 3.2.A.i–iii, v–vii; TEKS 3.7.C**

Reading

Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

✦ **TEKS 3.7.C; TEKS 3.8.C**

FORMATIVE ASSESSMENT

Themes Description

Paragraph about Themes Write a short paragraph explaining how a character is demonstrating a

✦ theme from the story. **TEKS 3.7.C**

Activity Page 7.1

Beginning-of-Year Assessment

✦ **TEKS 3.2.A.i–iii, v–vii; TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C**

Activity Page 7.8

Aladdin and the Wonderful Lamp, Part 1

Answer questions and cite evidence from the text.

✦ **TEKS 3.8.C**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.D** Create mental images to deepen understanding; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Speaking and Listening (40 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | <input type="checkbox"/> Image Card C.U1.L7.1 (Lawn Roller)
<input type="checkbox"/> Digital Flip Book: U1.L7.1–5 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>Forage</i> | Whole Group | 5 min. | |
| Reading (20 min.) | | | |
| Themes Chart | Whole Group | 20 min. | <input type="checkbox"/> Themes chart
<input type="checkbox"/> Activity Page 3.3 |
| Assessment (30 min.) | | | |
| Silent Reading Assessment: "Night of Ghosts" | Independent | 15 min. | <input type="checkbox"/> Activity Pages 7.1–7.7 |
| Word Reading in Isolation Assessment | | 15 min. | |
| Reading (30 min.) | | | |
| Reading: Chapter 1: "Aladdin and the Wonderful Lamp, Part I" | Partner | 25 min. | <input type="checkbox"/> Activity Page 7.8 |
| Wrap-Up | | 5 min. | |
| Take-Home Material | | | |
| "Aladdin and the Wonderful Lamp, Part I" | | | <input type="checkbox"/> Activity Page 7.9 |

ADVANCE PREPARATION

Speaking and Listening

- Identify the following Digital Flip Book images on the program's digital components site to project during the Read-Aloud: U1.L7.1–5.

Assessment

- Prepare one copy of the following page for use during the Word Reading in Isolation Assessment to use in administering the assessment. This assessment can also be found in the Student Activity Book, Activity Page 7.4.
- Have students remove Activity Pages 7.4–7.7 and collect them before beginning this lesson. These worksheets will be used in conjunction with the Word Reading in Isolation Assessment (Activity Page 7.4 for you to mark students' answers on, and for analysis of the Word Reading in Isolation Assessment, Activity Page 7.5 as a Scoring Sheet, Activity Page 7.6 as an Analysis Sheet, and Activity Page 7.7 as a Remediation Guide).

| Word Reading in Isolation Assessment | | | | | |
|--------------------------------------|----------|---------|----------|-----------|------------|
| 1. | cloud | hook | joint | spoon | worm |
| 2. | scold | she | grow | paint | fright |
| 3. | barge | knock | whine | cell | graph |
| 4. | away | brother | glove | meant | born |
| 5. | clerk | yard | collar | taxi | biting |
| 6. | acorn | coach | claim | first | cue |
| 7. | dries | oven | owl | slate | hide |
| 8. | scowl | theme | curve | flies | keys |
| 9. | sauce | joy | caught | echo | dote |
| 10. | stay | study | cube | thirst | mile |
| 11. | teach | anchor | wall | decay | sheep |
| 12. | jolt | gym | army | child | knit |
| 13. | alley | health | wand | myth | cover |
| 14. | launch | swam | afloat | blue | price |
| 15. | were | all | no | they | are |
| 16. | great | who | any | some | their |
| 17. | henpeck | stopgap | anthill | sunlit | sandbox |
| 18. | helpless | hunches | biggest | slapping | hotter |
| 19. | outside | beehive | highway | topsoil | fault line |
| 20. | booker | foolish | fifteen | artist | proudest |
| 21. | panic | modern | carpet | mattress | support |
| 22. | leaky | awful | daughter | lightning | southern |
| 23. | include | parents | basic | hockey | hatred |
| 24. | gentle | level | medal | evil | caption |

Lesson 7: Dolce Domum, Part II

Speaking and Listening

40M

Primary Focus: Students will identify examples of the theme of hospitality in a Read-Aloud text. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.6.D; TEKS 3.7.G; TEKS 3.8.A**

VOCABULARY: “DULCE DOMUM, PART II”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

blues, a state of depression or unhappiness

capital, excellent

dismally, gloomily; hopelessly

forage, to seek, search, or look around for food (**forages, foraged, foraging**)

perceive, to notice something through the senses; to interpret something in a particular way (**perceives, perceived, perceiving**)

slumber, sleep (**slumbers**)

Vocabulary Chart: “Dolce Domum, Part II”

| Type | Tier 3 Domain-Specific Words | Tier 2 General Academic Words |
|---------------------|------------------------------|--|
| Vocabulary | capital | blues
dismally
forage
perceive
slumber |
| Multiple Meaning | | |
| Sayings and Phrases | | |

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.D** Create mental images to deepen understanding; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic.



INTRODUCING THE READ-ALOUD (5 MIN.)

TEKS 3.6.C

- Review with students the term *themes* and the Themes Chart.
- Have students turn to a partner and discuss each of the themes they have learned so far. (*friendship/loyalty, hospitality, responsibility, irresponsibility*)
- Review with students examples of these themes from the story.
- Ask students to list the literary tools, or elements, they have learned about so far. (*perspective, dialogue, narration*)
- Tell students that today they will hear the second half of the chapter “Dulce Domum,” which they began in the previous lesson.
- Review with students the meaning of the phrase “home sweet home,” as well as the plot of the previous lesson.
- Remind students that at the end of the previous Read-Aloud, Mole is following his unerring nose down a tunnel. Have students predict what they think will happen in today’s Read-Aloud.
- Tell students to try to draw the themes they learned into their predictions.
- Ask student how some of the themes of friendship/loyalty, hospitality, responsibility, or irresponsibility play a role in the second half of the chapter.
- Tell students to listen to find out if their predictions are correct.

PRESENTING THE READ-ALOUD (20 MIN.)



Show Image U1.L7.1 Mole End

It was close and airless, and the earthy smell was strong. The Mole struck a match, and by its light the Rat saw that they were standing in an open space. The space was neatly swept and sanded underfoot. Directly facing them was Mole’s little front door, with “Mole End” painted, in Gothic lettering, over the bell-pull at the side. Gothic lettering is a fancy writing style or type font.



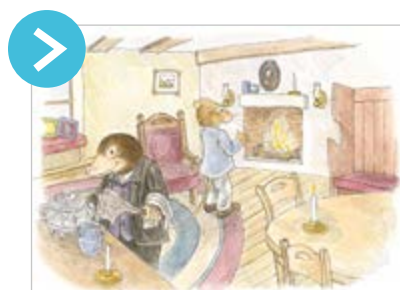
TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Mole took down a lantern from a nail on the wall and lit it, and the Rat, looking round him, saw that they were in a sort of forecourt. A garden seat stood on one side of the door and on the other a roller. (The Mole was a tidy animal and could not stand having his ground kicked up by other animals into little heaps of earth.) Down on one side of the forecourt ran a skittle alley, with benches along it and little wooden tables. In the middle was a small round pond.

Skittles is a lawn game similar to bowling, and the skittle alley is like a bowling alley except outside on a lawn.

Mole's face beamed at the sight of all these objects. He hurried Rat through the door, lit a lamp in the hall, and took one glance round his old home. Immediately he saw the dust lying thick on everything, saw the cheerless, deserted look of the long-neglected house, and collapsed again on a hall chair. "O Ratty!" he cried **dismally**, "why ever did I do it? Why did I bring you to this poor, cold little place, on a night like this?"

The Rat paid no heed to him. He was running here and there, opening doors, inspecting rooms and cupboards, and lighting lamps and candles. "What a **capital** little house this is!" he called out cheerily. "Everything here and everything in its place! The first thing we want is a good fire. I'll fetch the wood and the coals, and you get a duster!"



Show Image U1.L7.2 Deferred Housekeeping

Encouraged by his companion, the Mole dusted and polished with energy, while the Rat soon had a cheerful blaze roaring up the chimney. He

hailed the Mole to come and warm himself; but Mole promptly had another fit of the **blues**. "Rat," he moaned, "how about your supper, you poor, cold, hungry, weary animal? I've nothing to give you!"

"What a fellow you are for giving in!" said the Rat calmly. "Why, only just now I saw a sardine opener on the kitchen dresser; and everybody knows that means there are sardines about somewhere. Pull yourself

Support

Show Image Card C.U1.L7.1 (Lawn Roller). A lawn roller is a heavy metal or stone cylinder used to flatten and level the ground.



Challenge

Ask students what they think a forecourt is using the clues in the word.

- » courtyard in front of a house

together, and come with me and **forage.** Forage means to look for or search for food.

They went and foraged accordingly, hunting through every cupboard and turning out every drawer. The result was not so very depressing after all; a tin of sardines—a box of captain's biscuits, nearly full—and a German sausage encased in silver paper.

"There's a banquet for you!" observed the Rat, as he arranged the table.

"No bread!" groaned the Mole; "no butter, no—"

"No caviar, no champagne!" continued the Rat, grinning. "And that reminds me—what's that little door at the end of the passage? Your cellar of course!" Caviar is an expensive delicacy of special salty fish eggs. Champagne is a fancy, fizzy type of wine. Is Rat serious or joking when he says there is no caviar or champagne?

Rat made for the cellar door, and presently reappeared with a bottle in each paw and another under each arm "Now, wherever did you pick up those prints? Make the place look so homelike, they do. No wonder you're so fond of it, Mole. Tell us all about it, and how you came to make it what it is."

The Mole, much cheered by the Rat's fine compliments took time to show off his splendid abode. The Rat, though desperately hungry, allowed the Mole to hold court.

At last the Rat succeeded in decoying him to the table, and had just got seriously to work with the sardine opener when sounds were heard from the forecourt without—sounds like the scuffling of small feet and a confused murmur of tiny voices—

"Now, all in a line—hold the lantern up a bit, Tommy—clear your throats first—Where's young Bill?"

"What's up?" inquired the Rat.

"I think it must be the field mice," replied the Mole. "They go round carol-singing regularly at this time of the year. I used to give them hot drinks and supper, too, sometimes."

“Let’s have a look at them!” cried the Rat, jumping up and running to the door.



Show Image U1.L7.3 Housework and Carolers

It was a pretty sight that met their eyes. In the forecourt, lit by the dim rays of a lantern, some eight or ten little field mice stood in a semicircle. They had

red scarves around their necks, and their forepaws were thrust deep into their pockets. With bright beady eyes they glanced shyly at each other. As the door opened, one of the elder ones that carried the lantern proclaimed, “Now then, one, two, three!” and forthwith their shrill little voices rose up into the chill night air.

*Villagers all, this frosty tide,
Let your doors swing open wide,
Though wind may follow, and snow beside,
Yet draw us in by your fire to bide;
Joy shall be yours in the morning!*

*Here we stand in the cold and the sleet,
Blowing fingers and stamping feet,
Come from far away you to greet—
You by the fire and we in the street—
Bidding you joy in the morning!*

*For ere one half of the night was gone,
Sudden a star has led us on,
Raining bliss and benison—
Bliss tomorrow and more anon,
Joy for every morning!*

The voices ceased, the singers exchanged sidelong glances—but for a moment only. Then, from up above and far away, down the tunnel they had so lately traveled, came the sound of distant bells ringing a

joyful and clangorous peal. A clangorous peal is the loud clanging or ringing of bells.

“Very well sung, boys!” cried the Rat heartily. “And now come along in and warm yourselves!”

“Yes, come along, field mice,” cried the Mole eagerly. “This is quite like old times! Shut the door after you. Pull up that settle to the fire. Now, you just wait a minute, while we—O, Ratty!” he cried in despair. “We’ve nothing to give them!”

“You leave all that to me,” said the masterful Rat. “Here, you with the lantern! I want to talk to you. Now, tell me, are there any shops open at this hour of the night?”

“Why, certainly, Sir,” replied the field mouse respectfully. “At this time of the year our shops keep open to all sorts of hours.”

“Then look here!” said the Rat. “You go off at once, you and your lantern, and you get me—”

Here much muttered conversation ensued, such as—“Fresh, mind!—no, a pound of that will do—if you can’t get it there, try somewhere else—yes, of course, homemade!” Finally, there was a chink of coin passing from paw to paw, the field mouse was provided with a basket for his purchases, and off he hurried.

The rest of the field mice, perched in a row on the settle, their small legs swinging, gave themselves up to enjoyment of the fire.



Show Image U1.L7.4 A Little Winter Cheer

The Rat, meanwhile, was busy examining the label on one of the bottles. “I **perceive** this to be ginger beer,” he remarked approvingly. “The very thing!

Now we shall be able to mull some ginger beer! Get the things ready, Mole, while I draw the corks.”

Ginger beer is like root beer.

It did not take long to prepare the brew; and soon every field mouse was sipping and coughing and choking (for a little mulled ginger beer goes a long way) and wiping his eyes and laughing.

“They act plays, too, these fellows,” the Mole explained to the Rat. “Make them up all by themselves. And very well they do it, too! They gave us a capital one last year, about a field mouse who was captured at sea by pirates. Here, you! You were in it. Get up and recite a bit.”

The field mouse addressed got up on his legs, giggled shyly, looked round the room, and remained absolutely tongue-tied. His comrades cheered him on, Mole coaxed and encouraged him, and the Rat went so far as to shake him; but nothing could overcome his stage fright. The now-mute field mouse was saved from further encouragement by the sound of the door opening. The field mouse with the lantern had reappeared with a heavy basket.



Show Image U1.L7.5 Dolce Domum (Home Sweet Home)

There was no more talk of playacting once the contents of the basket had been tumbled out onto the table. Under the generalship of Rat, everybody was set to do something. In a very few minutes supper was ready. As they ate, they talked of old times.

They clattered off at last, very grateful indeed. When the door had closed on the last of them, Mole and Rat kicked the fire up, drew their chairs in, and discussed the events of the day. At last the Rat, with a tremendous yawn, said, “Mole, I’m ready to drop. That your own bunk over on that side? Very well, then, I’ll take this.”

Rat clambered into his bunk and rolled himself well up in the blankets as **slumber** gathered him in.



DISCUSSING THE READ-ALOUD (10 MIN.)

TEKS 3.6.C; TEKS 3.8.A

1. **Evaluative.** Were your predictions correct about how the themes of friendship/loyalty, hospitality, responsibility, and irresponsibility play a role in the second half of the chapter? Why or why not?

» Answers may vary.

2. **Literal.** At the beginning of the Read-Aloud, Mole looks around dismally at his empty, dusty home and experiences the blues over the state of his home. How does Rat help Mole?

» lights a fire, helps Mole clean up, tells Mole he has a capital home, helps Mole forage for food, etc.

What themes do you think Rat's actions demonstrate?

» friendship or loyalty—Rat helps Mole feel better, as a friend should; hospitality—Even in Mole's home, Rat is taking charge and making things cheerier.

3. **Literal.** While Mole and Rat are foraging for food, who comes to the door?

» field mice

What do they do?

» They sing a carol, or song, for Rat and Mole.



Check for Understanding

Inferential. How is the theme of hospitality demonstrated through the characters' actions in today's Read-Aloud?

» Rat and Mole welcome the carolers, or singers, into Mole's home; Rat acts hospitably by buying food and drinks for the carolers even though he is not in his own house; Mole offers Rat a place to sleep; etc.

4. **Inferential.** What words could you use to describe how Mole feels at the end of the evening?

» happy, content, sleepy

Do you think he is glad that he is back in his own home for the evening? Why?




TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures;
TEKS 3.8.A Infer the theme of a work, distinguishing theme from topic.

- » Yes, Mole feels comfortable in his home; he is happy to see the field mice; he had missed his home and is glad to see it.

How about Rat? Is he comfortable in Mole's home?

- » Yes; at the end of the evening, slumber gathers Rat in, and he sleeps peacefully in Mole's home.

5. **Evaluative.** Close your eyes and imagine you are in Mole's home after he and Rat have cleaned it up. Describe what you would perceive through your senses to answer the following: What do you see, hear, feel, smell, and taste?

 » Answers may vary. **TEKS 3.6.D**

6. **Inferential.** What kind of friend is Rat?

- » helpful, kind, forceful

How do you know?

- » Rat helps Mole without complaining or thinking of himself.

7. **Evaluative.** *Think-Pair-Share:* The story today mostly is told from Mole's perspective. How do you think the story would be different if it was told mostly from Rat's perspective?

- » Answers may vary.

WORD WORK: FORAGE (5 MIN.)

1. In the Read-Aloud, you heard Rat say to Mole, "[C]ome with me and *forage*."
2. Say the word *forage* with me.
3. Forage means to look around and search for food.
4. Squirrels forage for acorns in the fall and store them away for the winter.
5. Can you name any other animals that forage for food and the types of food they forage? Be sure to use the word *forage* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "forage for . . .")
6. What's the word we've been talking about? What part of speech is the word *forage*?
 - Use an Acting activity for follow-up. Tell students to demonstrate to a partner how they would forage for food in their kitchen or in the woods, and/or how an animal in nature would forage for food. Make sure the students use the word *forage* in a complete sentence throughout this activity.

 **TEKS 3.6.D** Create mental images to deepen understanding.

Lesson 7: Dolce Domum, Part II

Reading



Primary Focus: Students will explain how characters' actions demonstrate specific story themes. **TEKS 3.2.A.i-iii, v-vii; TEKS 3.7.C**

THEMES CHART (20 MIN.)

Activity Page 3.3



- Direct students to Activity Page 3.3 from Lesson 3 and the Themes Chart created for Lesson 3.
- Review with students the theme of hospitality.
- Ask them how the characters in today's Read-Aloud demonstrate this theme.
- If students have trouble remembering, you may wish to review some of the plot from today's Read-Aloud by showing the images again.
- Record several examples of hospitality on the Themes Chart from previous lessons. Then, review the theme of friendship/loyalty.
- Have students select one theme from Activity Page 3.3. On a separate piece of paper, ask students to write several sentences to describe how one of the characters demonstrates this theme.

Lesson 7: Dolce Domum, Part II

Assessment



TEKS 3.2.A.i-iii, v-vii; TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C

SILENT READING ASSESSMENT: "NIGHT OF GHOSTS" (15 MIN.)

Activity Page 7.1



- This portion of the Silent Reading Assessment will be given to students who scored five or more correct on "The Bug Hunt" and "The Snake." The selection "Night of Ghosts" and comprehension questions are found on Activity Page 7.1. Today's story has 224 words.
- Please follow the instructions previously provided on how to administer the Silent Reading Assessment. Once students complete this selection, they should work on the other worksheets provided (Activity Pages 7.2–7.3).

Activity Pages 7.2 and 7.3



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.6.G** Evaluate details read to determine key ideas.

- Answer key for “Night of Ghosts”

| | |
|------|------|
| 1. B | 5. B |
| 2. A | 6. B |
| 3. C | 7. B |
| 4. A | 8. C |

- Enter students’ scores on the Placement Planning Chart. Those students who were able to answer five or more of the questions correctly should complete “The Dog Show,” which is found on Activity Page 8.1, during the next lesson. Students who answered fewer than five questions correctly will take the Word Reading in Isolation Assessment in a subsequent lesson to help you determine placement.


Note: Use the Flow Chart for Placement Assessment Administration found at the end of Lesson 6 for an overview.

 **WORD READING IN ISOLATION ASSESSMENT (15 MIN.)** **TEKS 3.2.A.i–iii, v–vii**

- You will begin to administer the Word Reading in Isolation Assessment to students who scored fewer than five questions correctly on either “The Bug Hunt” or “The Snake.” This assessment will provide further information about where to place students. It will also help you pinpoint specific letter-sound correspondences the student does not know.
- This is a single-word reading assessment that needs to be administered individually.

Directions for Word Reading in Isolation Assessment

- Turn to the copy of the Word Reading in Isolation Assessment that you prepared in advance. Students will read to you from this copy of the Word Reading in Isolation Assessment.
- Cover all of the words before calling a student back to you.
- Tell the student that today they will read words aloud to you.
- Tell the student that it is important to do their very best reading.
- Uncover the first row of words by moving the paper down one space.

 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list.

Activity Pages 7.4–7.7



- As the student reads a word, mark any incorrect letter-sound correspondences above the word on the copy of Word Reading in Isolation Assessment Activity Page 7.4 that students brought to you earlier. (You will use Activity Pages 7.5–7.7 to analyze scores at a later time.) Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark above the word.
- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- Continue to call students to read as time permits. Refer to the end of this lesson for analysis directions.

Note: You may wish to administer the assessment to all students before beginning the analysis for placement. The analysis directions are printed at the end of this lesson for your convenience, should you be ready to begin the analysis. The analysis directions are also printed on Activity Pages 7.6 that students brought to you earlier.

- Students can work on Activity Pages 7.2 and 7.3, as well as the additional independent activities you have planned.

Activity Page 7.8



ENGLISH
LANGUAGE
LEARNERS



Reading
Reading Comprehension

Beginning

Have students work together in a teacher-guided small group.

Intermediate

Have students read with a partner and complete Activity Page 7.8 as a teacher-guided activity.

Advanced/Advanced High

Have students read independently and complete Activity Page 7.8 with a partner. Provide support as needed.

ELPS 4.F

Lesson 7: Dolce Domum, Part II

Reading



Primary Focus: Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.7.C; TEKS 3.8.C**

READING: CHAPTER 1: “ALADDIN AND THE WONDERFUL LAMP, PART I” (25 MIN.)

- Ask students to review “Aladdin and the Wonderful Lamp, Part I” from yesterday’s reading.
- Ask student to describe key events that happened so far.
- Tell students that today, they will be rereading the chapter with a partner.
- Tell students that after they have completed rereading with their partner, they should complete Activity Page 7.8 together.

TEKS 3.7.C Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.

WRAP-UP (5 MIN.)

- Use the following questions for discussion, and check for students' understanding of the story. Encourage students to respond in complete sentences.
1. **Literal.** Who were the characters in this story?
 - » Aladdin, Aladdin's mother, a stranger who was a magician
 2. **Literal.** In what setting did the chapter take place?
 - » Persia
 3. **Literal.** What lie did the stranger tell Aladdin and his mother?
 - » He said he was Aladdin's uncle, the brother of his father.
 4. **Inferential.** What adjectives would you use to describe the stranger when he first met Aladdin?
 - » Answers may vary but could include happy, talkative, dishonest, and/or convincing.
 5. **Inferential.** Why do you think the magician was able to convince Aladdin's mother to allow Aladdin to go with the magician?
 - » Answers may vary but could include that the magician promised to set Aladdin up in a business as a merchant. Aladdin and his mother were poor and needed money.
 6. **Literal.** How did the magician make the stone and brass ring appear?
 - » The magician built a fire, threw perfumes into it, and uttered magical words. The sky darkened. Thunder rumbled. The earth opened and a large stone with a brass ring appeared.
 7. **Literal.** Why did the magician leave Aladdin in the cave?
 - » He grew impatient because Aladdin wouldn't give him the lamp.

Lesson 7: Dolce Domum, Part II

Take-Home Material

Activity Page 7.9



- Have students take home Activity Page 7.9 to read to a family member.

Word Reading in Isolation Scoring Sheet **TEKS 3.2.A.i-iii, v-vii**

Note: This sheet is also printed in the Student Activity Book, Activity Page 7.5.

| Word Reading in Isolation Scoring Sheet | | | | | |
|---|----------------------|-------------------------|------------------------|--------------------|-------------------------|
| | a | b | c | d | e |
| 1 | cloud | hook | joint | spoon | worm |
| | /k/ /l/ /ou/ /d/ | /h/ /oo/ /k/ | /j/ /oi/ /n/ /t/ | /s/ /p/ /oo/ /n/ | /w/ /er/ /m/ |
| 2 | scold | she | grow | paint | fright |
| | /s/ /k/ /oe/ /l/ /d/ | /sh/ /ee/ | /g/ /r/ /oe/ | /p/ /ae/ /n/ /t/ | /f/ /r/ /ie/ /t/ |
| 3 | barge | knock | whine | cell | graph |
| | /b/ /ar/ /j/ | /n/ /o/ /k/ | /w/ /ie/ /n/ | /s/ /e/ /l/ | /g/ /r/ /a/ /f/ |
| 4 | away | brother | glove | meant | born |
| | /ə/ • /w/ /ae/ | /b/ /r/ /u/ /th/ • /er/ | /g/ /l/ /u/ /v/ | /m/ /e/ /n/ /t/ | /b/ /or/ /n/ |
| | ə • digraph | closed • r-controlled | digraph | | |
| 5 | clerk | yard | collar | taxi | biting |
| | k/ /l/ /er/ /k/ | /y/ /ar/ /d/ | /k/ /o/ /l/ • /l/ /er/ | /t/ /a/ /x/ • /ee/ | /b/ /ie/ • /t/ /i/ /ng/ |
| | | | closed • r-controlled | closed • open | open • closed |
| 6 | acorn | coach | claim | first | cue |
| | /ae/ • /k/ /or/ /n/ | /k/ /oe/ /ch/ | /k/ /l/ /ae/ /m/ | /f/ /er/ /s/ /t/ | /k/ /ue/ |
| | open • r-controlled | | | | |
| 7 | dries | oven | owl | slate | hide |
| | /d/ /r/ /ie/ /z/ | /u/ /v/ • /e/ /n/ | /ou/ /l/ | /s/ /l/ /ae/ /t/ | /h/ /ie/ /d/ |
| | | closed • closed | | | |
| 8 | scowl | theme | curve | flies | keys |
| | /s/ /k/ /ou/ /l/ | /th/ /ee/ /m/ | /k/ /er/ /v/ | /f/ /l/ /ie/ /z/ | /k/ /ee/ /z/ |
| 9 | sauce | joy | caught | echo | dote |
| | /s/ /aw/ /s/ | /j/ /oi/ | /k/ /aw/ /t/ | /e/ /k/ • /oe/ | /d/ /oe/ /t/ |
| | | | closed • open | | |
| 10 | stay | study | cube | thirst | mile |
| | /s/ /t/ /ae/ | /s/ /t/ /u/ /d/ • /ee/ | /k/ /ue/ /b/ | /th/ /er/ /s/ /t/ | /m/ /ie/ /l/ |
| | | closed • open | | | |
| 11 | teach | anchor | wall | decay | sheep |
| | /t/ /ee/ /ch/ | /a/ /ng/ • /k/ /er/ | /w/ /aw/ /l/ | /d/ /ə/ • /k/ /ae/ | /sh/ /ee/ /p/ |
| | | closed • r-controlled | | ə • digraph | |
| 12 | jolt | gym | army | child | knit |
| | /j/ /oe/ /l/ /t/ | /j/ /i/ /m/ | /ar/ • /m/ /ee/ | /ch/ /ie/ /l/ /d/ | /n/ /i/ /t/ |
| | | r-controlled • open | | | |

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eight, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list.

| | | | | | |
|----|-------------------------------|-------------------------------|-------------------------------|--------------------------------|---------------------------------|
| 13 | alley | health | wand | myth | cover |
| | /ə/ /l/ • /l/ /ee/ | /h/ /e/ /l/ /th/ | /w/ /o/ /n/ /d/ | /m/ /i/ /th/ | /k/ /u/ /v/ • /er/ |
| | closed • open | | | | closed • r-controlled |
| 14 | launch | swam | afloat | blue | price |
| | /l/ /aw/ /n/ /ch/ | /s/ /w/ /a/ /m/ | /ə/ • /f/ /l/ /oe/ /t/ | /b/ /l/ /oo/ | /p/ /r/ /ie/ /s/ |
| | | | ə • digraph | | |
| 15 | were | all | no | they | are |
| | /w/ /er/ | /aw/ /l/ | /n/ /oe/ | /th/ /ae/ | /ar/ |
| 16 | great | who | any | some | their |
| | /g/ /r/ /ae/ /t/ | /h/ /oo/ | /ə/ /n/ • /ee/ | /s/ /u/ /m/ | /th/ /air/ |
| | | | ə • open | | |
| 17 | henpeck | stopgap | anthill | sunlit | sandbox |
| | /h/ /e/ /n/ • /p/ /e/ /k/ | /s/ /t/ /o/ /p/ • /g/ /a/ /p/ | /a/ /n/ /t/ • /h/ /i/ /l/ | /s/ /u/ /n/ • /l/ /i/ /t/ | /s/ /a/ /n/ /d/ • /b/ /o/ /x/ |
| | closed • closed | closed • closed | closed • closed | closed • closed | closed • closed |
| 18 | helpless | hunches | biggest | slapping | hotter |
| | /h/ /e/ /l/ /p/ • /l/ /e/ /s/ | /h/ /u/ /n/ /ch/ • /e/ /z/ | /b/ /i/ /g/ • /g/ /e/ /s/ /t/ | /s/ /l/ /a/ /p/ • /p/ /i/ /ng/ | /h/ /o/ /t/ • /t/ /er/ |
| | closed • closed | closed • closed | closed • closed | closed • closed | closed • r-controlled |
| 19 | outside | beehive | highway | topsoil | fault line |
| | /ou/ /t/ • /s/ /ie/ /d/ | /b/ /ee/ • /h/ /ie/ /v/ | /h/ /ie/ • /w/ /ae/ | /t/ /o/ /p/ • /s/ /oi/ /l/ | /f/ /aw/ /l/ /t/ • /l/ /ie/ /n/ |
| | digraph • digraph | digraph • digraph | digraph • digraph | closed • digraph | digraph • digraph |
| 20 | booker | foolish | fifteen | artist | proudest |
| | /b/ /oo/ /k/ • /er/ | /f/ /oo/ /l/ • /l/ /sh/ | /f/ /i/ /f/ • /t/ /ee/ /n/ | /ar/ • /t/ /i/ /s/ /t/ | /p/ /r/ /ou/ /d/ • /e/ /s/ /t/ |
| | digraph • r-controlled | digraph • closed | closed • digraph | r-controlled • closed | digraph • closed |
| 21 | panic | modern | carpet | mattress | support |
| | /p/ /a/ /n/ • /i/ /k/ | /m/ /o/ /d/ • /er/ /n/ | /k/ /ar/ • /p/ /e/ /t/ | /m/ /a/ /t/ • /t/ /r/ /e/ /s/ | /s/ /u/ /p/ • /p/ /or/ /t/ |
| | closed • closed | closed • r-controlled | r-controlled • closed | closed • closed | closed • r-controlled |
| 22 | leaky | awful | daughter | lightning | southern |
| | /l/ /ee/ /k/ • /ee/ | /aw/ • /f/ /ə/ /l/ | /d/ /aw/ • /t/ /er/ | /l/ /ie/ /t/ • /n/ /i/ /ng/ | /s/ /u/ /th/ • /er/ /n/ |
| | digraph • open | digraph • -le | digraph • r-controlled | digraph • closed | digraph • r-controlled |
| 23 | include | parents | basic | hockey | hatred |
| | /i/ /n/ • /k/ /l/ /oo/ /d/ | /p/ /air/ • /e/ /n/ /t/ /s/ | /b/ /ae/ • /s/ /i/ /k/ | /h/ /o/ /k/ • /ee/ | /h/ /ae/ • /t/ /r/ /e/ /d/ |
| | closed • digraph | r-controlled • closed | open • closed | closed • digraph | open • closed |
| 24 | gentle | level | medal | evil | caption |
| | /j/ /e/ /n/ • /t/ /ə/ /l/ | /l/ /e/ /v/ • /ə/ /l/ | /m/ /e/ /d/ • /ə/ /l/ | /ee/ • /v/ /ə/ /l/ | /k/ /a/ /p/ • /sh/ /ə/ /n/ |
| | closed • -le | closed • -le | closed • -le | open • -le | closed • closed |

Word Reading in Isolation Analysis

Note: This sheet is also printed in the Student Activity Book, Activity Page 7.6.

- After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included on the Syllabication Analysis.

| Score required to meet benchmark of 80% | | | | | |
|---|------|------|------|-------|---------|
| Phonemes | | | | | |
| Consonants | | | | | |
| /b/ | /d/ | /f/ | /g/ | /h/ | |
| /j/ | /k/ | /l/ | /m/ | /n/ | |
| /p/ | /r/ | /s/ | /t/ | /v/ | |
| /w/ | /x/ | /y/ | /z/ | /ch/ | 251/313 |
| /sh/ | /th/ | /th/ | /ng/ | | |
| Vowels (totals) | | | | | 149/186 |
| /a/ | /e/ | /i/ | /o/ | /u/ | 50/63 |
| /ae/ | /ee/ | /ie/ | /oe/ | /ue/ | 41/51 |
| /ə/ | /oo/ | /oo/ | /aw/ | /ou/ | 21/26 |
| /oi/ | /ar/ | /er/ | /or/ | /air/ | 39/46 |
| Syllabication | | | | | |
| Closed Syllable/short | | | | | 32/40 |
| Open Syllable/long | | | | | 9/11 |
| Digraph Syllable | | | | | 16/20 |
| R-Controlled Syllable | | | | | 11/14 |
| ə Syllable | | | | | 4/4 |
| -le Syllable | | | | | 4/4 |

- The following sheets are provided for your use in directing remediation.
- Write the names of students who missed sounds under each header. This will help you determine what kind of remediation is needed.

Word Reading in Isolation Remediation Guide

Note: This sheet is also printed in the Student Activity Book, Activity Page 7.7.

| Phonemes—Consonants | | |
|---|--|--|
| /b/ (3a, 4b, 4e, 5e, 10c, 14d, 17e, 18c, 19b, 20a, 23c) | /d/ (1a, 2a, 5b, 7a, 7e, 9e, 10b, 11d, 12d, 13c, 17e, 19a, 20e, 21b, 22c, 23a, 23e, 24c) | /f/ (2e, 3e, 6d, 8d, 14c, 19e, 20b, 20c, 22b) |
| | | |
| | | |
| /g/ (2c, 3e, 4c, 16a, 17b, 18c) | /h/ (1b, 7e, 13b, 16b, 17a, 17c, 18a, 18b, 18e, 19b, 19c, 23d, 23e) | /j/ (1c, 3a, 9b, 12a, 12b, 24a) |
| | | |
| | | |
| /k/ (1a, 1b, 2a, 3b, 5a, 5c, 6a, 6b, 6c, 6e, 8a, 8c, 8e, 9c, 9d, 10c, 11b, 11d, 13e, 17a, 20a, 21a, 21c, 22a, 23a, 23c, 23d, 24e) | /l/ (1a, 2a, 3d, 4c, 5a, 5c, 6c, 7c, 7d, 8a, 8d, 10e, 11c, 12a, 12d, 13a, 13b, 14a, 14c, 14d, 15b, 17c, 17d, 18a, 18d, 19d, 19e, 20b, 22a, 22b, 22d, 23a, 24b) | /m/ (1e, 4d, 6c, 8b, 10e, 12b, 12c, 13d, 14b, 16d, 21b, 21d, 24c) |
| | | |
| | | |
| /n/ (1c, 1d, 2d, 3b, v3c, 4d, 4e, 6a, 7b, 12e, 13c, 14a, 15c, 16c, 17a, 17c, 17d, 17e, 18b, v19e, 20c, 21a, 21b, 22d, 22e, 23a, 23b, 24a, 24e) | /p/ (1d, 2d, 11e, 14e, 17a, 17b, 18a, 18d, 19d, 20e, 21a, 21c, 21e, 23b, 24e) | /r/ (2c, 2e, 3e, 4b, 7a, 14e, 16a, 20e, 21d, 23e) |
| | | |
| | | |
| /s/ (1d, 2a, 3d, 6d, 7d, 8a, 9a, 10a, 10b, 10d, 14b, 14e, 16d, 17b, 17d, 17e, 18a, 18c, 18d, 19a, 19d, 20d, 20e, 21d, 21e, 22e, 23b, 23c) | /t/ (1c, 2d, 2e, 4d, 5d, 5e, 6d, 7d, 9c, 9e, 10a, 10b, 10d, 11a, 12a, 12e, 14c, 16a, 17b, 17c, 17d, 18c, 18e, 19a, 19d, 19e, 20c, 20d, 20e, 21c, 21d, 21e, 22c, 22d, 23b, 23e, 24a) | /v/ (4c, 7b, 8c, 13e, 19b, 24b, 24d) |
| | | |
| | | |

| | | |
|--|--------------------------------------|---------------------------------|
| /w/ (1e, 3c, 4a, 11c, 13c, 14b, 15a, 19c) | /x/ (5d, 17e) | /y/ (5b) |
| | | |
| | | |
| | | |
| /z/ (7a, 8d, 8e, 18b) | /ch/ (6b, 11a, 12d, 14a, 18b) | /sh/ (2b, 11e, 20b, 24e) |
| | | |
| | | |
| | | |
| /th/ (8b, 10d, 13b, 13d) | /th/ (4b, 15d, 16e, 22e) | /ng/ (5e, 11b, 18d, 22d) |
| | | |
| | | |
| | | |

Phonemes—Vowels

| | | |
|---|--|---|
| /a/ (3e, 5d, 11b, 13a, 14b, 17b, 17c, 17e, 18d, 21a, 21d, 24e) | /e/ (3d, 4d, 7b, 9d, 13b, 17a, 18a, 18b, 18c, 20e, 21c, 21d, 23b, 23e, 24a, 24b, 24c) | /i/ (5e, 12b, 12e, 13d, 17c, 17d, 18c, 18d, 20b, 20c, 20d, 21a, 22d, 23a, 23c) |
| | | |
| | | |
| /o/ (3b, 5c, 13c, 17b, 17e, 18e, 19d, 21b, 23d) | /u/ (4b, 4c, 7b, 10b, 13e, 16d, 17d, 18b, 21e, 22e) | /æ/ (2d, 4a, 6a, 6c, 7d, 10a, 11d, 15d, 16a, 19c, 23c, 23e) |
| | | |
| | | |
| /ee/ (2b, 5d, 8b, 8e, 10b, 11a, 11e, 12c, 13a, 16c, 19b, 20c, 22a, 23d, 24d) | /ie/ (2e, 3c, 5e, 7a, 7e, 8d, 10e, 12d, 14e, 19a, 19b, 19c, 19e, 22d) | /oe/ (2a, 2c, 6b, 9d, 9e, 12a, 14c, 15c) |
| | | |
| | | |
| /ue/ (6e, 10c) | /ə/ (4a, 11d, 14c, 16c, 22b, 24e) | /oo/ (1d, 14d, 16b, 20b, 23a) |
| | | |
| | | |
| /oo/ (1b, 20a) | /aw/ (9a, 9c, 11c, 14a, 15b, 19e, 22b, 22c) | /ou/ (1a, 7c, 8a, 19a, 20e) |
| | | |
| | | |
| /oi/ (1c, 9b, 19d) | /ar/ (3a, 5b, 12c, 15e, 20d, 21c) | /er/ (1e, 4b, 5a, 5c, 6d, 8c, 10d, 11b, 13e, 15a, 18e, 20a, 21b, 22c, 22e) |
| | | |
| | | |
| /or/ (4e, 6a, 21e) | /air/ (16e, 23b) | /ə/ + /l/ (24a, 24b, 24c, 24d) |
| | | |
| | | |

Syllabication (only two-syllable words)

Closed Syllable (4b, 5c, 5d, 5e, 7b, 9d, 10b, 11b, 13a, 13e, 17a, 17b, 17c, 17d, 17e, 18a, 18b, 18c, 18d, 18e, 19d, 20b, 20c, 20d, 20e, 21a, 21b, 21c, 21d, 21e, 22d, 23a, 23b, 23c, 23d, 23e, 24a, 24b, 24c, 24e)

Open Syllable (5d, 5e, 6a, 9d, 10b, 12c, 16c, 22a, 23c, 23e, 24d)

Digraph Syllable (4a, 11d, 13a, 14c, 19a, 19b, 19c, 19d, 19e, 20a, 20b, 20c, 20e, 22a, 22b, 22c, 22d, 22e, 23a, 23d)

R-Controlled Syllable (5c, 6a, 11b, 12c, 13e, 18e, 20a, 20d, 21b, 21c, 21e, 22c, 22e, 23b)

ə Syllable (4a, 11d, 14c, 22b)

-le Syllable (24a, 24b, 24c, 24d)

8

Mr. Toad

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will listen to a Read-Aloud for details that describe a character. **TEKS 3.1.A; TEKS 3.6.D; TEKS 3.8.B**

Language

Students will demonstrate an understanding of the saying “One rotten apple spoils the whole barrel” and will describe the author’s purpose in using figurative language. **TEKS 3.3.D**

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.6.C; TEKS 3.7.C**

FORMATIVE ASSESSMENT

Activity Page 8.1

Beginning-of-Year Assessment

TEKS 3.2.A.i–iii, v–vii; TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C

Illustration

One Rotten Apple Create an illustration to demonstrate the saying and add sentences to describe it.

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.D** Create mental images to deepen understanding; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--------------------------------|
| Speaking and Listening (45 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | ☐ Digital Flip Book: U1.L8.1–7 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>Conceited</i> | Whole Group | 5 min. | |
| Language (15 min.) | | | |
| Sayings and Phrases | Whole Group | 15 min. | |
| Assessment (30 min.) | | | |
| Silent Reading Assessment: “The Dog Show” | Independent | 30 min. | ☐ Activity Pages 8.1, 8.2, 8.3 |
| Reading (30 min.) | | | |
| Introducing the Chapter | Whole Group | 5 min. | ☐ Activity Page 8.4 |
| Reading: Chapter 2: “Aladdin and the Wonderful Lamp, Part II” | Whole Group | 20 min. | |
| Wrap-Up | | 5 min. | |
| Take-Home Material | | | |
| “Aladdin and the Wonderful Lamp, Part II” | | | ☐ Activity Page 8.5 |

ADVANCE PREPARATION

Speaking and Listening

- Identify the following Digital Flip Book images on the program's digital components site to project during the Read-Aloud: U1.L8.1–7.

Assessment

- Bring in a variety of trade books representing favorite stories or children's classics to allow students to read when they have completed their assessment.

Reading

- Today's reading is whole group but you may consider having students read with a partner or in a small group.

Lesson 8: Mr. Toad

Speaking and Listening 

Primary Focus: Students will listen to a Read-Aloud for details that describe a character. **TEKS 3.1.A; TEKS 3.6.D; TEKS 3.8.B**

VOCABULARY: “MR. TOAD”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

conceited, having a very high opinion of yourself; thinking that you are the best

gross, major; extreme

hour, a special or important moment

impertinence, disrespectful; rude backtalk

improvised, solved a problem by making do with what you had; invented
(**improvise, improvises, improvising**)

sensible, using, having, or showing good judgment

Vocabulary Chart: “Mr. Toad ”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|--|--|
| Vocabulary | | conceited
gross
hour
impertinence
improvised
sensible |
| Multiple Meaning | | |
| Sayings and Phrases | One rotten apple spoils the whole bunch. | |

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.D** Create mental images to deepen understanding; **TEKS 3.8.B** Explain the relationships among the major and minor characters.



INTRODUCING THE READ-ALoud (10 MIN.)

TEKS 3.6.D

- Ask students to define *dialogue* and *narration* and provide examples from the story.
- Remind students that narration helps the reader know what the characters are doing. Explain that narration also includes a lot of description to help the reader imagine the plot and setting.
- Ask students to listen to this excerpt from “Dolce Domum, Part I” to see if they can identify these elements in the narration:

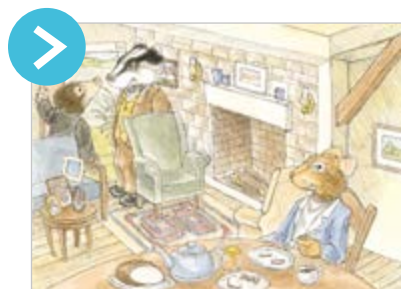
Not long after their adventures in the Wild Wood, the Rat and the Mole found themselves plodding silently along a country lane. The rapid nightfall of mid-December had already descended upon them. The Mole was thinking of supper as he followed obediently behind the Rat, leaving the guidance in the darkness entirely to him.

As for the Rat, he was walking a little way ahead, as was his habit. He walked steadily with his shoulders humped, his eyes fixed on the straight grey road in front of him. This is why he did not notice poor Mole when suddenly something soft and subtle, carried gently upon the cool night air, caused Mole to stop dead in his tracks.

-
- Tell students that the voice the author uses to tell the narration part of the story is called the narrator. Explain that narrators have their own “personality” that shows through in their style of storytelling, and that may or may not be the same as the author’s personality.
 - Tell students the title of this Read-Aloud: “Mr. Toad.” Ask students to share what they remember about Mr. Toad from the prior Read-Alouds.
 - Ask students why Mr. Toad’s friends are concerned about him.
 - Tell students to listen carefully as the narrator tells more about Mr. Toad and the story themes.



TEKS 3.6.D Create mental images to deepen understanding.



Show Image U1.L8.1
Badger Decided the Hour Has Come!

It was a bright morning in the early part of summer. The Mole and the Water Rat had been up since dawn discussing the joys of boating. They

were finishing breakfast when a heavy knock sounded at the door.

The Mole went to the door, and the Rat heard him utter a cry of surprise. Then he flung the door open, and announced, “Mr. Badger!”

The Badger strode into the room, and stood looking at the two animals with an expression full of seriousness.

“The **hour** has come!” said the Badger at last.

“What hour?” asked the Rat uneasily, glancing at the clock on the mantelpiece.

“*Whose* hour, you should rather say,” replied the Badger. “Why, Toad’s hour! The hour of Toad! I said I would take him in hand as soon as the winter was over, and I’m going to take him in hand today!”

“Toad’s hour, of course!” cried the Mole delightedly.

“It has been brought to my attention,” continued the Badger, taking an armchair, “that another new motorcar will arrive at Toad Hall today. You two animals will accompany me to Toad Hall, and the work of rescue shall begin.”

“Right you are!” cried the Rat enthusiastically.

They set off immediately on their mission of mercy.

Challenge

The narrator says that the animals left for “their mission of mercy.” Who might receive mercy from their plan?



Show Image U1.L8.2 **Intervention at Toad Hall**

They reached Toad Hall to find a shiny new motorcar parked in the driveway. As they neared the front door it was flung open, and Mr. Toad, attired in his

driving clothes, came swaggering down the steps.

“Hullo!” he cried cheerfully. “You’re just in time to come with me for a jolly—for a—er—jolly—”

Toad’s words faltered as he noticed the stern look on the faces of his friends.

The Badger strode up the steps. “Take him inside,” he said to his companions. Then, as Toad was hustled through the door, he turned to the chauffeur in charge of the new motorcar.

“I’m afraid you won’t be wanted today,” he said. “Mr. Toad has changed his mind.” With that, the Badger followed the others inside and shut the door.

“Now then!” he said to the Toad, when the four of them stood together in the Hall. “Take those ridiculous things off!”

“Shan’t!” replied Toad, with great spirit.

“Take them off him, then, you two,” ordered the Badger.

They had to lay Toad out on the floor before they could get to work properly. Then the Rat sat on him, and the Mole got his motorclothes off him bit by bit.

“You knew it must come to this, Toad,” the Badger explained. “You’ve disregarded all the warnings we’ve given you, you’ve gone on squandering the money your father left you, and you’re constantly getting into trouble with the police. You’re getting us animals a bad name in the area. Now, you will come with me into the library, and there we will have a serious ‘heart to heart.’”



Show Image U1.L8.3

Badger's Heart-To-Heart with Toad

He took Toad firmly by the arm, and led him into the library.

After about three-quarters of an hour the Badger reappeared, solemnly leading by the paw a very dejected Toad.

"Sit down there, Toad," said the Badger kindly, pointing to a chair. "My friends," he went on, "I am pleased to inform you that Toad has seen the error of his ways."

"That is very good news," said the Mole gravely.

"Very good news indeed," observed the Rat dubiously, "if only—"

He was looking very hard at Toad as he said this, and could not help thinking he perceived something like a twinkle in that animal's eye.

"There's only one thing more to be done," continued the Badger.

"Toad, I want you to repeat, before your friends here, that you see the error of your ways."

There was a long, long pause. Toad looked desperately this way and that. At last he spoke.

"No!" he said, quite firmly; "I admit nothing!"

"What?" cried the Badger. "Didn't you tell me just now, in there—"

"Oh, yes, yes, in *there*," said Toad impatiently. "I'd have said anything in *there*. You're so persuasive, dear Badger."

"Then you don't promise," said the Badger, "never to touch a motorcar again?"

"Certainly not!" replied Toad.

"Told you so!" observed the Rat to the Mole.

“Very well, then,” said the Badger firmly. “We’ll have to see what force can do. You’ve often asked us three to come and stay with you, Toad; well, now we’re going to. Take him upstairs, you two, and lock him up in his bedroom.”



Show Image U1.L8.4
Taking Toad in Hand

“We’ll take great care of everything till you’re well, Toad,” said the Mole, as Toad was hauled up the stairs.”

No more of those regrettable incidents with the police, Toad,” said the Rat, as they thrust him into his bedroom and locked the door.

They descended the stair, Toad shouting abuse at them through the keyhole; and the three friends sat down to discuss the matter.

“Shouting abuse” is the British way of saying Toad was angrily yelling at the others and calling them names.

“Toad must never be left unguarded,” said the Badger, firmly. The Mole and the Rat nodded in agreement.

They arranged watches accordingly. At first Toad resisted their efforts, but as time passed, however, he appeared to grow depressed.

One fine morning the Rat, whose turn it was to go on duty, went upstairs to relieve Badger.

“Toad’s still in bed,” Badger told the Rat. “Now, you look out, Rat! When Toad’s quiet and submissive, then he’s at his trickiest.” And with that warning, the Badger departed.

“How are you today?” inquired the Rat cheerfully, as he approached Toad.



Show Image U1.L8.5 Toad Hatches a Plan

A feeble voice replied, “Thank you so much, dear Ratty! So good of you to inquire! But first tell me how you are yourself, and the excellent Mole?”

“O, we’re all right,” replied the Rat. “Mole,” he added innocently, “is going out for a run with Badger. Now jump up, and don’t lie moping there on a fine morning like this!”

“Dear, kind Rat,” murmured Toad, “I can’t ‘jump up’ now—if ever! I hate being a burden, and I do not expect to be one much longer.”

“Well, I hope not, too,” said the Rat heartily.

“I’m a nuisance, I know,” replied the Toad.

“You are, indeed,” said the Rat. “But I tell you, I’d take any trouble on earth for you, if only you’d be a **sensible** animal.”

“If I thought that, Ratty,” murmured Toad, “then I would beg you to fetch a doctor.”

“Why, what do you want a doctor for?” inquired the Rat.

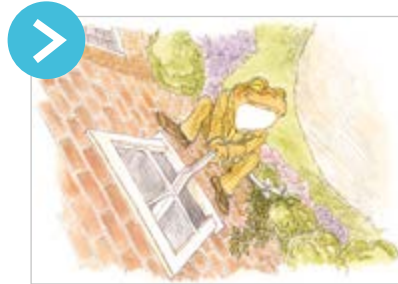
“Surely you have noticed of late—” murmured Toad. “But, no—why should you? Never mind—forget that I asked.”

“Look here,” said the Rat, beginning to get worried, “of course I’ll fetch a doctor if you really think you need one. But you can hardly be bad enough for that yet. Let’s talk about something else.”

“I fear, dear friend,” said Toad, “that ‘talk’ can do little for me. And, by the way—if you do fetch a doctor—would you mind fetching a lawyer, too?” Do you think Toad really needs a doctor and a lawyer? Why is he asking for them?

“A lawyer! O, gracious me!” the concerned Rat said to himself, as he hurried from the room, not forgetting, however, to lock the door behind him.

Outside, he stopped only for a moment to consider Toad's behavior, before running off to the village on his errand of mercy.



Show Image U1.L8.6
Toad's Escape

As the key turned in the lock, the Toad hopped out of bed. Toad watched Rat from his window until he was out of sight. Laughing heartily, Toad dressed

quickly in his best suit, filled his pockets with cash, and **improvised** a rope by knotting sheets from his bed together. Tying one end of the rope around the strongest part of his window, Toad slid lightly to the ground and, taking the opposite direction to the Rat, marched off lightheartedly, whistling a merry tune.

It was a gloomy luncheon for Rat when the Badger and the Mole returned.

"He did it awfully well," said the crestfallen Rat.

"He did *you* awfully well!" replied the Badger hotly. "He's got clear away—for now. And the worst of it is, he'll be so **conceited** with what he'll think is his cleverness that he may commit any folly. But we'd better stay here. Toad may be brought back at any moment—on a stretcher, or between two policemen."

Meanwhile, Toad was walking briskly along a main road.

"Smart piece of work that!" he remarked to himself.

With this thought in mind, he strode along till he reached a little town, where the sign of "The Red Lion" reminded him that he was hungry. He marched into the inn and ordered lunch.

He was about halfway through his meal when a familiar sound made him jump. The glorious sound of a motorcar could be heard in the innyard. Before long, the owners of the motorcar appeared in the inn.

Eager to get a look at the vehicle, the Toad slipped out and sauntered round to the innyard. “There cannot be any harm,” he said to himself, “in my just *looking* at it!”

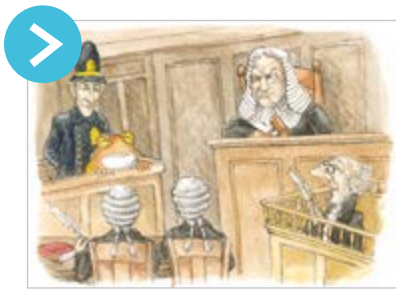
The car stood in the middle of the yard. Toad walked slowly round it.

“I wonder if this sort of car *starts* easily?” he said to himself.

Next moment, hardly knowing how it came about, he was hurtling along in someone else’s motorcar.

Support

A magistrate is a type of British judge in charge of judging less serious crimes.



Show Image U1.L8.7 Crime and Punishment

“To my mind,” observed the Chairman of the Bench of Magistrates, “the *only* difficulty that presents itself is how we can sufficiently punish this rogue. He

has been found guilty of stealing a motorcar; of driving dangerously; and of **gross impertinence** to the rural police. Mr. Clerk, will you tell us what is the stiffest penalty we can impose on this villain?” **Gross** means extreme, and *impertinence* means disrespect.

The Clerk scratched his nose. “Supposing you were to say twelve months for the theft; and three years for the furious driving; and fifteen years for the cheek. Those figures, if added together correctly, total up to nineteen years—”

Cheek is a British word used to mean rude boldness.

“First-rate!” said the Chairman.

“—So you had better make it a round twenty years,” concluded the Clerk.

“An excellent suggestion!” said the Chairman. “Prisoner! It’s going to be twenty years for you this time!”

DISCUSSING THE READ-ALoud (10 MIN.)

- 1. Inferential.** What are some themes the narrator communicates in this chapter?
 - » friendship/loyalty, responsibility, irresponsibilityWhat are some examples?
 - » Toad's friends are loyal and responsible by doing what they know is good for him; Toad is irresponsible in spending his father's money, getting in trouble with the police, giving his friends a bad name, escaping his friends and ending up in prison; etc.
- 2. Inferential.** Describe "the hour" in this chapter that comes for Toad.
 - » Mr. Badger, Rat, and Mole decide it is time to make him a sensible Toad; they want to teach him responsibility and keep him from hurting himself and those around him any longer.
- 3. Inferential.** What reasons do Mr. Badger, Rat, and Mole have to make Toad be more responsible?
 - » Toad is a careless driver who is involved in several car accidents and even ends up in the hospital a few times. They want him to be more sensible about cars because it is causing him and other animals danger, as well as giving them bad reputations.
- 4. Literal.** What do Mr. Badger, Rat, and Mole do in their attempts to make Toad more responsible?
 - » They decide to go to his house and lock him up in his bedroom so he won't be able to drive. They take turns making sure he is never unguarded. They do not trust him to be alone.
- 5. Inferential.** Is their plan successful?
 - » noWhy not?
 - » Toad tricks Rat into thinking he is sick. Rat leaves Toad unattended to search for a doctor and lawyer. Toad improvises a rope with his sheets, and is able to escape from his bedroom window.How do Mr. Badger and Mole react to the news of Toad's escape?
 - » They are upset that Rat trusts Toad enough to leave him unattended.
- 6. Literal.** What happens to Toad at the end?
 - » He is found guilty of stealing a car, and gross impertinence to the police, and is sent to prison for 20 years.

7. **Inferential.** From which character’s perspective is the end of this Read-Aloud?

» Toad’s

How do you know?

» The reader knows Toad’s conceited thoughts and plans of stealing the motorcar, sees Toad’s actions through his eyes, etc.



Check for Understanding

Evaluative. *Think-Pair-Share:* Do you think Toad’s punishment of being sent to jail for 20 years is fair? Why or why not? Do you think this sentence will change Toad’s behavior?

» Answers may vary.

After hearing today’s Read-Aloud and comprehension questions and answers, do you have any remaining questions?

WORD WORK: CONCEITED (5 MIN.)

1. Today you heard that after Toad fools Rat, he is full of *conceited* thoughts.
2. Say the word *conceited* with me.
3. When you are conceited, you have a very high opinion of yourself. When you have conceited thoughts, you are thinking about how great you are.
4. Tony is very conceited; he thinks his drawing is far better than anyone else’s.
5. Have you ever seen someone act conceited? How did they act? Be sure to use the word *conceited* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I saw someone act conceited when . . .”]
6. What’s the word we’ve been talking about? What part of speech is the word *conceited*?
 - Use an Acting activity for follow-up. Have students demonstrate conceited behavior. You may also wish to have students act conceited like Toad, creating dialogue from his perspective. Make sure that students use the word *conceited* in complete sentences throughout this activity.

Note: You may wish to consider connecting this discussion about conceited behavior—as well as responsible versus irresponsible behavior—to your school’s character education program if it has one.

Lesson 8: Mr. Toad

Language



Primary Focus: Students will demonstrate an understanding of the saying “One rotten apple spoils the whole barrel” and will describe the author’s purpose in using figurative language. **TEKS 3.3.D**

SAYINGS AND PHRASES (15 MIN.)

- Tell students that proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. Although some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. Note: It is important to help students understand the difference between the literal meanings of the words and the implied or figurative meanings.
- Ask students if they have ever heard anyone say, “One rotten apple spoils the whole barrel.”
- Have students repeat the proverb. Ask students to guess what this phrase means.
- Explain that, literally or specifically, this phrase means that an apple or another piece of fruit that has gone bad will eventually make all of the surrounding fruit spoil if it remains in the same barrel or container.
- Ask students to guess what a “rotten apple” symbolizes, or stands for.
- Explain that the saying means that one badly behaving person or one bad thing can spoil anything that is close to it.
- Tell students that this saying is a metaphor.
- Explain that a metaphor is a word or phrase that stands for something else. A metaphor is a way to say something figuratively or symbolically. So the phrase “One rotten apple spoils the whole barrel” has a literal (or specific) meaning and a figurative (or symbolic) meaning.
- Reread this passage:

TEKS 3.3.D Identify use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.



Writing

Communication Ideas

Beginning

Have students work with a partner to complete an illustration.

Intermediate

Have students work with a partner to complete an illustration with labels.

Advanced/Advanced High

Have students work with a partner to complete the activity.

ELPS 2.C; ELPS 5.B

“You knew it must come to this, Toad,” the Badger explained. You’ve disregarded all the warnings we’ve given you, you’ve gone on squandering the money your father left you, and you’re constantly getting into trouble with the police. You’re getting us animals a bad name in the area. Now, you will come with me into the library, and there we will have a serious ‘heart to heart.’”

- Instead of saying, “You’re getting us animals a bad name,” Badger could have said to Toad, “One rotten apple spoils the whole barrel.”
- Ask the following questions:
 - Who figuratively is the “rotten apple”? (*Toad*)
 - Who figuratively is the “barrel” (or other apples)? (*close animal friends of Toad, i.e., Badger, Rat, and Mole*)
 - Who says in his own words that Toad figuratively is the “rotten apple”? (*Badger*)
 - What is the literal or specific meaning of the phrase “One rotten apple spoils the whole barrel”? (*One rotten apple can make the rest of the apples in a barrel go bad, too.*)
 - Why do you think the author used this metaphor?
- Tell students that Toad’s actions are affecting how others connected to him are perceived. Because Toad is acting irresponsibly, others along the River Bank and in the Wild Wood are beginning to think that Toad’s friends are also irresponsible.
- On a blank piece of paper, have students draw a situation that is an example where “one rotten apple” has spoiled the “whole barrel.” Encourage students to add a few sentences to describe their illustration.



Lesson 8: Mr. Toad

Assessment



TEKS 3.2.A.i-iii, v-vii; TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C

SILENT READING ASSESSMENT: "THE DOG SHOW" (30 MIN.)

- This assessment will be given to students who scored five or more correct on "Night of Ghosts." The selection "The Dog Show" and its comprehension questions are on Activity Page 8.1. Today's story has 376 words.
- Answer key for "The Dog Show"

| | |
|------|------|
| 1. B | 5. A |
| 2. B | 6. C |
| 3. A | 7. C |
| 4. C | 8. B |

- Enter students' scores on the Placement Planning Chart to help you determine placement for those students. Students who answer five or more correct will finish the silent reading portion of the assessment in the next lesson by reading "Black Diamond," which is found on Activity Page 9.1. You should continue with the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment.

Note: Use the Flow Chart for Placement Assessment Administration found at the end of Lesson 6 for an overview.

Word Recognition in Isolation Assessment

- Continue assessing any students who scored less than five correct on "The Bug Hunt" and "The Snake." Please follow the instructions previously provided for administering the Word Reading in Isolation Assessment. If time permits, you may also want to administer the Word Reading in Isolation Assessment to students who scored less than five correct on "Night of Ghosts."

Note: Students can work on Activity Pages 8.2 and 8.3, as well as the additional independent activities you have planned.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.

Lesson 8: Mr. Toad

Reading



Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.6.C; TEKS 3.7.C**

VOCABULARY: “ALADDIN AND THE WONDERFUL LAMP, PART II”

- The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

whisk, to move quickly and suddenly (**whisked**)

genie, a magical person or creature that grants the wishes of the person who rubs the ring or lamp

monstrous, huge

glimpse, a quick look

sultan, the king of a Muslim country

astounding, amazing

radiant, shining bright

servant, a person who is told what to do in order to perform tasks for others (**servants**)

palace, a large, fancy home of a king or queen

celebrate, to have a party or do something special for a particular occasion or event (**celebrated**)

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures;
TEKS 3.7.C Use text evidence to support an appropriate response.

| Vocabulary Chart for “Aladdin and the Wonderful Lamp, Part II”
Read-Aloud | | |
|--|--------------------------------------|--|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | genie
sultan
servant
palace | monstrous
glimpse
astounding
radiant
celebrate |
| Multiple Meaning | | |
| | | |
| Sayings and Phrases | | |

INTRODUCING THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter is “Aladdin and the Wonderful Lamp, Part II.”
- Have students review the setting, characters, and events that happened in “Aladdin and the Wonderful Lamp, Part I” and predict what they think will happen in today’s chapter. (*Answers may vary, but should include the correct setting and characters.*) Remember to use academic vocabulary when appropriate: *narrative, introduce, and chronological order*.
- Ask students to turn to the Table of Contents, locate the chapter, and turn to the first page of the chapter.
- Ask students to take a minute or two to look at the images in today’s chapter and formulate predictions about the story. Have students think about their predictions as they read to decide whether or not their predictions were correct. Remind students that they may change or modify their predictions as they read since new information might influence them to make a new prediction.

Chapter 2 Aladdin and the Wonderful Lamp, Part II

Aladdin was trapped in the cave.

“Uncle!” he called. “Help me!” But there was no reply. The magician had whisked himself back to north Africa. All he wanted was the lamp. If Aladdin would not help him get that, he cared nothing for Aladdin.

For three days, Aladdin stayed in the pitch-black cave. At first, he shouted. Then, he wept. Finally, he put his hands together to pray. As he did so, he happened to rub the ring that the magician had placed on his finger. A genie rose before him.

“What is your wish?” said the genie of the ring.

Aladdin was scared but he managed to say, “Take me out of this cave!”

Poof!

Aladdin found himself outside again.



A genie rose before Aladdin.

READING: CHAPTER 2: “ALADDIN AND THE WONDERFUL LAMP, PART II” (20 MIN.)

Pages 11 and 12

- Read the title of the chapter together as a class, “Aladdin and the Wonderful Lamp, Part II.”
- Have students find the word *whisked* in the second paragraph and discuss its definition. Note that *whisked* is a form of the word *whisk*.
- Have students find the word *genie* in the third paragraph. Help students decode *genie*. You may wish to refrain from reading the definition of *genie*, as it will give the story away.
- Direct students’ attention to the image and caption on **page 12** and have them read the caption aloud.
- Say, “I wonder where the genie came from. Let’s read **page 11** to find the answer.” Have students read **page 11** to find the answer.

- When students have finished reading, restate the question and have students answer.
 - » Aladdin rubbed the magic ring the magician had given him and a genie rose before him.
- Ask, “How long did Aladdin spend in the dark cave before the genie appeared?”
 - » three days
- Ask, “What was Aladdin’s wish?”
 - » to get out of the cave
- Ask students to look back at the word *genie* and discuss its definition. Have students predict what sorts of magic the genie might perform.

He ran home to tell his mother all that had happened. He showed her the gems, which she thought were just pretty things as well. Then, he showed her the lamp.

“It is so dirty,” said Aladdin’s mother. “Let me clean it. Then, perhaps I can sell it and get us some food.”

She took a cloth and started rubbing the lamp. Suddenly, a monstrous genie appeared. This genie was far bigger than the one that had appeared to Aladdin before.

“What is your wish?” thundered the genie of the lamp.

The poor woman almost fainted with fear. Aladdin said, “We are hungry! Get us something to eat!”

Poof!

The genie returned with twelve gold platters piled high with food. Aladdin and his mother ate their fill. Then, they sold the gold platters and bought more food.



The genie returned with platters of food.

Pages 13 and 14

- Direct students’ attention to the image and caption on **page 14**.
- Have students find the word *monstrous* in the third paragraph on **page 13**. Guide students in decoding *monstrous* and discuss its definition.
- Have students read **page 13** to find the answer to the question: “Where did the platters of food come from?”
- When students have finished reading, restate the question and have students answer.
 - » Aladdin’s mother rubbed the lamp and a genie appeared, asked for their wish, and brought 12 gold platters piled with food.
- Ask, “Why did Aladdin’s mother rub the lamp?”
 - » She said it was so dirty that she wanted to clean it.
- Ask, “What did Aladdin’s mother intend to do with the clean lamp?”
 - » She hoped to sell it to get some food.

One day at the market, Aladdin caught a glimpse of the Sultan's daughter. She was so beautiful that he fell in love at once. He told his mother that he wanted to marry the princess.

Aladdin's mother laughed. "Have you lost your senses?" she said. "Your father was a poor tailor!"

"Remember the glittering things from the cave?" said Aladdin. "Take them and offer them as a gift to the Sultan."

Aladdin's mother went to the Sultan. "My lord," she said. "My son Aladdin wishes to marry your daughter."

The Sultan burst out laughing. "Your son and my daughter?" he boomed. "Ha!"

Aladdin's mother opened her cloth and displayed the gems.

The Sultan fell silent. He stepped forward to look closely at what he saw. He realized that they were not just pretty, glittering things.

"These are astounding!" the Sultan thought. "I have never seen such radiant gems!"

The Sultan spoke again: "Your son may marry my daughter—on one condition. He must send forty servants, each carrying a bowl of gems like these."



Aladdin's mother showed the Sultan the glittering things from the cave.

Pages 15 and 16

- Have students find the words *glimpse*, *sultan*, *daughter*, *beautiful*, *astounding*, *radiant*, and *servant* on **page 15** and discuss their definitions. Note for students that *servants* is also used in this chapter. Direct students' attention to the image and caption on **page 16** and have them predict who the man is and why Aladdin's mother is showing him the glittering things from the cave.
- Have students read **page 15** to themselves to find the answer to the questions: "Who was the man in the image on **page 16**? Why was Aladdin's mother showing him the glittering things from the cave?"
- When students have finished reading, restate the questions and have them answer.
 - » The man was the Sultan. Aladdin's mother went to him with a gift so he would allow Aladdin to marry his daughter.

- Ask, “Why did Aladdin’s mother feel she needed to take a gift to the Sultan?”
 - » She didn’t think the Sultan would allow her son, who was the son of a poor tailor, to marry his daughter.
- Ask, “What was the Sultan’s reaction to the gems?”
 - » He thought they were astounding because he had never seen such radiant gems.
- Ask, “What did the Sultan require in order for Aladdin to marry the Sultan’s daughter?”
 - » Aladdin must send 40 servants, each carrying a bowl of gems like the ones Aladdin’s mother gave him.

When Aladdin heard this, he rubbed his lamp. The genie appeared. Aladdin repeated the Sultan's wish. Almost instantly, the genie returned with forty servants. Each servant carried a large golden bowl. Half of the bowls were filled with pearls and diamonds; the others were filled with rubies and emeralds.

The Sultan was amazed. He agreed that Aladdin could marry his daughter.



The genie returned with forty servants.

Pages 17 and 18

- Have students read **page 17** to themselves to find the answer to the question: “How did Aladdin meet the Sultan’s requirement?”
- When students have finished reading, restate the question and have students answer.
 - » He rubbed the lamp and repeated the Sultan’s wish to the genie.
- Ask, “Was the Sultan happy with the 40 servants who appeared carrying bowls of pearls, diamonds, rubies, and emeralds?”
 - » Yes, he agreed that Aladdin could marry his daughter.
- Direct students’ attention to the image and caption on **page 18**.

Aladdin was delighted. He rubbed the lamp. The genie appeared.

Aladdin commanded the genie to prepare a wedding fit for a prince. The forty servants appeared again. They brought Aladdin rich clothes and sweet perfumes. They gave him a beautiful horse, which he rode to the wedding. They threw gold pieces to the people who lined the streets to see him. They made Aladdin a palace right next to the Sultan's palace. They even rolled out a thick, red carpet for the princess; it stretched from the Sultan's home to Aladdin's palace. When the Sultan saw Aladdin's palace, he was sure that Aladdin was the right husband for his daughter. They celebrated their wedding with a feast and music. The party lasted all day and all night.



Aladdin married the Sultan's daughter.

Pages 19 and 20

- Have students find the words *palace* and *celebrated* in the second paragraph and discuss definitions. Note for students that *celebrated* is a form of the word *celebrate*.
- Have students read **pages 19** to find the answer to the question: "What did Aladdin have the genie prepare for his wedding to the Sultan's daughter?"
- When students have finished reading, restate the question and have them answer.
 - » The genie had the 40 servants bring rich clothes, sweet perfumes, a splendid horse, gold pieces for Aladdin to throw to the people who lined the streets to see him, a palace next to the Sultan's palace, and a thick red carpet for the princess that stretched from the Sultan's home to Aladdin's palace.
- Ask, "What was the Sultan's reaction when he saw all that had been prepared?"
 - » He was sure that Aladdin was the right husband for his daughter.



**ENGLISH
LANGUAGE
LEARNERS**



Reading
Reading Comprehension

Beginning

Complete Activity Page 8.4 as a teacher-directed activity.

Intermediate

Allow students to complete the activity page with a partner.

Advanced/Advanced High

Provide assistance as needed.

ELPS 4.F

WRAP-UP (5 MIN.)

- Use the following questions to promote a discussion, and check for students' understanding of the story. Encourage students to respond in complete sentences.
1. **Literal.** How did Aladdin escape from the cave?
 - » When he rubbed the magic ring, a genie appeared and let him out of the cave.
 2. **Literal.** Who were the new characters in this chapter?
 - » two genies, the Sultan, the Sultan's daughter, and 40 servants.
 3. **Literal.** Why did Aladdin fall in love with the Sultan's daughter after only a glimpse of her?
 - » She was so beautiful that he fell in love at once.
 4. **Inferential.** What adjectives would you use to describe the Sultan?
 - » Answers may vary but could include *careful*, *rich*, *demanding*, *astounded*, and/or *happy*.
 5. **Literal.** How long did the wedding celebration last?
 - » It lasted all day and all night.
- Have students complete Activity Page 8.4 independently.

Lesson 8: Mr. Toad

Take-Home Material

- Have students take home Activity Page 8.5 to read to a family member.

Activity Page 8.5



9

Toad's Adventures

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will make and confirm predictions for a Read-Aloud using details of the text. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.8.A**

Reading

Students will rewrite a passage, changing it from third-person to first-person point of view. **TEKS 3.10.E**

Reading

Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.3.B; TEKS 3.6.C; TEKS 3.7.C**

FORMATIVE ASSESSMENT

Activity Page 9.5

Point of View Rewrite a passage from third- to first-person point of view. **TEKS 3.10.E**

Activity Page 9.1

Beginning-of-Year Assessment
TEKS 3.2.A.i–iii, v–vii; TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C

Activity Page 9.4

Aladdin and the Wonderful Lamp, Part III
Answer questions and cite evidence from the text. **TEKS 3.7.C**

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.10.E** Identify the use of literary devices, including first- or third-person point of view; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.6.G** Evaluate details read to determine key ideas..

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|---------------------------------|
| Speaking and Listening (40 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | ☐ Digital Flip Book: U1.L9.1–5 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>Pursued</i> | Whole Group | 5 min. | |
| Reading (15 min.) | | | |
| Point-of-View | Partner | 15 min. | ☐ Activity Page 9.5 |
| Assessment (20 min.) | | | |
| Silent Reading Assessment: “Black Diamond” | Independent | 20 min. | ☐ Activity Pages 9.1, 9.2, 9.3 |
| Reading (45 min.) | | | |
| Introducing the Chapter | Whole Group | 5 min. | ☐ Reader
☐ Activity Page 9.4 |
| Reading: Chapter 3 | Whole Group | 25 min. | |
| Wrap-Up | Whole Group | 15 min. | |
| Take-Home Material | | | |
| “Aladdin and the Wonderful Lamp, Part III” | | | ☐ Activity Page 9.6 |

ADVANCE PREPARATION

Speaking and Listening

- Identify the following Digital Flip Book images on the program's digital components site to project during the Read-Aloud: U1.L9.1–5.

Reading

- Students will be working with partners during the first reading section. You may want to preselect groupings.

Universal Access

- Reading in today's lesson will be a teacher-directed activity. You may choose to have students work with partners or independently so you can work with a small group.

Lesson 9: Toad's Adventures

Speaking and Listening 

Primary Focus: Students will make and confirm predictions for a Read-Aloud using details of the text. **TEKS 3.1.A; TEKS 3.6.C; TEKS 3.8.A**

VOCABULARY: "TOAD'S ADVENTURES"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a "domain dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

disguise, a costume that hides who you are (**disguises**)

distress, great difficulty, sadness, or pain

dungeon, an underground jail (**dungeons**)

particularly, especially or very much

pursued, being chased after or followed in an attempt to be captured by someone or something (**pursue, pursues, pursuing**)

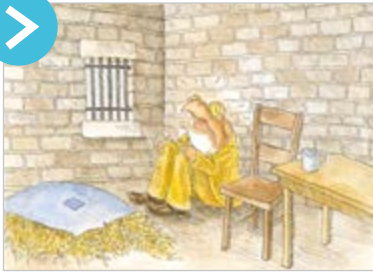
Vocabulary Chart: "Toad's Adventures"

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|---|
| Vocabulary | dungeon | disguise
distress
particularly
pursued |
| Multiple Meaning | | |
| Sayings and Phrases | | |

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic.

INTRODUCING THE READ-ALoud (5 MIN.)

- Review with students what they learned in the previous lesson about the terms *narrator* and *point of view*. You may wish to ask the following questions:
 - What is a narrator? (*the voice the author uses to tell the story*)
 - What is point of view? (*the way the author chooses to have the narrator tell the story*)
 - Which point of view does the author of *The Wind in the Willows* have the narrator use? (*third-person point of view*)
 - What are some key words used for third-person point of view? (*he, she, it, his, her, its, characters' names, etc.*)
- Ask students what themes they have heard thus far in *The Wind in the Willows*. (*friendship/loyalty, hospitality, responsibility, and irresponsibility*) Tell students that today they will hear more about the theme of irresponsibility. Ask students the following questions:
 - Would you consider Toad to be responsible or irresponsible based on his actions so far? (*irresponsible*)
 - What examples from the previous Read-Alouds demonstrate Toad's irresponsibility? (*He didn't care about mending his wrecked caravan; he thinks nothing of getting into car accidents; he doesn't take care of himself; he steals a car; he doesn't think about the consequences of his actions; he is a "rotten apple" that affects his friends' reputations; etc.*)
 - Which characters have a sense of responsibility in the previous Read-Aloud? (*Mr. Badger, Rat, and Mole*)
 - What examples from the previous Read-Alouds demonstrate responsibility? (*Rat and Mole make arrangements to have the caravan fixed; Mr. Badger, Rat, and Mole try to help their friend Toad by making sure he does not get into any more trouble.*)
- Ask students, "Now that Toad has been sent to prison, what do you think will happen? Do you think being locked up will teach Toad to mend his irresponsible ways? Do you think Mr. Toad will serve his 20-year sentence?"
- Tell students to listen carefully for the key words that signify the third-person point of view and to hear if their predictions are correct.



Show Image U1.L9.1 Mr. Toad behind Bars

When Toad found himself in a dark **dungeon**, he flung himself on the floor and cried. “This is the end of everything,” he said. “Imagine, Toad

imprisoned for stealing a motorcar, and for lurid cheek. Stupid animal that I was,” he reproached himself. With lamentations such as these he passed his days, refusing his meals.

Now the gaoler [JAIL-er] had a daughter who assisted her father. The gaoler’s daughter was **particularly** fond of animals. This kindhearted girl said to her father one day, “Father! If you let me look after the Toad, I’ll make sure he eats.”

Her father replied that she could do what she liked with him. He was tired of Toad. So that day she knocked at the door of Toad’s cell.

“Now, cheer up, Toad,” she said, “and dry your eyes. Please do eat some dinner. See, I’ve brought you some of mine.”

It was bubble-and-squeak, and its fragrance reached the nose of Toad, but he stubbornly refused to eat. Instead Toad wailed and would not be comforted. So the wise girl retired for the time. Bubble-and-squeak is a traditional English dish made of leftover vegetables in which the main ingredients are potato and cabbage. It is often eaten with a meat roast, and its name comes from the sound the food makes as it cooks.

Challenge

Ask students what kinds of words represent the sounds they make.



Show Image U1.L9.2 A Little Tea for Toad

When the girl returned, some hours later, she carried a tray with a cup of fragrant tea steaming on it; and a plate piled up with hot buttered toast.

Toad sat up, dried his eyes, sipped his tea, and munched his toast. Before long he began talking freely.

The gaoler's daughter saw that this social interaction was doing Toad as much good as the tea.

"Tell me about Toad Hall," said the girl.

"Toad Hall," said the Toad proudly, "is a gentleman's residence dating from the fourteenth century. It is five minutes from church, the post office, and the golf course. Suitable for—"

"Gracious," said the girl, laughing, "I don't want to *buy* it. Tell me something *real* about it. But first wait till I fetch you some more tea and toast."

She skipped away, and presently returned with a fresh trayful; and Toad, munching on another piece of buttered toast, told her all about Toad Hall.

They had many interesting talks together, after that, and the gaoler's daughter grew very fond of Toad.

One morning the girl spoke to Toad in an exceptionally thoughtful manner.

"Toad," she said, "I need you to listen carefully. I have an aunt who is a washerwoman." What do you think a washerwoman does? (A washerwoman's job is to wash laundry.)

"There, there," said Toad kindly, "never mind; I have several aunts who *ought* to be washerwomen."

“Do be quiet, Toad,” said the girl. “As I said, I have an aunt who is a washerwoman; she does the washing for all the prisoners. If you were to offer her some money, I believe she would let you have her dress and bonnet, and you could escape in **disguise**. You’re very alike in many respects—particularly about the figure.” In other words, the gaoler’s daughter thinks Toad looks like her washerwoman aunt.

“We’re *not*,” said the Toad in a huff.

“Toad, I am trying to help you!” exclaimed the girl.

“Yes, yes, I see; thank you very much,” said the Toad hurriedly.

“But you wouldn’t surely have Mr. Toad going about disguised as a washerwoman!”

“I suppose you want to escape in a horse-drawn carriage!” the girl retorted.

Toad began to see the error of his ways. “You are a kind girl,” he said. “Please introduce me to your aunt. I am sure we can come to a mutually agreeable arrangement.”

Next evening the girl ushered her aunt into Toad’s cell. The sight of certain gold coins sealed the deal. In return for cash, Toad received a cotton print dress, an apron, a shawl, and a black bonnet. The only stipulation the old lady made was that she should be gagged and bound and placed in a corner of Toad’s cell. This way, she hoped to escape suspicion that she had helped Toad escape by making it look like she had been attacked.

Toad was more than willing to oblige. And when the time came, he tied her up with great gusto!

“Now it’s your turn, Toad,” said the girl. “Take off that coat and waistcoat of yours.”

Support

A waistcoat is a dressy vest.



Show Image U1.L9.3

Disguise

Shaking with laughter, she helped him into the dress.

“You’re the very image of her,” she giggled. “Now, good luck, Toad!”

With a quaking heart, Toad set forth cautiously. He was soon surprised to find that the washerwoman’s squat figure, in its familiar cotton dress, opened every barred door, including the one that opened onto the outside world. In other words, Toad’s disguise works, and everyone allows the “washerwoman” through.

Toad immediately walked towards the nearest town. As he walked along, he spotted some red and green lights a little way off, and the sound of the puffing of engines. “Aha!” he thought, “a railway station.”

He made his way to the station and found that a train, bound more or less in the direction of his home, was due to leave. “More luck!” said Toad, as he went off to buy his ticket.

He gave the name of the station that he knew to be nearest to Toad Hall, and mechanically reached into his waistcoat pocket for his money. But here the cotton gown thwarted his efforts. As a line began to form behind him, the Toad slowly began to realize that not only was there no waistcoat in the gown, but there was no money either.

Forgetting his disguise, the Toad commanded the attention of the clerk: “I am Toad of Toad Hall. I’ve left my money behind,” he offered. “Give me a ticket, and I’ll send the money on tomorrow.”

The clerk ignored Toad’s request. “Stand away from the window, please, madam!” the clerk ordered.

Full of despair, he wandered blindly down the platform. What was to be done? As he pondered, he found himself opposite the engine, which was being tended to by its driver.

“Hullo, madam!” said the engine driver, “what’s the trouble?”

“O, sir!” said Toad, crying afresh, “I am a poor washerwoman, and I’ve lost my money, and can’t pay for a ticket.”

“That’s a bad business, indeed,” said the engine driver. “Lost your money—and can’t get home—and got some kids, too, waiting for you, I dare say?”

“Any amount of ’em,” sobbed Toad. “And they’ll be hungry—and playing with matches.” Why do you think Toad says this?

“Well, I’ll tell you what I’ll do,” said the engine driver. “If you’ll wash some shirts for me when you get home, and send ’em along, I’ll give you a ride on my engine.”

Toad agreed and scrambled up into the cab of the engine. Of course, he had never washed a shirt in his life.

The guard waved his flag, the engine driver whistled, and the train moved out of the station.



Show Image U1.L9.4 Mr. Toad’s Great Escape

They had covered many a mile, when Toad noticed that the engine driver was leaning over the side of the engine. Then he saw him climb onto

the coals and gaze out over the top of the train; then he returned and said to Toad: “It’s very strange; we’re the last train running in this direction tonight, yet I’m sure that I heard another following us!”

Toad became alarmed.

By this time the moon was shining brightly, and the engine driver, steadying himself on the coal, could see more clearly the line behind them.

Presently he called out, “I can see it now! It is an engine coming along at a great pace! It looks as if we are being **pursued!**”

The miserable Toad crouched in the coal-dust.

“The engine is crowded with policemen and the strangest lot of people all shouting the same thing—‘Stop!’” cried the engine driver.

At that moment, Toad fell on his knees and cried, “Save me, dear Mr. Engine Driver! I am not a washerwoman! I am the well-known Mr. Toad. I have just escaped from prison!”

The engine driver looked down upon him very sternly, and said, “Now tell the truth; what were you put in prison for?”

“It was nothing very much,” said poor Toad. “I only borrowed a motorcar.”

The engine driver looked very grave and said, “I fear that you have been a wicked toad. But you are evidently in **distress** so I will not desert you.”

They piled on more coals; the engine leapt but still their pursuers gained. The engine driver wiped his brow and said, “It’s no good, Toad. They have the better engine. There’s just one thing left. A short way ahead of us is a long tunnel, and on the other side of that the line passes through a thick wood. I will put on all the speed I can while we are running through the tunnel. When we are through, I will put on the brakes. The moment it’s safe to do so, you must jump and hide in the wood. Then I will go full speed ahead again.”



Show Image U1.L9.5
Mr. Toad Jumps from the Train

They piled on more coals, and the train shot into the tunnel and out at the other end. The wood lay dark and brooding upon either side of the line.

The driver shut off the steam and put on the brakes. The Toad got down on the step, and as the train slowed he heard the driver call out, “Now, jump!”

Toad jumped, rolled down an embankment, and scrambled into the wood and hid.

Peeping out, he saw his train get up speed again. Then out of the tunnel burst the pursuing engine.

It didn't take long for the Toad to realize that it was now very late and dark, and he was in an unknown wood. After so many weeks within walls, he found the wood strange and unfriendly. Toad walked until he could walk no further. At last, cold and tired, he sought the shelter of a hollow tree where he slept till the morning.

DISCUSSING THE READ-ALoud (10 MIN.)



Check for Understanding

Evaluative. Were your predictions correct about whether Toad mends his irresponsible ways, or serves his 20-year sentence? Why or why not?

» Answers may vary.

1. **Inferential.** When Toad is in the dungeon, what is his state of mind? In other words, how does he act that tells you about what is he thinking?

» Toad is in distress, cries, and won't eat. He admits that he was stupid for stealing the motorcar, and for his impertinence to the police and the magistrate.

2. **Literal.** How does Toad manage to escape the dungeon?

» The gaoler's daughter feels particularly sorry for Toad and helps him find a disguise as a washerwoman in order to escape.

3. **Literal.** What is the first thing Toad does once he escapes?

» He goes to a railway station.

What happens at the station?

» He wants to buy a ticket, but he realizes he has left all his money back at the dungeon where he had to leave his own clothes. He tells the ticket clerk that he is Toad of Toad Hall, but the clerk doesn't believe him, because Toad looks like a washerwoman. He tells Toad to move away from the ticket window.

4. **Literal.** How is Toad able to get on the train?

» Toad finds the engine driver and tells him a story about how he's lost his money and can't pay for a ticket. He says that he is worried his children are at home playing with matches. The engine driver feels sorry for washerwoman Toad, and lets him get on the train as long as he promises to wash some shirts once he returns home.

5. **Literal.** Another train pursues the train Toad is on. Who is on that train?
 - » policemen from the jail yelling at the train to stop
6. **Literal.** How does Toad manage to escape the policemen this time?
 - » Toad confesses who he is to the engine driver. The engine driver asks Toad about his crime, and Toad tells him the crime was “borrowing” a motorcar. The engine driver agrees to help Toad in his time of distress. They try to outrun the other train, but after discovering the train he is on cannot outrun the other train, Toad jumps off and runs into the woods.
7. **Inferential.** What theme is portrayed in today’s Read-Aloud?
 - » irresponsibilityHow is Toad irresponsible?
 - » Instead of staying in the jail and accepting the punishment for what he did, Toad disguises himself, lies, and escapes his responsibility.
8. **Evaluative.** *Think-Pair-Share:* If you were the gaoler’s daughter, would you have helped irresponsible Toad escape from the dungeon? Why or why not?
 - » Answers may vary.

WORD WORK: PURSUED (5 MIN.)

1. In the story today, you heard that Toad was on a train being *pursued* by policemen on another train.
2. Say the word *pursued* with me.
3. *Pursued* means being chased after or followed in an attempt to be captured by someone or something.
4. The squirrel was being pursued by the barking dog.
5. Have you ever been pursued by anyone? Have you ever seen a person or an animal being pursued? Have you ever pursued anyone? Be sure to use the word *pursued* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I was pursued by . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *pursued*?
 - Use a Brainstorming activity for follow-up. Have students brainstorm situations where someone might be pursued. You may also wish to explain to students how this word may be used in a figurative sense, such as pursuing a goal or dream.

Encourage students to share any goals they have pursued. As students share, make sure they use the word *pursued* in a complete sentence.

Lesson 9: Toad's Adventures

Reading



Primary Focus: Students will rewrite a passage, changing it from third-person to first-person point of view. **TEKS 3.10.E**

POINT OF VIEW (15 MIN.)

- Ask student to locate Activity Page 9.5.
- Ask students to define the terms *narrator* and *point of view* and provide examples from today's Read-Aloud.
- Read the following text aloud and ask the students to follow along on Activity Page 9.5. Remind students of the pronunciation of *gaoler* [JAIL-er].

Activity Page 9.5



Now the gaoler had a **daughter** who helped **her** father out at work. The **gaoler's daughter** was particularly fond of animals. This kindhearted **girl** said to **her** father one day, "Father! If you let me look after the Toad, I'll make sure he eats."

Her father replied that **she** could do what **she** liked with him. He was tired of Toad. So that day **she** knocked at the door of Toad's cell.

"Now, cheer up, Toad," **she** said, "and dry your eyes. Please do eat some dinner. See, I've brought you some of mine."

- Ask students the following questions:
 - Is there dialogue in this passage? (yes) How do you know? (*There are quotation marks around what is being said.*)
 - Who is the only person directly speaking in this passage? (*the gaoler's daughter*)
 - Which point of view is the author using to tell this story? (*third-person point of view*)

TEKS 3.10.E Identify the use of literary devices, including first- or third-person point of view.



Reading
Point of View

Beginning

Provide students with a completed copy of Activity Page 9.5 and have them underline first- and third-person words with different-colored pencils.

Intermediate

Provide students with a chart that labels first- and third-person words.

Advanced/Advanced High

Ask students to write simple sentences with first- and third-person words. Provide support as needed.

ELPS 4.D

- What key words that relate to the gaoler's daughter help you to know this?
 - » *gaoler's daughter, girl, she, her*
- Have students underline third-person words that relate to the gaoler's daughter in the passage.
- Tell students that together they are going to change this passage from third-person point of view to first-person point of view from the perspective of the gaoler's daughter.
- Ask students what key first-person words they think will replace the words *girl, gaoler's daughter, she, and her. (I, me, my)* Model for students how to convert these sentences to first-person point of view:

I am the gaoler's daughter, and I help my father out at work. I am particularly fond of animals. I am kindhearted, and one day I said to my father . . .

- Point out that the key words in the daughter's dialogue do not change, because even when the narration is written in the third-person point of view, the dialogue is written in the first-person point of view.
 - Underline the new key words in the first-person passage. Explain that sometimes the form of verbs and other phrases changes when the point of view changes.
 - Have students complete the remainder of the activity page with a partner.
-

Lesson 9: Toad's Adventures

Assessment



TEKS 3.2.A.i-iii, v-vii; TEKS 3.5; TEKS 3.6.G; TEKS 3.7.C

SILENT READING ASSESSMENT: "BLACK DIAMOND" (20 MIN.)

- This assessment will be given to students who scored five or more correct on the "The Dog Show" story. The selection "Black Diamond" and its comprehension questions are found on Activity Page 9.1.
- Today's story has 384 words. This is the last selection for the silent reading assessments.
- Answer key for "Black Diamond":

| | |
|------|------|
| 1. B | 5. D |
| 2. B | 6. B |
| 3. A | 7. D |
| 4. B | 8. C |

- Enter students' scores on the Placement Planning Sheet found at the end of Lesson 6 to help you determine placement for those students. Students have finished the Silent Reading Assessment. In the next lesson, you should continue to administer the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment. Guidance for interpreting the various assessment results is provided at the end of Lesson 10.

Note: Use the Flow Chart for Placement Assessment Administration found at the end of Lesson 6 for an overview.

Word Recognition in Isolation Assessment

- Continue assessing students who scored less than five correct on "The Bug Hunt," "The Snake," "Night of Ghosts," or "The Dog Show." Priority should be placed on assessing the lowest-performing students.

Activity Page 9.1



TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.5** Self-select text and read independently for a sustained period of time; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.



- When you have finished assessing students, you can begin the process of placing students into appropriate reading groups. Guidance on how to go about determining these groups is provided in Lesson 10.

Review

- Students can work on Activity Pages 9.2 and 9.3, as well as the additional independent activities you have planned.

Lesson 9: Toad's Adventures

Reading



Primary Focus: Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

 **TEKS 3.3.B; TEKS 3.6.C; TEKS 3.7.C**

VOCABULARY: "ALADDIN AND THE WONDERFUL LAMP, PART III"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

lurk, to hide, to stay in one place (**lurked**)

fortune, luck

peddler, a person who sells goods by going door to door or who sells on the street

obey, to follow orders or instructions

storm, to shout (**stormed**)


deed, something that is done

thunder, to shout (**thundered**)

celebration, party (**celebrations**)

pleasure, happiness

justly, fairly

 **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response.

**Vocabulary Chart for “Aladdin and the Wonderful Lamp,
Part III” Read-Aloud**

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---|--|
| Vocabulary | peddler | lurk
fortune
obey
deed
celebration
pleasure
justly |
| Multiple Meaning | | storm
thunder |
| | | |
| Sayings and Phrases | | |

INTRODUCING THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter is “Aladdin and the Wonderful Lamp, Part III.”
- Have students review the setting, characters, and events that happened in “Aladdin and the Wonderful Lamp, Part II,” and predict what they think will happen in today’s chapter.
 - » Answers may vary but should include the correct setting and characters.
- Ask students to turn to the Table of Contents, locate the chapter, and turn to the first page of the chapter.

Chapter 3 Aladdin and the Wonderful Lamp, Part III

Aladdin was delighted with his new life. He felt that everything was perfect. But danger lurked.

The magician heard of Aladdin's good fortune. "That lazy boy?" he said. "Married to the Sultan's daughter? Surely this must be the magic of the lamp."

He whisked himself back to Persia. He dressed as a poor peddler and carried a few shiny lamps in a basket. As he walked by Aladdin's palace, he shouted, "New lamps for old!"

Aladdin was out hunting. His wife, the princess, heard the voice from the street.

"We have that ugly, old lamp," she thought. "I would gladly trade it for a shiny, new one."

She handed Aladdin's lamp to the magician. He handed her a new lamp.



The princess traded the old lamp for a shiny, new one.

READING: CHAPTER 3 (25 MIN.)

Pages 21 and 22

- Read the title of the chapter together as a class, "Aladdin and the Wonderful Lamp, Part III."
- Have students find the words *lurked* and *peddler* on **page 21** and discuss their definitions. Note that *lurked* is a form of the word *lurk*.
- Have students find the word *fortune* in the second paragraph on **page 21** and tell them to read the sentence to determine its meaning.
- Tell students that the word *fortune* has many meanings. Ask students if *fortune* means having lots of money in the sentence on **page 21**.

» no

- Brainstorm with them what *fortune* means in this sentence. Have students look carefully back at the text to determine the meaning of *fortune*.
 - » luck
- Direct students' attention to the image and caption on **page 22** and ask students to comment on the look on the stranger's face.
 - » Answers may vary.
- Have students read **pages 22** to find the answer to the question: "Why did the magician return to Persia?"
- When students have finished reading, restate the question and have students answer.
 - » The magician heard of Aladdin's marriage to the Sultan's daughter, the princess, and decided that it must have happened because of the magic of the lamp.
- Ask students, "How did the magician approach Aladdin's wife?"
 - » He disguised himself as a peddler trading new lamps for old and the princess gladly traded the "ugly, old lamp" for a new one.

The magician hurried away and later that day, he rubbed the lamp. The genie appeared.

“Take Aladdin’s palace and all that it contains,” commanded the magician. “Set it down in my home of north Africa.”

“I hear and I obey,” said the genie of the lamp.



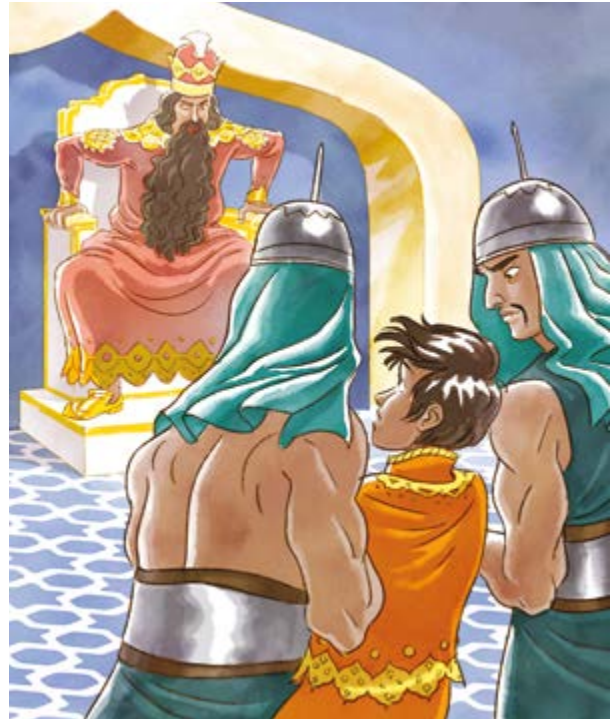
The magician rubbed the lamp.

Pages 23 and 24

- Have students find the word *obey* in the last sentence and discuss its definition.
- Have students read **pages 23** to find the answer to the question: “What did the magician do with the magic lamp?”
- When students have finished reading, restate the question and have students answer.
 - » The magician rubbed the lamp and commanded the genie to take Aladdin’s palace and all that it contained and set it down in North Africa, where he lived.
- Direct students’ attention to the image and caption on **page 24**.

The next morning, the Sultan looked out the window. His daughter's palace was gone. So was the princess. He sent his soldiers out and they dragged Aladdin before the Sultan.

“Find my daughter!” he stormed. “If you fail, you die!”



The Sultan sent his soldiers to get Aladdin.

Pages 25 and 26

- Have students find the word *stormed* in the last line on **page 25** and have them read the sentence to determine its meaning. Note for students that *stormed* is a form of *storm*.
- Tell students that the word *stormed* has many meanings. Ask students if *stormed* means raining or snowing on this page.
 - » no
- Brainstorm with them what *stormed* means in this sentence. Have students look carefully back at the text to determine the meaning of *stormed*.
 - » shouted or yelled angrily

- Direct students' attention to the image and caption on **page 26** and have students comment on why they think Aladdin is being dragged before the Sultan.
 - » Answers may vary.
- Have students read **page 25** to find the answer to the question: "Why was Aladdin in trouble with the Sultan?"
- When students have finished reading, restate the question and have students answer.
 - » The Sultan was very angry because his daughter and Aladdin's palace had disappeared.
- Ask, "Why didn't Aladdin disappear with the palace and his wife?"
 - » He was out hunting when the magician had the genie move the palace and all of its contents to North Africa.
- Ask, "What did the Sultan say would happen to Aladdin if he failed to return his daughter and the palace?"
 - » He would die.

Poor Aladdin wandered far from the city. He walked beside a river and rubbed his hands, wondering what to do.

The genie of the ring appeared once more.

“What do you wish?” asked the genie of the ring.

“Bring my palace and my beloved wife home to me,” begged Aladdin.

“Sadly,” said the genie, “I cannot. That duty belongs only to the genie of the lamp.”

“Then, take me to be with my wife.”

Poof!

Aladdin found himself in Africa. His wife greeted him joyfully. She told him about the peddler and the lamp. When Aladdin heard this, he knew that the magician had used the lamp to work his evil deed. He and his wife made a plan to get the lamp back.



Aladdin begged the genie for help.

Pages 27 and 28

- Have students find the word *deed* in the last paragraph and discuss its definition.
- Direct students' attention to the image and caption on **page 28**.
- Have students read **pages 27** to find the answer to the question: “How did Aladdin summon the genie in the image on **page 28**?”
- When students have finished reading, restate the question and have students answer.
 - » As he walked beside the river, he rubbed his hands wondering what to do.
- Ask students, “Which genie is this—the lamp or the ring?”
 - » This is the genie of the ring not the genie of the lamp.

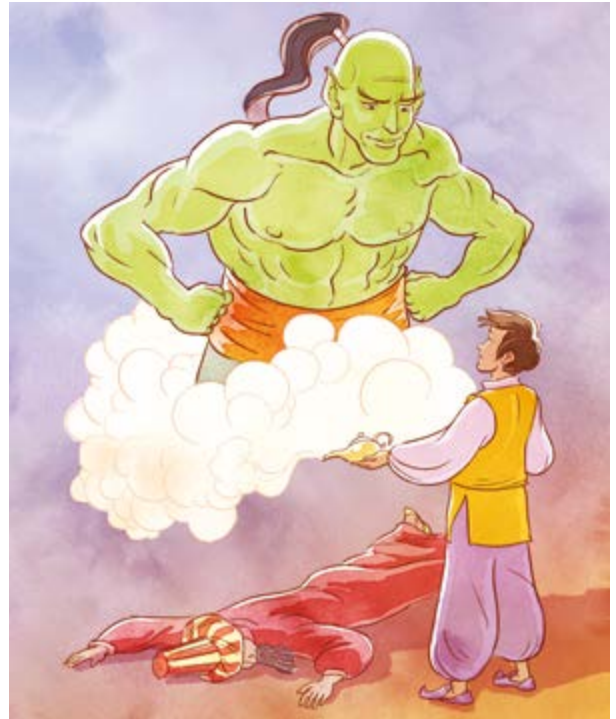
- Ask, “What did Aladdin ask the genie to do?”
 - » bring his palace and wife home
- Ask students, “Why was the genie unable to do as he asked?”
 - » The genie of the ring is unable to undo what the genie of the lamp had done. The genie of the lamp would have to undo what had been done.
- Ask, “What did Aladdin then ask the genie of the ring to do?”
 - » take him to his wife
- Ask students, “How did Aladdin learn that the magician used the lamp to whisk his palace and wife to North Africa?”
 - » His wife told him about the peddler and the lamp. Aladdin figured out that the peddler was the magician and had used the lamp to work his evil deed.

The next day, the princess cooked the magician a fine supper. Aladdin kept out of sight. She slipped poison into the magician's cup. One sip was all it took. The magician fell on the floor, dead.

Aladdin ran in and found the lamp. The magician had hidden it in his sleeve. Aladdin rubbed the lamp. The monstrous genie appeared.

"What do you wish?" the genie of the lamp thundered.

"Take this palace, with all it contains," commanded Aladdin. "Carry it to Persia and set it down beside the Sultan's home."



Aladdin told the genie his wish.

Pages 29 and 30

- Have students find the word *thundered* in the third paragraph and read the sentence to determine its meaning.
- Tell students that the word *thundered* has many meanings. Ask students if *thundered* means the noise you hear when there is lightning during a storm.
 - » no
- Brainstorm with them what *thundered* means in this sentence. Have students look carefully back at the text to determine the meaning of *thundered*.
 - » shouted or yelled angrily
- Ask students, "Was there another word in this chapter that had many meanings that meant to shout?"
 - » yes, *stormed*

- Direct students' attention to the image and caption on **page 30** and have students read **page 29** to find the answer to the question: "How did Aladdin get the lamp back?"
- When students have finished reading, restate the question and have students answer.
 - » The princess cooked a meal and put poison in the magician's cup. He took one sip and died. Aladdin got the lamp from the magician's sleeve, where he had hidden it.
- Ask, "After Aladdin rubbed the lamp and the genie appeared, what did he command the genie to do?"
 - » carry the palace and all it contains back to Persia and set it beside the Sultan's home

“I hear and I obey,” replied the genie of the lamp.

The palace was lifted up into the air.

The next morning, the Sultan arose and looked out the window. He was very happy to see his daughter and her palace once again. He ordered a month of celebrations.

From then on, Aladdin lived with the princess in peace, pleasure, and safety. When the old Sultan died, Aladdin took his throne. He ruled justly over all people, rich and poor.



The Sultan awoke to see his daughter.

Pages 31 and 32

- Have students find the words *celebrations*, *pleasure*, and *justly* on **page 31** and discuss their definitions.
- Have students read **pages 31** to find the answer to the question: “Why was everyone happy at the end of this story?”
- When students have finished reading, restate the question and have students answer.
 - » Aladdin and the princess and their palace were returned to Persia. The Sultan and all those who lived there celebrated for a month.



**ENGLISH
LANGUAGE
LEARNERS**



Reading
Reading Comprehension

Beginning

Complete Activity
Page 9.4 as a teacher-
directed activity.

Intermediate

Allow students to complete
the activity page with a
partner.

Advanced/Advanced High

Provide assistance as
needed.

ELPS 4.G

WRAP-UP (15 MIN.)

- Use the following questions to promote a discussion, and check for students' understanding of the story. Encourage students to respond in complete sentences.
1. **Literal.** Why did the evil magician return to Persia when he heard of Aladdin's marriage?
 - » He wanted the magic lamp.
 2. **Inferential.** What adjectives would you use to describe the two genies?
 - » Answers may vary but may include *magical*, *powerful*, *obedient*, and *grand*.
 3. **Literal.** Why didn't the magician know that Aladdin had learned that he had the lamp?
 - » Aladdin kept it out of sight when the princess served him a fine supper that had poison in it.
 4. **Literal.** What happened after the old Sultan died?
 - » Aladdin took his throne and ruled justly over all people, rich and poor.
- Have students complete Activity Page 9.4 independently.

Toad's Adventures

Take-Home Material

- Have students take home Activity Page 9.6 to read to a family member.

Activity Page 9.6



10

The Further Adventures of Toad, Part I

PRIMARY FOCUS OF LESSON

Speaking and Listening

- ✚ Students will identify the key idea in a Read-Aloud text. **TEKS 3.1.A; TEKS 3.6.G**

Writing

With assistance, students will complete a graphic organizer to prepare for

- ✚ writing an opinion paragraph. **TEKS 3.7.B; TEKS 3.11.A; TEKS 3.12.C**

Reading

Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

- ✚ **TEKS 3.6.G; TEKS 3.7.C**

FORMATIVE ASSESSMENT

Activity Page 10.4

Planning an Opinion Paragraph Complete a graphic organizer to plan for writing an opinion paragraph.

- ✚ **TEKS 3.11.A**

- ✚ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.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; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.7.C** Use text evidence to support an appropriate response.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|---|
| Speaking and Listening (45 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> Image card C.U1.L10.1 (Mangle)
<input type="checkbox"/> Digital Flip Book: U1.L10.1–6
<input type="checkbox"/> Image card C.U1.L2.3 (Canal Lock) |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>Deprive</i> | Whole Group | 5 min. | |
| Writing (25 min.) | | | |
| Planning an Opinion Paragraph | Whole Group | 25 min. | <input type="checkbox"/> Activity Page 10.4 |
| Assessment (20 min.) | | | |
| Word Reading in Isolation Placement | Independent | 20 min. | <input type="checkbox"/> Activity Pages 10.1, 10.2, 10.3 |
| Reading (30 min.) | | | |
| Introducing the Chapter | Whole Group | 5 min. | <input type="checkbox"/> <i>Classic Tales</i> |
| Reading: Chapter 4 | Whole Group | 25 min. | |

ADVANCE PREPARATION

Speaking and Listening

- Image Card C.U1.L10.1 (Mangle)
- Identify the following Digital Flip Book images on the program’s digital components site to project during the Read-Aloud: U1.L10.1–6.

Universal Access

- You may want to use previous lesson’s Image Cards for review.
- The reading segment of this lesson contains many vocabulary words. You may want to focus on select words and preteach them.

Start Lesson

Lesson 10: The Further Adventures of Toad, Part I

Speaking and Listening



Primary Focus: Students will identify the key idea in a Read-Aloud text.

 **TEKS 3.1.A; TEKS 3.6.G**

VOCABULARY: “THE FURTHER ADVENTURES OF TOAD, PART I”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

deprive, to keep something from someone; to take away (**deprived, depriving**)


fate, destiny; the power that, according to some people’s beliefs, decides what happens in the future (**fates**)

occupant, a person or thing that inhabits, or lives in, a particular place (**occupants**)

revenge, the act of “getting back” at someone for something harmful or unpleasant done to them; vengeance

solitary, lone; the only one; isolated

unrestrainedly, uncontrollably; extravagantly

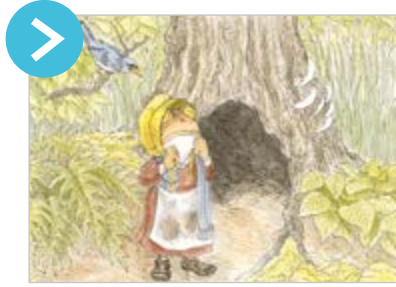
 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas.

Vocabulary Chart: “The Further Adventures of Toad, Part I”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|--|
| Vocabulary | | deprive
fate
occupant
revenge
solitary
unrestrainedly |
| Multiple Meaning | | |
| | | |
| Sayings and Phrases | | |

INTRODUCING THE READ-ALOUD (10 MIN.)

- Ask students what themes they have heard so far in *The Wind in the Willows*. (*friendship/loyalty, hospitality, responsibility, and irresponsibility*)
- Remind students that they have heard many examples of these themes throughout the chapters of this book.
- Remind students that in the previous lesson they learned more about the theme of irresponsibility. Ask students what word is an antonym, or opposite, of the word *irresponsibility*.
- Ask students if they think Toad is responsible or irresponsible. You may also wish to encourage students to use the saying “One rotten apple spoils the whole barrel” in reference to Toad and his irresponsible ways.
- Ask students, “Where were we in the story at the end of the last Read-Aloud?”
- Ask students if they remember what a disguise is from the previous Read-Aloud.
- Ask students if they can think of any situations where a disguise would be helpful or harmful. Have students give examples of characters in stories they’ve heard who have worn disguises to trick others in order to accomplish something.
- Ask students what they think of Toad’s disguise, and ask if they think it is helpful or harmful to Toad and to others.
- Remind students that Toad has fooled many people disguised as a washerwoman.
- Ask, “Do think he will continue to fool people? Do you think he will gain a sense of responsibility, or will he continue to be irresponsible?”
- Tell students to listen carefully to find out if their predictions are correct.

**Show Image U1.L10.1****Toad in the Woods, Still in Disguise**

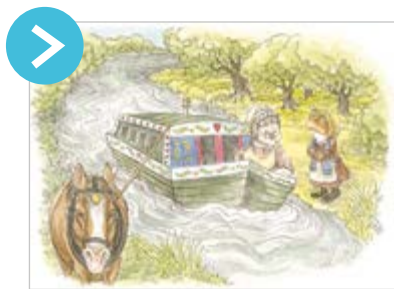
The front door of the hollow tree faced eastward, so Toad was woken up at an early hour. The bright sunlight was streaming in on him, and

his toes were exceedingly cold. Just before he woke up, he had been dreaming that he was at home in bed on a cold winter's night. He would probably have been aroused much earlier, had he not slept for some weeks on straw strewn on a stone floor.

Sitting up, he rubbed his eyes first and his complaining toes next, wondered for a moment where he was; then, with a leap of the heart, remembered everything—his escape, his flight, his pursuit, and that he was free!

Free! The word and the thought alone were worth fifty blankets. He shook himself and combed the dry leaves out of his hair with his fingers. Then he marched forth into the comfortable morning sun—cold but confident, hungry but hopeful.

He had the world all to himself, that early summer morning: the dewy woodland, the green fields, the road itself. Toad, however, was looking for something that could talk and tell him clearly which way he ought to go.

**Show Image U1.L10.2****The Canal and the Barge-Woman**

The country road was presently joined by a canal. Toad, having traveled fairly extensively knew that both the road and the canal were coming *from*

somewhere, and going to somewhere.

“That’s a fact, Toad, my boy!” he proclaimed confidently as he marched along by the water’s edge.

Round a bend in the canal came plodding a **solitary** horse. From a rope attached to his collar stretched a long, taut line. Toad let the horse pass him. With a pleasant swirl of quiet water a barge slid up alongside of him. The barge’s brightly painted gunwale [GUN-uhl] was level with the towing path, and its sole **occupant** was a large woman wearing a sunbonnet. The gunwale is the top edge around the deck of a boat.

“A nice morning, ma’am!” she remarked to Toad, as she drew up level with him.

“I dare say it is, ma’am!” responded Toad politely, as he walked along the towpath abreast of her. “I dare say it *is* a nice morning to them that’s not in trouble, like what I am. Here’s my married daughter, she asks me to come to her at once; so off I comes, not knowing what may be happening, but fearing the worst. And I’ve left my business to look after itself—I’m in the laundering line—and I’ve left my young children, too. I’ve lost all my money, and lost my way, and as for what may be happening to my married daughter, why, I don’t like to think of it, ma’am!”

“Where might your married daughter be living, ma’am?” asked the barge-woman.

“She lives near to the river, ma’am,” replied Toad. “Close to a fine house called Toad Hall. Perhaps you may have heard of it.”

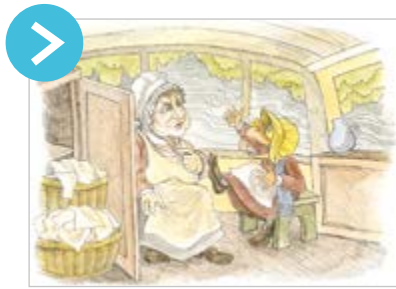
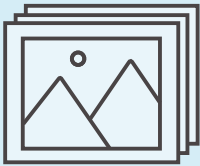
“Toad Hall? Why, I’m going that way myself,” replied the barge-woman.

“This canal joins the river some miles further on, a little above Toad Hall; and then it’s an easy walk. I’ll give you a lift.”

She steered the barge close to the bank, and Toad stepped lightly on board and sat down with great satisfaction. “Toad’s luck again!” thought he.

Support

Reference Image Card C.U1.L2.3 on the 'Materials' list on page 247 "Lesson At A Glance" Show Image Card C.U1.L2.3 (Canal Lock). Remind students that locks are the gated areas in the canal that allow boats to move up and down hills.



Show Image U1.L10.3

Toad and the Barge-Woman

"So you're in the laundering business, ma'am?" said the barge-woman politely. "And a very good business you've got, too."

"Finest business in the whole country,"

said Toad airily. "All the gentry come to me—wouldn't go to anyone else. You see, I understand my work thoroughly, and attend to it all myself. Washing, ironing, clear-starching, making up gents' fine shirts for evening wear—everything's done under my own eye!"

"But surely you don't do *all* that work yourself, ma'am?" asked the barge-woman respectfully.

"O, I have girls," said Toad lightly; "twenty girls or thereabouts."

"So do I, too," said the barge-woman with great heartiness. "It seems you are very fond of washing."

"I love it," said Toad. "Never so happy as when I've got both arms in the wash-tub!"

"What a bit of luck, meeting you!" observed the barge-woman. "Why, what do you mean?" asked Toad, nervously. "Well," replied the barge-woman. "I like washing, too, but my husband, he's such a fellow for shirking his work and leaving the barge to me. I simply do not have a moment to see to my own affairs. By rights he ought to be here now. Instead of which, he's gone off with the dog, to see if they can't pick up a rabbit for dinner. Says he'll catch me up at the next lock. But meantime, how am I to get on with my washing?"

"O, never mind about the washing," said Toad, not liking the subject. "Try and fix your mind on that rabbit. Got any onions?"

"I can't fix my mind on anything but my washing," said the barge-woman, "and I wonder you can be talking of rabbits, with such a joyful prospect before you. There's a heap of things of mine that need washing. If you'll just take one or two of the most necessary sort—I

won't venture to describe them to a lady like you—and put them through the wash-tub, why, it'll entertain you, and help me. You'll find a tub handy, and soap, and a kettle on the stove.”

“Here, you let me steer!” said Toad, now thoroughly frightened, “and then you can get on with your own washing. I'm more used to gentlemen's things myself.”

“Let you steer?” replied the barge-woman, laughing. “It takes some practice to steer a barge properly. No, you shall do the washing, and I'll stick to the steering. Don't try and **deprive** me of the pleasure of giving you a treat!”

Toad was fairly cornered. He saw that there was no means of escape and resigned himself to his **fate**. “If it comes to that,” he thought in desperation, “I suppose any fool can wash!”



Show Image U1.L10.4

The Barge-Woman Drives a Hard Bargain with Reluctant Toad

Toad fetched a tub, soap, and other necessaries from the cabin, selected a few garments at random, and set to.

A long half-hour passed, and every minute of it saw Toad getting crosser and crosser. Nothing that he could do would remove the stubborn grime. Once or twice he looked nervously over his shoulder at the barge-woman, but she appeared to be gazing out in front of her. His back ached badly, and he noticed with dismay that his hands were beginning to get all crinkly.

A burst of laughter made him straighten himself and look round. The barge-woman was leaning back and laughing **unrestrainedly**.

“I've been watching you,” she gasped. “I thought you must be a humbug all along. Never washed so much as a dishcloth in your life, I'll bet!” *Humbug* here means a person who is faking.

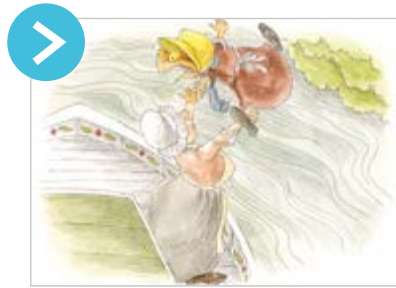
Toad's temper, which had been simmering for some time, now fairly boiled over, and he lost all control of himself.

"You silly barge-woman!" he shouted. "Don't you dare to talk to me like that! I would have you know that I am a very respected Toad! I may be under a bit of a cloud at present, but I will *not* be laughed at by a barge-woman!"

The woman moved nearer to him and peered under his bonnet. "Why, so you are!" she cried. "A horrid, nasty, crawly Toad! And in my nice clean barge, too! Now that is a thing that I will *not* have."

Challenge

Ask students what it means to relinquish the tiller. (*to let go of the rudder, the device used for steering the boat*)



Show Image U1.L10.5

The Barge-Woman Calls Toad's Bluff

She relinquished the tiller for a moment. One big mottled arm shot out and caught Toad by a foreleg, while the other gripped him fast by a hind leg.

Then the world turned upside down, and Toad found himself flying through the air.

The water, when he eventually reached it, proved quite cold. He rose to the surface, spluttering. When he had wiped the duckweed out of his eyes, the first thing he saw was the barge-woman looking back at him and laughing. Toad vowed **revenge**. He struck out for the shore and climbed up the steep bank. Gathering up his wet skirts, he ran after the barge as fast as his toad legs would carry him.

The barge-woman was still laughing when he drew up level with her. "Put yourself through your mangle, washerwoman," she called out, "and iron your face, and you'll pass for quite a decent-looking Toad!"

Show Image Card C.U1.L10.1 (Mangle). A mangle is a type of large machine used for pressing sheets or clothing between two rollers.



Show Image U1.L10.6

Toad Steals the Barge-Woman's Horse

Toad never paused to reply. Solid revenge was what he wanted, and he saw it just ahead of him. Running swiftly on, he overtook the solitary

horse, unfastened the towrope, jumped on the horse's back, and urged it to gallop forward. He steered the horse toward the open country, abandoning the towpath. He looked back and saw that the barge had run aground on the other side of the canal. Toad laughed aloud as he continued to spur the horse onward.

The barge horse was not capable of galloping about the countryside, and its gallop soon subsided into an easy walk; but Toad was quite contented with this, knowing that the barge was not moving at all.

Why do you think Toad is feeling contented?

DISCUSSING THE READ-ALoud (10 MIN.)

- Evaluative.** Were your predictions correct about whether Toad will continue to fool people, or gain a sense of responsibility? Why or why not?
 - » Answers may vary.
- Inferential.** From which character's perspective is today's Read-Aloud experienced?
 - » Toad's
- Literal.** What does Toad encounter after waking in the hollow of a tree in the woods?
 - » a solitary horse pulling a barge containing a lone occupant along a canalDescribe barges and how they traveled on canals long ago.
 - » Barges are flat-bottomed boats used for transporting cargo. In the early 1900s, barges were pulled by large animals walking along a path next to the canal. Most barges are motorized now.
- Literal.** What does the barge-woman have Toad do that he calls his fate, or destiny?
 - » wash some of her clothes



Language
Selecting Language
Resources

Beginning

Review adjectives as a part of speech and provide an adjective bank for students to select from.

Intermediate

Have students review adjectives as a part of speech. Provide an adjective bank for students to select from.

Advanced/Advanced High

Have students brainstorm adjectives as a group, then determine which ones would describe Toad effectively.

ELPS 2.C

5. **Literal.** Toad is disguised as, or dressed up pretending to be, a washerwoman. Does he fool the barge-woman for very long?

» no

What happens to uncover his disguise?

» He has never washed clothes before, and the barge-woman thinks it is funny that a washerwoman is having so much trouble washing her clothes. Toad grows upset that a mere barge-woman would dare laugh so unrestrainedly at Mr. Toad of Toad Hall, so he reveals his identity to her and insults her. She throws him off the barge.

6. **Literal.** How does Toad get his revenge for being made fun of and being thrown off the barge?

» He steals the barge-woman's horse and causes the barge to go off course.

7. **Inferential.** What animal in today's Read-Aloud is not personified?

» the horse

How do you know?

» It doesn't talk or act like a person.

8. **Evaluative.** Compare and contrast Toad's interactions with the engine driver and the barge-woman.

» Answers may vary, but may include some of the following: Toad is truthful and respectful to the engine driver and is able to get his help to escape. Toad is neither truthful nor respectful to the barge-woman, and he does not get her help; he ends up insulting her and stealing her horse.

9. **Inferential.** What are adjectives you would use to describe Toad?

» Answers may vary, but may include *dishonest, arrogant, spoiled, conceited, lawless, irresponsible, resourceful, quick, funny, etc.*

10. **Evaluative.** *Think-Pair-Share:* Do you think Toad was right to seek revenge on the barge-woman? Why or why not?

» Answers may vary.

WORD WORK: DEPRIVE (5 MIN.)

1. In today's Read-Aloud, you heard that the barge-woman did not want to *deprive* washerwoman Toad of the treat of doing laundry.

2. Say the word *deprive* with me.

3. If you deprive people or things of something, you remove it or keep it away from them.

4. If you deprive some plants of necessary sunlight, they will die.
 5. Has anyone ever done something to deprive you of something? Be sure to use the word *deprive* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I was once deprived of . . .")
 6. What's the word we've been talking about? What part of speech is the word *deprive*?
 - Use a Making Choices activity for follow-up. Directions: Say, "I am going to name some people and things. If you would deprive the person or thing of something, say what you would deprive them of, based on the situation. If you would not deprive the person or thing of something, say what you would not deprive them of, based on the situation. Be sure to answer the question in complete sentences, using the word *deprive*."
1. a child with cavities always wanting sweets (*I would deprive a child of sweets if they have cavities.*)
 2. a plant needing sunlight to grow (*I would not deprive a plant of sunlight.*)
 3. a baby needing his or her rest (*I would not deprive a baby of his or her rest.*)
 4. a child with the habit of drawing on the walls (*I would deprive a child of markers/crayons if they draw on walls.*)
 5. a hungry dog (*I would not deprive a dog of its food.*)

Lesson 10: The Further Adventures of Toad, Part I

Writing



Primary Focus: With assistance, students will complete a graphic organizer to prepare for writing an opinion paragraph. **TEKS 3.7.B; TEKS 3.11.A; TEKS 3.12.C**

PLANNING AN OPINION PARAGRAPH (25 MIN.) **TEKS 3.11.A; TEKS 3.12.C**

- Tell students that they have heard the author of *The Wind in the Willows* use a lot of literary tools and themes to express his story about imagined characters.
- Ask students what themes they have learned about in the story. (*friendship/loyalty, hospitality, responsibility, irresponsibility*)

TEKS 3.7.B Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.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; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

- Remind students that the various characters in the story have demonstrated these themes through their dialogue and actions.
- Briefly review some of the examples pulled from the text in the Themes Chart from previous lessons.
- Tell students that together they are going to write an opinion paragraph based on the characters and themes in *The Wind in the Willows*. Ask, “What is an opinion?”
- Explain that an opinion is a thought or belief about something. You may wish to share an opinion of your own about something as an example, and allow a few students to do the same.
- Tell students that for this class opinion piece, they will choose a theme from the story and a character they think best demonstrates that theme. Explain that they will have to support this opinion with reasons and examples from the text.
- Explain to students the steps of the writing process—plan, draft, edit, revise, and publish—and tell them that today they will complete the first step: plan. To aid in this planning step, have students refer back to the relevant written responses to comprehension questions and to other writing activities that relate to characters and themes.
- Direct students to Activity Page 10.4 and the chart you prepared on chart paper.
- Have students share ideas for which theme they would like to write about and which character they think best exemplifies that theme. Write the theme and character inside the central oval. You may wish to create several brainstorm charts for many themes and/or characters to see which would provide the most supported opinion.
- As a class, think about and search for adjectives and examples from the text to support this opinion. Write students’ words and/or phrases in the smaller ovals.
- Tell students that they need to find at least three examples to support their opinion. Remind them that these examples may be narration and/or dialogue.
- Explain that if they cannot find at least three examples from the text, they should choose another theme and/or character.
- If you completed multiple brainstorming charts, you may wish to have the class decide the same day which theme/character pairing is best supported by the text to use for their opinion paragraph, or you may wish to allow students time to think about it and decide at the beginning of the next writing session.
- Tell students that they will complete the draft stage together in the next lesson. Also, tell students to be thinking of a title for this opinion piece.

Activity Page 10.4



Support

You may wish to reread pertinent selections of the trade book text, prepare copies of these selections, or write these selections on chart paper for students to reference as you extract the supporting examples.

Lesson 10: The Further Adventures of Toad, Part I

Beginning-of-Year



Assessment TEKS 3.2.A.i-iii, v-vii

WORD READING IN ISOLATION PLACEMENT (20 MIN.)

- Continue assessing students who scored less than five correct on “The Bug Hunt,” “The Snake,” “Night of Ghosts,” or “The Dog Show.” Priority should be placed on assessing the lowest-performing students.
- When you have finished assessing students, you can begin the process of placing students into appropriate reading groups. Guidance on how to go about determining these groups is provided at the end of this lesson.

Review

- Students can work on Activity Pages 10.1–10.3, as well as the additional independent activities you have planned.

Activity Pages
10.1–10.3



Lesson 10: The Further Adventures of Toad, Part I

Reading



Primary Focus: Students will answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

TEKS 3.6.G; TEKS 3.7.C

VOCABULARY

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

TEKS 3.2.A Demonstrate and apply phonetic knowledge by (i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iii) decoding compound words, contractions, and abbreviations; (v) decoding words using knowledge of prefixes; (vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.

adventures, exciting events

remarkable, unusual, something to be noticed

peculiar, strange, odd

pop, to move quickly

cupboard, cabinet (**cupboards**)

ma'am, a polite way to address a woman

spotted, noticed, saw

custard, a sweet, thick dessert similar to pudding

toffee, hard, chewy candy made from sugar and butter

| Vocabulary Chart for “Alice’s Adventures in Wonderland, Part I” Read-Aloud | | |
|--|---------------------------------|--|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | cupboard
custard
toffee | adventures
remarkable
peculiar
ma’am
spotted |
| Multiple Meaning | | pop |
| Sayings and Phrases | | |

INTRODUCING THE CHAPTER (5 MIN.)

- Ask students to turn to the Table of Contents and point to and read the title of Chapter 4, “Alice’s Adventures in Wonderland, Part I.” Note for students that this story is told in four chapters and that the chapters are numbered as I, II, III, and IV, similar to the Aladdin chapters.
- Tell students that this story was written by a man named Lewis Carroll, who lived in England. Have students turn to “Introduction: Where in the World Do These Tales Come From?” and find England on the map by following the arrow from the title of the story to England.
- Tell students that while the story starts and ends in England, almost the entire story of Alice’s adventures actually takes place in a wonderland she visits in her imagination.
- Ask students to return to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Chapter 4 Alice's Adventures in Wonderland, Part I

In 1865, the English author Lewis Carroll introduced the world to a girl named Alice and the strange and funny world of Wonderland.

Alice was beginning to get very tired of sitting by her sister on the bank of the river with nothing to do. Once or twice, she had peeked into the book her sister was reading. But the book had no pictures or conversations in it.

“What is the use of a book,” thought Alice, “without pictures or conversations?”

It was a hot day. The heat made Alice feel sleepy. She was thinking if the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies. Just then, a White Rabbit ran past her.



Alice sees the White Rabbit.

READING: CHAPTER 4 (20 MIN.)

Pages 33–34

- Read the title of the chapter together as a class, “Alice’s Adventures in Wonderland, Part I.”
- Guide students in decoding *Adventures* and *Wonderland*.
- Have students find *pictures* and *conversations* in the first paragraph. Help them decode the words and discuss their definitions. Also have students find the words *daisy* and *daisies* in the third paragraph and discuss their definitions.
- Direct students’ attention to the image and caption on **page 34** and call on one student to read the caption aloud.
- Ask students what they notice about the animal in the image.
 - » Answers may vary, but could include the rabbit is wearing a coat and is carrying a fan and gloves. The rabbit is also running on two legs instead of hopping.

- Have students read **page 33** to find the answer to the question: “What was Alice doing when something caught her attention?”
- When students have finished reading, restate the question and ask students to answer.
 - » Alice was sitting by the bank of the river as her sister read a book. She was bored, and then she noticed a White Rabbit run past her.
- Have students predict what the White Rabbit might do next.

There was nothing so very remarkable in that; nor did Alice think it so very peculiar to hear the Rabbit say to itself, “Oh dear! Oh dear! I shall be too late!” But when the Rabbit took a watch out of its pocket, Alice jumped to her feet. She ran after the Rabbit and saw him pop down a large rabbit hole.

Alice followed the Rabbit down the hole, never once thinking how she would get out again. The rabbit hole dipped suddenly down. Alice found herself falling down what seemed to be a very deep well.



Alice followed the Rabbit.

Pages 35–36

- Have students find the words *remarkable* and *peculiar* in the first paragraph and discuss their definitions.
- Have students find the word *pop* in the first paragraph and tell them to read the sentence to determine its definition.
- Tell students that the word *pop* has many meanings. Ask students if *pop* means bursting like a balloon. (*no*) Brainstorm with them what *pop* means in this sentence. Have students look carefully back at the text to determine the meaning of *pop*. (*to move quickly*)
- Direct students' attention to the image and caption on **page 36** and have them comment on Alice's expression.
- Have students read **pages 35** to find the answer to the questions: “What made Alice jump to her feet? Why might this have been odd?”

- When students have finished reading, restate the questions and ask students to answer.
 - » Alice jumped to her feet when she saw the Rabbit take a watch out of its coat pocket. Answers may vary.
- Ask, “What did Alice do next?”
 - » She followed the Rabbit down the hole.

Either the well was very deep, or she fell very slowly, for she had plenty of time to look about her. She looked at the sides of the well. They were filled with cupboards and bookshelves.

“Well!” thought Alice to herself. “After a fall like this, I shall think nothing of tumbling down the stairs!”

Down, down, down. Would the fall ever come to an end?

“I wonder how many miles I’ve fallen by this time.” Alice said aloud. “I must be getting somewhere near the center of the earth. Let me see: that would be four thousand miles down, I think. I wonder if I shall fall right through the earth! How funny it will be to come out among the people that walk with their heads pointing downwards! I shall have to ask them what the name of the country is. ‘Please, Ma’am, is this New Zealand? Or Australia?’” She felt that she was dozing off when suddenly, thump! Down she came upon a heap of sticks and dry leaves.



Alice fell down, down, down.

Pages 37–38

- Have students find the word *cupboards* in the first paragraph. Discuss the definition of the singular form of the word, *cupboard*, with students, and point out that in this chapter, the word *cupboards* is used.
- Have students find the words *Ma’am*, *New Zealand*, and *Australia* in the last paragraph and discuss definitions.
- Direct students’ attention to the images and caption on **page 38** and have them comment on what is around Alice in the images.
- Have students read **pages 37** to find the answer to the question: “What did Alice think she would do as a result of falling for so long?”
- When students have finished reading, restate the question and ask them to answer.
 - » Alice thought she might fall right through the earth and come out on the other side.
- Ask, “What happened just as Alice felt she was dozing off?”
 - » She landed on a heap of sticks and dry leaves.

Alice was not hurt. She got up and looked around. Before her was a long tunnel. The White Rabbit was hurrying down it. Alice ran after him. She heard him say, “Oh my ears and whiskers, how late it’s getting!” She thought she was catching up to the White Rabbit. Then, she turned the corner and, poof! He was gone.

Alice found herself in a long, low hall. There were many doors, but they were all locked. She wondered how she would ever get out.

Suddenly, she came upon a little three-legged table. It was made of solid glass. There was nothing on it but a tiny, golden key. But, it would not open any of the doors.



Alice ran after the White Rabbit.

Pages 39–40

- Direct students’ attention to the image and caption on **page 40** and read the caption aloud as a class.
- Have students read **pages 39** to find the answer to the question: “What did Alice find in front of her after she landed?”
- When students have finished reading, restate the question and ask them to answer.
 - » She was standing in front of a long tunnel.
- Ask, “After the White Rabbit disappeared, where did Alice find herself?”
 - » in a long, low hall that had many doors that were all locked
- Ask, “What did the tiny golden key do?”
 - » Nothing; it would not open any of the doors.

Then, Alice spotted a curtain she had not noticed before. Behind it was a little door about fifteen inches high. She tried the little, golden key in the lock. It fit!

The door led into a small tunnel. It was not much larger than a rat hole. Alice knelt down and looked out into the loveliest garden she had ever seen. She longed to get out of that dark hall. She longed to wander about the garden. But the doorway was tiny. She could not even get her head through it.

There seemed to be no use in waiting by the little door so Alice went back to the table. This time, she found a little bottle on it.

“Hmm,” said Alice. “That was not there before.”

Alice looked closely at the bottle. The label said, ‘DRINK ME.’

“I’ll look first,” Alice said, “to see if it’s marked Poison.”

The bottle was not marked Poison so Alice decided to taste it. She found it had a sort of mixed flavor. It tasted like cherry tart, custard, pineapple, roast turkey, toffee, and hot buttered toast. Alice drank it up.



Alice tasted what was in the bottle.

Pages 41–42

- Have students find the words *custard* and *toffee* in the last paragraph and discuss the definitions of each word.
- Have students find the word *spotted* in the first paragraph and tell them to read the sentence to determine its definition.
- Tell students that the word *spotted* has many meanings. Ask students if *spotted* means having spots like a leopard. (*no*) Brainstorm with them what *spotted* means in this chapter. Have students look carefully back at the text to determine the meaning of *spotted*. (*to notice or to see*)
- Direct students' attention to the image and caption on **page 42** and ask students to comment on what is happening.
- Have students read **pages 41** to find the answer to the question: “What happened when Alice found a door the little golden key could unlock?”

- When students have finished reading, restate the question and ask students to answer.
 - » The door led to a small passage but the doorway was so small, Alice couldn't even get her head through it.
- Ask, "What did Alice do before she drank what was in the bottle?"
 - » She inspected the bottle to see if it was marked *Poison*.
- On a blank piece of paper, have students write a summary of what has happened so far in the story.

End Lesson

Lesson 10: The Further Adventures of Toad, Part I

Assessment Analysis

The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once all scores have been recorded, all Grade 3 teachers will need to meet to place students.

A chart has been provided with specific information about the Silent Reading Assessment.

The chart for the Silent Reading Assessment tells you about the length of each story, the code knowledge assumed, and suggested placements for students based on their scores. Below is an overview of how to interpret students' scores.

SILENT READING ASSESSMENT SCORES

Students who answered fewer than six questions correctly on “The Bug Hunt” and “The Snake” have **minimal preparation** for the Grade 3 sequence of Skills instruction. These students likely have fairly significant skills deficits and will need to be regrouped to an earlier point of instruction in the grade level materials. Additional information from the Word Reading in Isolation Assessment should be used to guide placement.

Students who answered six or more of the questions correctly on “Night of Ghosts” have **adequate preparation** for Grade 3 and may enjoy reading some trade books. Use student results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings.

Students who answer at least five questions correctly on “The Dog Show” likely have **strong preparation** for Grade 3 and are ready to read trade books independently.

Students who correctly answer six or more of the questions on “The Black Diamond” have **outstanding preparation** for Grade 3 and are ready to read trade books independently. If there are enough students performing at this level, they may be grouped together for Skills so that they can move at a faster pace.

WORD READING IN ISOLATION ASSESSMENT SCORES

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger his or her preparation is. There are three parts to the Word Reading in Isolation Assessment: One-Syllable Words (lines 1–14), Tricky Words (lines 15 and 16), and Two-Syllable Words (lines 17–24).

One- and Two-Syllable Words

The first 14 lines of the Word Reading in Isolation Assessment are one-syllable words. Students who struggle with many of the words on these early lines may need to be regrouped to an earlier point in the grade level materials. Specifically:

- Students who score 60–70 out of 70 words correctly have **strong or outstanding preparation** for Grade 3 materials.
- Students who read 49–59 out of 70 words correctly have **adequate preparation** for Grade 3 materials.
- Students who read 48 or fewer words out of 70 correctly have **poor preparation** for Grade 3 materials.

Tricky Words

Lines 15 and 16 consist of tricky words from prior grades. Tricky words contain a sound-spelling that doesn't follow the basic code or is unusual enough to have not been taught yet. Students who struggle with these words will need remediation on any words read incorrectly.

Two-Syllable Words

The remaining lines consist of two-syllable words:

- Line 17: compound words with short vowel spellings
- Line 18: words made up of short vowel spellings containing common suffixes
- Line 19: compound words that use the rest of the basic code spelling for vowel sounds beyond the five short vowels: long vowels and 'oo' > /oo/ (*soon*), 'ou' > /ou/ (*shout*), 'oi' > /oi/ (*oil*), 'ar' > (*car*), 'er' > /er/ (*her*), 'or' > /or/ (*for*)
- Line 20: words similar to line 19 but with the second syllable being a common suffix
- Line 21: words that are not compound words, do not have root word and suffix format, and are written entirely with basic code spellings

- Line 22: words with common vowel spelling alternatives in the first syllable and a common suffix in the second syllable
- Line 23: words that are not compound, do not have root word plus suffix format, and use spelling alternatives
- Line 24: words that include /ə/

Students who struggle with many of the words on the later lines may need to either be placed back in an earlier point in the grade level materials or in Grade 3 with remedial tutoring to correct specific problems. Specifically:

- Students who read 34–40 out of 40 words correctly have **strong or outstanding preparation** for Grade 3 materials.
- Students who read 28–33 out of 40 words correctly have **adequate preparation** for Grade 3 materials.
- Students who read 27 or fewer words out of 40 correctly have **poor preparation** for Grade 3 materials.

BORDERLINE SCORES

Students with ambiguous or borderline scores are the most **challenging to place**. In particular, you may have some students who are right on the border between being strong enough readers to benefit from the Grade 3 instruction and not having adequate preparation. This might include students who read the first and second story on the Silent Reading Assessment and answered most of the questions correctly but struggled with the third story, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment.

If possible, please spend additional time with these students before making a placement decision. We encourage you to sit with students and have them read aloud decodable texts like “The Snake” or “Night of Ghosts,” or selected stories from the Grade 2 Readers for Units 3, 4, and 5. How many mistakes do they make? How slow are they in terms of words correct per minute? Are the problems they encounter as they read isolated or pervasive? Here are some guidelines for deciding these borderline cases:

In analyzing results from the **Silent Reading Assessment**, be aware that some students may have limited previous experience with multiple-choice tests. They may struggle to answer the questions even if they read the story and understood it. You may wish to have borderline students read the story aloud to you and then discuss it with you so that you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the **Word Reading in Isolation Assessment**, remember that not all poor scores are the same.

- A score in the **lower range of poorly prepared** on the one-syllable word section of this assessment probably indicates a major problem reading the words or spellings in question and signals the need for intensive remediation beyond what can likely be provided within a Grade 3 classroom. However, a score in the **lower range of poorly prepared** for multisyllable words might result from the student not knowing a small set of letter-sound correspondences or a less than adequate knowledge of syllabication. This sort of problem can often be remediated in supplemental, small-group sessions, and may not require placing the student at any earlier point in the sequence of instruction. A score of **poorly prepared** in the Tricky Words section will result in the need to remediate those words and evaluate knowledge of Tricky Words in general.

Remember that one possibility is to place the student back at an earlier point in the grade level materials. A second possibility is to place him or her in the Grade 3 material and then provide remedial tutoring to correct specific problems. For example, if you can identify the specific letter-sound correspondences causing difficulty, you may be able to practice these in extra sessions while the student gets the Grade 3 instruction with the rest of the class.

If you are considering grouping less-prepared students with stronger students and teaching both groups the Grade 3 sequence, be sure to individualize instruction during small-group time to meet all students' needs.

If you feel you will be unable to provide such additional support sessions, this may be a reason for regrouping the less-prepared students to an earlier point in the grade level materials.

Note: See Guidelines for Evaluating Results at the end of this lesson for more detailed information.

SILENT READING ASSESSMENT

Guidelines for Evaluating Results

| Code Knowledge Assumed | Correct | Next Steps and Placement Indicated by Assessment Score |
|--|------------------------|---|
| 1. “The Bug Hunt” (54 words) | | |
| <p>Single-letter spellings for “short” vowel sounds, including ‘a’ > /a/ (<i>can</i>), ‘e’ > /e/ (<i>leg</i>), ‘o’ > /o/ (<i>on</i>), ‘u’ > /u/ (<i>bug</i>), and ‘i’ > /i/ (<i>six</i>)</p> <p>Single-letter spellings for 19 consonant sounds, including ‘b’ > /b/ (<i>bug</i>), ‘d’ > /d/ (<i>red</i>), and ‘f’ > /f/ (<i>Fred</i>)</p> <p>Double-letter spellings for consonant sounds, including ‘ff’ > /f/ (<i>off</i>), ‘ll’ > /l/ (<i>Jill</i>) and ‘ck’ > /k/ (<i>black</i>)</p> <p>Digraph spellings for consonant sounds including ‘th’ > /θ/ (<i>the</i>) and ‘th’ > /θ/ (<i>with</i>)</p> <p>Some Tricky Words first taught in Units 8 and 9 of Kindergarten, e.g., <i>a</i>, <i>the</i></p> <p>Story is made up entirely of one-syllable words</p> | < 6
Poor | <p>Student was unable to make sense of a selection comparable to the ones in the Reader for Unit 9 of Kindergarten.</p> <p>Student is not ready for the Grade 3 Skills.</p> <p>Student should be regrouped and needs intensive remediation. Use the Word Reading in Isolation Assessment score to guide placement.</p> |
| | 6
Borderline | <p>Student most likely understood the story, but there is a chance of getting a 6 by lucky guessing.</p> <p>Give “The Snake” Silent Reading Assessment and use results for placement.</p> |
| | 7–8
Adequate–Strong | <p>Student was able to make sense of a selection comparable to the ones in the Reader for Unit 9 of Kindergarten.</p> <p>Give “The Snake” Silent Reading Assessment and use results for placement.</p> |
| 2. “The Snake” (172 words) | | |
| <p>All of the above plus the following:
Basic-code spellings for “long” vowel sounds including ‘ee’ > /ee/ (<i>queen</i>), ‘a_e’ > /ae/ (<i>snake</i>), ‘o_e’ > /oe/ (<i>woke</i>), and ‘i_e’ > /ie/ (<i>bite</i>)</p> <p>Basic-code spellings for other vowel sounds, including ‘oo’ > /oo/ (<i>room</i>), ‘ou’ > /ou/ (<i>out</i>), ‘oi’ > /oi/ (<i>coiled</i>)</p> <p>Basic-code spellings for /er/ (<i>corner</i>), /ar/ (<i>scarf</i>), / or/ (<i>for</i>)</p> <p>Spelling alternatives for consonant sounds, including ‘c’ > /s/ (<i>princess</i>) and ‘tch’ > /ch/ (<i>catcher</i>)</p> <p>Tricky Words taught in Units 1–6 of Grade 1 and reviewed in Grade 2, e.g., <i>there</i>, <i>a</i>, <i>said</i>, <i>would</i>, and <i>I</i></p> <p>Past-tense endings with –ed as in <i>coiled</i> and <i>squinted</i></p> <p>Two-syllable words</p> | < 6
Poor | <p>Student was not able to make sense of a story comparable to the ones in the Reader for Unit 6 of Grade 1.</p> <p>Student is probably not ready for the Grade 3 sequence.</p> <p>Use Word Reading in Isolation Assessment score for placement.</p> |
| | 6
Borderline | <p>The student most likely understood the story, but there is a chance of getting a 6 by lucky guessing.</p> <p>If the student also received a borderline score on “The Bug Hunt,” administer the Word Reading in Isolation Assessment.</p> <p>If the students had a good score on “The Bug Hunt” but borderline on “The Snake,” give “Night of Ghosts” Silent Reading Assessment.</p> |
| | 7–8
Adequate–Strong | <p>Student was able to make sense of a story comparable to the ones in the Reader for Unit 6, Grade 1.</p> <p>Student has at least adequate preparation for Grade 3 Skills.</p> <p>Administer “Night of Ghosts” Silent Reading Assessment.</p> <p>You may still want to administer the Word Reading in Isolation Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced.</p> |

3. “Night of Ghosts” (224 words)

| | | |
|--|----------------------------|--|
| <p>All of the prior code knowledge, plus common spelling alternatives for /ae/ (<i>crazy, upstairs, stayed</i>), /oe/ (<i>pillow, show, Joe, over, moan</i>), /ie/ (<i>hiding, night, die, lying</i>), /ee/ (<i>Pete, crazy, hear, me, be</i>)</p> <p>Two-syllable words</p> | < 6
Adequate | <p>Student was not able to make sense of a story comparable to the ones in the Readers for Units 3 and 4 of Grade 2.</p> <p>However, student may still have adequate preparation for Grade 3 Skills.</p> <p>Administer “The Dog Show” Silent Reading Assessment and the Word Reading in Isolation Assessment.</p> |
| | 6
Adequate | <p>The student most likely understood the selection, but there is a chance of getting a 6 by lucky guessing.</p> <p>Give the “The Dog Show” Silent Reading Assessment.</p> |
| | 7–8
Adequate–
Strong | <p>Student was able to make sense of a selection comparable to the ones in the Reader for Units 3 and 4, Grade 2.</p> <p>Student has at least adequate and possibly strong preparation for Grade 3 and <i>may also be ready to read trade books independently</i>.</p> <p>Give the “The Dog Show” Silent Reading Assessment.</p> |

4. “The Dog Show” (376 words)

| | | |
|---|-------------------------------|--|
| <p>All of the prior code knowledge plus additional spellings taught in Units 4–6 of Grade 2, e.g., <i>during, girl, section, wrinkles</i>, plus some words with unusual spellings, e.g., <i>Seattle, Spitz, only, example, four, fur</i></p> <p>Two- and three-syllable words</p> | < 5
Adequate–
Strong | <p>Student was not able to make sense of this selection, which contains some unusual and rare spellings.</p> <p>However, if the student made it this far and performed adequately on “Night of Ghosts,” he or she likely has adequate–strong preparation for Grade 3 and <i>is ready to read trade books independently</i>.</p> |
| | 5
Strong | <p>The student most likely understood the selection, but there is a chance of getting a 5 by lucky guessing.</p> <p>However, as noted above, this student likely has strong preparation for Grade 3.</p> |
| | 6–8
Strong–
Outstanding | <p>Student was able to make sense of a selection that contains some unusual and rare spellings not taught in the Grade 2 curriculum.</p> <p>Student has strong–outstanding preparation for Grade 3 and <i>is ready to read trade books independently</i>.</p> |

5. “Black Diamond” (384 words)

| | | |
|---|--|---|
| <p>All of 1–4 plus the additional spellings taught in Units 5 and 6 of Grade 2, e.g., /ə/ spellings; <i>cousin, courage, some, listen, mountain, caution, Phil, ski, learning, thought, ready, toughest, great, and worry</i></p> | <p>< 5
Strong</p> | <p>Student was not able to make sense of this selection, which contains some unusual and rare spellings.</p> <p>However, if the student made it this far, he or she has strong preparation for Grade 3 and <i>may also be ready to read trade books independently</i>.</p> |
| <p>Two- and three-syllable words</p> | <p>5
Strong</p> | <p>The student most likely understood the selection, but there is a chance of getting a 5 by lucky guessing.</p> <p>However, as noted above, this student has strong preparation for Grade 3.</p> |
| | <p>6–8
Strong–
Outstanding</p> | <p>Student was able to make sense of a selection and read proficiently.</p> <p>Student has outstanding preparation for Grade 3 and <i>is ready to read trade books independently</i>.</p> |

ANALYZING STUDENT SKILLS SCORES FOR SKILLS PLACEMENT

Once you have administered and scored all assessments, enter students’ scores on the Placement Planning Chart found at the end of Lesson 6. Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction.

We highly recommend that all Grade 3 teachers meet as a grade level team to examine students’ scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students’ needs when teaching phonics skills. Once the grade level team has examined the scores of all Grade 3 students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

Note: The Skills assessments and placement recommendations should be used in grouping students for instruction during the Skills Strand. These assessments should not be used for regrouping students during the Listening and Learning Strand. In fact, all students should participate in grade level Listening and Learning instruction, regardless of their decoding skills. Limited decoding skills will not prevent a student from learning from the Read-Alouds, discussions, and activities that are a part of Listening and Learning. It is critical that all students continue to build their oral vocabulary and content knowledge, irrespective of their decoding skills. In fact, the focus on oral language in the Listening and Learning Strand may provide struggling decoders with an opportunity to shine.

PLACING STUDENTS IN LEVELED GROUPS

| If a student scores . . . | the student should start instruction after Unit 1 with | Group |
|---|---|--------|
| <i>5 or more correct on "Black Diamond" and 60–70 words correct on lines 1–14 and 34 to 40 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i> | Grade 3 Unit 2

This student has OUTSTANDING preparation for Grade 3 Skills. | 1 |
| <i>5 or more correct on "The Dog Show," 0–4 correct on "Black Diamond," and 60–70 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i> | Grade 3 Unit 2

This student has STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words. | 1 |
| <i>5 or more correct on "The Dog Show," 0–4 correct on "Black Diamond," and 49–59 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i> | Grade 3 Unit 2

This student has STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words. Provide additional practice in specific letter-sound correspondences misread | 1 or 2 |
| <i>5 or more correct on "Night of Ghosts," 0–4 correct on "The Dog Show," and 60–70 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i> | Grade 3 Unit 2

This student has ADEQUATE and possibly STRONG preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words. Provide targeted small group remediation in the specific vowel digraphs missed | 2 |
| <i>5 or more correct on "Night of Ghosts," 0–4 correct on "The Dog Show" and 49–59 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i> | Grade 3 Unit 2

This student has ADEQUATE preparation for Grade 3 Skills, with good comprehension and adequate decoding of individual words Provide additional practice in specific letter-sound correspondences and vowel digraphs misread | 2 |
| <i>5 or more correct on "The Snake," 0–4 correct on "Night of Ghosts," and 60–70 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i> | Grade 3 Unit 2

This student has ADEQUATE preparation for Grade 3 Skills, with good decoding of comprehension and decoding of individual words. Provide additional practice in specific letter-sound correspondences and vowel digraphs misread | 2 |
| <i>5 or more correct on "The Snake," and 0–4 correct on "Night of Ghosts," and 49–59 words correct on lines 1–14 and 28–33 words correct on lines 17–24 of the Word Reading in Isolation Assessment</i> | Grade 3 Unit 2

This student has a somewhat ADEQUATE preparation for Grade 3 Skills. Provide targeted small group remediation in the specific letter-sound correspondences and vowel digraphs misread on the Word Reading in Isolation Assessment. Monitor progress in Unit 2. | 2 |

| | | |
|--|---|------------------------------|
| <p>5 or more correct on “The Bug Hunt,”
0–4 correct on “The Snake,” and
49–70 words correct on lines 1–14
and 28–33 words correct on lines
17–24 of the Word Reading in
Isolation Assessment</p> | <p>This student has QUESTIONABLE preparation for Grade 3 Skills. The Word Reading in Isolation scores may reveal a tendency to memorize words, rather than apply code knowledge. The student needs a comprehensive review before starting Grade 3 Unit 2. If Grade 2 materials are available, another option may be to use Grade 2 materials before starting Grade 3 Unit 2.</p> | <p>3</p> |
| <p>4 or less correct on “The Bug Hunt”
and/or 48 or fewer words on the
first 14 lines of the Word Reading in
Isolation Assessment</p> | <p>This student has QUESTIONABLE preparation for Grade 3 Skills. The student needs a comprehensive review before starting Grade 3 Unit 2. If Grade 2 materials are available, another option may be to use Grade 2 materials before starting Grade 3 Unit 2.</p> | <p>Intensive Remediation</p> |

PLACEMENT AND GROUPING GUIDELINES

Grade 3 teachers should meet as a team after they have completed the Placement Planning Chart and have assigned a group number to each student in their class. Teachers may wish to write each student’s name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines.

| | |
|---|--|
| <p>If there is only one classroom teacher per grade level . . .</p> | <p>. . . the teacher should start all students in Groups 1 and 2 with Grade 3, Unit 2, providing individualized remediation in small groups using Pausing Point activities as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with Grade 3, Unit 2.</p> |
| <p>If there are 2 classroom teachers per grade level . . .</p> | <p>. . . one teacher provides Skills instruction to all Group 1 and 2 students, starting with Grade 3, Unit 2, while the other teacher provides Skills instruction to all Group 3 students. OR . . . one teacher provides Skills instruction to all Group 1 students, starting with Grade 3, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with Grade 3, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom would not start with Grade 3, Unit 2 but rather be provided the needed intervention.</p> |
| <p>If there are 3 classroom teachers per grade level . . .</p> | <p>. . . one teacher provides Skills instruction to all Group 1 students, starting with Grade 3, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with Grade 3, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention</p> |
| <p>If there are 4 classroom teachers per grade level . . .</p> | <p>. . . one teacher provides Skills instruction to all Group 1 students, starting with Grade 3, Unit 2; another teacher provides Skills instruction to the high-level Group 2 students, starting with Grade 3, Unit 2; a third teacher provides Skills instruction to the lower-level Group 2 students, starting with Grade 3, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention.</p> |

These grouping guidelines are only a starting point; other variables, such as the number of students across the grade level in any given group, will also be considered. If there are disproportionately larger numbers of one or more particular groups of students, these guidelines will need to be modified to ensure that no one teacher has a disproportionately larger class size within the basic guidelines of placement suggestions.

ANALYZING ASSESSMENT

Once students have been grouped and placed, teachers are encouraged to conduct a more refined error analysis of student performance on the various assessments as suggested below in order to better tailor small group instruction to meet individual students' needs.

- **Word Reading in Isolation Assessment**—See error analysis for each student as documented on the Scoring Sheet for Word Reading in Isolation Assessment, Worksheet 7.5. Provide specific remediation for the letter-sound correspondences and/or Tricky Words missed.
- **Silent Reading Assessments**—See errors on the comprehension worksheets for the assessments completed by students. Provide support in modeling how to answer multiple-choice comprehension questions (both literal and inferential) during small-group meetings with students.

The Further Adventures of Toad, Part II

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will use details of the story to describe Toad's personality.

✦ **TEKS 3.1.A; TEKS 3.8.B**

Writing

With assistance, students will draft an opinion paragraph.

✦ **TEKS 3.7.B; TEKS 3.11.B.i; TEKS 3.12.C**

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

✦ **TEKS 3.6.G; TEKS 3.7.C**

Foundational Skills

✦ Students will review spellings for 'g' and 'c'. **TEKS 3.2.A.i**

FORMATIVE ASSESSMENT

Activity Page 11.8

Planning an Opinion Paragraph Draft an opinion

✦ paragraph. **TEKS 3.7.B; TEKS 3.11.B.i; TEKS 3.12.C**

Activity Page 11.1

Alice's Adventure in Wonderland, Part 1. Answer

✦ questions and cite evidence from text. **TEKS 3.7.C**

Activity Page 11.2

Sound Spellings: 'g' Identify two different sounds for

✦ the spelling 'g'. **TEKS 3.2.A.i**

Activity Page 11.5

Sound Spellings: 'c' Identify two different sounds for

✦ the spelling 'c'. **TEKS 3.2.A.i**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-------------|---------|--|
| Speaking and Listening (45 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> Digital Flip Book: U1.L11.1–5 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>Recklessly</i> | Whole Group | 5 min. | |
| Writing (30 min.) | | | |
| Writing an Opinion Paragraph: Draft | Partner | 30 min. | <input type="checkbox"/> Paragraph Chart
<input type="checkbox"/> Activity Page 10.4
<input type="checkbox"/> Activity Page 11.8 |
| Reading (25 min.) | | | |
| Reading: Chapter 4 | Partner | 20 min. | <input type="checkbox"/> Reader
<input type="checkbox"/> Activity Page 11.1 |
| Wrap-Up | Whole Group | 5 min. | |
| Foundational Skills (20 min.) | | | |
| Spellings 'g' and 'c' | Whole Group | 20 min. | <input type="checkbox"/> Spelling Cards 'g'>/j/ (gem);
'c'>/s/ (cent)
<input type="checkbox"/> Individual Code Chart
<input type="checkbox"/> Activity Pages 11.2–11.7
<input type="checkbox"/> Decodable Passage
(Teacher Resources) |
| Take-Home Material | | | |
| "Alice's Adventures in Wonderland, Part I" | | | <input type="checkbox"/> Activity Page 11.9 |

ADVANCE PREPARATION

Speaking and Listening

- Identify the following Digital Flip Book images on the program’s digital components site to project during the Read-Aloud: U1.L11.1–5.

Writing

- On chart paper, create a paragraph chart similar to Activity Page 11.8.

Foundational Skills

- Spelling Cards for ‘g’>/j/ (gem) and ‘c’>/s/ (cent)
- Individual Code Charts for each student
- The decodable passage for this lesson, “Summary of ‘The Further Adventures of Toad, Part II,’” can be found in the Teacher Resources section. You may wish to use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

Universal Access

- For both the writing and reading segments, you may consider organizing a small group in order to provide additional assistance.

Start Lesson

Lesson 11: The Further Adventures of Toad, Part II

Speaking and Listening

Primary Focus: Students will use details of the story to describe Toad’s personality.


 **TEKS 3.1.A; TEKS 3.8.B**

VOCABULARY: “THE FURTHER ADVENTURES OF TOAD, PART II”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

ecstasies, intense joys or great joy

gaining on, getting nearer to someone or something you are pursuing
(**gain, gains, gained**)

 **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.8.B** Explain the relationships among the major and minor characters.

keenly, extremely; sharply; eagerly

proposal, an offer or a suggestion; a request for marriage (**proposals**)

recklessly, carelessly; unconcerned about the consequences or results of an action

spirit, the character of a person; the way someone feels or thinks; positive attitude

| Vocabulary Chart: "The Further Adventures of Toad, Part II" | | |
|---|---------------------------------|---|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | | ecstasies
gaining on
keenly
proposal
recklessly
spirit |
| Multiple Meaning | | |
| | | |
| Sayings and Phrases | | |

INTRODUCING THE READ-ALoud (10 MIN.)

- Review with students the themes and literary tools they have learned about so far.
- You may wish to revisit the Themes Chart and add examples to it based on examples from the text.
- Ask students to turn to a partner and describe briefly what happened in the previous lesson.
- Ask students what they think of Toad's disguise, and ask if they think it is helpful or harmful to Toad and to others.
- Also review with students the word *conceited*. Ask, "Would you describe Toad as conceited? Why or why not?" Be sure to have students use the word *conceited* when they talk about it.
- Explain to students that in the Read-Aloud today, Toad is even more conceited than usual.
- Share with students the title of the Read-Aloud, "The Further Adventures of Toad, Part II."
- Ask students to predict what adventures Toad will experience in today's Read-Aloud.

**Show Image U1.L11.1****Toad on Horseback**

Toad had traveled some miles, his horse and he, and he was feeling drowsy in the hot sunshine, when the horse stopped, and began to nibble

the grass; and Toad, waking up, just saved himself from falling off. He looked about him and found he was on a wide common. Near him stood a gypsy caravan and beside it was a man sitting on an upturned bucket. A fire of sticks was burning nearby, and over the fire hung an iron pot, and from out of that pot came rich and varied smells. Toad was hungry. He looked the gypsy over carefully, wondering whether it would be easier to fight him or persuade him. So there he sat, and sniffed and looked at the gypsy; and the gypsy sat and looked at him.

Who remembers what a gypsy is? And what is a caravan? (Gypsies are wandering people who originally came from northern India. A caravan is a large covered wagon that's used as a traveling home.)

Presently the gypsy remarked, "Want to sell that there horse of yours?"

Toad was completely taken aback. Nevertheless, the gypsy's suggestion seemed to smooth the way towards the two things he wanted—money and breakfast.

"What?" he said. "Me sell this beautiful young horse? O, no! Besides, I'm too fond of him. All the same, how much might you be willing to offer me?"

The gypsy looked the horse over. "Shillin' a leg," he said briefly, and turned away. A shilling is a British coin.

"A shilling a leg?" cried Toad. "If you please, I must take a little time to work that out."

He climbed down off his horse, and did sums on his fingers, and at last he said, "A shilling a leg? Why, that comes to exactly four shillings. That is simply not enough."

"Well," said the gypsy, "I'll tell you what I will do. I'll make it five shillings, and that's more than the animal's worth."

Then Toad sat and pondered. He was **keenly** aware that he was hungry and penniless. At last he said firmly, "Look here! You give me six shillings and sixpence, and as much breakfast as I can eat. In return, I will hand over my horse."



Show Image U1.L11.2

Toad Buys Breakfast

The gypsy grumbled but in the end he counted out six shillings and sixpence into Toad's open paw. Then he disappeared into the caravan and returned with a large iron plate. He

tilted up the pot, and a stream of hot rich stew gurgled onto the plate. Toad took the plate on his lap. He thought that he had never eaten so good a breakfast in all his life.

When Toad had eaten as much stew as he possibly could, he got up and said good-bye to the gypsy and the horse. After receiving directions from the gypsy, he set forth on his travels again.

As he tramped along, he thought of his adventures, and how when things seemed at their worst, he had always found a way out. Toad's pride and conceit began to swell within him. "Ho, ho!" he said to himself, "what a clever Toad I am!" He got so puffed up with conceit that he made up a song as he walked in praise of himself, and sang it at the top of his voice, though there was no one to hear it but him.

*The world has held great Heroes,
As history books have showed;
But never a name to go down to fame
Compared with that of Toad!*

*The clever men at Oxford
Know all that there is to be knowed.
But they none of them know one half as much
As intelligent Mr. Toad!*

The University of Oxford is a world-renowned university in Great Britain. Is *knowed* a word? The author is using humor here because he has just mentioned Oxford, a place where many intelligent people have studied.

*The animals sat in the Ark and cried,
Their tears in torrents flowed.
Who was it said, 'There's land ahead'?
Encouraging Mr. Toad!*

*The army all saluted
As they marched along the road.
Was it the King? Or President?
No. It was Mr. Toad!*

He sang as he walked, and got more inflated every minute. But his pride was shortly to have a severe fall.

After a while, Toad reached the main road, and there he saw approaching him a speck that turned into a dot, and then into something very familiar.

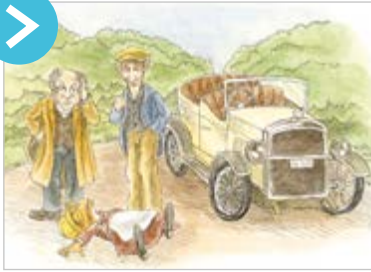
"This is the life again," said the excited Toad. "I will hail my brothers of the wheel, and they will give me a lift!"

He stepped confidently out into the road, when suddenly he became very pale. His knees shook, and he collapsed. And well he might; for the approaching car was the very one he had previously stolen!

He sank down in a miserable heap in the road, murmuring to himself, "It's all over!"

Challenge

Have you heard the saying "Pride goes before a fall"? What do you think is going to happen?



Show Image U1.L11.3 **Toad Thinks the Jig Is Up**

The motorcar drew slowly nearer, till at last he heard it stop just short of him. Two gentlemen got out and walked round the heap lying in the road, and

one of them said, “O dear! Here is a poor old thing—a washerwoman apparently—who has fainted in the road! Let us take her to the nearest village.”

They tenderly lifted Toad into the motorcar and proceeded on their way.

When Toad heard them talk so kindly, he cautiously opened first one eye and then the other.

“Look!” said one of the gentlemen, “she is better already. How do you feel now, ma’am?”

“Thank you kindly, Sir,” said Toad in a feeble voice, “I’m feeling a great deal better!”

“Now don’t try to talk,” said the gentleman.

“I won’t,” said Toad. “I was only thinking, if I might sit on the front seat there, beside the driver, where I could get the fresh air full in my face, I should soon be all right again.”

“What a sensible woman!” said the gentleman. “Of course you shall.” So they helped Toad into the front seat beside the driver.

Toad was now almost himself again. He sat up, and tried to beat down the old cravings that rose up and took possession of him.

“It is fate!” he said to himself. “Why struggle?” and he turned to the driver at his side.

“Please, Sir,” he said, “would you kindly let me try and drive the car? I should like to be able to tell my friends that I have had the privilege!”

The driver laughed at the **proposal** so heartily that the gentleman inquired what the matter was. When he heard, he said, to Toad's delight, “I like your **spirit**. Let her have a try.”

Toad scrambled into the seat vacated by the driver, took the steering wheel in his hands, listened with affected humility to the instructions, and set the car in motion.

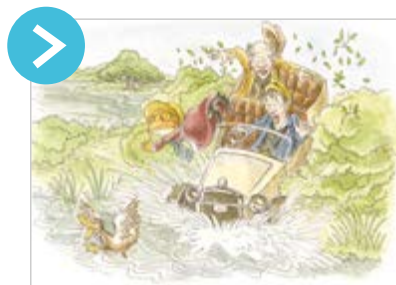
The gentlemen behind applauded, and Toad heard them saying, “Fancy a washerwoman driving a car as well as that, the first time!”

Toad went a little faster.

He heard the gentlemen call out warningly, “Be careful, washerwoman!” And this annoyed him, and he became angry.

The driver tried to interfere, but the Toad made the car speed even faster. “Washerwoman, indeed!” he shouted **recklessly**. “I am the Toad who always escapes! Sit still and you shall know what driving really is!”

With a cry of horror the whole party rose and flung themselves on him. “Seize him!” they cried.



Show Image U1.L11.4

Yet Another Smash-up, Courtesy of Toad

Alas! They should have remembered to stop the motorcar before attempting to seize Toad. With a turn of the wheel the Toad sent the motorcar

crashing through a hedge. One mighty bound, and the wheels of the car were churning up the thick mud of a horsepond.

Toad found himself flying through the air. He eventually landed on his back in the soft grass of a meadow. Sitting up, he could just see the motorcar in the pond; the gentlemen and the driver were floundering in the water.

He picked himself up, and set off running across country as hard as he could. He ran till he was breathless and weary, and had to go at a slower pace. When he had recovered his breath, he began to laugh. “Ho, ho!” he cried, in **ecstasies** of self-admiration, “Toad, as usual, comes out on the top!”

Then he burst into song again. A slight noise at a distance behind him made him turn his head and look. O horror!

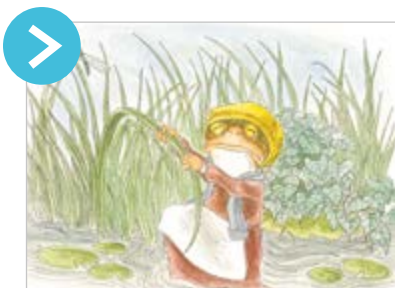
About two fields off, the chauffeur, or driver, and two large policemen were visible, running towards him.

Toad sprang to his feet and pelted away again. “O, my!” he gasped, as he ran. “What a *fool* I am! What a *conceited numpty!*”

Toad glanced back, and saw that they were **gaining** on him. On he ran desperately. He did his best, but his legs were short. Ceasing to heed where he was going, he struggled on wildly, when suddenly the earth failed under his feet. The Toad grasped at the air, and, splash! He found himself head over ears in deep water. He had run straight into the river!

Support

Numpty is the Scottish word for idiot or fool. Remember, Kenneth Grahame, the author, was born in Scotland.



Show Image U1.L11.5 Toad Back on the River

Toad rose to the surface and tried to grasp the reeds, but the stream was so strong that it tore them out of his hands. “O my!” gasped poor Toad. “If ever I steal a motorcar again!”—then down he went, and came up spluttering.

Presently he saw that he was approaching a big dark hole in the bank, just above his head. As the stream bore him past it, he reached up with a hand and caught hold of the edge. Then slowly he drew himself up out of the water, till he was able to rest his elbows on the edge of the hole.

As he stared before him into the dark hole, some bright small thing twinkled in its depths. As it approached, a face grew up gradually around it, and it was a familiar face!

Brown and small, with whiskers.

It was the Water Rat!

DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Evaluative.** Were your predictions correct about what adventures Toad has? Why or why not?
 - » Answers may vary.
2. **Literal.** At the beginning of today's Read-Aloud, we find Mr. Toad riding away on a stolen horse. He's tired and keenly hungry. What does he do next?
 - » He sells the horse to a gypsy for six shillings and sixpence and breakfast.
3. **Inferential.** How does Toad act conceited in today's Read-Aloud?
 - » He sings a song about how wonderful he is in "ecstasies of self-admiration"; he congratulates himself several times, drives recklessly and brags about it; etc.
4. **Inferential.** As Toad is walking along the road, a motorcar passes by. Who is in the motorcar?
 - » The same people he had stolen from before.Why don't they recognize him?
 - » He is still dressed like a washerwoman.
5. **Inferential.** Describe how Toad feels when he recognizes the motorcar and the people in it.
 - » He becomes pale, his knees shake, and he collapses.Why does Toad feel this way?
 - » He is afraid the people are going to recognize him and turn him into the police.

6. **Literal.** How does Toad manage to get behind the wheel of that motorcar once more?
- » The passengers put Mr. Toad in the motorcar to bring him to the nearest village. When Toad realizes they don't recognize him, he asks them if he can drive. The gentleman thinks it's a funny proposal, and says he likes Toad's spirit. And so he let Toad take the wheel of the car.
7. **Evaluative.** Once Toad is in the driver's seat, he drives recklessly. Retell this part of the story from the perspective of the men in the car.
- » Answers may vary.
8. **Inferential.** Why does Toad run straight into the river after getting out of the horse pond?
- » The chauffeur, or driver, and the policemen are chasing him and gaining on him; Toad is looking back and not paying attention when the ground drops off, and he falls into the river.



Check for Understanding

Evaluative. Toad is very conceited and irresponsible. Do you think Toad will ever learn from his mistakes? Why or why not?

- » Answers may vary.

9. **Evaluative.** *Think-Pair-Share:* At the end of the Read-Aloud, Toad encounters Rat. Will Rat “let bygones be bygones”? Or is Toad too much of a “rotten apple”?
- » Answers may vary.

WORD WORK: RECKLESSLY (5 MIN.)

1. In the story today, Toad shouts *recklessly* when he reveals that he is not a washerwoman, but “the Toad who always escapes!”
2. Say the word *recklessly* with me.
3. When people do something recklessly, they are doing it carelessly, without thinking about how it will affect themselves or others around them.
4. Jimmy recklessly climbed the maple tree, even though the branches looked like they might break at any moment.

5. Over the past few days, you have heard about the adventures of Toad. What kinds of things have you heard about that he has done recklessly? Be sure to use the word *recklessly* when you tell about them. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "Toad. . . *recklessly* . . .")
6. What's the word we've been talking about? What part of speech is the word *recklessly*?
 - Use a Making Choices activity for follow-up. Directions: Say, "I am going to read a series of situations. If the person in the situation is acting recklessly, say, 'He or she is acting recklessly!' If the person in the situation is not acting recklessly, say, 'He or she is not acting recklessly.'"
1. Abigail ran out into the road without looking both ways. (*She is acting recklessly!*)
2. Monica jumped into the river even though her mother told her it was dangerous. (*She is acting recklessly!*)
3. Tom made sure to put on his helmet before riding his bike. (*He is not acting recklessly.*)
4. Gary tried to climb the very tall fence to get into the park when it was closed. (*He is acting recklessly!*)
5. Tina walked carefully around the side of the pool because it was wet and slippery. (*She is not acting recklessly.*)

Lesson 11: The Further Adventures of Toad, Part II

Writing



Primary Focus: With assistance, students will draft an opinion paragraph.

✚ **TEKS 3.7.B; TEKS 3.11.B.i; TEKS 3.12.C**

✚ **WRITING AN OPINION PARAGRAPH: DRAFT (30 MIN.)** **TEKS 3.12.C**

- Remind students of the steps of the writing process—plan, draft, revise, edit, and publish.
- Remind them that in the previous lesson they completed the plan step of their opinion piece.
- Tell students that today they are going to complete the next step: draft.
- Display the brainstorming chart(s) you previously created as a class. If you created multiple charts, discuss which theme and character the class would like to use for the opinion piece based on the supporting examples found in the text.
- Direct students to Activity Page 11.8. Tell students they should complete this activity page while you are completing the prepared chart.
- Tell students that today they are going to use the words and phrases from their brainstorming plan to create sentences for their draft.
- Have students share ideas for a title, and display these ideas. Tell students that you will revisit these when the draft is finished to see if one of them is a fitting choice.
- Tell students that the first thing they are going to write in their draft is the topic sentence. Ask students, “Who can tell me what a topic sentence is?” Explain that a topic sentence is the first sentence in the paragraph that tells the reader the key idea that the writer is going to write about.
- Tell students that in an opinion paragraph, this sentence includes the writer’s opinion about his or her topic. In this case, the topic sentence will state an opinion about the chosen theme and character. For example, a topic sentence for this opinion paragraph may be, “I think Mole is the best example of the theme of friendship in this story.”
- Ask students to share ideas for a topic sentence, and write these down. Choose a sentence together, and write it in the first rectangle.

✚ **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure including an introduction and conclusion; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Activity Page 11.8



Challenge

Have students complete Activity Page 11.8 independently.



Writing
Opinion Paragraph

Beginning

Work with individual students to complete Activity Page 11.8.

Intermediate

Work with a small group of students to complete the activity page.

Advanced/Advanced High

Allow students to work with a partner during the teacher-led activity.

ELPS 5.F

- Next, tell students that they are going to choose the three best reasons from the brainstorming chart they created together that support their opinion. Explain that they may include more than three reasons, but three is the minimum needed. For example, a reason that supports their topic sentence may be, “Mole is a good friend because he is always willing to help others.”
- Tell students that after each reason, they will provide an example, such as “Mole offers to pack up the picnic basket after he and Rat have lunch.” Guide students in generating three reasons and three examples. Explain that these reasons and examples should be written down in chronological order as they relate to the plot. Encourage students to use linking words between the different reasons and examples, such as *then, as, because, also, for example, such as*, etc. Explain that sometimes the reason and example may be combined into one sentence. For example, “Mole is a good friend because he is always willing to help others, such as when he offers to pack the picnic lunch.”
- As you write these sentences in the middle six rectangles, tell students that you are using capital letters at the beginning of your sentences and punctuation at the end. If applicable, tell students that you are using commas between things in a list. Tell students that they will check the grammar and spelling during the edit step, but that they should try to pay attention to these things as they are writing their draft as well.
- Finally, tell students that the last rectangle is for the concluding sentence. Ask, “Who can tell me what a concluding sentence is?”
- Remind students that this is the last sentence in the paragraph that wraps up, or concludes, the information, and often restates the topic sentence in another way. Have students share ideas for a concluding sentence and write these down. Choose a sentence together, and write it in the last rectangle. As you write this sentence, remind students that this sentence lets the reader know that the writer is finished with the key idea stated in the topic sentence, and that it does not introduce any new supporting information.
- Tell students that because the concluding sentence often restates the topic sentence, this is a good opportunity to use synonyms, or words that have similar meanings, such as *demonstrates* or *exemplifies* instead of *represents*.
- Read the completed paragraph to the class. Revisit the list of title ideas to see if any of them are a fitting choice. Tell students that you are going to continue to work on this draft together during the next writing session. Encourage students to be thinking of any other title ideas and other changes that they think are needed in the paragraph.
- Tell students that you will help them to change, or revise, this paragraph during the next draft.

Lesson 11: The Further Adventures of Toad, Part II

Reading



Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

TEKS 3.6.G; TEKS 3.7.C

READING: CHAPTER 4 (20 MIN.)

- You may wish to review some of the vocabulary before rereading the chapter.
- Tell students that today, they will reread the chapter with a partner.
- Remind students of any procedures you have established in your classroom for partner work.
- Tell students that when they have completed rereading the chapter, they should complete Activity Page 11.1 with their partner.



Check for Understanding

Use the following questions to promote a discussion of the story. Encourage students to respond in complete sentences.

WRAP-UP (5 MIN.)

Discussion Questions on “Alice’s Adventures in Wonderland, Part I”

1. **Literal.** Who are the characters of this story?
 - » Alice, her sister, a White Rabbit
2. **Literal.** Where did Alice go when she left the bank of the river?
 - » down a hole and into a long hall
3. **Inferential.** Why do you think Alice decided to follow the Rabbit?
 - » Answers may vary.

TEKS 3.6.G Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.

Activity Page 11.1



**ENGLISH
LANGUAGE
LEARNERS**

Reading
Reading Comprehension

Beginning

Work with individual students to reread the chapter and complete Activity Page 11.1.

Intermediate

Work with a small group of students to reread and complete the activity page.

Advanced/Advanced High

Provide assistance as needed.

ELPS 4.F

4. **Literal.** What did Alice see when she used the little golden key to unlock the door behind the curtain?
- » a small passage leading to the loveliest garden she had ever seen
5. **Literal.** What problem did Alice have after she unlocked the door behind the curtain?
- » The doorway was too small for Alice to go through

Lesson 11: The Further Adventures of Toad, Part II

Foundational Skills

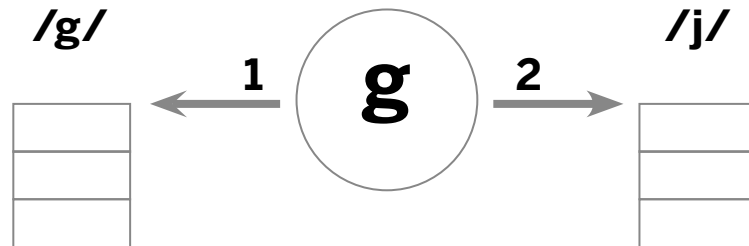


Primary Focus: Students will review spellings for 'g' and 'c'. **TEKS 3.2.A.i**

SPELLINGS 'G' AND 'C' (20 MIN.) **TEKS 3.2.A.i**

Spelling 'g'

- Remind students that some spellings, called Tricky Spellings, can be pronounced more than one way.
- Show the Spelling Card for 'g' as a spelling for /g/. Remind students that they have already learned that 'g' can be pronounced /j/. Using the following steps, draw the chart below to illustrate the spelling 'g'.



- Begin by writing *got* on the board under the left side of the chart marked /g/.
- Underline the 'g' in *got* as you write it. Pronounce the word *got*.
- Repeat the process with the words *gum* and *big*.
- Read the words aloud. Ask students what sound the letter 'g' makes in these three words.
- Point out that the spelling 'g' is pronounced /g/ in these words.
- Explain that 'g' can also be pronounced /j/.

TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as *eigh*, *ough*, and *en*.

- Begin by writing *gem* on the board under the right side of the chart marked /j/.
- Underline the 'g' in *gem* as you write it. Pronounce the word *gem*.
- Repeat the process with the words *tragic* and *legend*.
- Read the words aloud. Ask students what sound the letter 'g' makes in these three words.
- Point out that the spelling 'g' is pronounced /j/ in these words. Explain that 'g' is often pronounced /g/ when it is followed by the letter 'e' or the letter 'i'.
- Tell students that to figure out how to pronounce this spelling, they may need to try sounding it out two different ways.
- Explain that /g/ is the most likely pronunciation option and therefore the one they should try first.
- If that does not sound right, or does not make sense in context, they should try option 2, /j/.
- Tell students to turn to **page 1** of the **Individual Code Chart**.
- Have students turn to Activity Page 11.2.
- Read the example words on the left of the page: *got*, *gum*, *big*. Point out the /g/ sound in these words. Have students underline the 'g' in the words.
- Read the example words on the right of the page: *gem*, *tragic*, *legend*. Review that it is the /j/ sound because 'g' is followed by 'i' or 'e'. Have students underline the 'g' in the words.
- Have students find and underline the 'g' in the word in the first sentence.
- Read the first sentence on the worksheet, pronouncing the spelling /g/: "He did a /m/ /a/ /g/ /i/ /k/ trick." Ask if that sounds right. Explain that since /m/ /a/ /g/ /i/ /k/ sounds wrong, students need to try pronouncing it the second way.
- Read the sentence again, pronouncing the spelling /j/: "He did a /m/ /a/ /j/ /i/ /k/ trick." Point out that 'i' follows 'g'. Ask if that sounds right.
- Write *magic* in the /j/ column to indicate that the 'g' in *magic* is pronounced like the 'g' in *gem*.
- Work through the remaining sentences on the activity page, having students first find and underline 'g' in the words on their own. Then, call on students to read each sentence aloud, try the tricky spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.
- When students have completed the worksheet, ask them which pronunciation seems to be more common. (/g/ is more common)

Activity Page 11.2

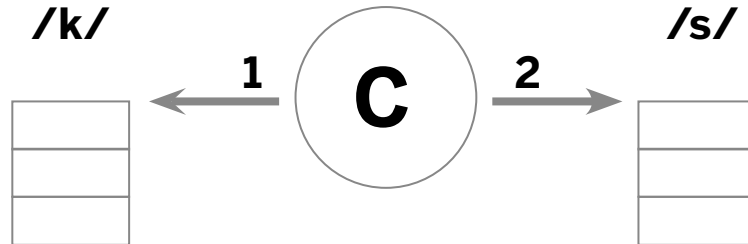


Support

You may wish to have students complete Activity Page 11.4 for additional practice.

Spelling 'c'

- Remind students that some spellings can be pronounced more than one way.
- Show Spelling Card 'c' as a spelling for /k/. Remind the students that they have already learned that 'c' can be pronounced /k/.
- Using the following steps, draw the chart below to illustrate the spelling 'c'.



- Begin by writing *can* on the board under the left side of the chart marked /k/.
- Underline the 'c' in *can* as you write it. Pronounce the word *can*.
- Repeat the process with the words *cap* and *cot*.
- Read the words aloud. Ask students what sound the letter 'c' makes in these three words.
- Point out that the spelling 'c' is pronounced /k/ in these words.
- Explain that 'c' can also be pronounced /s/.
- Explain that 'c' is often pronounced /s/ when it is followed by the letters 'e' or 'i', as in words like *cent* and *citrus*.
- Begin by writing *cent* on the board under the right side of the chart marked /s/.
- Underline 'c' in the word *cent*, and pronounce it /s/. Pronounce the word *cent*.
- Repeat the process with the words *citrus* and *cell*.
- Point out that the spelling 'c' is pronounced /s/ in these words.
- Explain that /k/ is the most likely pronunciation option and therefore the one that students should try first. If that does not sound right, or does not make sense in context, they should try option 2, /s/.
- Tell students to turn to **page 2** of the **Individual Code Chart**.
- Show the students the 'c' > /s/ (*cent*) Spelling Card for /s/. Remember to point out and discuss the power bar for each spelling.
- Have students locate Activity Page 11.5.
- Explain that the letters in slashes stand for sounds.

Activity Page 11.5



- Have students underline the 'c' in the example words: can, cap, and cot. Review the /k/ sound.
- Have students underline the 'c' in the example words: cent, citrus, and cell. Review the /s/ sound.
- Have students find and underline 'c' in the word in the first sentence.
- Read the first sentence on the activity page, pronouncing the spelling /k/: "The king got the /p/ /r/ /i/ /n/ /**k**/ /e/ /s/ a kitten."
- Ask students if that sounds right.
- Explain that since /p/ /r/ /i/ /n/ /**k**/ /e/ /s/ does not sound right, students need to try it the second way.
- Read the sentence again, pronouncing the tricky spelling /s/: "The king got the /p/ /r/ /i/ /n/ /**s**/ /e/ /s/ a kitten."
- Ask students if that sounds right. (*Yes, princess is a word and it makes sense in this context since a princess is the daughter of a king.*)
- Show students how to write *princess* in the "cent" column to indicate that the 'c' in *princess* is pronounced like the 'c' in *cent*.
- Work through the remaining sentences on the worksheet, asking students to underline the 'c'. Call on students to read the sentences aloud, try the spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.
- When students have completed the worksheet, ask them which pronunciation seems to be more common. (*/k/ is more common*)

Note: You may wish to have students read the decodable passage, "Summary of 'The Further Adventures of Toad, Part II,'" that you prepared in advance to practice decoding words with 'g' and 'c' spellings.

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

Support

You may wish to have students complete Activity Page 11.7 for additional practice.

Activity Page 11.9



Lesson 11: The Further Adventures of Toad, Part II

Take-Home Material

- Have students take home Activity Page 11.9 to read to a family member.

12

The Return of Toad, Part I

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will listen for examples of personification in a Read-Aloud text.

✦ **TEKS 3.1.A; TEKS 3.10.D**

Writing

With assistance, students will revise an opinion paragraph.

✦ **TEKS 3.7.B; TEKS 3.11.C; TEKS 3.12.C**

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

✦ **TEKS 3.7.C**

Foundational Skills

Students will review spelling alternatives 'kn', 'wr', 'wh', and 'qu'.

✦ **TEKS 3.2.A**

FORMATIVE ASSESSMENT

Activity Page 12.4 **Opinion Paragraph** Revise a draft of the previous

✦ lesson's writing. **TEKS 3.12.C, TEKS 3.7.B**

Activity Page 12.1 **Alice's Adventures in Wonderland, Part II** Answer

✦ questions and cite evidence from text. **TEKS 3.7.C**

Activity Page 12.2 **Alternative Spellings** Practice alternative consonant

✦ spellings. **TEKS 3.2.A**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.10.D** Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|---|---------|---|
| Speaking and Listening (45 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 10 min. | <input type="checkbox"/> Image Card C.U1.L12.1 (Ferret)
<input type="checkbox"/> Digital Flip Book: U1.L12.1–5 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 10 min. | |
| Word Work: <i>Startled</i> | Whole Group | 5 min. | |
| Writing (20 min.) | | | |
| Writing an Opinion Paragraph:
Draft/Revise | Whole Group | 20 min. | <input type="checkbox"/> Activity Pages 12.3, 12.4 |
| Reading (35 min.) | | | |
| Introducing the Chapter | Whole Group/
Small Group/
Independent | 5 min. | <input type="checkbox"/> Reader
<input type="checkbox"/> Activity Page 12.1 |
| Reading: Chapter 5 | Whole Group/
Small Group/
Independent | 30 min. | |
| Foundational Skills (20 min.) | | | |
| Review Spelling Alternatives | Whole Group and
Independent | 20 min. | <input type="checkbox"/> Spelling Cards for 'kn', 'wr', 'wh',
and 'qu'
<input type="checkbox"/> Activity Page 12.2
<input type="checkbox"/> Decodable Passage
(Teacher Resources) |
| Take-Home Material | | | |
| "Alice's Adventures in Wonderland, Part II" | | | <input type="checkbox"/> Activity Page 12.5 |

ADVANCE PREPARATION

Speaking and Listening

- Image Card C.U1.L12.1 (Ferret)
- Identify the following Digital Flip Book images on the program's digital components site to project during the Read-Aloud: U1.L12.1–5.

Reading

- For today's reading, students will be working either independently, with a partner, or in a teacher-led small group. Prearrange groupings prior to the lesson.

Foundational Skills

- Spelling Cards for 'kn', 'wr', 'wh', and 'qu'
- The decodable passage for this lesson, "Summary of 'The Return of Toad, Part I,'" can be found in the Teacher Resources section. You may wish to use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

Universal Access

- For both the writing and reading segment you may consider organizing a small group in order to provide additional assistance.
- There are many vocabulary words in today's reading. You may choose to focus on only a portion of those words.

Start Lesson

Lesson 12: The Return of Toad, Part I

Speaking and Listening

Primary Focus: Students will listen for examples of personification in a Read-Aloud text. **TEKS 3.1.A; TEKS 3.10.D**

VOCABULARY: "THE RETURN OF TOAD, PART I"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a "domain dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

imprisoned, put in jail (**imprison, imprisons, imprisoning**)

indignant, angry because of an unjust or unfair situation

sentries, people who guard an entrance or stand watch (**sentry**)

TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments;
TEKS 3.10.D Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

startled, visibly scared or surprised, often jumping or moving suddenly as a reaction

surveyed, took a general look at something; looked over (**survey, surveys, surveying**)

warily, cautiously; in a watchful way

Vocabulary Chart: “The Return of Toad, Part I”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|---------------------|---------------------------------|---|
| Vocabulary | imprisoned
sentries | indignant
startled
surveyed
warily |
| Multiple Meaning | | |
| Sayings and Phrases | | |

INTRODUCING THE READ-ALOUD (10 MIN.)

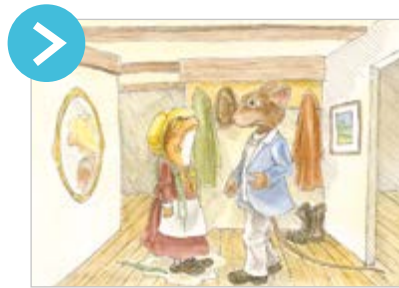
- Review the plot from the previous lesson by showing images and asking the following questions:
 - What are examples of how Toad acts conceited?
 - Whom does Toad come across in the previous lesson?
 - How does Toad end up in the water?
- Review with students the literary tools (i.e., perspective, point of view, narration, etc.) and themes they have learned about thus far. You may wish to revisit the Themes Chart and add any new examples from the previous Read-Aloud.
- Tell students they will meet some new—as well as revisit some old—animal characters from the Wild Wood in today’s Read-Aloud. Tell students they will hear about weasels, ferrets, and stoats (more commonly known as *ermine*).
- Tell students that these animals are personified, just like Rat, Mole, Badger, and Toad.
- Tell students to listen carefully to the story to hear which aspects of their characteristics are personified, and which ones are true to nature and not personified.

Support

Have students explain what personification is and provide an example from a previous reading.

- Share with students the title of today’s Read-Aloud, “The Return of Toad, Part I.” Remind students that at the end of the previous Read-Aloud, Toad runs right into the river and then finds himself in front of Water Rat.
- Ask students if they remember what happened the last time Toad saw Water Rat. If students have difficulty, remind them that the last time Toad saw Water Rat, Toad lied to Rat about being ill so he could escape.
- Ask students the following questions:
 - How do you think Rat feels after Toad tricks him and escapes Toad Hall? Do you think Rat is happy to see Toad?
 - How would you feel if a friend lied to you and tricked you? Would you “let bygones be bygones”?
 - Do you think Rat will be willing to help Toad in the Read-Aloud today? Why or why not?
- Tell students to listen carefully to find out if their predictions are correct.

PRESENTING THE READ-ALoud (20 MIN.)



**Show Image U1.L12.1
The Return of Toad**

The Rat put out a neat little brown paw, gripped Toad firmly by the scruff of the neck, and gave a great hoist and a pull. The waterlogged Toad came up

slowly but surely over the edge of the hole. At last he stood safe and sound in the hall, streaked with mud and weed, and with the water streaming off him.

“O, Ratty!” he cried. “I’ve been through such times since I saw you last.”

“Toad,” said the Water Rat firmly, “you go off upstairs at once, and take off that old cotton rag that looks as if it once belonged to a washerwoman. Clean yourself, and put on some of my clothes. Now be off! I’ll have something to say to you later!”

Toad was at first inclined to do some talking back. He had had enough of being ordered about. However, he caught sight of himself in the

looking-glass, with the bonnet perched over one eye, and he changed his mind. He went very quickly upstairs to the Rat's dressing room. There he had a thorough wash, and changed his clothes.



Show Image U1.L12.2

Rat and Toad Catch Up over Lunch

By the time he came down again luncheon was on the table. While they ate, Toad told the Rat about his adventures.

When at last Toad had talked himself to a standstill, there was silence for a while; and then the Rat said, “Now, Toady, on your own admission you have been handcuffed, **imprisoned**, starved, chased, terrified out of your life, insulted, jeered at, and flung into the water—by a woman, too! Don't you see what a fool you've been making of yourself? And all because you stole a motorcar.”

Toad heaved a deep sigh and said, very humbly, “Quite right, Ratty! I can quite see that; but now I'm going to be a good Toad. As for motorcars, I've not been so keen on them for quite a while. I have something else in mind, but all in good time. Let's have our coffee, and then I'll stroll down to Toad Hall.”

“Stroll down to Toad Hall?” cried the Rat, greatly excited. “Do you mean to say you haven't *heard*?”

“Heard what?” said Toad, turning rather pale.

“Do you mean to tell me,” shouted the Rat, “that you've heard nothing about the stoats and weasels?”

What, the Wild Wooders?” cried Toad, trembling in every limb. “What have they been doing?”

“—And how they've been and taken Toad Hall?” continued the Rat.

Toad leaned his elbows on the table, and a large tear welled up in each of his eyes.

“Go on, Ratty,” he murmured presently; “tell me all.”

“When you—got—into that—that—trouble of yours,” said the Rat.

Toad merely nodded.

“Well, it was a good deal talked about,” explained the Rat. “The River-Bankers stuck up for you. But the Wild Wood animals said it served you right, and they went about saying you would never come back again!”

Toad nodded once more.

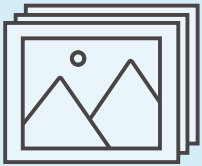
“The Mole and the Badger insisted that you would come back again, somehow!”

Toad began to sit up in his chair again, and to smirk a little.

“They were so sure that you would never be seen again,” continued the Rat, “that they arranged to move their things into Toad Hall. And so, one dark night, a band of weasels crept silently up the driveway. Simultaneously, a body of desperate ferrets took possession of the kitchen garden, the backyard, and offices; while a company of skirmishing stoats occupied the conservatory and the billiard room.”

Support

Show Image Card C.U1.L12.1 (Ferret). A ferret is similar to a weasel.



Show Image U1.L12.3

Toad Learns of the Fate of Toad Hall

“The Mole and the Badger were sitting by the fire when those bloodthirsty villains broke down the doors and rushed in upon them. They were

unarmed, and taken by surprise. Those two poor faithful creatures were turned out into the cold. The Wild Wooders have been living in Toad Hall ever since,” concluded the Rat.

“O, have they!” said Toad getting up and seizing a stick. “I’ll see about that!”

“It’s no good, Toad!” called the Rat after him. “You’d better come back and sit down; you’ll only get into trouble.”

But the Toad was off. He marched rapidly down the road, fuming and muttering to himself till he got near his front gate. At that moment there popped up from behind the palings a long, yellow ferret with a gun. Palings are fences made out of pointed stakes.

“Who comes there?” said the ferret sharply.

“Stuff and nonsense!” said Toad, very angrily. “What do you mean by talking like that to me? Come out of that at once, or I’ll—”

The ferret said never a word, but he brought his gun up to his shoulder. Toad prudently dropped flat in the road, and *bang!* A bullet whistled over his head.

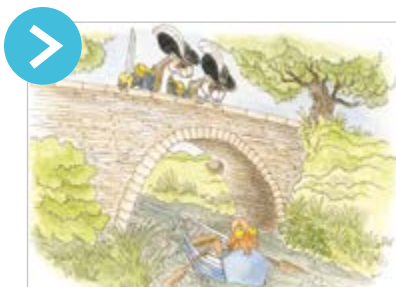
The **startled** Toad scrambled to his feet and scampered off as hard as he could.

He went back, very crestfallen, and told the Water Rat.

“What did I tell you?” said the Rat. “They’ve got **sentries** posted, and they are all armed. You must just wait.”

Still, Toad was not inclined to give in all at once. So he got out the boat, and set off rowing up the river to where the garden front of Toad Hall came down to the waterside.

Arriving within sight of his old home, he **surveyed** the land cautiously. All seemed very peaceful and quiet. He could see the whole front of Toad Hall, glowing in the evening sunshine. He would try the boathouse first, he thought. Very **warily** he paddled up to the mouth of the creek, and was just passing under the bridge, when . . . crash!



Show Image U1.L12.4

Toad Scouts Out Toad Hall from the River

A great stone, dropped from above, smashed through the bottom of the boat. The boat filled and sank, and Toad found himself struggling in deep water.

"It will be your head next time, Toady!" the stoats called out to him. The **indignant** Toad swam to shore, while they laughed and laughed.

The Toad retraced his weary way on foot, and related his disappointing experiences to the Water Rat once more.

"Well, *what* did I tell you?" said the Rat very crossly. "And, now, look here! See what you've been and done! Lost me my boat that I was so fond of!"

The Toad saw at once how foolishly he had acted. He admitted his errors and made a full apology to Rat. "Ratty! I see that I have been a headstrong and a willful Toad! Henceforth, I will take no action without your advice and full approval!"

"If that is really so," said the good-natured Rat, already appeased, "then my advice to you is to have some supper. In addition, do nothing until we have seen the Mole and the Badger, and taken their advice."

"Oh, ah, yes, of course, the Mole and the Badger," said Toad. "What's become of them, the dear fellows?"

"Well may you ask!" said the Rat reproachfully. "While you were riding about the country in expensive motorcars, those two poor devoted animals were trying every which way to get your property back for you. You don't deserve to have such loyal friends!"

"I'm an ungrateful beast, I know," sobbed Toad, shedding bitter tears. "Let me go out and find them, out into the cold, dark night—Hold on a bit! Surely I heard the chink of dishes on a tray! Supper's here at last, hooray! Come on, Ratty!"

They had just finished their meal when there came a heavy knock at the door. **Who do you think is at the door?**

Toad was nervous, but the Rat, nodding mysteriously at him, went straight up to the door and opened it, and in walked Mr. Badger.



Show Image U1.L12.5

Mr. Badger Arrives

Mr. Badger looked decidedly bedraggled. He came solemnly up to Toad, shook him by the paw, and said, "Welcome home, Toad! Alas! This is a poor homecoming."

Then he turned his back on him and helped himself to a large slice of pie.

DISCUSSING THE READ-ALoud (10 MIN.)

- 1. Evaluative.** Were your predictions correct? Why or why not?
 - » Answers may vary.
- 2. Evaluative.** Briefly describe what Toad has gone through since he's last seen his friends, and how he feels after he tells Rat about his adventures. Does he want to go on any more?
 - » noWhy or why not?
 - » Toad has been handcuffed, imprisoned, starved, chased, terrified for his life, insulted, jeered at, and flung into the water by a woman—and all because he stole a motorcar. Toad says he's had enough adventures. He regrets being conceited.Do you think there is a chance that Toad will actually change his ways?
 - » Answers may vary.
- 3. Inferential.** What happens to Toad Hall while Toad is gone? Who moves in?
 - » weasels, ferrets, and stoatsWhy?
 - » They didn't think Toad was ever coming back, and they didn't support Toad's irresponsibility.
- 4. Literal.** What happens each time Toad goes to his home to try to get it back from the weasels, ferrets, and stoats?
 - » The first time, Toad is startled when a ferret tries to shoot him. The second time, Toad uses Rat's boat and warily tries to get to his house by river, but the stoats drop a stone on the boat. It sinks, and an indignant Toad swims to shore.

5. **Inferential.** In the Read-Aloud today, you heard that Mole and Badger surveyed, or looked over, the outside of Toad's home. What do they discover?
- » Toad's home is surrounded by sentries, or guards with guns.
- What does that mean for Toad?
- » It will be very hard to get back into Toad's home.
6. **Evaluative.** From whose perspective is "The Return of Toad, Part I" told?
- » Toad
- How would the Read-Aloud be different if it were told from the perspective of the weasels, stoats, and ferrets?
- » Answers may vary.
7. **Evaluative.** Think-Pair-Share: At the end of the Read-Aloud, Toad is very upset. He doesn't think he will be able to get his house back. Imagine you are with Toad, Rat, and Badger. What advice would you give Toad? How do you think he could get his house back?
- » Answers may vary.
8. **Inferential.** What are some additional examples of the themes of friendship/loyalty, hospitality, responsibility, and irresponsibility in this Read-Aloud?
- » Answers may vary. Friendship/loyalty—Rat takes Toad in; Mole and Badger try to get Toad's house back for him. Hospitality—Rat feeds Toad lunch and dinner; Rat gives Toad clothes and a place to stay. Irresponsibility—Toad goes to Toad Hall without telling Rat; and he loses Rat's boat when it is destroyed by the stoats. Responsibility—Toad acknowledges his thoughtlessness; Toad apologizes and promises not to take action without Rat's advice and approval.



Check for Understanding

Ask students to identify examples of personification.

WORD WORK: STARTLED (5 MIN.)

1. In the story today, you heard that Toad was *startled* by the ferret with a gun.
2. Say the word *startled* with me.
3. When people are startled, they are suddenly scared or surprised, and often move or jump as a reaction.

4. Rachael was so startled when her sister popped out from behind the door that she jumped.
5. Have you ever been startled? Has anyone ever been startled by you? Be sure to use the word *startled* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "I was startled once when . . .")
6. What's the word we've been talking about? What part of speech is the word *startled*?
 - Use a Drawing activity for follow-up. Have students think of a time when they were startled or when they startled someone. You may also wish to have them come up with ideas about how they could startle someone. Have them draw their idea and write a sentence beneath their drawing. Make sure that students use the word *startled* in their sentence.

Lesson 12: The Return of Toad, Part I

Writing



Primary Focus: With assistance, students will revise an opinion paragraph.

TEKS 3.7.B; TEKS 3.11.C; TEKS 3.12.C

WRITING AN OPINION PARAGRAPH: DRAFT/REVISE (20 MIN.)

- Display the plan and draft charts created as a class based from previous lessons.
- Remind students that they have completed the plan step of the writing process and that today they are going to continue working on the draft step together.
- Read the sample draft to the class. Have students share any additional ideas they may have for a title, and add these to the list. Then, tell students they are going to use a Revision Checklist to help them to know what other changes need to be made to the paragraph.
- Explain that writers often revise many, many times before they are able to call their final manuscript writing "finished." Explain that revising is somewhat different from editing: Revising is often making changes to the content and/or the order of the content, whereas editing is often making corrections to grammar, punctuation, and spelling according to the rules of standard English.
- Tell students that they will complete the edit step the next time you meet to work on writing.

TEKS 3.7.B Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Activity Page 12.3



Challenge

Have students review the Revision Checklist and revise independently or with a partner.

Activity Page 12.4



**ENGLISH
LANGUAGE
LEARNERS**



**Writing
Opinion Paragraph**

Beginning

Work with individual students to complete Activity Page 11.8.

Intermediate

Work with a small group of students to complete the activity page.

Advanced/Advanced High

Allow students to work with a partner during the teacher-led activity.

ELPS 5.F

- Direct students to Activity Page 12.3. Read through the Revision Checklist together.
- Have students refer to the displayed draft and discuss any necessary content revisions. Remind students that their supporting example sentences should be in chronological order to follow the plot of the story. You may wish to explain, however, that sometimes support sentences may be rearranged if they are not tied to a chronological plot.
- Explain that when this is the case, it is helpful to write the supporting sentences onto strips and move them around to see which order helps the paragraph flow best. Tell students that they will have the opportunity to do this with other types of writing during future writing sessions.
- Once revisions have been decided upon, tell students that the last part of the draft step is to write a second draft of the paragraph, incorporating the changes made during revision.
- Direct students to Activity Page 12.4 and have students write the revised draft.
- Revisit the list of ideas for a title to see if any of them is a fitting choice. Encourage students to keep thinking about any other title ideas. Tell students they will complete the next step of the writing process—edit—together the next time you meet to work on writing, and that you will decide on a final title then.
- An example opinion paragraph may follow along these lines:

“Marvelous Mole”

I think Mole best represents the theme of friendship in *The Wind in the Willows*. He is always willing to help his friends, like when he volunteers to pack the picnic lunch after he and Rat finish eating. Mole is also willing to stay at his friends’ houses and do things the way they want to do them. He is very unselfish in this way. Finally, Mole is a good friend because he is willing to fight for his friend Toad to help him get his house back, even after Toad acts irresponsibly. These are the reasons that I believe Mole is the character who best demonstrates the theme of friendship in this story. I would love to be Mole’s friend!

Lesson 12: The Return of Toad, Part II

Reading



Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

 **TEKS 3.7.C**

VOCABULARY: “ALICE’S ADVENTURES IN WONDERLAND, PART II”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

odd, strange

curious, remarkable, unusual (**curiouser**)

currant, berry (**currants**)

enthusiastically, in an excited way

patter, to make quick movements and sounds (**pattering**)

splendidly, wonderfully

muttering, speaking softly

duchess, wife of a duke, like a queen to a king

cross, annoyed

scurry, to move with quick, light running steps (**scurried**)

caterpillar, a worm-like insect that becomes a butterfly

sternly, seriously, harshly

confusing, hard to understand

irritated, angry, annoyed

temper, a person’s tendency to get angry quickly



**ENGLISH
LANGUAGE
LEARNERS**

Reading
Reading Comprehension

Beginning

Organize students into a teacher-led small group.


Intermediate

Partner students with a strong reader.

Advanced/Advanced High

Allow students to work with a partner.

ELPS 4.F

 **TEKS 3.7.C** Use text evidence to support an appropriate response.

| Vocabulary Chart for “Alice’s Adventures in Wonderland, Part II”
Read-Aloud | | |
|--|-----------------------------------|--|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | currant
duchess
caterpillar | odd
curious
enthusiastically
patter
splendidly
muttering
scurry
sternly
confusing
irritated
temper |
| Multiple Meaning | | cross |
| | | |
| Sayings and Phrases | | |

INTRODUCING THE CHAPTER (5 MIN.)

Note: For today’s reading lesson, you will guide the whole group through the first pages of the Reader. Students will then continue reading independently, with a partner, or in a teacher-led small group.

- Tell students that the title of today’s chapter is “Alice’s Adventures in Wonderland, Part II.”
- Have students review the setting, characters, and events in “Alice’s Adventures in Wonderland, Part I” and predict what they think will happen in today’s chapter.
 - » Answers may vary, but should include the correct setting and characters.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Chapter 5 Alice's Adventures in Wonderland, Part II

When last we saw Alice, she had decided to drink from a little bottle. The contents of the bottle tasted rather odd.

“What a curious feeling!” said Alice. She was shrinking smaller and smaller. Soon, she was only ten inches high. That was just the right size to fit through the little door that led to the garden. But, when she got to the door, she found she had forgotten the little, golden key. She went back to the table for it, but she was too short to reach it.

Alice sat down and cried, but soon her eye fell on a little, glass box that was under the table. She opened it and found a very small cake. The words ‘EAT ME’ were spelled out on the cake with currants.

“I’ll eat it,” said Alice enthusiastically.



Alice found a small cake.

READING: CHAPTER 5 (30 MIN.)

Pages 43–44

- Read the title of the chapter together as a class, “Alice’s Adventures in Wonderland, Part II.”
- Direct students’ attention to the image and caption on **page 44** and read the caption aloud as a class.
- Ask students what they notice about Alice in the image.
 - » Answers may vary.
- Have students find the words *odd*, *curious*, *currant*, and *enthusiastically* in the text and discuss their definitions. Point out to students that the plural form of *currant* is used in this chapter, which is *currants*.

- Tell students to read **pages 43** to find the answer to the question: “What happened to Alice after she drank from the bottle labeled ‘DRINK ME’? How did this make her feel?”
- When students have finished reading, restate the question and ask them to answer.
 - » Alice was shrinking smaller and smaller, and ended up being only 10 inches high. She could now fit through the little door, but she had forgotten the key, so she sat down and cried. Alice said, “What a curious feeling.”
- Ask, “What do you think will happen to Alice when she eats the cake labeled ‘EAT ME’?”
 - » Answers may vary.

“Curiouser and curiouser!” cried Alice. “Now, I’m growing larger and larger! Goodbye, feet!”

Alice’s head bumped against the roof of the hall. She was nine feet tall. She grabbed the little, golden key and ran to the garden door.

But, she was now too large to go through the doorway! All she could do was peek into the garden with one eye.



Alice grabbed the key.

Pages 45–46

- Have students find the word *curiouser* in the first sentence and discuss its definition. Note that it is a form (albeit incorrect) of *curious*.
- Direct students’ attention to the image and caption on **page 46** and call on one student to read the caption aloud.
- Say, “I wonder what happened to Alice after she ate the cake. Let’s read **page 45** to find out.” Have students read **page 45** to find the answer.
- When students have finished reading, restate the question and ask students to answer.
 - » Alice grew big again, 9 feet tall, and hit her head on the roof of the hall.
- Ask, “What was Alice’s problem now?”
 - » She was too large to go through the doorway, even though she had grabbed the key.

Note: At this point in the story, have students continue reading independently, with a partner, or in a teacher-led small group. Students should complete Activity Page 12.1 when they have finished reading.

Activity Page 12.1



Alice sat down and began to cry again. She went on, crying gallons of tears, until there was a large pool around her.

Then, Alice heard a pattering of feet in the distance. It was the White Rabbit returning. He was splendidly dressed, with a pair of white gloves in one hand and a large fan in the other. He was muttering to himself, “Oh, The Duchess! Won’t she be cross if I’ve kept her waiting!”

When the Rabbit came near her, Alice tried to speak to him.

“If you please, sir—”

The Rabbit was startled. He dropped his gloves and his fan and scurried away into the darkness.

“How odd everything is today!” said Alice.



Alice saw the White Rabbit again.

Pages 47–48

- Have students find the words *pattering*, *splendidly*, *muttering*, and *Duchess* in the second paragraph and *scurried* in the next to last paragraph, and discuss the definition of each. Note for students that the words *pattering* and *scurried* are forms of the words *patter* and *scurry* and these forms appear in this chapter.
- Have students find the word *cross* in the second paragraph and tell them to read the sentence to determine its definition.
- Tell students that the word *cross* has many meanings. Ask students if *cross* means to walk across the street. (*no*) Brainstorm with them what *cross* means in this sentence. Have students look carefully back at the text to determine the meaning of *cross*. (*annoyed*)
- Direct students' attention to the image and caption on **page 48** and read the caption aloud as a class.

- Have students read **pages 47** to find the answer to the question: “What happened as Alice was crying?”
- When students have finished reading, restate the question and ask them to answer.
 - » Alice heard a pattering of feet in the distance and the White Rabbit returned, muttering to himself. Alice tried to talk to him but he got startled and scurried away.
- Have students predict what they think will happen to Alice next.
 - » Answers may vary.

As she said this, Alice could see that she was shrinking again. In another moment, splash! She was up to her chin in water. Poor Alice was swimming in a pool of her own tears.

“I wish I hadn’t cried so much!” said Alice as she swam about in search of a way out. Thankfully, Alice did find a way out. She was not one for sitting still doing nothing, so she began to wander further and further into Wonderland.



Alice swam in a pool of her own tears.

Pages 49–50

- Direct students’ attention to the image and caption on **page 50** and call on one student to read the caption aloud.
- Have students read **pages 49** to find the answer to the questions: “Where did this water come from? What will happen to Alice now?”
- When students have finished reading, restate the questions and ask them to answer.
 - » The water is from all the tears that fell when Alice cried. As she swam about in the water, she found a way out and began wandering farther and farther into Wonderland.
- Have students predict what Alice might find next in Wonderland.
 - » Answers may vary.

It was at that point that she came upon a large, blue Caterpillar. The Caterpillar was sitting on a mushroom and smoking a pipe.

Alice stood on her tiptoes and peeked over the edge of the mushroom. Her eyes met those of the Caterpillar. The two of them looked at each other for some time in silence. At last, the Caterpillar took the pipe out of its mouth and asked, “Who are you?”

Alice replied, “I—I hardly know, sir. I know who I was when I got up this morning, but I have been changed several times since then.”

“What do you mean by that?” said the Caterpillar sternly. “Explain yourself!”

“I can’t explain myself, sir,” said Alice, “because I’m not myself, you see.”

“I don’t see,” said the Caterpillar.

“I’m afraid I can’t put it more clearly,” Alice replied. “I find that being so many different sizes in one day is very confusing.”

“It isn’t,” said the Caterpillar.



Alice came upon the Caterpillar.

Pages 51–52

- Have students find the words *caterpillar*, *sternly*, and *confusing* on **page 51** and discuss their definitions.
- Have students find the word *afraid* in the next to last paragraph, and tell them to think about the meaning while reading this page.
- Tell students that the word *afraid* has many meanings. Ask students if *afraid* means frightened. (*no*) Brainstorm with them what *afraid* means in this chapter. Have students look carefully back at the text to determine the meaning of *afraid*. (*concerned, worried*)
- Direct students’ attention to the image and caption on **page 52** and have students describe the creature in the image. Say, “I wonder how this creature will react to Alice. Let’s read **page 51** to find out.” Have students read **page 51** to find the answer.

- When students have finished reading, restate the question and ask students to answer.
 - » The Caterpillar asked who Alice was, and when Alice answered that she wasn't herself and couldn't explain, the Caterpillar did not respond nicely.

Alice felt a little irritated by the Caterpillar and she turned away.

“Come back!” the Caterpillar called. “I’ve something important to say!”

This sounded promising, so Alice turned and came back again.

“Keep your temper,” said the Caterpillar.

“Is that all?” said Alice.

In a minute or two, the Caterpillar took the pipe out of his mouth and got down off the mushroom. Then, he crawled away into the grass. As he went, he said, “One side will make you grow taller. The other side will make you grow shorter.”

“One side of what?” thought Alice to herself.

“Of the mushroom,” said the Caterpillar.

In another moment, the Caterpillar was gone.

Alice broke off a bit of each side of the mushroom. She ate small bites and managed to bring herself back to her normal height.



Alice watched the Caterpillar crawl away.

Pages 53–54

- Have students find the words *irritated* and *temper*, and discuss their definitions. Direct students’ attention to the image and caption on **page 54** and read the caption aloud as a class.
- Have students read **pages 53** to find out what advice the Caterpillar gave Alice.
- When students have finished reading, restate the question and ask students to answer.
 - » The Caterpillar told Alice to hold her temper. He also told her that one side of the mushroom will make her grow taller, while the other side will make her grow shorter.
- Ask, “What did Alice do after the Caterpillar was gone?”
 - » She broke off a bit of each side of the mushroom and brought herself back to her normal height.

Lesson 12: The Return of Toad, Part I

Foundational Skills



Primary Focus: Students will review spelling alternatives 'kn', 'wr', 'wh', and 'qu'.



TEKS 3.2.A

REVIEW SPELLING ALTERNATIVES (20 MIN.)

- Tell students that today, they will review several spelling alternatives for consonant sounds that are found mostly at the beginning of words. Write the spelling 'kn' on the board and ask students, "If you saw this spelling in a word, what would you say?" (Remind students that the spelling 'kn' is pronounced /n/.)
- Once students have provided the sound(s), ask them for the letter names.
- Show students the 'kn' > /n/ (*knock*) Spelling Card. Have students read the sample word. Discuss what the power bar tells us about this spelling.
- Repeat this process for the other spellings, writing each spelling on the board and showing student the Spelling Card. Remember to point out and discuss the power bar for each spelling.

Note to Teacher

/qu/ is actually two sounds, /k/ + /w/. You can either teach this to students as two sounds or just glide over it without drawing attention to the fact that it is actually two sounds. If you have good listeners, some of them may hear that /qu/ is actually /k/ + /w/.

As you review these digraph spellings, you may also wish to review the sounds that the single letters generally stand for. For example, when introducing 'wh', you might cover the 'h', leaving only the 'w' visible, and ask, "What sound would you say if you saw this in a word?" Then, you could cover the 'w', leaving only the 'h' visible, and ask, "What sound would you say if you saw this in a word?" Then, show the digraph.

We encourage you to avoid speaking of "silent letters" when discussing spellings like 'wr'. Just say that these two letters stand for one sound, in the same way 'sh' and 'ch' stand for one sound.

- Have students locate Activity Page 12.2.

Activity Page 12.2



TEKS 3.2.A Demonstrate and apply phonetic knowledge.

- Guide students through the first two items. First, ask students to name the picture and then circle the letters that spell the picture name. Then, ask students to write the picture name on the line provided.
- Have students complete the remainder of the activity page independently.

Note: You may wish to have students read the decodable passage, “Summary of ‘The Return of Toad, Part I,’” that you prepared in advance to practice decoding words with spelling alternatives ‘kn’, ‘wr’, ‘wh’, and ‘qu’.

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

Lesson 12: The Return of Toad, Part I

Take-Home Material

- Have students take home Activity Page 12.5 to read to a family member.

Activity Page 12.5



13

The Return of Toad, Part II

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will discuss the key idea and details of a Read-Aloud text.

✦ **TEKS 3.1.A; TEKS 3.6.G; TEKS 3.7.G**

Writing

With assistance, students will write a final draft of an opinion paragraph.

✦ **TEKS 3.7.B; TEKS 3.11.C; TEKS 3.11.D; TEKS 3.11.E; TEKS 3.12.C**

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

✦ **TEKS 3.7.C**

Foundational Skills

Students will review the spelling alternatives 'ch', 'ph', 'sh', and 'th'.

✦ **TEKS 3.2.A**

FORMATIVE ASSESSMENT

Activity Page 13.4

Opinion Paragraph Edit and create a final copy.

✦ **TEKS 3.7.B; TEKS 3.11.C; TEKS 3.11.D; TEKS 3.12.C**

Activity Pages 13.1
and 13.2

Alternative Spellings Review spelling alternatives.

✦ **TEKS 3.2.A**

✦ **TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.11.D** Edit drafts using standard English conventions; **TEKS 3.11.E** Publish written work for appropriate audiences; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A** Demonstrate and apply phonetic knowledge.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|-----------------------------|---------|--|
| Speaking and Listening (45 min.) | | | |
| Introducing the Read-Aloud | Whole Group | 5 min. | ☐ Digital Flip Book: U1.L13.1–6 |
| Presenting the Read-Aloud | Whole Group | 20 min. | |
| Discussing the Read-Aloud | Whole Group | 15 min. | |
| Word Work: <i>Modest</i> | Whole Group | 5 min. | |
| Writing (20 min.) | | | |
| Writing an Opinion Paragraph:
Edit/Final Copy | Whole Group and Independent | 20 min. | ☐ Activity Pages 13.3, 13.4, 13.5 |
| Reading (35 min.) | | | |
| Introducing the Chapter | Whole Group | 5 min. | ☐ Reader |
| Reading: Chapter 6 | Whole Group | 30 min. | |
| Foundational Skills (20 min.) | | | |
| Review Spelling Alternatives | Whole Group and Independent | 15 min. | ☐ Activity Pages 13.1, 13.2
☐ Decodable Passage (Teacher Resources) |
| Dictation | Whole Group and Independent | 5 min. | |

ADVANCE PREPARATION

Speaking and Listening

- Identify the following Digital Flip Book images on the program’s digital components site to project during the Read-Aloud: U1.L13.1–6.

Foundational Skills

- Locate Spelling Cards for ‘ch’, ‘ph’, ‘sh’, and ‘th’.
- The decodable passage for this lesson, “Summary of ‘The Return of Toad, Part II,’” can be found in the Teacher Resources section. You may wish to use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

Universal Access

- For the reading and writing segments, you may want to preassign small groups.
- For the reading segment, you may choose to pre-read the story with several students.

Start Lesson

Lesson 13: The Return of Toad, Part II

Speaking and Listening

Primary Focus: Students will discuss the key idea and details of a Read-Aloud text.



TEKS 3.1.A; TEKS 3.6.G; TEKS 3.7.G

VOCABULARY: “THE RETURN OF TOAD, PART II”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.



TEKS 3.1.A Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.

deafening, extremely loud

expedition, a journey made for a particular purpose (**expeditions**)

immense, tremendous; very large or great

modest, humble; not boastful

sentinels, sentries, or guards; people who stand watch (**sentinel**)

| Vocabulary Chart: "The Return of Toad, Part II" | | |
|---|---------------------------------|----------------------------------|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | expedition
sentinels | deafening
immense
modest |
| Multiple Meaning | | |
| Sayings and Phrases | | |

INTRODUCING THE READ-ALoud (5 MIN.)

- Review the plot from the previous lesson by showing students some of the illustrations from the previous Read-Alouds and asking the following questions:
 - How do Rat and Badger react to Toad's return? Do they "let bygones be bygones"?
 - Has Toad stopped being irresponsible and conceited?
 - Who has taken over Toad Hall?
- Review with students the literary tools (i.e., perspective, point of view, narration, etc.) and themes they have learned about thus far. You may wish to revisit the Themes Chart and add any new examples from the previous Read-Aloud to the chart (e.g., friendship and loyalty: Rat lending Toad his boat and trying to get Toad's house back, despite what other animals are saying about Toad; etc.).
- Explain to students that you will be reading the last Read-Aloud in *The Wind in the Willows*. Ask students to predict whether or not Mr. Toad will be able to reclaim, or take back, Toad Hall.

**Show Image U1.L13.1****Making Plans**

Toad was quite alarmed at Badger's serious style of greeting; but the Rat whispered to him, "Never mind; he's always despondent when he's hungry."

They waited in silence, and presently there came another knock. The Rat, with a nod to Toad, went to the door and ushered in the Mole.

"Hooray! Here's old Toad!" cried the Mole. "Why, you must have managed to escape, you clever Toad!" How is Mole's reaction to Toad different from Rat's and Badger's?

The Rat, alarmed, pulled him by the elbow; but it was too late. Toad was puffing and swelling already.

"Clever? O, no!" Toad said. "I'm not really clever, according to my friends. I've only broken out of the strongest prison in England, that's all! And captured a railway train and escaped on it, that's all!"

"Well, well," said the Mole, moving towards the supper table; "supposing you talk while I eat. Not a bite since breakfast!" And he sat down and helped himself to cold beef and pickles.

Toad straddled the hearth rug, thrust his paw into his trouser pocket and pulled out a handful of silver. "Look at that!" he cried, displaying it. "That's not so bad, is it, for a few minutes' work? And how do you think I done it, Mole? Horse dealing! That's how I done it!" What's the right way to say, "That's how I done it"?

"Go on, Toad," said the Mole, immensely interested.

"Toad, do be quiet, please!" said the Rat. "And don't you egg him on, Mole. Just tell us what the position is, and what's to be done, now that Toad is back."

Support

Sentinels are soldiers or guards.

“The position’s about as bad as it can be,” replied the Mole; “armed **sentinels** posted everywhere at Toad Hall.”

“It’s a very difficult situation,” said the Rat, reflecting deeply. “But I think I see what Toad really ought to do.”

“No, he oughtn’t!” shouted the Mole.

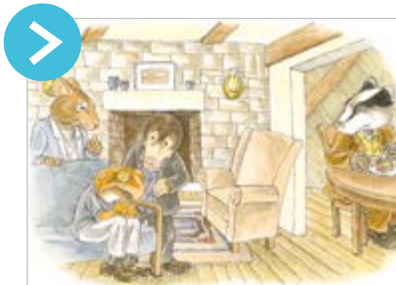
“Well, I shan’t do it, anyway!” cried Toad, getting excited. “I’m not going to be ordered about by you fellows!” **Is Toad really trying to change?**

By this time they were all three talking at once, at the top of their voices, when a thin, dry voice made itself heard, saying, “Be quiet!” and instantly everyone was silent.

It was the Badger.

“Toad!” he said crossly. “Aren’t you ashamed of yourself? What do you think your father would have said if he had been here tonight?”

Toad, who was on the sofa by this time, began to sob.



Show Image U1.L13.2

Toad Breaks Down

“There, there!” went on the Badger, more kindly. “Stop crying. We’re going to let bygones be bygones. But what the Mole says is true. There are

guards at every point. There is no point in trying to take the place by storm!” **What does Badger mean when he, Rat, and Mole say they will “let bygones be bygones”? (They will forgive Toad and let go of what has happened.)**

“Then it’s all over,” sobbed the Toad, crying into the sofa cushions.

“I shall join the army.”

“Come, cheer up, Toady!” said the Badger. “There are more ways of getting back a place than taking it by force. Now, I’m going to tell you a secret.”

Toad sat up and dried his eyes. Secrets had an **immense** attraction for him, because he never could keep one.

“There—is—an—underground—passage,” said the Badger, “that leads from the river bank, right up into the middle of Toad Hall.”

“O, nonsense! Badger,” said Toad. “I know every inch of Toad Hall!”

“My young friend,” said the Badger, with great severity, “your father told me a great deal he wouldn’t have dreamt of telling you. He made me promise not to tell you about it unless you really needed to know.”

Why do you think Toad’s father would tell something to Badger and not to his own son? Is Toad responsible or irresponsible?

The other animals looked hard at Toad to see how he would take it. Toad was inclined to be sulky at first; but he soon brightened up.

“Well, well,” he said. “Go on, Badger. How’s this passage of yours going to help us?”

“I’ve found out,” continued the Badger, “that there’s going to be a banquet tomorrow night. It’s somebody’s birthday—and all the weasels will be gathered together in the dining hall. No weapons of any sort!”

“But the sentinels will be posted as usual,” remarked the Rat.

“Exactly,” said the Badger; “that is my point. The weasels will trust entirely to their guards. And that is where the passage comes in. That tunnel leads right up under the butler’s pantry, next to the dining hall!”



Show Image U1.L13.3

The Plan to Retake Toad Hall

“We shall creep out quietly into the butler’s pantry—” cried the Mole.

“—with our pistols and swords and sticks—” shouted the Rat.

“—and rush in upon them,” said the Badger.

“—and whack 'em, and whack 'em, and whack 'em!” cried the Toad in ecstasy.

“Very well, then,” said the Badger, resuming his usual dry manner, “our plan is settled. We will make all the necessary arrangements in the morning.”

Toad slept till a late hour next morning, and by the time he got down he found that the other animals had already breakfasted. The Mole had slipped off somewhere, the Badger was sitting reading the paper, and the Rat was organizing an enormous pile of weapons.

“I think the job can be done without the need for weapons, Rat,” said the Badger presently.

“It’s as well to be on the safe side,” said the Rat reflectively.

The Toad, having finished his breakfast, picked up a stick and swung it vigorously about him. “I’ll learn 'em to steal my house!” he cried.

“Don’t say ‘learn 'em,’ Toad,” said the Rat. “It’s not good English.”

“What are you always nagging at Toad for?” inquired the Badger.

“What’s the matter with his English? It’s the same what I use myself, and if it’s good enough for me, it ought to be good enough for you!”

“I’m very sorry,” said the Rat humbly. “Only *I think* it ought to be ‘teach 'em,’ not ‘learn 'em.’”

“But we don’t *want* to teach 'em,” replied the Badger. “We want to *learn* 'em! And what’s more, we’re going to *do* it, too!”

“Oh, very well, have it your own way,” said the Rat.

Presently the Mole returned, and the four companions continued to make plans to recapture Toad Hall.

When it began to grow dark, the Rat summoned them back into the parlor to prepare for the coming **expedition**. When all was ready, the Badger took a dark lantern in one paw, grasped a stick with the other, and said, “Now then, follow me! Mole first, because I’m very pleased

with him; Rat next; Toad last!" The Toad was so anxious not to be left out that he did not protest. A dark lantern is a lantern that has a sliding panel to dim or hide the light.



Show Image U1.L13.4

Badger, Mole, Rat, and Toad Sneak into Toad Hall through a Secret Passage

With Badger leading the way, they soon found themselves in the secret passage. It was cold and dark, and

Toad began to shiver. The lantern was far ahead, and he could not help lagging behind. Then, fearful of being left alone in the dark, Toad hurried forward and bumped into Rat. The Badger thought they were being attacked and drew a pistol. He was on the point of putting a bullet into Toad when he discovered what had really happened. He was very angry, and said, "Now this time that tiresome Toad *shall* be left behind!"

But Toad whimpered, and the other two promised to look out for him, and at last the procession moved on.

They shuffled along till at last the Badger said, "We ought by now to be nearly under the Hall."

Then suddenly they heard a confused murmur of sound, as if people were cheering.

The passage now began to slope upwards; and then the noise broke out again, very close above them. "Ooo-ray-ooray-oo-rayooray!" they heard, and the stamping of little feet. "*What* a time they're having!" said the Badger. "Come on!" They hurried along the passage till it came to an end. There they found themselves standing under the trap door that led up into the butler's pantry.



Show Image U1.L13.5 Badger, Mole, Rat and Toad Spring into Action

Such a tremendous noise was going on in the banqueting hall that there was little danger of their being overheard. The Badger said, “Now, all together!” and the four of them put their shoulders to the trap-door and heaved it back. Hoisting each other up, they found themselves standing in the pantry.

The noise they heard as they emerged from the passage was **deafening**. At last, as the cheering and hammering subsided, a voice could be heard to say, “Well, I should like to say one word about our kind host, Mr. Toad. We all know Toad!”—(great laughter)—“**Modest Toad!**” (shrieks of merriment) Modest means humble. Is Toad really modest? Or do you think the Wild Wooders are being sarcastic?

“Just let me get at him!” muttered Toad.

“Hold hard a minute!” said the Badger, restraining him with difficulty. “Get ready, all of you!”

The Badger drew himself up, took a firm grip of his stick, glanced round at his comrades, and cried—“The hour is come! Follow me!”

And flung the door open wide.

My! What a squealing and a screeching filled the air!



Show Image U1.L13.6 Toad Hall Is Reclaimed

Well might the terrified weasels dive under the tables! Well might the ferrets rush wildly for the fireplace and the chimney therein! Well might tables and chairs be upset when the four Heroes strode into the room!

They were but four in all, but to the panic-stricken weasels, and before long the stoats, Toad Hall seemed full of monstrous animals, and they broke and fled with squeals of terror. And so, Toad Hall was reclaimed.

“Mole, you’re the best of fellows!” declared Badger to Mole, so impressed was he with how valiantly Mole had fought. Toad felt rather hurt that the Badger hadn’t complimented him on how splendidly he had fought. But Toad put aside his jealousy and thanked Mole for his help.

“Toad,” said Badger, “you must have a banquet to celebrate.”

Thinking immediately of all the speeches he would make, and songs he would sing about his own leading part in the fight, Toad puffed up with conceit once more. He became so inflated that his friends suspected right away what Toad was up to.

“Now, Toad,” said the Rat, “we want you to understand there are going to be no speeches and no songs. Especially as your songs are all self-praise—and—”

“And gas,” put in the Badger.

“It’s for your own good, Toady,” went on the Rat. “You know you *must* turn over a new leaf, sooner or later.”

Toad thought a long while. “My friends, you shall never have occasion to blush for me again,” he said. “But, O dear, this is a hard world!” And so, he was indeed a changed Toad!

As the weeks and months went by, many tales were told of the great siege at Toad Hall. Toad became a more thoughtful Toad, and life on the river bank continued, as did the friendships of the creatures with whom you have just become acquainted.



DISCUSSING THE READ-ALoud (15 MIN.)

Challenge

What does it mean to “turn over a new leaf”?

- Evaluative.** Toad has an immense attraction to secrets, but he has always been bad at keeping secrets. Do you think that was wise of Toad’s father? Why or why not?
 - » Answers may vary.
- Inferential.** Why do Badger and the others want to use an underground passage?
 - » They need to secretly get into the house, and sentinels are posted around the outside.
- Literal.** Where does the underground passageway lead?
 - » under the pantry in Toad’s houseHow are Rat, Toad, Mole, and Badger planning to use the underground passageway?
 - » to sneak into the house and surprise the weasels, ferrets, and stoats; Toad is in ecstasy about the possibility of whacking ‘em!
- Evaluative.** Describe the tunnel passage that the animals use on their expedition to Toad’s mansion. How would you use your senses to perceive this hidden passage? What does it look like? Feel like? Sound like? Smell like?
 - » Answers may vary.
- Literal.** Describe how the four animals are able to come in through the butler’s pantry without being heard.
 - » The weasels, ferrets, and stoats were making a deafening amount of noise toasting the “modest Toad,” and so didn’t hear Badger, Rat, Mole, and Toad enter the hall.
- Evaluative.** Why do you think Rat tells Toad that he should “turn over a new leaf,” or start over again in his life?
 - » Answers may vary, but should include examples from the text, such as Toad’s irresponsibility; the way his actions have affected his friends with him being the “rotten apple that spoils the barrel”; the accidents, the time in prison, the fact that he lost his house; etc.
- Evaluative.** *Think-Pair-Share:* After the four friends get Toad’s mansion back, Toad’s feelings are hurt because Badger compliments Mole and not him. However, Toad compliments and thanks Mole for his help. Do you think that Toad would have been able to put aside his jealousy and thank his friend before all of his adventures? Do you think Toad has changed since we first heard about him? Why or why not?
 - » Answers may vary, but should include examples from the text.

8. **Evaluative.** In real life, can an escaped prisoner simply go back to his own home without the police arresting him again and returning him to prison?

» no

What kind of story is *The Wind in the Willows* again, and why?

» classic fiction, because it's an old, high-quality, well-known story

What kind of fiction is *The Wind in the Willows*?

» *The Wind in the Willows* is a fantasy, because things happen in the story that cannot happen in real life, such as animals who talk and wear clothes, or a prisoner escaping and moving back home without being found and returned to prison.

WORD WORK: MODEST (5 MIN.)

1. In the story today, you heard that the weasels, ferrets, and stoats were toasting *modest* Toad, and laughing at his expense.
2. Say the word *modest* with me.
3. If you are modest, that means you are humble and don't show off.
4. Albert Einstein—a famous physicist, or special kind of scientist—was modest about his many achievements, and rarely spoke of them to anyone. Do you know someone who is modest? Who? What did they do and how do they act? Be sure to use the word *modest* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "... is modest because ...")
5. What's the word we've been talking about? What part of speech is the word *modest*?
 - Use a Synonyms and Antonyms activity for follow-up. Ask, "What are some synonyms, or words that have a similar meaning, of *modest*?" Prompt students to provide words like *humble*, *unassuming*, *unpretentious*, *meek*, etc. Then ask students, "What are some antonyms, words and phrases, that have the opposite meaning of *modest*?" Prompt students to provide words like *conceited*, *showy*, *self-important*, *proud*, etc.

Lesson 13: The Return of Toad, Part II

Writing



Primary Focus: With assistance, students will write a final draft of an opinion paragraph. **TEKS 3.7.B; TEKS 3.11.C; TEKS 3.11.D; TEKS 3.11.E; TEKS 3.12.C**

WRITING AN OPINION PARAGRAPH: EDIT/FINAL COPY (20 MIN.)

- Display the plan and drafts created in previous lessons.
- Remind students that they have completed the plan and draft steps of the writing process together and that today they are going to complete the edit step.
- Tell students this is also the time to decide on a final title.
- Tell students they are going to use an Editing Checklist to help them to know if any further corrections are needed. Explain that writers often edit their drafts many, many times before they are able to call their final manuscript writing “finished.” Remind students that editing is somewhat different from revising: Revising is often making changes to the content and/or order of content, whereas editing is often making corrections to grammar, punctuation, and spelling.
- Direct students to Activity Page 13.3 and review together.
- Have students refer to the most recent draft and discuss any necessary edits to grammar, punctuation, and spelling. As you make corrections to the draft and check off the items on the checklist, you may wish to model basic proofreading marks for students.
- Direct students to write a final copy using Activity Page 13.4.
- Tell students that after editing and deciding on a title, you will create a final copy.
- Tell students they will complete the publishing step in the next lesson. Explain that this means they are going to create a presentation of the final copy, possibly together with illustrations and/or other graphic aids, to display and share with others. Encourage students to be thinking of any illustrations they would like to include with this opinion paragraph during the publishing step.
- Direct students to Activity Page 13.5 and discuss together.

Activity Pages
13.3 and 13.5



Activity Page 13.4



TEKS 3.7.B Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.11.D** Edit drafts using standard English conventions; **TEKS 3.11.E** Publish written work for appropriate audiences; **TEKS 3.12.C** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Lesson 13: The Return of Toad, Part II

Reading



Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.



TEKS 3.7.C

VOCABULARY: “ALICE’S ADVENTURES IN WONDERLAND, PART III”

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

mad, crazy, insane

vanished, disappeared

remained, stayed behind

dormouse, an animal found in Europe that looks like a small mouse

indignantly, in a way that shows anger because something is not fair

civil, polite, nice

concluded, arrived at a decision after thinking about all the facts

| Vocabulary Chart for “Alice’s Adventures in Wonderland, Part III”
Read-Aloud | | |
|---|---------------------------------|---|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | dormouse | vanished
remained
indignantly
civil
concluded |
| Multiple Meaning | | mad |
| Sayings and Phrases | | |



TEKS 3.7.C Use text evidence to support an appropriate response.

INTRODUCING THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter is “Alice’s Adventures in Wonderland, Part III.”
- Have students review the setting, characters, and events that happened in “Alice’s Adventures in Wonderland, Part II” and predict what they think will happen in today’s chapter. (*Answers may vary, but should include the correct setting and characters.*) Remember to use academic vocabulary when appropriate: *imagine, moral*.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.



**ENGLISH
LANGUAGE
LEARNERS**

Reading
Reading
Comprehension

Beginning

Individually
preread with support.

Intermediate

Have students read in
teacher-led small groups.

Advanced/Advanced High

Have students work with a
partner during a teacher-
led activity.

ELPS 4.F

Chapter 6 Alice's Adventures in Wonderland, Part III

Next, Alice wandered until she came upon a Cheshire Cat. The Cat was sitting on the branch of a tree and grinning from ear to ear. Alice was beginning to wish her time in Wonderland would come to an end.

“Cheshire Cat,” Alice said, “would you tell me, please, which way I should walk from here?”

“That depends a lot on where you want to get to,” said the Cat.

“I don't care much where—” said Alice.

“Then it doesn't matter which way you go,” said the Cat.

“—so long as I get somewhere,” Alice added.

“Oh, you're sure to do that,” said the Cat, “if you only walk long enough.”

Alice tried another question, “What sort of people live here?”



Alice came upon the Cheshire Cat.

READING: CHAPTER 6 (30 MIN.)

Pages 55 and 56

- Read the title of the chapter together as a class, “Alice’s Adventures in Wonderland, Part III.”
- Help students decode the word *Cheshire*.
- Direct students’ attention to the image and caption on **page 56**, and read the caption aloud as a class.
- Tell students to read **page 55** to find the answer to the questions: “Does the Cheshire Cat seem more helpful to Alice than the White Rabbit or the Caterpillar? Why or why not?”
- When students have finished reading, restate the questions and ask them to answer.
 - » Answers may vary.

“In that direction,” said the Cat, waving his right paw, “lives a Mad Hatter. In that direction lives a March Hare. Visit either of them if you like: they’re both mad.”

“But I don’t want to visit with mad people,” Alice remarked.

“Oh, you can’t help that,” said the Cat. “We’re all mad here.”

Then, the Cat vanished slowly, beginning at the end of his tail and ending with his grin, which remained some time after the rest of him had gone.

“Well!” thought Alice. “A grin without a cat! How curious!”



Alice spoke with the Cheshire Cat.

Pages 57 and 58

- Have students find the word *mad* in the first paragraph and *vanished* and *remained* in the fourth paragraph, and discuss the definitions.
- Direct students’ attention to the image and caption on **page 58** and call on one student to read the caption aloud.
- Have students read **pages 57** to find the answer to the question: “What did the Cat tell Alice about the people who live there?”
- When students have finished reading, restate the question and ask them to answer.
 - » The Cat said that in one direction lives a Mad Hatter and in another direction lives a March Hare, both of whom are mad.
- Ask, “How did Alice respond to the Cat?”
 - » She said she didn’t want to visit any mad people.

Challenge

Have students read independently and write a short summary to explain the events of the story.

She walked a bit and came to a house with a table set up in front. The March Hare and the Mad Hatter were having tea. A Dormouse was sitting between them. The table was large but the three of them were all crowded together at one corner of it.

“No room! No room!” they cried out when they saw Alice coming.

“There’s plenty of room!” said Alice indignantly. She sat down in a large armchair at one end of the table.

“Have some lemonade,” said the March Hare.

Alice looked all around the table.

“I don’t see any lemonade,” she remarked.

“There isn’t any,” said the March Hare.

“Then, it wasn’t very civil of you to offer it,” said Alice angrily.

“It wasn’t very civil of you to sit down without being invited,” said the March Hare.



Alice met the March Hare, the Mad Hatter, and the Dormouse.

Pages 59 and 60

- Have students find the word *Dormouse* in the first paragraph, *indignantly* in the third paragraph, and *civil* in the next to last paragraph and discuss their definitions.
- Direct students’ attention to the image and caption on **page 60**, and read the caption aloud to the class.
- Have students read **page 59** to find the answer to the question: “What two odd things happened when Alice approached the March Hare and the Mad Hatter?” When students have finished reading, restate the question and ask them to answer.
 - » First, they told Alice there was no room for her at the very large table when there was actually plenty of room. Next, they offered her lemonade even though there wasn’t any on the table to drink.
- Ask, “What did Alice say wasn’t very civil of them to do, and what did they tell Alice wasn’t very civil of her to do?”
 - » She said it wasn’t very civil of them to offer lemonade, and they told Alice it wasn’t very civil of her to sit down without being invited.

The Mad Hatter looked at Alice for some time. At last, he said, “Why is a raven like a writing desk?”

“A riddle!” thought Alice. “We shall have some fun now!”

“I believe I can guess that,” she added aloud.

“Do you mean that you think you know the answer to it?” asked the March Hare.

“Exactly so,” said Alice.

“Then, you should say what you mean,” the March Hare went on.

“I do,” Alice replied. “At least, I mean what I say—that’s the same thing, you know.”

“Not the same thing at all!” said the Mad Hatter. “Why, you might as well say that ‘I see what I eat’ is the same thing as ‘I eat what I see!’”

“You might as well say,” added the Dormouse, which seemed to be walking and talking in its sleep, “that ‘I breathe when I sleep’ is the same thing as ‘I sleep when I breathe!’”



The March Hare answered Alice.

Pages 61 and 62

- Direct students’ attention to the image and caption on **page 62**, and call on one student to read the caption aloud.
- Have students read **pages 61** to find out what happens when Alice tried to answer the riddle the Hatter asked.
- When students have finished reading, restate the question and ask them to answer.
 - » Alice started to answer and the March Hare interrupted, making things confusing.
- Ask, “Who else spoke up in the conversation?”
 - » The Dormouse spoke up.

“It is the same thing with you,” said the Mad Hatter. Then, he turned to Alice again and asked, “Have you guessed the riddle yet?”

“No, I give up,” Alice replied. “What’s the answer?”

“I haven’t the slightest idea,” said the Mad Hatter.

“Nor I,” said the March Hare.

“Well,” thought Alice, “this is the strangest tea party I ever was at in all my life!”

Alice stayed for a while longer and listened to the Dormouse tell a story about three sisters who lived at the bottom of a treacle well. The story was very odd indeed. Alice, confused by the tale, frequently questioned the Dormouse. At last, a frustrated Alice walked off.

“It’s the strangest tea party I ever was at in all my life!” Alice concluded.



Alice walked away frustrated.

Pages 63 and 64

- Have students find the word *concluded* in the last paragraph and discuss the definition.
- Direct students' attention to the image and caption on **page 64**, and read the caption aloud as a class.
- Ask students to discuss what Alice is doing in the image.
- Say, “I wonder why it looks like Alice is leaving in the image. Let’s read **page 63** to find out.” Have students read **page 63**.
- When students have finished reading, restate the question and ask them to answer.
 - » Alice thinks it is the strangest tea party she has ever been to. She got so frustrated that she walked off as the Dormouse, the Mad Hatter, and the March Hare continued their conversation.

Lesson 13: The Return of Toad, Part II

Foundational Skills



Primary Focus: Students will review the spelling alternatives 'ch', 'ph', 'sh', and 'th'.

 **TEKS 3.2.A**

REVIEW SPELLING ALTERNATIVES (15 MIN.)

- Tell students that they are going to review the spelling 'ch' > /ch/.
- Show students the Spelling Card for 'ch' > /ch/ (*chin*).
- Tell students to turn to **page 1** of the **Individual Code Chart**, find the /ch/ row, and follow it across to 'ch' (*chin*).
- Have students read the sample word. Discuss the power bar.
- Continue in the same manner with the spellings 'ch' > /k/ (*school*); 'ch' > /sh/ (*chef*); 'ph' > /f/ (*phone*); 'sh' > /sh/ (*shop*); and 'th' > /th/ (*thin*).
- Ask students to turn to Activity Pages 13.1 and 13.2 and complete them either as a teacher-guided activity or independently.

Note: You may wish to have students read the decodable passage, "Summary of 'The Return of Toad, Part II,'" that you prepared in advance to practice decoding words with spelling alternatives for 'ch', 'ph', 'sh', and 'th'.

DICTATION (5 MIN.)

- Using your established procedures, have students write the following words and then correct them as a class:

1. attach
2. shape
3. preschool
4. graph
5. chute
6. thunder

End Lesson

Activity Page 13.2



 **TEKS 3.2.A** Demonstrate and apply phonetic knowledge.

14

Classic Tales Continued

PRIMARY FOCUS OF LESSON

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

✚ **TEKS 3.7.C**

Foundational Skills

✚ Students will review r-controlled vowels. **TEKS 3.2.A.ii**

Reading

Students will identify the characters, setting, and plot in “The Open Road.”

✚ **TEKS 3.6.G; TEKS 3.8.B; TEKS 3.8.C; TEKS 3.8.D**

FORMATIVE ASSESSMENT

Activity Page 14.1

Alice’s Adventures in Wonderland, Part III Answer questions and cite evidence from text.

✚ **TEKS 3.7.C**

Activity Page 14.3

Yes or No? Identify r-controlled vowels.

✚ **TEKS 3.2.A.ii**

✚ **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--|------------------------------|---------|--|
| Reading (30 min.) | | | |
| Reading: Chapter 6: "Alice's Adventures in Wonderland, Part III" | Small Groups/
Independent | 20 min. | <input type="checkbox"/> Reader
<input type="checkbox"/> Activity Page 14.1 |
| Wrap-Up | Small Groups/
Independent | 10 min. | |
| Foundational Skills (30 min.) | | | |
| R-Controlled Vowels Review | Whole Group | 30 min. | <input type="checkbox"/> Spelling Cards 'ar', 'ur', 'ir', 'or'
<input type="checkbox"/> Activity Pages 14.2, 14.3
<input type="checkbox"/> Decodable Passage (Teacher Resources) |
| Reading (60 min.) | | | |
| Story Elements | Whole Group | 5 min. | <input type="checkbox"/> Reader
<input type="checkbox"/> blank paper |
| Reading: Chapter 8 | Whole Group | 20 min. | |
| Discussing the Reading | Whole Group | 5 min. | |
| Plot | Whole Group | 10 min. | |
| Reading: Chapter 9 | Small Group/
Independent | 15 min. | |
| Discussing the Reading | Whole Group | 5 min. | |
| Take-Home Material | | | |
| "Alice's Adventures in Wonderland, Part III" | | | <input type="checkbox"/> Activity Page 14.4 |

ADVANCE PREPARATION

Reading

- For today's reading lesson, students will be working in small groups. Preassign small groups, with one small group being teacher-led.

Foundational Skills

- Locate Spelling Cards 'ar', 'ur', 'ir', and 'or'.
- The decodable passage for this lesson, "Summary of 'The Open Road, Part II,'" can be found in the Teacher Resources section. You may wish to use the passage to practice the decoding skills taught in this lesson during small-group instruction, partner work, or independent reading.

Universal Access

- For the reading lesson, be sure you have placed students in appropriate small groups.

Start Lesson

ENGLISH LANGUAGE LEARNERS



Reading Reading Comprehension

Beginning

Preread the story with the students prior to today's lesson.

Intermediate

Have students preread the story with a partner prior to today's lesson.

Advanced/Advanced High

Organize students into teacher-led groups.

ELPS 4.D; ELPS 4.E;

ELPS 4.F

Activity Page 14.1



Lesson 14: Classic Tales Continued

Reading



Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.



TEKS 3.7.C

READING: CHAPTER 6: "ALICE'S ADVENTURES IN WONDERLAND, PART III" (20 MIN.)

- Tell students that today, they will reread the chapter independently and in small groups.
- You may wish to review some or all of the vocabulary before rereading this chapter.
- **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Have students complete Activity Page 14.1 after they read.
- **Small Group 2:** Ask these students to read the chapter independently at their desks and complete Activity Page 14.1 after they read.



TEKS 3.7.C Use text evidence to support an appropriate response.

WRAP-UP (10 MIN.)



Check for Understanding

Use the questions below to promote a discussion.

Literal. Describe the tea party that Alice came upon.

- » There was a Hatter, a March Hare, and a Dormouse at a large table. They said many odd and confusing things as Alice tried to understand what was happening. Alice became very frustrated and finally left.

Literal. What was odd about the Dormouse?

- » He seemed to walk and talk in his sleep.

Inferential. What adjectives would you use to describe Alice as she took part in the tea party?

- » Answers may vary, but could include confused, puzzled, wary of “mad” people, intrigued, and frustrated.

Lesson 14: Classic Tales Continued

Foundational Skills



Primary Focus: Students will review r-controlled vowels. **TEKS 3.2.A.ii**

R-CONTROLLED VOWELS REVIEW (30 MIN.) **TEKS 3.2.A.ii**

- Explain to students that by itself, the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can mix with certain vowel sounds to create unique vowel sounds, like /or/.
- Write ‘or’ on the board and ask students, “If you saw this spelling in a word, what sound would you say?”
 - » Students should respond with the sound /or/.
- Show the Spelling Card ‘or’ > /or/ (*for*). Discuss the power bar. Point out that the power bar is large but does not stretch all the way across the card. This means there are some other spellings for this sound that students will study later in the year.
- Have students turn to the **Individual Code Chart page 4**. Explain to students that by itself, the letter ‘r’ is a spelling for a consonant sound, but the sound /r/ can mix with certain vowel sounds to create another unique vowel sound, /ar/.

TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

- Write 'ar' on the board and ask students, "If you saw this spelling in a word, what sound would you say?"
 - » Students should respond with the sound /ar/.
- Show the Spelling Card 'ar' > /ar/ (car). Point out that the 'ar' > /ar/ (car) Spelling Card has a very long power bar; 'ar' is, in fact, the only major spelling for /ar/. This sound is one of only two vowel sounds that are almost always spelled with the basic code spellings. (The only other vowel sound that almost always is spelled with the basic code spelling is /a/.) Tell students to stay on **Individual Code Chart page 4**. Write the following words on the board. Underline 'or' and 'ar' in each word, which will help students see that the spelling occurs in different places in different words. Have students read the words aloud.

- | | |
|--------------|--------------|
| 1. order | 11. barbecue |
| 2. boring | 12. particle |
| 3. oral | 13. cigar |
| 4. orange | 14. depart |
| 5. orphan | 15. radar |
| 6. transform | 16. partly |
| 7. short | 17. scarlet |
| 8. forget | 18. starfish |
| 9. story | 19. garlic |
| 10. carnival | |

- Next, tell students that they will first begin by reviewing the basic code spelling 'er' for /er/. Remind students that by itself, the letter 'r' is a spelling for a consonant sound, but the sound /r/ can mix with certain vowel sounds to create unique vowel sounds, like /er/. We know /er/ is a vowel sound since adding it to a word adds a syllable: *steep* > *steeper*.
- Write the following words on the board and ask students to read them: *fern*, *western*, *perfect*, and *interrupt*.
- Tell students they will focus on reviewing two other spellings for the /er/ sound: 'ir' and 'ur'.
- Write the following column headings on the board: 'er', 'ir', and 'ur'. Explain that the /er/ sound can be spelled by any of these letter combinations. Ask students to share at least eight to 10 words that contain the /er/ sound.

Write the words on the board in the appropriate column and circle the letter combination used to spell /er/ in each word.

Note: On the following page are examples of words students may provide. Each column represents the major spellings that were taught in Grade 2.

| /er/ | | |
|--------|---------|----------|
| ‘er’ | ‘ur’ | ‘ir’ |
| sister | surface | birthday |
| number | return | direct |
| nerve | occur | thirsty |
| other | survive | thirty |
| better | during | circus |

- Show the Spelling Card(s) ‘er’, ‘ir’, and ‘ur’ on the appropriate space(s). Discuss the power bar for each of the spellings for the /er/ sound.
- Have students turn to the **Individual Code Chart page 4**. Tell students to look at the Individual Code Chart. Ask students which of the three spellings, ‘er’, ‘ir’, or ‘ur’, has the longest power bar. (‘er’) Explain that ‘er’ is used as a spelling for /er/ in more words than ‘ur’ and ‘ir’.
- Direct students to Activity Page 14.2. Complete the first few items together as a class, and then give students time to complete the worksheet independently.
- Ask students to turn to Activity Page 14.3 and complete it as a teacher-guided activity.

Note: You may wish to have students read the decodable passage, “Summary of ‘The Open Road, Part II,’” that you prepared in advance to practice decoding words with r-controlled vowels.

Activity Page 14.2



Activity Page 14.3



Challenge

Students can complete this as an independent activity.

Lesson 14: Classic Tales Continued

Reading



Primary Focus: Students will identify the characters, setting, and plot in “The Open Road.” **TEKS 3.6.G; TEKS 3.8.B; TEKS 3.8.C; TEKS 3.8.D**

TEKS 3.6.G Evaluate details read to determine key ideas; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot.



STORY ELEMENTS (5 MIN.)

TEKS 3.8.B; TEKS 3.8.C; TEKS 3.8.D

- On the board, write the following words: characters, setting, and plot.
- Ask various students to define each of the key words.
 - » Characters are the people, animals or creatures in the story. The setting is the place and time in which a story takes place. The plot is all the events in a story (beginning, middle, and end).
- Explain to students that by identifying the key elements of a story (characters, setting, and plot) you begin to see how characters change, how one event influences another, and can more easily compare and contrast stories about the same or similar characters.
- Ask students to return to the Table of Contents and to point to and read the title of Chapter 8, “The Open Road, Part I,” reminding students that the title provides an idea of what the story is about.
- Note for students that in Lesson 3 students listened to the original “The Open Road” chapter from the book *The Wind in the Willows*. Explain that the original chapter was rewritten and appears in the *Classic Tales Reader*. Note for students that this story is told in four chapters and that the chapters are numbered I, II, III, and IV.
- Ask students to locate the chapter and then turn to the first page of the chapter.



TEKS 3.8.B Explain the relationships among the major and minor characters; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot.

The Open Road, Part I

In 1908, the Scottish author Kenneth Grahame delighted readers with stories of Toad, Mole, and Rat and their adventures in a book called "The Wind in the Willows."

"Won't you take me to call on Toad?" said Mole to his friend, Rat. "I've heard so much about him."

"Why, of course," said Rat. "Get the boat out and we'll paddle up there at once. It's never the wrong time to call on Toad. Early or late, he's always the same fellow: always good-tempered, always glad to see you, and always sorry when you go!"

"He must be a very nice animal," said Mole, as he got into the boat.

"He is indeed the best of animals," replied Rat, "so simple, and so friendly. Perhaps he's not very clever—we can't all be smart. It may be that he is both boastful and conceited. But Toady is a great friend."



Rat told Mole about his friend, Toad.

READING: CHAPTER 8 (20 MIN.)

Pages 73 and 74

- Read the title of the chapter together as a class, "The Open Road, Part I."
- Direct students' attention to the image and caption on **page 74** and have students comment on the characters, Rat and Mole. Ask students to define *personification* (*giving human qualities or abilities to animals or objects that don't normally possess those qualities or abilities*).
- Have students read **pages 73–74** orally to find the answer to the question: "What examples of personification are there in the characters of Rat and Mole?"

Support

Remind students that characters are people, animals, or creatures in stories. In "The Open Road," the characters are animals.

Challenge

How do you think
Toad would describe
Rat and Mole?

- When students have finished reading, restate the question and have students answer.
 - » Answers may vary but should include that the characters speak to each other, row a boat, wear clothing, and live in houses like the one in the image on **page 74**.
- Ask students, “Why would an author use personification?”
 - » Answers may vary but could include to make the story funnier, more interesting, more engaging, and/or better suited for children.
- Draw students’ attention back to the text on **page 73** and ask, “What characteristics do Rat and Mole list about Toad?”
 - » good-tempered, always glad to see you, always sorry when you go, nice, simple, friendly, not very clever, boastful, and conceited

Rounding a bend in the river, they came in sight of a handsome, dignified old house. It was faded red brick, with well-kept lawns reaching down to the water's edge.

"There's Toad Hall," said Rat. "See that creek on the left? That leads to Toad's boathouse. That's where we'll leave the boat. The stables are over there. That's the banquet hall you're looking at now—very old, that is. Toad is rather rich, you know. This is really one of the nicest houses around, though we never admit as much to Toad."

They glided up the creek and passed into the shadow of a large boathouse. There they saw many large boats. Some were slung from the cross beams. Some were hauled up on a slip. But none of them were in the water. The place seemed deserted.

Rat looked around him. "I see how it is," he said. "Boating is old news. Toad is tired of it and done with it. I wonder what new fad he has taken up now. Come along and let's go see. We shall hear all about it soon enough."



Rat and Mole arrived at Toad Hall.

Pages 75 and 76

- Direct students' attention to the image and caption on **page 76** and have them comment on how the two buildings look different.
 - » Answers may vary but could include that Toad Hall looks very grand and well-kept and the boathouse looks neglected.
- Have students read **pages 75 and 76** orally to find the answer to the question: "Why does the boathouse in the image on **page 76** look neglected?"
- When students have finished reading, restate the question and have students answer.
 - » Answers may vary but could include that Rat thinks Toad was "done with" boating and had taken up a new fad.
- Ask students, "Why do you think Rat would know that Toad was 'done with' boating and Mole wouldn't know?"
 - » Answers may vary but could include that Rat knows Toad and Mole is meeting him for the first time.

They stepped out of the boat and walked across the flower-decked lawn. They found Toad resting in a wicker garden chair. He had a large map spread out on his knees.

“Hooray!” he cried, jumping up upon seeing them. “This is splendid!” He shook the paws of both of them warmly, never waiting for an introduction to Mole. “How kind of you!” he went on, dancing round them. “I was just going to send a boat down the river for you, Ratty, with strict orders that you were to come here at once, whatever you were doing. You don’t know how lucky it is, your turning up just now!”

“What a delightful house you have!” said Mole.

“Finest house on the whole river,” cried Toad proudly. “Or anywhere else, for that matter,” he could not help adding.



Rat and Mole found Toad looking at a map.

Pages 77 and 78

- Have students read **pages 77 and 78** orally to find the answer to the question: “Why was Toad so excited to see Rat?”
- When students have finished reading, restate the question and have students answer.
 - » Answers may vary but could include that Toad was just about to send a boat down the river for Rat to bring him to Toad.
- Ask, “What additional examples of personification are included in **pages 77 and 78**?”
 - » Answers may vary but could include that Toad is sitting in a wicker garden chair reading a map, he jumps up to shake the paws of Rat and Mole, and he dances around them.

DISCUSSING THE READING (5 MIN.)

Literal. Who were the main characters in the chapter?

- » Rat, Mole, and Toad

Literal. What is the setting of the chapter?

- » the English countryside

Literal. What happened in the beginning of the story?

- » Rat and Mole went to Toad's house



Beginning

Ask students yes and no questions, i.e., “In the reading, did Rat and Mole go to Toad’s house?”

Intermediate

Reread parts of the text aloud and ask students to orally recall the first event. Model writing the event on the plot diagram.

Advanced/Advanced High

Encourage students to complete their plot diagram independently.

ELPS 4.D

PLOT (10 MIN.)

- Pass out a blank piece of paper. Have students draw three columns on their paper and label the columns: beginning, middle, and end.
- Explain to students that they will continue reading the next chapters in “The Open Road.” During their reading, they will record the events in the story or plot.
- In the first column, beginning, have students record the first event in the story.
 - » Rat and Mole went to Toad’s house

Note: Collect Plot diagrams for Lesson 15.

READING: CHAPTER 9 (15 MIN.)

- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Purpose for Reading

Note: The Guided Reading Supports that follow are intended for use while you work with students in Small Group 1.

Small Group 1: Ask these students to come to the reading table and read the chapter with you. This is an excellent time for you to make notes in your anecdotal records. Follow the Guided Reading Supports below as you guide students through the chapter.

Small Group 2: Ask these students to read the chapter independently to find out specific details about Toad’s plan for a new adventure.

Guided Reading Supports

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material, much in the same way you use the Guided Listening Supports in Listening and Learning. It is critical that you clear up any misunderstandings that students may have as you teach each chapter, so that the misunderstandings do not compound over time.

- Be sure to call students’ attention to and discuss the images and captions accompanying the text, as they often reinforce understanding of the text.

9 The Open Road, Part II

Toad was so excited that Rat and Mole had come for a visit.

“Now then,” Toad said. “You fellows must help me. It’s most important!”

“You want us to help you with your boating?” asked Rat.

“O, pooh, boating!” said Toad, in great disgust. “A silly, boyish amusement. I gave that up long ago. A waste of time, that’s what it is. It makes me very sorry to see you fellows, who ought to know better, spending all your time thinking about boating. No, I’ve discovered the real thing, the best occupation for a lifetime. I plan to spend the rest of my life on it, and can only wish I hadn’t spent so many years boating. Come with me, dear Ratty, and your dear friend also. Come with me just as far as the stable yard, and you shall see what you shall see!”



Toad led Rat and Mole to the stable yard.

Pages 79 and 80

- Read the title of the chapter together as a class, “The Open Road, Part II.”
- Direct students’ attention to the image and caption on **page 80** and ask, “Do you think Rat, Mole, and Toad will go boating? Why or why not?”
 - » Answers may vary but could include that there is a travel wagon in the image, not a boat.
- Have students read **page 79** orally to find the answer to the question: “What does Toad think of boating?”
- When students have finished reading, restate the question and have students answer.
 - » Toad feels that boating is a silly, boyish amusement that he gave up long ago.

- Ask, “How does Toad feel about Rat and Mole wanting to go boating?”
 - » Toad feels sorry to see his friends, who ought to know better, wasting their lives boating.
- Ask students, “What does Toad wish he hadn’t done?”
 - » Toad wishes he hadn’t spent so many years boating, which he feels now was a waste of time.

Toad led the way to the stable yard. Rat followed, with a most unhappy look on his face. There, for all to see was a travel wagon, shining with newness. It was painted yellow and green.

“There you are!” cried Toad. “There’s real life for you in that travel wagon. The open road! The dusty highway! Camps, villages, towns, cities! Here today, up and off to somewhere else tomorrow! Travel, new places to see, fun! The whole world before you! A horizon that’s always changing! Mind you: this is the very finest wagon of its sort that was ever made. Come and look at the inside. Planned all of it myself, I did!”

Mole followed Toad eagerly up the steps and into the wagon. Rat did not move. He only snorted and put his hands deep into his pockets.



“There you are!” cried Toad.

Pages 81 and 82

- Direct students’ attention to the image and caption on **page 82**.
- Have students read **pages 81 and 82** orally to find the answer to the question: “Were Rat and Mole as excited about Toad’s new travel wagon?”
- When students have finished reading, restate the question and have students answer.
 - » Rat was very unhappy and Mole was eager to see the inside of the wagon.
- Ask students, “Why do you think Rat was not excited?”
 - » Answers may vary but could include that Rat knew Toad and had experienced his new adventures before.

The wagon had little sleeping bunks and a table that folded up against the wall. It had a cooking stove, lockers, and bookshelves. It had a birdcage with a bird in it. It had pots, pans, jugs, and kettles of every size.

“All complete!” said Toad happily. “You’ll find that nothing whatever has been forgotten, when we make our start this afternoon.”

“I beg your pardon,” said Rat. “But did I hear you say something about ‘WE’, and ‘STARTING’ and ‘THIS AFTERNOON?’”

“Yes, yes!” begged Toad. “You’ve GOT to come. I can’t possibly go without you. So please don’t argue—it’s the one thing I can’t stand. You surely don’t mean to stick to your dull, old river all your life and just live in a hole in a bank and go boating? I want to show you the world!”

“I don’t care,” said Rat, doggedly. “I’m not coming and that’s that. I am going to stick to my old river and live in a hole and go boating, as I’ve always done. What’s more, Mole’s going to stick with me and do as I do. Aren’t you, Mole?”



Toad, Mole, and Rat inside the travel wagon.

Pages 83 and 84

- Direct students’ attention to the image and caption on **page 84** and discuss the look on Rat’s face.
 - » Answers may vary but could include that he doesn’t look happy.
- Have students read **page 83** orally to find the answer to the question: “What was Toad’s plan for the afternoon?”
- When students have finished reading, restate the question and have students answer.
 - » Toad expected Rat and Mole to accompany him on a trip in his new wagon.
- Ask students, “Why did Toad say Rat should go with him?”
 - » He said he couldn’t possibly go without Rat and that Rat shouldn’t stick to his dull, old river all his life, living in a hole and going boating.

- Ask, “What was the reaction of Rat to Toad’s plan?”
 - » Rat refused to go, saying he would stick with his “old river and boating” as he’d always done.
- Ask students, “What does Rat say to Mole about accompanying Toad?”
 - » Rat says that Mole will stick with him and do as he will do.
- Ask students to predict what Mole will do.
 - » Answers may vary, but could include that since Mole had looked eager to see the wagon, he may want to go with Toad.

“Of course I am,” said Mole, loyally.

“I’ll always stick with you, Rat. What you say has got to be. All the same, it sounds as if it might have been, well, rather fun, you know!” he added, wistfully.

Poor Mole! The Life Adventurous was a new thing to him and so thrilling. It was all so tempting. He had fallen in love at first sight with the yellow-colored wagon.

Rat saw what was passing in Mole’s mind and began to change his mind. He hated disappointing people and he very much liked Mole.

Toad was watching both of them closely.

“Come in and have some lunch,” he said. “We’ll talk it over. We don’t need to decide anything in a hurry. Of course, I don’t really care. I only want you fellows to have fun. Live for others! That’s my motto in life.”



Toad leads Mole and Rat back to Toad Hall.

Pages 85 and 86

- Direct students’ attention to the image and caption on **page 86**.
- Have students read **pages 85–86** orally to find the answer to the question: “What was Mole’s decision about going with Toad?”
- When students have finished reading, restate the question and have students answer.
 - » Mole wanted to go with Toad but said he would go along with Rat’s decision.
- Ask, “What did Rat think about Mole and his decision to go with Toad?”
 - » Rat said that Mole had been tempted by the Life Adventurous and had fallen in love with the green-colored cart.
- Ask, “What made Rat begin to change his mind about going?”
 - » Answers may vary but could include that he hated disappointing people and was fond of Mole.
- Ask, “What did Toad suggest they do at the end of **page 85**?”
 - » Toad suggested they go have lunch and talk it over.

DISCUSSING THE READING (5 MIN.)

Literal What is the setting of the chapter?

- » Toad Hall and the stable yard

Inferential What do you notice about the way in which the Toad spoke?

- » Answers may vary but could include excited, enthusiastic, encouraging, and/or hopeful

Evaluative On page 85, Toad watched Rat and Mole closely. Why do you think he did that? Use words from the chapter to explain your answer.

- » Answers may vary.

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

Lesson 14: Classic Tales Continued

Take-Home Material

- Have students take home Activity Page 14.4 to read to a family member.

Activity Page 14.4



15

Classic Tales Conclusion

PRIMARY FOCUS OF LESSON

Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

✚ **TEKS 3.7.C**

Foundational Skills

✚ Students will review r-controlled vowels. **TEKS 3.2.A.ii**

Reading

Students will identify the characters, setting, and plot in "The Open Road."

✚ **TEKS 3.6.G; TEKS 3.8.B; TEKS 3.8.C; TEKS 3.8.D**

FORMATIVE ASSESSMENT

Activity Page 15.1 **Alice's Adventures in Wonderland, Part IV** Answer

✚ questions and cite evident from text. **TEKS 3.7.C**

Activity Page 15.3 **Mixed Practice** Identify r-controlled vowels.

✚ **TEKS 3.2.A.ii**

✚ **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Reading (30 min.) | | | |
| Introducing the Chapter | Whole Group | 5 min. | <input type="checkbox"/> Reader
<input type="checkbox"/> Activity Page 15.1 |
| Reading: Chapter 7 | Whole Group | 20 min. | |
| Wrap-Up | Whole Group | 5 min. | |
| Foundational Skills (30 min.) | | | |
| The /er/ Sound and Its Spelling | Whole Group | 20 min. | <input type="checkbox"/> Activity Pages 15.2, 15.3 |
| Dictation | Whole Group | 10 min. | |
| Reading (60 min.) | | | |
| Review: Chapters 8 and 9 | Whole Group | 5 min. | <input type="checkbox"/> Reader |
| Reading: Chapters 10 and 11 | Whole Group | 25 min. | |
| Discussing the Reading | Whole Group | 10 min. | |
| Venn Diagram | Independent | 20 min. | |
| Take-Home Material | | | |
| "Alice's Adventures in Wonderland, Part IV" | | | <input type="checkbox"/> Activity Page 15.4 |

ADVANCE PREPARATION

Foundational Skills

- Write the following words on cards to sort for this lesson: *dollar, actor, color, history, major, doctor, labor, effort, factory, memory, mirror, author, collar, solar, polar, cellar, grammar, calendar, lizard, wizard, mustard, orchard, standard.*
- Create five columns on the board with the headings 'er', 'ur', 'ir', 'ar', and 'or', and write the following words under the headings:

| 'er' | 'ur' | 'ir' | 'ar' | 'or' |
|---------|-----------|-----------|---------|---------|
| servant | sunburn | stirrup | parka | orphan |
| pattern | turnip | blackbird | target | forest |
| modern | disturb | squirrel | sardine | glory |
| intern | surrender | giraffe | marvel | morning |

Start Lesson

Lesson 15: Classic Tales Conclusion

Reading



Primary Focus: Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

✚ **TEKS 3.7.C**

VOCABULARY: "ALICE'S ADVENTURES IN WONDERLAND, PART IV"

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a "domain dictionary" notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

courtier, a member of a royal court (**courtiers**)

croquet, a game in which players hit wooden balls with mallets through wire hoops stuck in the ground

chaos, complete confusion and disorder

furrow, a long, narrow ditch in the ground (**furrows**)

✚ **TEKS 3.7.C** Use text evidence to support an appropriate response.

hedgehog, small animal (**hedgehogs**)

mallet, a wooden hammer with a heavy, round head (**mallets**)

witness, a person in a trial called to speak about what he or she saw or knows (**witnesses**)

sentence, the statement from the jury in a trial that states whether the person on trial is at fault or not

jury, a group of people who listen to facts given at a trial to determine guilt or fault

verdict, the decision of a jury in a trial

| Vocabulary Chart for “Alice’s Adventures in Wonderland, Part IV”
Read-Aloud | | |
|--|---------------------------------|---|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | courtier
croquet
hedgehog | chaos
furrow
mallet
witness
jury
verdict |
| Multiple Meaning | | sentence |
| Sayings and Phrases | Hold your tongue | |

INTRODUCING THE CHAPTER (5 MIN.)

- Tell students that the title of today’s chapter is “Alice’s Adventures in Wonderland, Part IV.”
- Have students review the setting, characters, and events that happened in “Alice’s Adventures in Wonderland, Part III” and predict what they think will happen in today’s chapter.
 - » Answers may vary, but should include the correct setting and characters.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Chapter 7 Alice's Adventures in Wonderland, Part IV

In this final chapter, Alice comes across even more odd things in Wonderland.

As Alice wandered further into Wonderland, she found a door in a tree that led into a hallway. The hallway led into the beautiful garden that she had been in earlier. Remarkably, upon entering the garden, she met a huge number of people, including royal courtiers and royal children, as well as the King and Queen of Hearts. They were about to begin a game of croquet and they invited Alice to play.

The game itself proved to be nothing but chaos, partly because the croquet ground was all ridges and furrows. The croquet balls were live hedgehogs and the mallets were flamingos. Alice found that her biggest problem was managing her flamingo and stopping the balls—or hedgehogs—from walking away. In addition, the players all played at the same time without waiting for their turn. The Queen, for her part, began stamping about and shouting, “Off with his head!” or “Off with her head!”



Alice came across even more odd things in Wonderland.

READING: CHAPTER 7 (20 MIN.)

Pages 65 and 66

- Read the title of the chapter together as a class, “Alice’s Adventures in Wonderland, Part IV.”
- Have students find the words *courtiers* and *croquet* in the first paragraph and discuss their definitions. Note for students that the word *courtiers* is a form of the word *courtier*.
- Direct students’ attention to the image and caption on **page 66**, and read the caption aloud as a class.
- Tell students to read the first paragraph of **page 65** to find the answer to the question: “What did Alice find behind the door in the tree that led into a hallway?”

- When students have finished reading, restate the question and ask students to answer.
 - » Alice encountered a beautiful garden filled with people.
- Ask, “What game did the King and Queen of Hearts invite Alice to play?”
 - » They invited her to play croquet.
- Have students find the words *chaos*, *furrows*, *hedgehogs*, and *mallets* in the second paragraph and discuss their definitions.
- Ask students to read the second paragraph on **page 70** orally to find the answer to the question: “What was unusual about this game of croquet?”
 - » The croquet balls were live hedgehogs and the mallets were flamingos.
- Ask, “What was the Queen of Hearts shouting?” (*She was shouting, “Off with his head! Off with her head!”*) “What did she mean by that?”
 - » Answers may vary.

But lucky for Alice, she was removed from the game by none other than the Queen who was eager for Alice to meet the Mock Turtle. On their way to meet the Mock Turtle, Alice was introduced to the Gryphon. What are a Mock Turtle and a Gryphon? Alice did not know either; nor did she ever get an answer that made sense. The best answer is that they are two more examples of the extraordinary inhabitants of Wonderland.

Together the Mock Turtle and the Gryphon told the Queen and Alice stories of their school days. They recalled the subjects they had studied in school, including Reeling, Writhing, and Ambition, not to mention ancient and modern Mystery. Alice was quite certain that she had not yet studied these subjects.



Alice met the Mock Turtle and the Gryphon.

Pages 67 and 68

- Direct students' attention to the image and caption on **page 68**, and call on one student to read the caption aloud.
- Have students read the first paragraph on **page 67** to find the answer to the question: "What new remarkable creatures did Alice meet?"
- When students have finished reading, restate the question and ask students to answer.
 - » Alice met the Mock Turtle and the Gryphon.
- Ask, "What subjects in school did the Mock Turtle and the Gryphon say they studied?"
 - » They said they studied "Reeling, Writhing, and Ambition," not to mention ancient and modern Mystery.

- Have students comment on these subjects and their unusual names.
 - » Answers may vary. You may wish to tell students that school is known for teaching reading, writing, and arithmetic, also known as the “Three R’s.” These three subjects sound like the words *reeling*, *writhing*, and *ambition*. The subject named “Mystery” rhymes with a common subject in school called history.

This odd conversation was stopped by the news that an important trial had begun. Alice raced off with the Gryphon to discover that the Knave of Hearts was on trial for stealing some tarts.

Just like the game of croquet, the trial itself was a confusing mess. The witnesses were not at all helpful. Quite strangely, Alice herself was called as a witness. When the Queen said that the sentence should be announced before the jury had decided upon their verdict, Alice was ready to scream. In fact, she did.

“Stuff and nonsense!” said Alice loudly. “The idea of having the sentence first!”

“Hold your tongue!” said the Queen, turning purple.

“I won’t!” said Alice.

“Off with her head!” yelled the Queen.



Alice spoke at the trial.

Pages 69 and 70

- Direct students’ attention to the image and caption on **page 70**, and read the caption aloud to the class.
- Have students read the first paragraph of **page 69** to find the answer to the question: “Who is on trial and why is he on trial?”
- When students have finished reading, restate the question and ask students to answer.
 - » The Knave of Hearts was on trial for stealing some tarts.
- Have students find the words *witnesses*, *witness*, *sentence*, *jury*, and *verdict* in the second paragraph and discuss their definitions. You may wish to elaborate on what a trial is, relying on the image on **page 70** to show the judge, jury, witnesses, and the Knave of Hearts.
- Have students find the phrase “Hold your tongue” and discuss the definition.

- Have students read the second paragraph on **page 69** to find the answer to the question: “Why was Alice ready to scream?”
- When students have finished reading, restate the question and ask them to answer.
 - » She was upset at how the trial was going.
- Have students read the remainder of **page 69** to find the answer to the question: “What was Alice upset about in the trial?”
- When students have finished reading, restate the questions and ask them to answer.
 - » The sentence was being read first, before the jury had reached a verdict.
- You may wish to elaborate further on how a trial works and why this is backward and not in the correct *chronological order*.

Again, lucky for Alice, just at that moment she woke up on the river bank beside her sister. The sun was still shining and it was indeed a beautiful day. Alice eagerly told her sister all about her dream and her adventures in Wonderland. Alice's sister was quite entertained by the stories of Wonderland and the way in which Alice told them. Alice's eyes twinkled and shone as she told her sister about the Caterpillar, the Cheshire Cat, the Mad Hatter, the March Hare, the King and Queen of Hearts, not to mention the White Rabbit.

As Alice skipped away to enjoy some afternoon tea, her sister imagined this magical world full of curious creatures. Alice's sister hoped that Alice would always remember the day that she dreamed of Wonderland and continue to tell the stories.



Alice told her sister of her adventures.

Pages 71 and 72

- Direct students' attention to the image and caption on **page 72**, and call on one student to read the caption aloud. Have students read **page 71** to themselves to find out if Alice avoided the Queen's demand, "Off with her head!"
- When students have finished reading, restate the question and ask them to answer.
 - » Alice woke up on the bank beside her sister.
- Ask, "What does it mean that Alice woke up and was on the river bank with her sister?"
 - » The adventures in Wonderland had been a dream.
- Ask, "What was her sister's reaction to the adventures as Alice told them?"
- She hoped that Alice would always remember the day she dreamed of Wonderland and would continue to tell the stories.

WRAP-UP (5 MIN.)



Check for Understanding

Use the following questions to promote a discussion.

Discussion Questions on “Alice’s Adventures in Wonderland, Part IV”

Literal. Describe the trial that Alice came upon.

- » The trial was a confusing muddle. The witnesses were not at all helpful. Alice was called as a witness herself.

Literal. Why did Alice get angry at the trial?

- » She was frustrated by the muddle and the order of things happening.

Inferential. What adjectives would you use to describe the Queen of Hearts?

- » Answers may vary, but could include *demanding*, *confusing*, and *angry*.

Lesson 15: Classic Tales Conclusion

Foundational Skills



Primary Focus: Students will review r-controlled vowels. **TEKS 3.2.A.ii**

THE /ER/ SOUND AND ITS SPELLING (20 MIN.) **TEKS 3.2.A.ii**

- Review with students the different spellings of /er/ that you discussed in previous lessons.
- Using the chart you prepared in advance, work column by column and point to a word, circle the r-controlled spelling, and ask students to read the word. Continue until all words have been read aloud.
- Tell students that you are going to practice some more words with r-controlled vowels. Have students turn to Activity Page 15.2. First, have students read all the words in the box aloud, and then complete the first several items as a class.

Activity Page 15.2



TEKS 3.2.A.ii Demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.



Check for Understanding

If most students appear to understand the content, have students complete the remainder of the activity page independently. If not, continue to provide guided practice.

- Explain that students will review two spellings today for /er/, 'ar', and 'or'. Have students turn to the **Individual Code Chart page 4**. Draw three columns on the board and label them /or/, /er/, and /ar/.
- Remind students that they have already encountered the spellings 'ar' and 'or' in association with other sounds, 'ar' as /ar/ and 'or' as /or/. Write the following words on the board and ask students to read them:

- | | |
|-----------|------------|
| 1. charm | 5. short |
| 2. carpet | 6. forest |
| 3. barber | 7. corner |
| 4. alarm | 8. support |

- Ask students to help you sort the words into 'ar' and 'or' columns.
- Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /er/ has the longer power bar. Explain that 'or' is used as a spelling for /er/ in more words than 'ar', but that 'er' is used as a spelling for /er/ in more words than the other spellings.
- Ask students which of the spellings they have learned for /er/ has the longest power bar. Explain that 'er' is used as a spelling for /er/ in more words than the other spellings.
- Help students realize that when they see a word with an 'ar' or 'or' spelling, they may need to sound out the word with alternate sounds /ar/ or /er/, /or/ or /er/, to see which sound makes sense in any given instance.
- Have students turn to Activity Page 15.3 and complete it independently.

Activity Page 15.3



DICTATION (10 MIN.)

- Following your established dictation procedures, dictate the following words to your class.

- | | |
|-------------|------------|
| 1. grammar | 4. mustard |
| 2. calendar | 5. bizzard |
| 3. lizard | |

Lesson 15: Classic Tales Conclusion

Reading



Primary Focus: Students will identify the characters, setting, and plot in

✦ “The Open Road.” **TEKS 3.6.G; TEKS 3.8.B; TEKS 3.8.C; TEKS 3.8.D**

REVIEW: CHAPTERS 8 AND 9 (5 MIN.)

- Have students review the setting, characters, and events that happened in “The Open Road, Part II”.
 - » Answers may vary but should include the correct setting and characters.
- Tell students that the title of today’s chapter is “The Open Road, Part III.”
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

✦ **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot.

Chapter
10 The Open Road,
Part III

Lunch was wonderful, as everything at Toad Hall always was. During the meal, Toad spoke to Mole. He played inexperienced Mole like one would play a harp. He described what would happen on a trip and the joys of the open road in a glowing way. Mole could hardly sit still in his chair because he was so excited.

In the end, Rat allowed Toad and Mole to change his mind. He could not disappoint his friends. So after lunch, they loaded up the wagon and set off.



Lunch at Toad Hall

READING: CHAPTERS 10 AND 11 (25 MIN.)

Pages 87 and 88

- Read the title of the chapter together as a class, “The Open Road, Part III.”
- Direct students’ attention to the image and caption on **page 88** and have students comment on the amount of food on the table.
 - » Answers may vary but could include that there is a lot of food on the table for only three animals eating lunch.
- Ask, “What additional examples of personification are depicted in the image on **page 88**?”
 - » Answers may vary but could include that the animals are using plates, forks, knives, spoons, and glasses and are sitting at a table eating.

- Have students read **page 87** orally to find the answer to the question: “Did Toad have trouble talking Rat and Mole into accompanying him?”
- When students have finished reading, restate the question and have students answer.
 - » Toad had no trouble talking Mole into going as Mole was so excited he could hardly sit in his chair. Rat decided to override his objections and go with his friends because he hated to disappoint them.

It was a golden afternoon. The smell of the dust they kicked up was rich and satisfying. Out of thick orchards on either side the road, birds whistled to them cheerily. Travelers called out “Good day,” or stopped to say nice things about the beautiful wagon.

“Ah,” said Toad, kicking out his legs. “This is the real life for a gentleman!”

They had a pleasant journey along the narrow roads. It was not until the afternoon that they reached the highway. There, disaster sprang out on them.



Toad, Mole, and Rat set off in the wagon.

Pages 89 and 90

- Direct students' attention to the image and caption on **page 90** and ask them to comment on how the journey seems to be going for Rat, Mole, and Toad.
 - » Answers may vary but could include that all three look happy and seem to be enjoying the afternoon.
- Ask, “What do you think that cloud of dust in the background is?”
 - » Answers may vary.
- Have students read **page 89** orally to find the answer to the question: “What was enjoyable about the journey of the threesome?”
 - » It was a golden afternoon full of nice smells, birds whistling cheerily, and travelers stopping the threesome to say nice things about the wagon.
- Have a student read the last paragraph aloud and ask students to predict what will happen next.
 - » Answers may vary.

They were strolling along the highway when they saw a small cloud of dust. It seemed to be coming at them fast. From out the dust they heard a faint “toot-toot!” that sounded like an animal in pain. They turned to continue talking. But in an instant, everything changed. With a blast of wind and a whirl of sound that made them jump for the nearest ditch, it was on them!

The horn of the motor car rang out, “TOOT-TOOT!” They had a quick look at an interior of glittering glass and leather. Then, the magnificent motor car flung a cloud of dust that blinded them and dwindled to a speck in the distance.

The old grey horse and the wagon lurched forward. Then, there was an awful crash. The yellow-colored wagon, their beautiful wagon, fell over onto its side in the ditch.

Rat danced up and down in the road.

“You villains!” he shouted, shaking both fists. “You scoundrels! You, you, road hogs! I’ll call the police on you! I’ll report you!”



“TOOT-TOOT!” the horn rang out.

Pages 91 and 92

- Direct students’ attention to the image and caption on **page 92**.
- Have students read the first two paragraphs on **page 91** orally to find the answer to the question: “What did that cloud of dust in the background turn out to be?”
- When students have finished reading, restate the question and have students answer.
 - » It was a motor car.
- Ask, “What did the inside of the motor car look like?”
 - » glittering glass and leather
- Have students read the remainder of **page 91** orally to find the answer to the question: “What did the horse do?”
 - » The horse lurched forward, causing the wagon to fall onto its side in the ditch.

- Ask, “What was Rat’s reaction?”
 - » He danced up and down in the road shouting and shaking his fists at the driver of the motor car.

Chapter 11 The Open Road, Part IV

Where was Toad? He was sitting in the middle of the dusty road and staring in the direction of the disappearing motor car. He went into a sort of a trance. His face looked calm and he murmured, “toot-toot!”

Rat shook him by the shoulder, but Toad did not budge.

“What a beautiful sight!” Toad murmured. “That is the REAL way to travel! The ONLY way to travel! O my! O my! I must get one!”

Mole tapped the Rat on the shoulder, but Toad went on.

“To think I never KNEW!” he said. “All those wasted years that lie behind me. I never knew. I never even dreamed of it! But NOW—now that I know—oh, what fun awaits me! What dust clouds shall form behind me as I speed on my way! What wagons I shall fling carelessly into the ditch! Those awful little wagons, common wagons, yellow-colored wagons!”

“What should we do with him?” asked Mole

93



Toad murmured, “toot-toot!”

94

Pages 93 and 94

- Read the title of the chapter together as a class, “The Open Road, Part IV.”
- Direct students’ attention to the image and caption on **page 94**.
- Have students read **page 93** orally to find the answer to the question: “Why had Toad gone into a trance?”
- When students have finished reading, restate the question and have students answer.
 - » He was staring after the motor car and couldn’t think of anything else.
- Ask, “Was Toad angry that his magnificent yellow-colored wagon was ruined?”
 - » Toad seems to have completely forgotten about his yellow-colored wagon.
- Ask, “What do you think Toad will do next?”
 - » Answers may vary but could include buying a motor car.

“There is nothing to be done,” said Rat. “He is mad. He has got a new craze. It is always like this, in the first stage. He’ll go on like that for days now, walking in a happy dream, not able to do anything useful. Never mind him. Let’s go and see what can be done about the wagon.”

They inspected the wagon and found that it would no longer travel. One wheel had been broken into bits.

“Come on!” said the Rat. “We’ll have to walk. It’s five or six miles to the nearest town. The sooner we get started the better.”

“But what about Toad?” asked Mole. “We can’t leave him here, sitting in the middle of the road by himself! It’s not safe. What if another . . . thing . . . were to come along?”

“Never mind him,” said Rat. “I’m done with him!”



Rat and Mole inspected the wagon.

Pages 95 and 96

- Have students read **page 95** orally to find the answer to the question: “Were Rat and Mole able to drive the wagon away?”
- When students have finished reading, restate the question and have students answer.
 - » No, the wheel was broken and would need to be replaced in order to drive the wagon again.
- Ask, “How did the threesome get back to town to get a new wheel?”
 - » Rat and Mole set out to walk to town, which was some 5–6 miles away. They left Toad in the middle of the road.
- Ask, “Why did Rat seem unhappy with Toad?”
 - » Rat had seen Toad behave this way in the past and knew he wouldn’t be able to do anything useful for a few days. He said he was done with him.
- Draw students’ attention to the image and caption on **page 96**.

They had not gone very far, however, when there were footsteps behind them. Toad caught up with them and put a paw inside the elbow of each of them.

“Now, look here Toad!” said Rat sharply. “As soon as we get to the town, you’ll have to go straight to the police station. You must see if they know anything about that motor car. You must find out who it belongs to. You must complain because your wagon is broken. Then, you’ll have to go to a blacksmith so he can fix the wagon. Meanwhile, Mole and I will find rooms where we can stay until the wagon is ready.”

“Police station? Complain?” murmured Toad dreamily. “Why on earth would I complain about that beautiful motor car? I am done with wagons forever. I never want to see the wagon again or hear of it. O, Ratty!”



Toad caught up with Rat and Mole.

Pages 97 and 98

- Direct students’ attention to the image and caption on **page 98** and have them comment on the differences between the faces of Rat and Mole and the face of Toad.
 - » Answers may vary but could include that Rat and Mole look worried and Toad looks happy.
- Have students read **page 97** orally to find the answer to the question: “Why did Rat speak to Toad sharply?”
- When students have finished reading, restate the question and have students answer.
 - » Rat was fed up with Toad.
- Ask, “What did Rat want Toad to do?”
 - » Rat wanted Toad to go to the police station and complain because the yellow wagon was ruined.

- Ask, “Did Toad agree with Rat?”
 - » No, Toad was still in a trance about the motor car and would never complain about such a beautiful motor car.)

The animals spent the night. The next day, Rat and Mole made their way back to the river bank.

A few days later, Mole was sitting on the bank fishing, when Rat strolled up.

“Have you heard the news?” Rat asked. “Everyone’s talking about it. Toad went to town on the train this morning. He has ordered a large and very expensive motor car.”



Rat told Mole the news.

Pages 99 and 100

- Have students read **pages 99 and 100** orally to find the answer to the question: “Why does Rat look so excited in the image on **page 100**?”
- When students have finished reading, restate the question and have students answer.
 - » He told Mole that Toad had gone to town on the train that morning and ordered a large and very expensive motor car.

**ENGLISH
LANGUAGE
LEARNERS**



Reading
Reading Viewing Closely

Beginning

Ask students yes and no questions, i.e., “In the reading, Rat is kind. Do you think Mole is kind?”

Intermediate

Reread parts of the text aloud and ask students to orally recall descriptions of the characters. Model adding descriptions of characters to a Venn diagram.

Advanced/Advanced High

Encourage students to complete their Venn diagram independently.

ELPS 4.F

Challenge

Have students create a three-way Venn diagram to compare Mole, Rat and Toad.

Support

Pull a small group of students to complete in the Venn diagram in a small group.



DISCUSSING THE READING (10 MIN.)

TEKS 3.8.C; TEKS 3.8.D

- Pass out student plot diagrams from Lesson 14.
- As a whole group, discuss the events from the story.
- Ask, “What happened in the middle of the story?”
 - » Answers may vary but may include Toad, Rat, and Mole taking a trip in the wagon and crashing.
- Have students complete the “middle” event on the plot diagram.
- Ask, “What happened at the end of the story?”
 - » Answers may vary but may include Toad buying a motor car.
- Have students complete the “end” event on the plot diagram.

VENN DIAGRAM (20 MIN.)

- Explain to students that in units to follow, they will compare and contrast stories about the same or similar characters.
- Tell students that there are many things to compare and contrast in the stories and Read-Alouds they have heard so far. Explain to students that, in addition to comparing and contrasting characters, they can also compare and contrast settings. Remind students that *compare* means to tell how things or people are similar, and *contrast* means to tell how things or people are different.
- Have students draw a Venn diagram on the back of their plot diagram paper.
- Have students choose a topic from the following list to compare/contrast on a Venn diagram. Remind students of the characters in the story and that the story takes place by a riverbank in the United Kingdom.
 - Rat and Mole
 - Mole and Toad
 - Toad and Rat
 - riverbank life in the United Kingdom and riverbank life in Texas
- If time permits, allow students to share their diagrams with the class and ask each other questions.



TEKS 3.8.C Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.8.D** Explain the influence of the setting on the plot.

Lesson 15: Classic Tales Conclusion

Take-Home Material

- Have students take home Activity Page 15.4 to read to a family member.

Activity Page 15.4



Teacher Resources

In this section, you will find:

- The Basic and Advanced Code
- Individual Code Chart
- Using Chunking to Decode Multisyllable Words
- Glossary
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Teacher Resources

THE BASIC AND ADVANCED CODE

Understanding How Phonics Is Taught

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, 'm' > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ow/, 'sh' > /sh/, 'th' > /th/. Other Basic Code spellings include separated digraphs, such as 'a_e' > /ae/, 'o_e' > /oe/. The chart on the next page lists the Basic Code as taught in this program.

In a **Basic Code lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with the students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

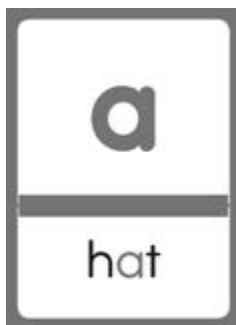
BASIC CODE SPELLINGS

| Vowel Sounds and Spellings | Consonant Sounds and Spellings |
|----------------------------|------------------------------------|
| /a/ as in <u>h</u> at | /p/ as in <u>p</u> ot |
| /o/ as in <u>h</u> ot | /t/ as in <u>t</u> op |
| /i/ as in <u>s</u> it | /d/ as in <u>d</u> og |
| /e/ as in <u>b</u> ed | /k/ as in <u>c</u> at, <u>k</u> id |
| /u/ as in <u>b</u> ut | /g/ as in <u>g</u> et |
| /ee/ as in <u>g</u> reen | /n/ as in <u>n</u> ot |
| /ae/ as in <u>b</u> ake | /h/ as in <u>h</u> ot |
| /ie/ as in <u>b</u> ike | /s/ as in <u>s</u> it |
| /oe/ as in <u>b</u> roke | /f/ as in <u>f</u> at |
| /ue/ as in <u>c</u> ute | /v/ as in <u>v</u> et |
| /oo/ as in <u>s</u> oon | /z/ as in <u>z</u> ip |
| /oo/ as in <u>l</u> ook | /m/ as in <u>m</u> an |
| /ou/ as in <u>o</u> uch | /b/ as in <u>b</u> at |
| /oi/ as in <u>bo</u> il | /l/ as in <u>l</u> ip |
| /aw/ as in <u>l</u> aw | /r/ as in <u>r</u> ed |
| /er/ as in <u>h</u> er | /w/ as in <u>w</u> et |
| /ar/ as in <u>c</u> ar | /j/ as in <u>j</u> et |
| /or/ as in <u>fo</u> r | /y/ as in <u>y</u> es |
| | /x/ as in <u>t</u> ax |
| | /ch/ as in <u>ch</u> op |
| | /sh/ as in <u>sh</u> ip |
| | /th/ as in <u>th</u> in |
| | /th/ as in <u>th</u> em |
| | /qu/ as in <u>qu</u> it |
| | /ng/ as in <u>ng</u> |

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss' > /s/, 'c' > /s/ 'g' > /j/, 'ay' > /ae/, 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

As each spelling alternative is taught in this program, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

The long power bar on the card below indicates that the 'a' spelling is used frequently to spell /a/, the short vowel sound:



The short power bar on this card signals that the 'eigh' spelling is used infrequently to spell /ae/.

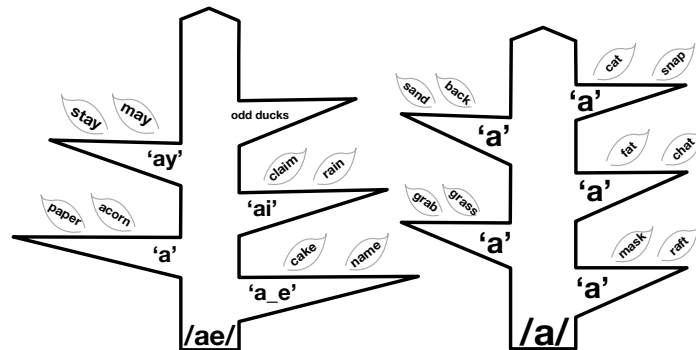


The relative frequency of spellings for any given sound is also communicated in the student's Individual Code Chart, a copy of which is included at the end of this section. In this chart, the spellings for a sound are arranged in order from most to least frequent.

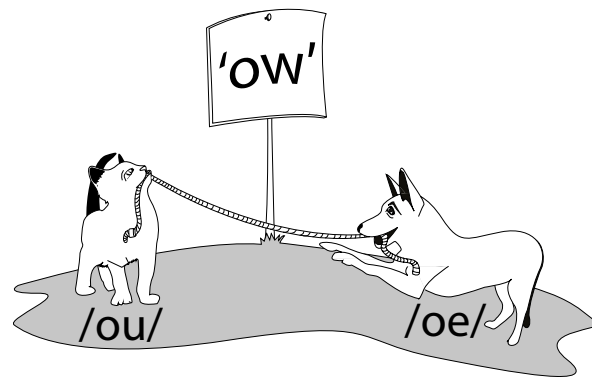
Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Students are then often asked

to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.

The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.



Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (cat), /ae/ (paper), /o/ (father) or /ə/ (about). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:



Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context.



Individual Code Chart

GRADE 3

Name: _____

Consonant Sounds and Spellings

| | | |
|--|-------------------|----------------------|
| | p
pot | pp
napping |
| | b
bat | bb
rubbing |
| | t
top | tt
sitting |
| | d
dot | ed
filled |
| | c
cat | k
kid |
| | g
gift | gg
egg |
| | ch
chin | tch
itch |
| | g
gem | j
jump |
| | f
fit | ff
stuff |
| | v
vet | ve
twelve |

ed
asked

dd
add

ck
black

ch
school

cc
hiccup

gu
guess

gh
ghost

ge
fringe

dge
judge

dg
judging

ph
phone

gh
tough

Vowel Sounds and Spellings

| | | | | | |
|--|--------------------|---------------------|--------------------|-----------------------|-----------------------|
| | <u>o</u>
open | <u>o_e</u>
home | <u>ow</u>
snow | <u>oa</u>
boat | <u>oe</u>
toe |
| | <u>u</u>
unit | <u>u_e</u>
cute | <u>ue</u>
cue | | |
| | <u>oo</u>
soon | <u>u</u>
student | <u>u_e</u>
tune | <u>ou</u>
soup | <u>ui</u>
fruit |
| | <u>oo</u>
look | <u>u</u>
push | <u>ew</u>
new | <u>o</u>
do | <u>o_e</u>
move |
| | <u>ou</u>
shout | <u>ow</u>
now | | | |
| | <u>oi</u>
oil | <u>oy</u>
toy | | | |
| | <u>au</u>
Paul | <u>aw</u>
paw | <u>al</u>
wall | <u>ough</u>
bought | <u>ough</u>
caught |
| | <u>ar</u>
car | | | | |
| | <u>er</u>
her | <u>or</u>
work | <u>ur</u>
hurt | <u>ar</u>
dollar | <u>ir</u>
bird |
| | <u>or</u>
for | <u>ore</u>
more | <u>ar</u>
war | <u>our</u>
four | <u>oar</u>
roar |
| | | | | | <u>ear</u>
earth |
| | | | | | <u>oor</u>
door |

USING CHUNKING TO DECODE MULTISYLLABLE WORDS

Mastering the various letter-sound correspondences taught in this program will enable students to read one syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., sun·set). This is done in both the workbooks and readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, this program introduces the decoding of two-syllable words by having students work first with two syllable compound words (e.g., cat·fish, cup·cake, pea·nut, drive·way). For compound words, we place the dot between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., yawn·ing, hunt·er, kick·ed). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g., batt·ed, bigg·er, bunn·y). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.) and we wish to be consistent in representing these spellings in the way that the students have been taught to process them, e.g., as whole entities for a sound. (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as batt·ed or bat·ted.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC ,VC, CCVCC, etc.)—always associated with a “short” vowel sound, e.g., /a/, /e/, /i/, /o/, /u/:** let, pad, rod, tin, fun, pic·nic, un·til
- **Magic E Syllables (V-C – E)—always associated with a “long” vowel sound, e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** cake, home, like, mule, Pete, mis·take, stam·pede

- **Vowel Digraph Syllables** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV) – always associated with a “long” vowel sound, e.g. /ae/, /ee/, /ie/, /oe/, /ue/:** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant-LE Syllables (C-LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, we think it is also helpful to designate one additional syllable type:

- **Schwa Syllables** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

Note: The Consonant-LE Syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for your students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one syllable words in kindergarten.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

ad · mit

nap · kin

trum · pet

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single spelling units since kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

traff · ic

muff · in

happ · en

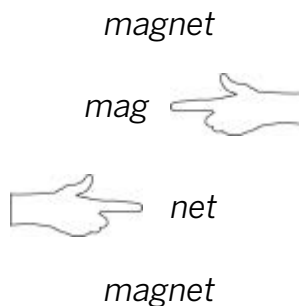
- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

mon · ster

con · tract

pil · grim

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic-E syllable, vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get for · get es · cape ig · loo scoun · drel char · coal

In Grade 2, students are introduced to more challenging multisyllable words.

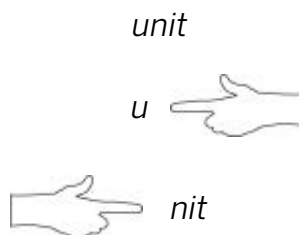
Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, we suggest first dividing the word in front of the consonant and sounding it out as an open syllable:

pu · pil

vi · rus

mo · ment



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before, i.e., the word must be in the student’s oral vocabulary. Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el

mel · on

pun · ish

lemon

lem 

 *on*

In Grade 2, students are also introduced to consonant *-le* syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant *-le*, we divide in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

ban · gle


twin · kle

sta · ble

cra · dle

tur · tle

simple

sim 

 *ple*

In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’ and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout de · pos · it med · al e · vil nick · el lo · tion

As noted earlier, the consonant *-le* syllable is actually a schwa syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

pre · tend non · sense tri · cycle re · peat self · ish sad · ness help · less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten – Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Decodable Passages

Lesson 1: “Summary of ‘The River Bank, Part 1’”

Lesson 3: “Summary of ‘The Open Road’”

Lesson 5: “Summary of ‘Mr. Badger’”

Lesson 11: “Summary of ‘The Further Adventures of Toad, Part II’”

Lesson 12: “Summary of ‘The Return of Toad, Part I’”

Lesson 13: “Summary of ‘The Return of Toad, Part II’”

Lesson 14: “Summary of ‘The Open Road, Part II’”

Summary of “The River Bank, Part 1”

Skill: Short Vowel Review

spring
swept
picnic
basket
lunch

The Wind in the Willows follows the adventures of many animals who live in the English countryside. The animals in the story act like people.

The chapter “The River Bank” begins with Mole doing his spring cleaning. He has swept and dusted. But when he is mixing some paint, he smells a hint of the fresh spring air outside. He drops his brush and runs up the tunnel. The world outside his den is all warm grass and yellow sunlight.

He happily jumps and skips across the grass until he comes to a hedge. He walks until he comes to a river that is full to the brim with rushing water. He sits down to rest as he watches and listens to the river. Soon, a water rat comes out of a hole on the river bank. Rat says hello to Mole and asks if Mole would like to go for a boat ride. Mole has never been in a boat before and can't wait to hop in.

Mole has such a good time that Rat invites him to stay on the boat all day. He packs a picnic basket, and they float down the river. Mole relaxes and drags a paw in the cool water as they go. After a while, Mole asks Rat about the places they are passing by. Rat tells him about the Wild Wood, where many other creatures live but where they must always be careful. Mole asks what is past the Wild Wood. Rat doesn't seem to want to talk about it. He tells Mole that no one with any sense goes into the Wide World! Then they stop in a backwater to have their lunch.

Summary of “The Open Road”

Skill: Long Vowel Review

take
late
strikes
behind
drive

“The Open Road” begins with Mole and Rat on the river bank. Mole says that he would like to meet Mr. Toad. Rat agrees to take Mole for a visit. They row a boat up the river.

Mr. Toad’s house is old and quite nice. Rat says that Mr. Toad is rich. To their surprise, Mr. Toad is waiting for Rat on the porch. He hopes Rat will help him with something. He shows them a brand-new covered wagon painted bright yellow and green. The inside is complete with bunks for sleeping, a tiny living space, and a kitchen.

Toad announces that everything is ready for them to leave that very afternoon. Mole is excited, but Rat is not so sure. Toad talks to them over lunch. Rat agrees to take the trip. He is full of praise for “the open road.” They harness Toad’s gray horse and set off through the countryside.

They sleep in the bunks. In the morning, Mr. Toad sleeps late. Rat and Mole must do all the work of finding and making breakfast. On the second morning, they make Mr. Toad join in doing the chores. He complains.

Later that day, they plod along the narrow lane and disaster strikes. From behind comes the strange noise “pup-pup!” and a white cloud of dust. A motorcar races up the lane. It passes them so quickly that the caravan goes off the road and crashes. Rat and Mole try to restore it so they can drive home, but Mr. Toad does not help. He no longer cares. He has seen what he wants: a motorcar.

Summary of “Mr. Badger”

Skill: Syllables with ‘le’

middle
candle
settle
people
jumble

At the beginning of “Mr. Badger,” it is the middle of a cold, snowy night. Rat and Mole have lost their way and are waiting outside Badger’s house. Mole is hurt, with a cut on his shin.

When Badger opens his door, they tumble inside. The house is a set of underground tunnels, and Badger is a very capable host. With a candle, he leads them to his kitchen. It is warm and cozy. They hear the crackle of a fire and see a comfortable place to settle. Badger gives them food and helps Mole tend to his shin. Later, he offers them two little beds to sleep in.

In the morning, the weather is worse. In Badger’s kitchen they find a couple young hedgehogs who have lost their way. They all sit at the table for breakfast. Badger has already eaten and has settled into his armchair for a nap. Later, Otter rings the doorbell and asks for Rat and Mole. They have been gone a long time, and their friends are worried about them.

Badger gives them a tour of his home. It is not simple at all! Instead, it is a huge tangle of tunnels and rooms. He explains that it was built by people who left long ago. As the daylight begins to dwindle, they shuffle along the passages to a shortcut home, with a jumble of vines and plants hiding the door.

Summary of “The Further Adventures of Toad, Part II”

Skill: Spellings ‘g’ and ‘c’:
/j/, /g/, /s/, /k/

cents
clever
plunges
genius
gasping

“The Further Adventures of Toad, Part II” begins with Toad in disguise, riding a horse he stole. He is tired and hungry, and he has no money. Soon, he meets a traveler with a covered wagon cooking stew over a fire. The traveler offers to buy the horse. Toad bargains for a higher price that includes a very good breakfast.

Toad starts to walk with some change in his pocket and a big meal in his belly. He shows his pride by singing a song about how clever he is. Then a fancy motorcar comes along. Toad decides to ask for a ride but then remembers the car. It is the one he stole! He is sure he will be caught, and he plunges to the ground.

Luckily, the drivers do not know it is Toad because he is still in disguise. They gently lift him into the car. Soon, Toad regains his energy. He convinces them to let him drive. Thinking himself quite the genius, he jumps behind the wheel. He begins by driving carefully. Then he goes faster and faster. He reveals that he is Toad. They try to grab him, he crashes the car, and everyone goes flying.

Angry with himself, Toad runs away. Then he sees that the gentlemen from the car are chasing him. With them are two policemen. It looks like he can’t get away. All of a sudden, he is splashing and gasping. He has fallen into the river!

Summary of “The Return of Toad, Part I”

**Skill: Spelling alternatives ‘kn,’
‘wr,’ ‘wh,’ ‘qu’**

whisk
quickly
wrong
quarrels
know

When “The Return of Toad, Part I” begins, Toad is soaking wet and on the run. He thinks the gentlemen chasing him will whisk him away. Then he sees a familiar face in a hole in the riverbank. Rat quickly pulls him inside the hole.

Rat tells Toad to change out of his stolen clothes while Rat makes lunch. After washing up, Toad tells Rat about everything he has done. He quietly admits that he was wrong to steal the motorcar. Toad wants to go home. He doesn’t yet know that he can’t return. Over lunch, Rat tells Toad that some of the animals from the Wild Wood have wrongfully taken over Toad Hall.

Outraged, Toad storms off to his home. He marches up to the gate. There, he quarrels with a ferret. Feeling upset, Toad runs back to Rat’s house. But he isn’t ready to give up. He makes a request to borrow Rat’s boat and goes quietly up the river. Two stoats drop a huge stone from a bridge onto the boat. The boat sinks.

Toad returns to Rat, who is upset at the loss of his boat. Toad says he will quit making decisions without his friends’ approval. Rat suggests that they wait for Mole and Badger, who might know what to do to get the house back. Soon, Badger knocks at the door.

Summary of “The Return of Toad, Part II”

Skill: Spelling alternatives ‘ch,’ ‘sh,’ ‘ph,’ and ‘th’

cushions

aches

speeches

triumph

thoughtful

In “The Return of Toad, Part II,” Rat ushers in Mole to join Toad and Badger. The friends chat about what they should do to reclaim Toad Hall. Toad cannot stop showing off. He has not learned his lesson about bragging.

Badger hushes everyone and tells Toad that he should be ashamed. Toad sobs into the sofa cushions. He aches for home and feels hopeless. But Badger tells them about a secret passage into Toad Hall. Together, they make a plan.

The next night, the weasels are having a birthday party in Toad Hall. The four friends creep in along the secret passage. Soon, they are below the party. They hear cheering, speeches, and chatter. They push open the trap door and surprise the weasels. They march into the room. They swing and thump sticks. It seems like there are more than four of them. The four heroes are like fighting machines! The weasels screech and rush away, turning over tables and chairs. Toad can reclaim his ownership of Toad Hall in triumph.

Toad thinks he should be praised for the victory. But his friends remind him of the problems his bragging has caused before. He thinks about it and takes on a new philosophy. He tries to change. As time goes on, Toad becomes more thoughtful.

Summary of “The Open Road, Part II”

Skill: R-controlled vowels

informs
bird
depart
charming
eager

At the beginning of “The Open Road, Part II,” Toad orders Rat and Mole to help him. He informs them that it is important. Rat, who knows Toad very well, is not sure he wants to be of service.

It turns out that Toad has purchased a wagon with a motor for traveling and camping. It carries beds, food, water, books, and even a bird in a birdcage. Toad wants to start their journey today. As a matter of fact, he wants to depart this very afternoon.

Toad doesn’t care that Rat has other plans. He doesn’t care that Rat would prefer to go boating on the river.

Rat firmly says no. However, Toad paints a charming picture. As he dances and whirls about them with excitement, he tells of the splendor of the road. He says their life in the open air will be carefree and thrilling. Mole is quite eager to experience it. He has never had such an adventure.

Rat starts to waver. He is no longer so sure. He begins to think that a journey could be fun after all.

Glossary

A

advance—a movement in a forward direction (**advances**)

adventures—exciting events

Aladdin—a main character of *One Thousand and One Nights*

arranged—ordered or organized specifically (**arrange, arranges, arranging**)

astounding—amazing

atmosphere—the distinct quality of a particular place (**atmospheres**)

B

backwater—a peaceful body of water connected to a river, but with little or almost no current or movement; an isolated, unchanging village or town (**backwaters**)

blues—a state of depression or unhappiness

bolted—moved or ran off suddenly (**bolt, bolts, bolting**)

C

call on—to visit socially (**calls on, called on, calling on**)

capital—excellent

caterpillar—a wormlike insect that becomes a butterfly

celebrate—to have a party or do something special for a particular occasion or event (**celebrated**)

celebration—party (**celebrations**)

chaos—complete confusion and disorder

civil—polite, nice

common—a piece of land owned by many people and/or open to the community (**commons**)

conceited—having a very high opinion of yourself; thinking that you are the best

concluded—arrived at a decision after thinking about all the facts

conducted—led, guided, or escorted (**conducts, conducting**)

confusing—hard to understand

contemplated—considering or thought about; pondered (**contemplate, contemplates, contemplating**)

courtier—a member of a royal court (**courtiers**)

croquet—a game in which players hit wooden balls with mallets through wire hoops stuck in the ground

cross—annoyed

cupboard—cabinet (**cupboards**)

curious—remarkable, unusual (**curiouser**)

currant—berry (**currants**)

custard—a sweet, thick dessert similar to pudding

D

deafening—extremely loud

deed—something that is done

dejected—depressed; unhappy, sometimes because one feels lonely or left out

deprive—to keep something from someone; to take away (**deprived, depriving**)

disguise—a costume that hides who you are (**disguises**)

dismally—gloomily; hopelessly

distress—great difficulty, sadness, or pain

domestic—relating to the house or household items

dormouse—an animal found in Europe that looks like a small mouse

duchess—wife of a duke, like a queen to a king

dungeon—an underground jail (**dungeons**)

E

ecstasies—intense joys or great joys

enthusiastically—in an excited way

escorted—led; accompanied (**escort, escorts, escorting**)

evasively—not entirely truthful or direct in order to avoid something unpleasant

expedition—a journey made for a particular purpose (**expeditions**)

F

fate—destiny; the power that, according to some people's beliefs, decides what happens in the future (**fates**)

feeble—weak; having little energy

forage—to seek, search, or look around (**forages, foraged, foraging**)

fortune—luck

furrow—a long, narrow ditch in the ground (**furrows**)

G

gaining on—getting nearer to someone or something you are pursuing (**gain, gains, gained**)

genie—a magical person or creature that grants the wishes of the person who rubs the ring or lamp

glimpse—a quick look

glittering—sparkling

gross—major; extreme

H

heartily—enthusiastically

hedgehog—small animal (**hedgehogs**)

hesitating—in a halting or pausing way; acting with reluctance or uncertainty

hour—a special or important moment

I

immense—tremendous; very large or great

impertinence—disrespectful; rude backtalk

imprisoned—put in jail (**imprison, imprisons, imprisoning**)

improvised—solved a problem by making do with what you had; invented (**improvise, improvises, improvising**)

indignant—angry because of an unjust or unfair situation

indignantly—in a way that shows anger because something is not fair

interferes—gets in the way and prevents something from working smoothly (**interfere, interfered, interfering**)

irritated—angry, annoyed

J

jury—a group of people who listen to facts given at a trial to determine guilt or fault

justly—fairly

K

keenly—extremely; sharply; eagerly

L

lurk—to hide, to stay in one place (**lurked**)

M

ma'am—a polite way to address a woman

mad—crazy, insane

magician—a person who does tricks using a power that makes it seem like impossible things can happen

mallet—a wooden hammer with a heavy, round head (**mallets**)

meandered—moved slowly and without purpose (**meander, meanders, meandering**)

mended—fixed, repaired, or patched up (**mend, mends, mending**)

merchant—someone who sells goods to make money (**merchants**)

modest—humble; not boastful

monstrous—huge

muttering—speaking softly

N

nephew—a relative

O

obey—to follow orders or instructions

occupant—a person or thing that inhabits, or lives in, a particular place (**occupants**)

odd—strange

P

palace—a large, fancy home of a king or queen

particularly—especially or very much

patter—to make quick movements and sounds (**pattering**)

peculiar—strange, odd

peddler—a person who sells goods by going door to door or who sells on the street

perceive—to notice something through the senses; to interpret something in a particular way (**perceives, perceived, perceiving**)

pleasure—happiness

pop—to move quickly

possessed—controlled or owned by something

postpone—to put off or reschedule for a later time; to delay (**postpones, postponed, postponing**)

precious—valuable

proposal—an offer or a suggestion; a request for marriage (**proposals**)

pursued—being chased after or followed in an attempt to be captured by someone or something (**pursue, pursues, pursuing**)

R

radiant—shining bright

recklessly—carelessly; unconcerned about the consequences or results of an action

recollection—the act of remembering; something remembered (**recollections**)

remained—to stand behind

remarkable—unusual, something to be noticed

reproached—scolded or corrected; expressed disapproval or blame (**reproach, reproaches, reproaching**)

retired—went away or withdrew for privacy (**retire, retires, retiring**)

revenge—the act of “getting back” at someone for something harmful or unpleasant done to them; vengeance

S

scurry—to move with quick, light running steps (**scurried**)

seized—grabbed or took hold of suddenly (**seize, seizes, seizing**)

sensible—using, having, or showing good judgment

sentinels—sentries, or guards; people who stand watch (**sentinel**)

sentries—people who guard an entrance or stand watch (**sentry**)

sentence—the statement from the jury in a trial that states whether the person on trial is at fault or not

servant—a person who is told what to do in order to perform tasks for others (**servants**)

slumber—sleep (**slumbers**)

solitary—lone; the only one; isolated

spirit—the character of a person; the way someone feels or thinks; positive attitude

splendidly—wonderfully

spotted—noticed, saw

stability—the condition of being firm or not likely to move or change

startled—visibly scared or surprised, often jumping or moving suddenly as a reaction

state—a physical or emotional condition or shape that something is in or a way of being, often for a period of time (**states**)

sternly—seriously, harshly

storm—to shout (**stormed**)

subtle—faint; delicate; slight

sultan—the king of a Muslim country

summoned—signaled, beckoned, or called (**summon, summons, summoning**)

surveyed—took a general look at something; looked over (**survey, surveys, surveying**)

T

tailor—someone who makes clothing

temper—a person's tendency to get angry quickly

thoroughly—completely; totally

thunder—to shout (**thundered**)

toffee—hard, chewy candy made from sugar and butter

treasure—something considered to be valuable

U

unerring—always accurate; making no mistakes; certain; sure

unrestrainedly—uncontrollably; extravagantly

V

vanished—to disappear

verdict—the decision of a jury in a trial

W

warily—cautiously; in a watchful way

whisk—to move quickly and suddenly (**whisked**)

witness—a person in a trial called to speak about what he or she saw or knows (**witnesses**)

Digital Exit Ticket Suggested Answers

| QUESTION | ANSWER |
|--|--|
| Lesson 1 | |
| In today's lesson, you learned about comparing and contrasting. Explain one way the characters Water Rat and Mole are similar and one way they are different. | <p>Answers may vary, but may include the following:</p> <ul style="list-style-type: none"> • Both characters are animals that have fur. Rat has brown fur and Mole has black fur. • Both characters like the aboveground in the spring. Mole felt happy when observing the birds, leaves and flowers. Rat likes to spend time on the river and going on boat rides. • Rat lives near the river. Mole lives underground in the meadows. • Rat has been in a boat many times. For Mole, it's his first time being inside a boat. |
| Lesson 2 | |
| Today you learned about perspective. Write your own definition of perspective. From whose perspective is today's Read-Aloud told? | Answers may vary, but should explain that perspective is a character's experiences, actions, and thoughts through which the story is told. Today's Read-Aloud is told from Mole's perspective. |
| Lesson 3 | |
| How do the characters demonstrate the themes of friendship/loyalty, responsibility, and irresponsibility in today's Read-Aloud? | <p>Answers may vary, but may include the following:</p> <ul style="list-style-type: none"> • friendship/loyalty: Rat taking Mole to call on Toad; Rat agreeing to travel with Toad because he worries about Toad traveling on his own; Camping on the commons. • responsibility/irresponsibility: Rat and Mole taking care of the work on the trip; Rat and Mole taking care of the wrecked caravan, the horse, and Toad after the car incident; Toad not helping on the trip; Toad not caring about the wreck. |
| Lesson 4 | |
| In previous lessons, you learned about the themes of friendship/loyalty, responsibility, and irresponsibility. What are some examples of these themes in today's Read-Aloud? | <p>Answers may vary, but may include the following:</p> <ul style="list-style-type: none"> • friendship/loyalty: Rat going into the Wild Wood to find Mole; Rat letting Mole rest; Rat bandaging Mole's leg; Mole helping Rat dig to find the doormat. • irresponsibility: Mole taking off for the Wild Wood all by himself and without knowing his way. • responsibility: Rat going after Mole and making sure that he is safe. |
| Lesson 5 | |
| When does the theme of hospitality come up in today's Read-Aloud? Give two or three examples as demonstrated through the characters. | Answers may vary, but may include that Mr. Badger welcomes Rat and Mole into his home very late at night; Mr. Badger brings Rat and Mole dry, warm clothes; Mr. Badger bandages Mole's leg; Mr. Badger conducts Mole and Rat to sleep in his guest beds; Mr. Badger welcomes and feeds two hedgehogs that become lost in the snow. |
| Lesson 6 | |
| Identify a theme from today's Read-Aloud and provide evidence from the story that supports that theme. | Answers may vary, but may include friendship/loyalty. Mole follows Rat, even though he wants to find his old home; Rat decides to go back and find Mole's home, even though Rat is hungry and cold. |

Lesson 7

How is the theme of hospitality demonstrated through the characters' actions in today's Read-Aloud?

Answers may vary, but may include that Rat and Mole welcome the carolers, or singers, into Mole's home; Rat acts hospitably by buying food and drinks for the carolers even though he is not in his own house; Mole offers Rat a place to sleep.

Lesson 8

Do you think Toad's punishment of being sent to jail for twenty years is fair? Why or why not? Do you think this sentence will change Toad's behavior?

Answers may vary, but should include details from the text to support their answer.

Lesson 9

Were your predictions correct about whether Toad mends his irresponsible ways, or serves his twenty-year sentence? Why or why not?

Answers may vary, but should include details from the text to support their answer.

Lesson 10

Do you think Toad was right to seek revenge on the barge-woman? Why or why not?

Answers may vary, but should include details from the text to support their answer.

Lesson 11

Toad is very conceited and irresponsible. Do you think Toad will ever learn from his mistakes? Why or why not?

Answers may vary, but should include details from the text to support their answer.

Lesson 12

Identify three examples of personification in today's Read-Aloud.

Answers may vary, but may include Toad changing his clothes; Toad and Rat eating food, Toad and Rat talking like real people, Mole and Badger sitting by a fireplace; Toad rowing the boat up the river.

Lesson 13

Why do you think Rat tells Toad that he should "turn over a new leaf," or start over again in his life?

Answers may vary, but should include examples from the text, such as Toad's irresponsibility; the way his actions have affected his friends with him being the "rotten apple that spoils the barrel"; the accidents, the time in prison, the fact that he lost his house; etc.

Lesson 14

Who were the main characters in the chapter? What happened in the beginning of the story?

The main characters in the chapter were Rat, Mole, and Toad. In the beginning of the story, Rat and Mole went to Toad's house.

Lesson 15

Why did Alice get angry at the trial? Use evidence from the text to support your answer.

Answers may vary, but should include that Alice got angry at the trial because she was frustrated by the muddle and the order of things happening. In the story, Alice gets very upset when the Queen announced the sentence would be read first, before the jury had reached a verdict.

ACTIVITY BOOK ANSWER KEY

Activities with widely variable or subjective responses may not be reprinted in this Appendix.

NAME: _____ **1.2** ACTIVITY PAGE
DATE: _____

The Beginning

1. Why are the people of King Alfred's land happy with King Alfred as their king?
King Alfred liked to have fun. He liked parties and feasts.
He was fair and kind, and he kept his people safe.
Paragraph 2

2. Who helps King Alfred keep his lands peaceful and his people safe?
King Alfred's 12 knights help keep his lands peaceful and his people safe.
Paragraph 3

3. What are some of Sir Gus's fears?
Sir Gus was afraid of the dark, mice, bats, spiders, shadows, and loud noises.
Paragraph 5

Grade 3 Activity Book | Unit 1 **3**

NAME: _____ **2.2** TAKE-HOME
DATE: _____

The Thief

1. What is a thief?
A thief is someone who steals things from other people.
(a robber)

2. Sir Gus takes longer to get to the king than the other knights. Why?
Sir Gus's horse had run off.

3. Why did Sir Gus fall off of his horse?
Horses make Sir Gus itch. He had such a bad itch while riding his horse, he fell off.

Grade 3 Activity Book | Unit 1 **9**

4. Why is the king not mad when he finds Sir Gus sleeping in?
The king didn't see any reason for Sir Gus to get up at the crack of dawn since he didn't have a horse to ride.

10 Unit 1 | Activity Book Grade 3

NAME: _____ **3.2** ACTIVITY PAGE
DATE: _____

Alf's Well That Ends Well

Number and then write the sentences in the proper order.

3 Sir Gus bumped into Robin's shelf. 1 Robin invited Sir Gus into his house.
5 Sir Gus tiptoed out of Robin's house. 2 A cat jumped on Sir Gus's lap.
4 Sir Gus found the ring.

1. Robin invited Sir Gus into his house.

2. A cat jumped on Sir Gus's lap.

3. Sir Gus bumped into Robin's shelf.

4. Sir Gus found the ring.

5. Sir Gus tiptoed out of Robin's house.

Grade 3 Activity Book | Unit 1 **13**

6. Can you find six words in the story that have the /u/ sound?

1. Gus _____

2. country _____

3. front _____

4. was _____

5. young _____

6. tug _____

jumping once

up bumped

jumped dangerous

much lovely

bucket bottom

touched done

glove some

come something

NAME: _____

3.3

ACTIVITY PAGE

DATE: _____

Themes Chart

Friendship/Loyalty

Answers may vary.

Hospitality

Answers may vary.

Directions: Write examples of each theme from the story as demonstrated by the characters.

Responsibility

Answers may vary.

Irresponsibility

Answers may vary.

NAME: _____

4.2

ACTIVITY PAGE

DATE: _____

The Hungry Troll

- When Sir Gus brings the king his ring, the king is...
 - delighted
 - angry
 - sad
- What wakes King Alfred?
 - thunder
 - the cries of a baby
 - the cries of a troll
- Sir Tom says that trolls are scared of...
 - water
 - fire
 - thunder
- Where does Sir Gus go when the rest of the knights ride off to find the troll?
 - Sir Gus goes to the shed to find a weapon.
 - Sir Gus goes to the barn to find a horse.
 - Sir Gus goes to the kitchen to find a snack.

5. Which Sir Gus story have you liked best so far? Why?

Answers may vary.

NAME: _____

5.2 ACTIVITY PAGE

DATE: _____

Fire!

Write the answer to each question using complete sentences.

1. Why was it not hard to find the troll?

Trolls cry when they are hungry. The knights followed the sound of loud sobs and eating.

Paragraph 1

2. Sir Tom's plan changed a bit when Sir Gus appeared. How did it change?

Sir Tom's plan changed from all of the knights creeping up the hill to only Sir Gus going.

Paragraph 11

3. Do you think that Sir Tom really thinks that Sir Gus is the bravest knight? Why or why not?

Answers may vary, but students should recognize that Sir Tom is trying to avoid confronting the troll himself.

4. What happened when Sir Gus fainted?

When he fainted, he dropped the torch. Dry plants caught fire.

The troll ran away.

Paragraph 25, 26

NAME: _____

6.1 ASSESSMENT

DATE: _____

CONTINUED

The Bug Hunt

1. What did the kids get on the hunt?

A. cats

B. dogs

C. bugs

2. What did Max get?

A. a red ant

B. a black ant

C. a red bug with black spots

3. What did Sam get?

A. a red ant

B. a black ant

C. a black bug with six legs

4. Which kid got a red bug with black spots?

A. Sam

B. Fred

C. Jen

5. Which kid got a black bug with six legs?

- A. Sam
- B. Jen
- C. Jill

6. Which kid got a slug?

- A. Cal
- B. Jill
- C. Fred

7. The kids kept the bugs in _____.

- A. cans
- B. cups
- C. bags

8. Jill got a _____.

- A. slug
- B. moth
- C. ant

NAME: _____
DATE: _____

The Snake

1. What did the queen think she saw in the corner?

- A. a cat
- B. a bug
- C. a snake

2. What was the coiled thing really?

- A. It was a scarf.
- B. It was a hat.
- C. It was a snake.

3. Why did the king say he had to keep safe?

- A. for the queen
- B. for the sake of his subjects
- C. for the princess

4. Who said, "We had better send for the snake catcher"?

- A. the princess
- B. the king
- C. the queen

5. Who picked up the coiled thing in the end?

- A. the princess
- B. the king
- C. the queen

6. Who passed out?

- A. the king
- B. the queen
- C. the king and queen

7. What do we think we know about the princess?

- A. She owns a black scarf.
- B. She has a pet snake.
- C. She passed out.

8. What do we think we know about the king?

- A. He is scared of the princess.
- B. He is scared of snakes.
- C. He is scared of the snake catcher.

NAME: _____
DATE: _____

Compound Words

Choose the correct word from the word box and write it in the blank to make a compound word. Cut out the compound word box and glue it under the correct picture on Worksheet 6.4.

pack bug shine corn time cake

back pack

pan cake

bed time

pop corn

lady bug

sun shine

NAME: _____
DATE: _____

6.4 ACTIVITY PAGE

Compound Words



backpack



pancake



ladybug



popcorn



bedtime



sunshine

Grade 3

Activity Book | Unit 1 35

NAME: _____
DATE: _____

7.1 ASSESSMENT
CONTINUED

Night of Ghosts

- Why was Pete at Joe's house?
 - Joe was sleeping over.
 - Pete was sleeping over.
 - It is Pete's house, too.
- Why did the kids stay up late?
 - They stayed up to see a scary TV show.
 - They stayed up reading comics.
 - They stayed up playing chess.
- What sound did Joe and Pete hear?
 - a buzz
 - a scream
 - a moan
- Were Joe and Pete scared?
 - Yes, they were both scared.
 - No, they were not scared.
 - Pete was scared but Joe was not.

Grade 3

Activity Book | Unit 1 41

5. Did Joe and Pete look in the closet?

- Yes
- No
- Pete did, but Joe did not.

6. Who or what was hiding?

- a moaning ghost
- Joe's sisters
- Pete

7. Which statement best sums up what happened in the story?

- Joe and Pete scared Jean and Mary by moaning.
- Jean and Mary scared Joe and Pete by moaning.
- Jean and Joe scared Mary and Pete by moaning.

8. What did the hoarse voice say?

- "No! Don't hurt us! We're just kids!"
- "Whooo—watch out Mary and Jean! Here we come."
- "Whooo—watch out Joe and Pete! Here we come."

42 Unit 1 | Activity Book

Grade 3

NAME: _____
DATE: _____

7.2 ACTIVITY PAGE

I Like to Eat

Fill in the blank to complete the sentence. Draw a picture in the box that illustrates your sentence.

I like to eat Answers may vary.

Write a story on the lines below that tells about what you like to eat. Answers may vary.

Grade 3

Activity Book | Unit 1 43

NAME: _____ DATE: _____

7.8 ACTIVITY PAGE

Aladdin and the Wonderful Lamp, Part I

1. Aladdin's father was a _____.

A. butcher
B. magician
C. tailor
D. merchant

Page 3

2. The stranger who said he was Aladdin's uncle was really a _____.

A. butcher from faraway north Africa
B. magician from faraway north Africa
C. tailor from faraway north Africa
D. merchant from faraway north Africa

Page 5

Grade 3 Activity Book | Unit 1 59

3. The sentences below describe events in the chapter and are in the wrong order. Use the numbers 1–6 to put them in chronological order.

3 The magician lit a fire and uttered magical words.

1 A stranger appeared to Aladdin and claimed to be his uncle.

4 The magician gave Aladdin a ring to protect him.

6 Aladdin stuffed his bag with glittering things.

2 The stranger met Aladdin's mother.

5 Aladdin found the lamp hanging from a tree.

4. How did the magician roll the stone back over the cave entrance?

He chanted a magic spell and the stone rolled back over the cave entrance.

Page 9

5. Would you have given the lamp to the magician? Why or why not?

Answers may vary.

60 Unit 1 | Activity Book Grade 3

NAME: _____ DATE: _____

8.1 ASSESSMENT
CONTINUED

The Dog Show

1. What happens in the story?

A. A mom and dad go to a dog show.
B. Two girls go to a dog show.
C. Two sisters go to a dog show.

2. Who is at a dog show for the first time?

A. Jill
B. Rachel
C. Jill and Rachel

3. In the story, Rachel _____.

A. likes all of the dogs
B. likes only one of the dogs
C. tells Jill all about dog shows

4. In the dog show _____.

A. all of the dogs were beagles
B. all of the dogs were spitz dogs
C. there were lots of breeds of dogs

Grade 3 Activity Book | Unit 1 65

5. The handler's job is to _____.

A. bring a dog into the ring
B. pick the winning dog
C. handle the set up for the dog show

6. Which dog does Rachel say is "so ugly it's cute"?

A. the chow chow
B. the spitz
C. the pug

7. At the end of the story, _____.

A. the spitz wins first prize
B. the beagle wins first prize
C. Jill explains how prizes are given

8. Why did Jill say basset hounds are short and low to the ground?

A. so they can chase pugs
B. so they can chase foxes
C. so they can be in dog shows

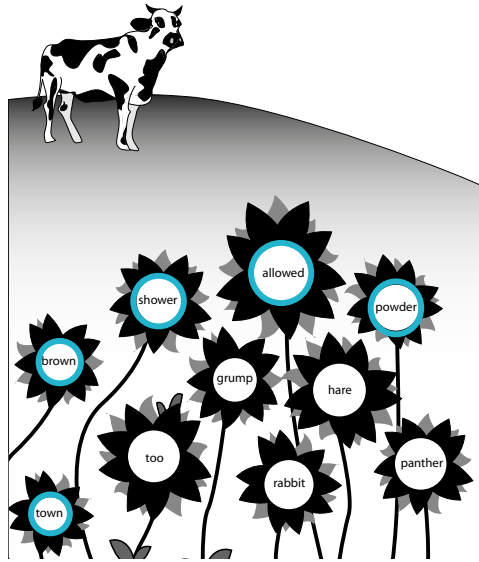
66 Unit 1 | Activity Book Grade 3

NAME: _____
DATE: _____

8.3 ACTIVITY PAGE

Help the Cow!

Help the cow find the best flowers to eat. Color only the flowers with the /ou/ sound.



Grade 3

Activity Book | Unit 1 69

NAME: _____
DATE: _____

8.4 ACTIVITY PAGE

Aladdin and the Wonderful Lamp, Part II

- Why was there no reply when Aladdin called for help?
 - The magician was teasing Aladdin.
 - The magician planned to enter the cave from a different door and take the lamp.
 - The magician had returned to north Africa.
 - The magician had turned himself into a genie.

Page 11

- Aladdin got out of the cave by _____.
 - uttering magical words
 - rubbing the ring and asking the genie to get him out
 - begging the magician to let him out
 - asking his mother to let him out

Page 11

- How long did Aladdin sit in the dark cave? _____
Aladdin sat in the dark cave for three days.

Page 11

Grade 3

Activity Book | Unit 1 71

- Circle *true* or *false* and write the page number where you found the answer.

| | Circle True or False | | Page |
|---|---------------------------------------|--|------|
| Aladdin ran home to tell his sister all that had happened in the cave. | True | <input checked="" type="radio"/> False | 13 |
| Aladdin's mother liked the beautiful lamp that Aladdin gave her. | True | <input checked="" type="radio"/> False | 13 |
| A genie appeared to Aladdin's mother and scared her. | <input checked="" type="radio"/> True | False | 13 |
| Aladdin asked the genie to bring him food. | <input checked="" type="radio"/> True | False | 13 |
| The Sultan laughed when Aladdin's mother told him Aladdin wanted to marry his daughter. | <input checked="" type="radio"/> True | False | 15 |
| The Sultan said the gems Aladdin's mother gave him were astounding. | <input checked="" type="radio"/> True | False | 15 |
| The wedding celebration lasted five days. | True | <input checked="" type="radio"/> False | 19 |

- What was the one condition the Sultan demanded so Aladdin could marry his daughter? The Sultan demanded 40 servants, each carrying a bowl of gems.

Page 15

72 Unit 1 | Activity Book

Grade 3

NAME: _____
DATE: _____

9.1 ASSESSMENT
CONTINUED

Black Diamond

- Who tells this story?
 - Phil
 - Phil's cousin
 - Phil's mom
 - We don't know.
- Which sentence best describes Phil?
 - He is an expert skier.
 - He has more courage than sense.
 - He is scared of everything.
 - He tells the story about his cousin Dave.
- When does the story take place?
 - on a chilly winter day
 - on a wet spring day
 - on a hot summer day
 - on a windy fall day
- What does a black diamond sign mean in this story?
 - It marks an easy ski trail.
 - It marks a hard ski trail.
 - It shows the way to the ski lodge.
 - It shows the way to the ski patrol office.

Grade 3

Activity Book | Unit 1 77

5. How does Phil get to the bottom of the mountain?
- A. He skis all the way down by himself.
 - B. He trips, falls, and then skis the rest of the way down.
 - C. He skis down with his cousin.
 - D. He skis part of the way, falls down, and is carried down on a sled the rest of the way.
6. How does Phil's cousin get to the bottom?
- A. He skis down "Great Gorge" trail with Phil.
 - B. He skis down a different trail.
 - C. He takes a chair lift down.
 - D. He takes a snowmobile down.
7. Which of the following is most accurate?
- A. Phil made it to the bottom unhurt.
 - B. Phil broke his leg.
 - C. Phil broke his arm.
 - D. Phil hurt himself but did not break his leg.
8. What did Phil's cousin try to tell him?
- A. that Phil lost a ski pole when he fell
 - B. that Phil was ready for difficult trails
 - C. that Phil was not ready for difficult trails
 - D. that Phil had good sense but no courage

NAME: _____ DATE: _____

Help Jane Go Home

Read each word and circle only the words that have the /ee/ sound so Jane can follow the path to go back home.

NAME: _____ DATE: _____

'Oy' and 'Oi'

Color the words with the /oi/ sound spelled 'oy' blue and the words with the /oi/ sound spelled 'oi' green.

'oy' = blue

~~oi~~ = blue

'oi' = green

oi = green

NAME: _____ DATE: _____

Aladdin and the Wonderful Lamp, Part III

1. The magician returned disguised as a _____.

- A. rich prince
- B. sultan
- C. poor peddler
- D. genie

Page 21

2. How did the magician get the lamp away from Aladdin's wife? _____

The magician traded a shiny, new lamp for the ugly, old lamp.

Page 21

3. What did the magician demand the genie do with Aladdin's palace and all that it contained? _____

The magician demanded Aladdin's palace and all it contained be set down in north Africa.

Page 23

4. Why do you think the Sultan was so angry when he heard his daughter was gone? Answers may vary, but they may include that the Sultan is worried about his daughter.

5. What would your reaction have been if you were the Sultan? Answers may vary.

6. Describe the plan that Aladdin and his wife made to get the lamp back from the magician. Aladdin's wife cooked the magician a fine supper. She put poison in the magician's cup. He drank it and died. Aladdin got the lamp from inside the magician's sleeve.

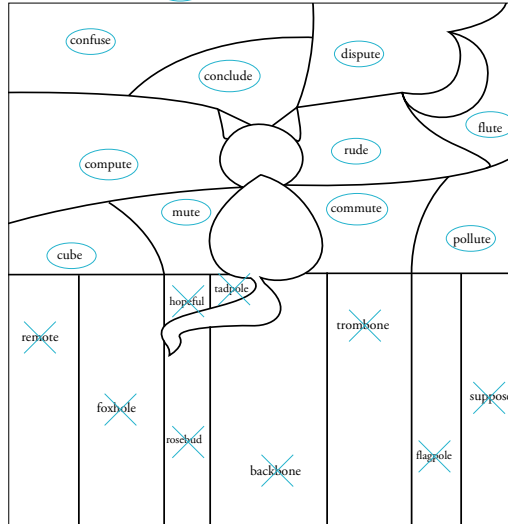
Page 29

NAME: _____ 10.1 ACTIVITY PAGE
DATE: _____

Color the Sounds

Color the areas with /oe/ words light brown and /ue/ words blue.

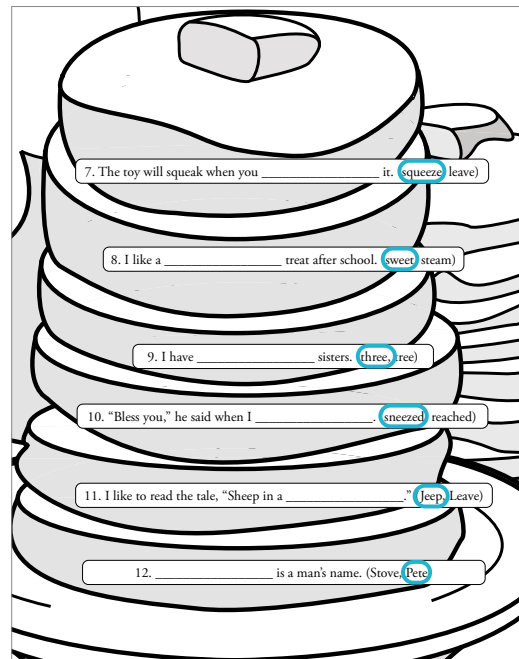
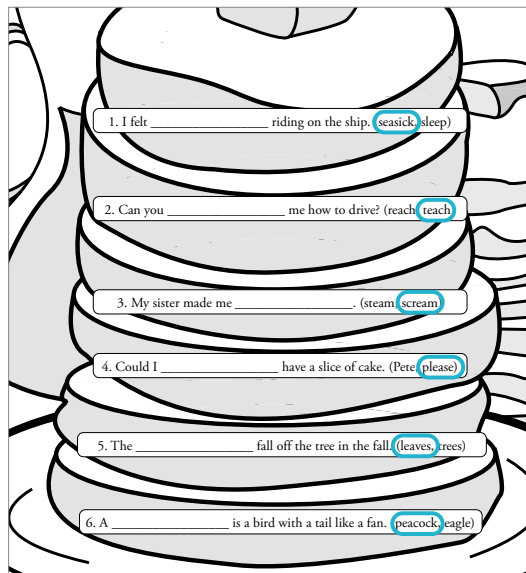
/oe/ = light brown  = light brown
/ue/ = blue  = blue



NAME: _____ 10.2 ACTIVITY PAGE
DATE: _____

Fill in the Blanks

Directions: Draw a circle around the best word for each sentence. Then write it in the blank.



NAME: _____ 10.3 ACTIVITY PAGE
DATE: _____

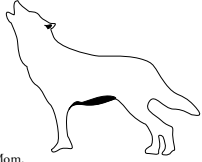
Crossword

Read the clues and complete the crossword puzzle.

| | | | | |
|-------|------|-------|-------|-------|
| owl | now | out | shout | cow |
| mouse | howl | brown | frown | trout |


Across

- A fish
- Not a smile
- A loud voice
- A bird
- "Go to bed _____," said Mom.



Down

- One _____, two mice
- How now, _____ cow
- Not inside but _____ side
- A dog will _____ at the moon.
- "Moo," said the _____.



Grade 3 Activity Book | Unit 1 93

NAME: _____ 11.1 ACTIVITY PAGE
DATE: _____

Alice's Adventures in Wonderland, Part I

- Which of the following did Alice find most odd about the White Rabbit?
 - The White Rabbit ran past her.
 - The White Rabbit took out a pocket watch.
 - The White Rabbit was talking to himself as he ran by.
 Page 35
- Describe what Alice saw as she fell down the hole. _____
Alice saw cupboards and bookshelves.

- List the flavors Alice tasted when she drank from the bottle labeled 'DRINK ME'.

| | |
|--------------------|---------------------------|
| <u>cherry tart</u> | <u>roast turkey</u> |
| <u>custard</u> | <u>toffee</u> |
| <u>pineapple</u> | <u>hot buttered toast</u> |

 Page 41

Grade 3 Activity Book | Unit 1 97

- Predict what will happen after Alice drinks from the bottle.
Answers may vary.


- What evidence is there in the text to support your prediction?
Answers may vary.

98 Unit 1 | Activity Book Grade 3

NAME: _____ 11.2 ACTIVITY PAGE
DATE: _____

Sound Spellings: 'g'

Circle the 'g' in each word. Next, read each sentence and write the word with the tricky spelling 'g' under the heading "got" if the tricky spelling is pronounced /g/ or "gem" if it is pronounced /j/.

| | | |
|-----|---|--------|
| got |  | gem |
| gum | | tragic |
| big | | legend |

| | |
|------------|------------|
| /g/ as in | /j/ as in |
| <i>got</i> | <i>gem</i> |

- He did a magic trick. magic
- This fish has gills.
- Dad is the best at golf.
- The cat is in the cage.
- Brr! That pond was frigid!
- A present is a gift.
- Mom had a stick of gum.

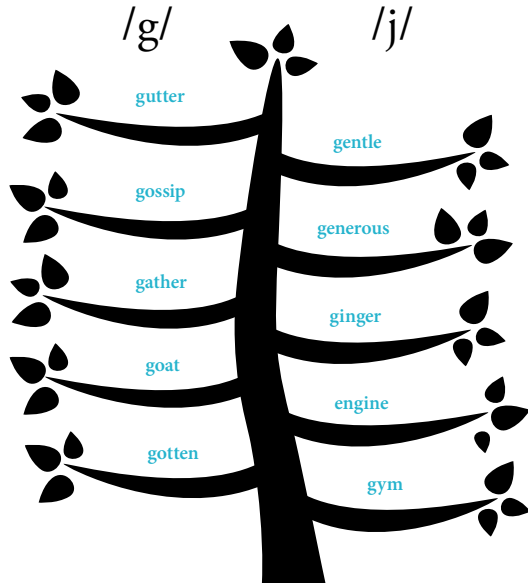
Grade 3 Activity Book | Unit 1 99

NAME: _____ DATE: _____

11.4 ACTIVITY PAGE

Fill Up the Branches

Write the words from Activity Page 11.3 on the appropriate branches.



Grade 3

Activity Book | Unit 1 103

NAME: _____ DATE: _____

11.5 ACTIVITY PAGE

Sound Spellings: 'c'

Circle the 'c' in each word. Then, read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "cent" if it is pronounced /s/.

| | | |
|-----|-------------|--------|
| /k/ | | /s/ |
| can | ← 1 (C) 2 → | cent |
| cap | | citrus |
| cot | | cell |

/k/ as in *can* /s/ as in *cent*

- The king got the princess a kitten. princess
- We slept in a cabin. cabin
- As the band was singing, she was dancing. dancing
- Mom swept up the dust and cobwebs. cobwebs
- Fill up that cup. cup
- He had six chances to stop. chances
- Liz spotted a skunk at camp. camp

Grade 3

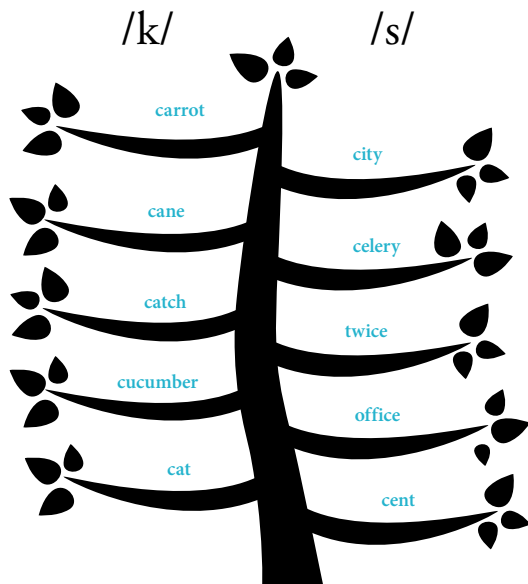
Activity Book | Unit 1 105

NAME: _____ DATE: _____

11.7 ACTIVITY PAGE

Fill Up the Branches

Write the words from Activity Page 11.6 on the appropriate branches.



Grade 3

Activity Book | Unit 1 109

NAME: _____ DATE: _____

12.1 ACTIVITY PAGE

Alice's Adventures in Wonderland, Part II

- Describe how Alice changed when she followed these directions:
 - Drinking from the bottle labeled 'DRINK ME'
Alice shrank to only 10 inches high.
 - Eating the cake labeled 'EAT ME'
Alice grew to nine feet tall.
- What happened when Alice cried again?
 - A. Her tears filled the bottle labeled 'DRINK ME'.
 - B. Her tears washed away the dirt in the hall.
 - C. Her tears created a large pool of water all around her.
 Page 47
- Describe the Caterpillar and how he spoke to Alice.
The Caterpillar was blue, sitting on a mushroom, and smoking a pipe. He spoke to Alice sternly.

Grade 3

Activity Book | Unit 1 115

4. Predict what will happen next to Alice as she wanders further into Wonderland.

Answers may vary.


5. What evidence from the text supports this prediction?

Answers may vary.


NAME: _____ 12.2 ACTIVITY PAGE
DATE: _____

Alternative Spellings


For each picture, circle the letters that spell the name of the depicted item. Then write the name of the item on the line.

| | | | | |
|--|---------|--------|--------|-------|
|  | wr
w | i
a | p
t | _____ |
|--|---------|--------|--------|-------|


wrap

| | | | | |
|--|---------|---------|--------|-------|
|  | kn
k | i
ee | s
t | _____ |
|--|---------|---------|--------|-------|


knit

| | | | | | |
|--|----------|--------|--------|--------|-------|
|  | wr
qu | i
a | l
i | t
d | _____ |
|--|----------|--------|--------|--------|-------|


quilt

| | | | | |
|--|---------|--------|---------|-------|
|  | kn
n | e
o | t
ck | _____ |
|--|---------|--------|---------|-------|


knock

| | | | | |
|--|---------|--------|----------|-------|
|  | qu
k | a
o | ed
ck | _____ |
|--|---------|--------|----------|-------|


quack

| | | | | | |
|---|---------|--------|--------|--------|-------|
|  | wr
r | i
u | t
s | t
s | _____ |
|---|---------|--------|--------|--------|-------|


wrist

| | | | | |
|---|--------|--------|----------|-------|
|  | f
v | e
i | ch
sh | _____ |
|---|--------|--------|----------|-------|


fish

| | | | | | |
|---|--------|--------|--------|---------|-------|
|  | d
b | w
r | e
a | ss
z | _____ |
|---|--------|--------|--------|---------|-------|


dress

| | | | | |
|---|----------|--------|---------|-------|
|  | ch
th | i
u | ck
n | _____ |
|---|----------|--------|---------|-------|


chick

| | | | | |
|---|--------|--------|--------|-------|
|  | p
b | o
u | s
n | _____ |
|---|--------|--------|--------|-------|

bus

| | | | | |
|---|--------|--------|---------|-------|
|  | f
b | e
i | ll
d | _____ |
|---|--------|--------|---------|-------|

bell

| | | | | |
|---|---------|--------|--------|-------|
|  | kn
m | a
o | d
t | _____ |
|---|---------|--------|--------|-------|

knot

NAME: _____ 13.1 ACTIVITY PAGE
DATE: _____

Alternative Spellings

Write the words from the box on the lines to finish the sentences.

| | | | |
|---------|-----------|-----------|--------|
| School | stomach | monarchy | anchor |
| chemist | architect | orchestra | echo |

- Chris is in tenth grade at East Side High _____ School _____.
- A person who mixes chemicals is called a _____ chemist _____.
- Christina shouted into the cave and her voice came back as an _____ echo _____.
- A person who plans houses and buildings is called an _____ architect _____.
- Zachary plays the violin in the symphony _____ orchestra _____.
- This food is awful! I think I may be sick to my _____ stomach _____.
- A country ruled by a king is called a _____ monarchy _____.
- The sailor tossed the _____ anchor _____ into the water.

NAME: _____

13.2

ACTIVITY PAGE

DATE: _____

Alternative Spellings

Write the words from the box on the lines to finish the sentences.

| | | | |
|------------|------------|-----------|---------|
| photograph | homophones | amphibian | trophy |
| alphabet | paragraph | telephone | dolphin |

- Philip answered the telephone.
- 'Z' is the last letter in the alphabet.
- Ralph saw a dolphin swimming in the sea.
- Sophie took this photograph of her sister with her camera.
- Stephanie wrote the first paragraph of the story.
- Randolph won a trophy.
- "Road" and "rode" are homophones.
- A frog can live on land or in the water. It is an amphibian.

Grade 3

Activity Book | Unit 1 127

Write the words from the box on the lines to finish the sentences.

| | | | |
|---------|-------------|-----------|----------|
| gophers | ashes | anything | alphabet |
| foolish | established | withstand | |

- The house is so strong that it can withstand the winds from a tornado.
- Please take the ashes from the fireplace and dump them outside.
- It is foolish to eat too many cookies.
- The gophers dug holes in our yard.
- Can you teach your little sister the alphabet?
- I can not find anything to wear!
- Our school was established in 1977.

128 Unit 1 | Activity Book

Grade 3

NAME: _____

14.1

ACTIVITY PAGE

DATE: _____

Alice's Adventures in Wonderland, Part III

1. Where does this chapter mostly take place?

- A. at a tea party
 - B. beside a mushroom in the garden
 - C. in a long hall
- Page 59

2. Why did the March Hare and Mad Hatter tell Alice there wasn't any room at the large table?

Answers may vary.

3. Did Alice enjoy the tea party?

- A. Yes, she had a great time and stayed for a while.
 - B. No, she got frustrated and left.
 - C. No, she persuaded the others to play a game instead.
- Page 63

Grade 3

Activity Book | Unit 1 135

4. Do you think Alice is finished meeting strange creatures and finding events or will she continue to meet other characters? Use information from the chapter to help you answer this question.

Answers may vary.

136 Unit 1 | Activity Book

Grade 3

NAME: _____ 14.2 ACTIVITY PAGE
DATE: _____

R-controlled Vowels 'or' and 'ar'

Have students choose the best word to complete the sentence. After writing the word in the blank, have them circle either the 'or' or 'ar' spelling.

| | | | | |
|------|-------|--------|-------|------|
| arm | shark | farmer | car | torn |
| corn | yarn | cart | thorn | |

- The red car went down the street fast.
- Mark has a cut on his arm.
- Do you like to eat corn in the summer?
- The farmer had pigs and cows on his land.
- Did he place the food in his shopping cart?
- The thorn on the rose was sharp.
- My mom uses yarn when she knits.
- That is a big shark in the sea!
- His shirt was ripped and torn.

Grade 3 Activity Book | Unit 1 137

NAME: _____ 14.3 ACTIVITY PAGE
DATE: _____

Yes or No?

Write *yes* or *no* in the blank, then circle either the 'ar', 'er', 'ir', or 'or' spelling.

- Can a dog chirp with joy? no
- Can yogurt sing as you eat it? no
- Can birds sit on a tree branch? yes
- Do squirrels have gray fur? yes
- Do you like to stir dirt into your milk? no
- Would your mom be pleased if you bopped out loud at dinner?
no
- Could a nurse place a thermometer in your mouth?
yes
- Can you draw a pattern on your paper? yes
- Can a clown be part of a circus? yes
- If you use sunblock, will you get a sunburn? no
- Could your purse eat popcorn? no

Grade 3 Activity Book | Unit 1 139

NAME: _____ 15.1 ACTIVITY PAGE
DATE: _____

Alice's Adventures in Wonderland, Part IV

- What was odd about the croquet game?
 - The balls were flamingos and the mallets were hedgehogs.
 - There was nothing odd about the croquet game.
 - The mallets were flamingos and the balls were hedgehogs.
 Page 65
- What was Alice told about what the Mock Turtle and the Gryphon were?

Alice never got a clear answer.

- Did Alice enjoy the trial?
 - Yes, she had a great time and stayed for a while.
 - No, she got frustrated and shouted at the Queen.
 - No, she persuaded the others to go see the Mock Turtle and the Gryphon instead.
 Page 69

Grade 3 Activity Book | Unit 1 143

- What was wrong with the trial?
 - The Queen wanted the Gryphon to be on trial.
 - The Queen wanted the sentence to be announced before the verdict.
 - The Queen wanted everyone to calm down.
- How did Alice get out of Wonderland?

Alice woke up and found herself on the river bank beside her sister.

- Compare and contrast the Queen of Hearts and the Caterpillar.

Answers may vary, but students may identify that both characters are mad. The Queen of Hearts is vicious, while the Caterpillar is rude but helpful to Alice.

144 Unit 1 | Activity Book Grade 3

NAME: _____

15.2

ACTIVITY PAGE

DATE: _____

The /er/ Sound and its Spellings

Choose the best word from the box to fill in each sentence.

| | | |
|----------|----------|--------|
| hurt | circus | skirts |
| burned | birthday | dirt |
| surprise | Saturday | birds |
| thirsty | dirty | clerks |

1. I like pants better than skirts.
2. Be careful near the edge! I don't want you to get hurt.
3. Is the party on Friday or Saturday?
4. In the nest sat three baby birds.

Grade 3

Activity Book | Unit 1 145

5. Shirley saw clowns at the circus.
6. Is the party a surprise?
7. Abby got lots of gifts for her birthday.
8. Can I have something to drink? I am so thirsty.
9. Jeannie washed the dirt off of her hands.
10. My mom makes me shower when I am dirty.
11. The fire burned all night.
12. The store clerks were very helpful.

146 Unit 1 | Activity Book

Grade 3

NAME: _____

15.3

ACTIVITY PAGE

DATE: _____

Mixed Practice

Write the best word to complete each sentence.

1. The bird will make a nest in the spring.
(bard bird)
2. Her hair has lots of curls.
(church curbs)
3. My mom's purse has lots of stuff in it.
(nurse purse)
4. Can you ask that girl to skip rope with me?
(grill girl)
5. The nurse gave me a shot in the arm.
(purse nurse)
6. If you can ride the waves in the sea, then you can surf.
(sure surf)
7. Last year I was in first grade.
(fist first)
8. I like the swirl ice cream cones at the shop.
(swirl sell)
9. To make butter, you have to churn cream.
(churn curf)
10. My skirt is green and red for the holidays.
(skire skir)
11. Dad lets me stir the pancake batter on Saturday morning.
(skire stir)
12. The cat's fur is so soft.
(fur first)

Grade 3

Activity Book | Unit 1 147

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

| | | |
|---|---|--|
| (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 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments | U1: p. 20, U1: p. 26, U1: p. 46, U1: p. 49, U1: p. 68, U1: p. 71, U1: p. 92, U1: p. 95, U1: p. 114, U1: p. 117, U1: p. 164, U1: p. 167, U1: p. 188, U1: p. 191, U1: p. 216, U1: p. 219, U1: p. 246, U1: p. 248, U1: p. 280, U1: p. 282, U1: p. 300, U1: p. 302, U1: p. 326, U1: p. 328 |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action | U1: p. 92, U1: p. 107, U1: p. 108 |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | U1: p. 136, U1: p. 139 |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols | U1: p. 92, U1: p. 106 |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations | |
| (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: | | U1: p. 164, U1: p. 176, U1: p. 177, U1: p. 181, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231, U1: p. 259, U1: p. 300, U1: p. 324, U1: p. 326, U1: p. 347 |
| TEKS 3.2.A.i | decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en | U1: p. 164, U1: p. 176, U1: p. 280, U1: p. 296 |
| TEKS 3.2.A.ii | decoding multisyllabic words with closed syllables; open syllables; VCe syllables, vowel teams; including digraphs and diphthongs; r-controlled syllables; and final stable syllables | U1: p. 20, U1: p. 37, U1: p. 46, U1: p. 60, U1: p. 68, U1: p. 83, U1: p. 92, U1: p. 107, U1: p. 114, U1: p. 127, U1: p. 164, U1: p. 176, U1: p. 177, U1: p. 181, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231, U1: p. 259, U1: p. 348, U1: p. 351, U1: p. 368, U1: p. 379 |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations | U1: p. 164, U1: p. 176, U1: p. 177, U1: p. 181, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231, U1: p. 259 |
| TEKS 3.2.A.iv | decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts | |
| TEKS 3.2.A.v | decoding words using knowledge of prefixes | U1: p. 164, U1: p. 176, U1: p. 177, U1: p. 181, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231, U1: p. 259 |
| TEKS 3.2.A.vi | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | U1: p. 164, U1: p. 176, U1: p. 177, U1: p. 181, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231, U1: p. 259 |
| TEKS 3.2.A.vii | identifying and reading high-frequency words from a research-based list | U1: p. 164, U1: p. 176, U1: p. 177, U1: p. 181, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231, U1: p. 259 |
| (B) demonstrate and apply spelling knowledge by: | | |
| TEKS 3.2.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 3.2.B.ii | spelling homophones | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

| | | |
|---|---|--|
| TEKS 3.2.B.iii | spelling compound words, contractions, and abbreviations | |
| TEKS 3.2.B.iv | spelling multisyllabic words with multiple sound-spelling patterns | |
| TEKS 3.2.B.v | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV | |
| TEKS 3.2.B.vi | spelling words using knowledge of prefixes | |
| TEKS 3.2.B.vii | 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 3.2.C | alphabetize a series of words to the third letter | |
| TEKS 3.2.D | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | U1: p. 8, U1: p. 10, U1: p. 11, U1: p. 12, U1: p. 13, U1: p. 14, U1: p. 15, U1: p. 16, U1: p. 17, U1: p. 18, U1: p. 19 |
| (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 3.3.A | use print or digital resources to determine meaning, syllabication, and pronunciation | |
| TEKS 3.3.B | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words | U1: p. 216, U1: p. 232 |
| TEKS 3.3.C | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | |
| TEKS 3.3.D | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text | U1: p. 188, U1: p. 202 |
| (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 3.4 | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | |
| (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 3.5 | self-select text and read independently for a sustained period of time | U1: p. 136, U1: p. 149, U1: p. 164, U1: p. 176, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231 |
| (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 3.6.A | establish purpose for reading assigned and self-selected texts | |
| TEKS 3.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information | |
| TEKS 3.6.C | make and correct or confirm predictions using text features, characteristics of genre, and structures | U1: p. 46, U1: p. 49, U1: p. 57, U1: p. 62, U1: p. 68, U1: p. 71, U1: p. 72, U1: p. 79, U1: p. 86, U1: p. 92, U1: p. 108, U1: p. 114, U1: p. 117, U1: p. 125, U1: p. 129, U1: p. 164, U1: p. 167, U1: p. 168, U1: p. 174, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 219, U1: p. 232 |
| TEKS 3.6.D | create mental images to deepen understanding | U1: p. 68, U1: p. 71, U1: p. 80, U1: p. 164, U1: p. 167, U1: p. 175, U1: p. 188, U1: p. 191, U1: p. 192 |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

| | | |
|--|--|---|
| TEKS 3.6.E | make connections to personal experiences, ideas in other texts, and society | |
| TEKS 3.6.F | make inferences and use evidence to support understanding | |
| TEKS 3.6.G | evaluate details read to determine key ideas | U1: p. 136, U1: p. 149, U1: p. 164, U1: p. 176, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231, U1: p. 246, U1: p. 248, U1: p. 259, U1: p. 280, U1: p. 295, U1: p. 326, U1: p. 328, U1: p. 348, U1: p. 353, U1: p. 368, U1: p. 381 |
| TEKS 3.6.H | synthesize information to create new understanding | U1: p. 68, U1: p. 82 |
| TEKS 3.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | |
| (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 3.7.A | describe personal connections to a variety of sources including self-selected texts | |
| TEKS 3.7.B | write a response to a literary or informational text that demonstrates an understanding of a text | U1: p. 246, U1: p. 257, U1: p. 280, U1: p. 293, U1: p. 300, U1: p. 311, U1: p. 326, U1: p. 339 |
| TEKS 3.7.C | use text evidence to support an appropriate response | U1: p. 20, U1: p. 40, U1: p. 46, U1: p. 62, U1: p. 68, U1: p. 86, U1: p. 92, U1: p. 108, U1: p. 114, U1: p. 127, U1: p. 129, U1: p. 136, U1: p. 149, U1: p. 151, U1: p. 164, U1: p. 176, U1: p. 178, U1: p. 188, U1: p. 204, U1: p. 216, U1: p. 231, U1: p. 232, U1: p. 246, U1: p. 259, U1: p. 280, U1: p. 295, U1: p. 300, U1: p. 313, U1: p. 326, U1: p. 340, U1: p. 348, U1: p. 350, U1: p. 368, U1: p. 370 |
| TEKS 3.7.D | retell and paraphrase texts in ways that maintain meaning and logical order | U1: p. 68, U1: p. 71, U1: p. 82 |
| TEKS 3.7.E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | |
| TEKS 3.7.F | respond using newly acquired vocabulary as appropriate | |
| TEKS 3.7.G | discuss specific ideas in the text that are important to the meaning | U1: p. 20, U1: p. 26, U1: p. 46, U1: p. 49, U1: p. 92, U1: p. 95, U1: p. 114, U1: p. 117, U1: p. 136, U1: p. 139, U1: p. 164, U1: p. 167, U1: p. 326, U1: p. 328 |
| (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 3.8.A | infer the theme of a work, distinguishing theme from topic | U1: p. 68, U1: p. 71, U1: p. 72, U1: p. 79, U1: p. 82, U1: p. 83, U1: p. 114, U1: p. 117, U1: p. 136, U1: p. 139, U1: p. 140, U1: p. 164, U1: p. 167, U1: p. 174, U1: p. 216, U1: p. 219 |
| TEKS 3.8.B | explain the relationships among the major and minor characters | U1: p. 20, U1: p. 36, U1: p. 114, U1: p. 117, U1: p. 125, U1: p. 127, U1: p. 188, U1: p. 191, U1: p. 280, U1: p. 282, U1: p. 348, U1: p. 353, U1: p. 368, U1: p. 381 |
| TEKS 3.8.C | analyze plot elements, including the sequence of events, the conflict, and the resolution | U1: p. 68, U1: p. 82, U1: p. 164, U1: p. 178, U1: p. 348, U1: p. 353, U1: p. 368, U1: p. 381, U1: p. 392 |
| TEKS 3.8.D | explain the influence of the setting on the plot | U1: p. 68, U1: p. 82, U1: p. 348, U1: p. 353, U1: p. 368, U1: p. 381, U1: p. 392 |
| (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: | | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

| | | |
|---|---|------------------------|
| TEKS 3.9.A | demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths | |
| TEKS 3.9.B | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems | |
| TEKS 3.9.C | discuss the elements in drama such as characters, dialogue, setting, and acts | |
| (D) recognize characteristics and structures of informational text, including: | | |
| TEKS 3.9.D.i | the central idea with supporting evidence | |
| TEKS 3.9.D.ii | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding | |
| TEKS 3.9.D.iii | organizational patterns such as cause and effect and problem and solution | |
| (E) recognize characteristics and structures of argumentative text by: | | |
| TEKS 3.9.E.i | identifying the claim | |
| TEKS 3.9.E.ii | distinguishing facts from opinion | |
| TEKS 3.9.E.iii | identifying the intended audience or reader | |
| TEKS 3.9.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 3.10.A | explain the author’s purpose and message within a text | |
| TEKS 3.10.B | explain how the use of text structure contributes to the author’s purpose | |
| TEKS 3.10.C | explain the author’s use of print and graphic features to achieve specific purposes | |
| TEKS 3.10.D | describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes | U1: p. 300, U1: p. 302 |
| TEKS 3.10.E | identify the use of literary devices, including first- or third-person point of view | U1: p. 216, U1: p. 229 |
| TEKS 3.10.F | discuss how the author’s use of language contributes to voice | |
| TEKS 3.10.G | identify and explain the use of hyperbole | |
| (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 3.11.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 | U1: p. 246, U1: p. 257 |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | | |
| TEKS 3.11.B.i | organizing with purposeful structure including an introduction and conclusion | U1: p. 280, U1: p. 293 |
| TEKS 3.11.B.ii | developing an engaging idea with relevant details | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

| | | |
|--|---|--|
| TEKS 3.11.C | revise drafts by adding, revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity deleting, or rearranging words, phrases or sentences | U1: p. 300, U1: p. 311, U1: p. 326, U1: p. 339 |
| (D) edit drafts using standard English conventions, including: | | |
| TEKS 3.11.D | edit drafts using standard English conventions | U1: p. 326, U1: p. 339 |
| TEKS 3.11.D.i | complete simple and compound sentences with subject-verb agreement | |
| TEKS 3.11.D.ii | past, present, and future verb tense | |
| TEKS 3.11.D.iii | singular, plural, common, and proper nouns | |
| TEKS 3.11.D.iv | adjectives, including their comparative and superlative forms | |
| TEKS 3.11.D.v | adverbs that convey time and adverbs that convey manner | |
| TEKS 3.11.D.vi | prepositions and prepositional phrases | |
| TEKS 3.11.D.vii | pronouns, including subjective, objective, and possessive cases | |
| TEKS 3.11.D.viii | coordinating conjunctions to form compound subjects, predicates, and sentences | |
| TEKS 3.11.D.ix | capitalization of official titles of people, holidays, and geographical names and places | |
| TEKS 3.11.D.x | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series | |
| TEKS 3.11.D.xi | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | |
| TEKS 3.11.E | publish written work for appropriate audiences | U1: p. 326, U1: p. 339 |
| (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 3.12.A | compose literary texts, including personal narratives and poetry, using genre characteristics and craft | U1: p. 46, U1: p. 59, U1: p. 92, U1: p. 106 |
| TEKS 3.12.B | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | |
| TEKS 3.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft | U1: p. 246, U1: p. 257, U1: p. 280, U1: p. 293, U1: p. 300, U1: p. 311, U1: p. 326, U1: p. 339 |
| TEKS 3.12.D | compose correspondence such as thank you notes or letters | |
| (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 3.13.A | generate questions on a topic for formal and informal inquiry | |
| TEKS 3.13.B | develop and follow a research plan with adult assistance | |
| TEKS 3.13.C | identify and gather relevant information from a variety of sources | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3**Unit 1****Correlation—Teacher's Guide**

| Unit 1 | | Correlation—Teacher's Guide |
|---------------|---|------------------------------------|
| TEKS 3.13.D | identify primary and secondary sources | |
| TEKS 3.13.E | demonstrate understanding of information gathered | |
| TEKS 3.13.F | recognize the difference between paraphrasing and plagiarism when using source materials | |
| TEKS 3.13.G | create a works cited page | |
| TEKS 3.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 1

Correlation—Teacher's Guide

(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 | |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | |
| 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 | |

(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 | U1: p. 203, U1: p. 256 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 1 | | Correlation—Teacher’s Guide |
|--|--|-----------------------------|
| 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 | |
| <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 | U1: p. 149 |
| 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 | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | |
| 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 3

Unit 1

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 | |
| 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 | |
| <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 | U1: p. 41 |
| 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 | U1: p. 230, U1: p. 350, U1: p. 360 |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | U1: p. 350 |
| 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 | U1: p. 178, U1: p. 214, U1: p. 295, U1: p. 313, U1: p. 341, U1: p. 350, U1: p. 392 |
| 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 | U1: p. 35, U1: p. 36, U1: p. 83, U1: p. 90, U1: p. 113, U1: p. 134, U1: p. 244 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |
| 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 | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 1

Correlation—Teacher’s Guide

| | | |
|--|--|------------------------|
| 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 | |
| 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 | U1: p. 203 |
| 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 | |
| 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 | |
| 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 | |
| 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 | U1: p. 294, U1: p. 312 |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | U1: p. 59, U1: p. 106 |

Senior Vice President and General Manager, K-8 Humanities

LaShon Ormond

Chief Product Officer

Alexandra Walsh

Chief Academic Officer

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Vice President, Editorial

Genya Devoe, Executive Director

Patricia Erno, Associate Director

Maria Oralia Martinez, Associate Director

Baria Jennings, EdD, Senior Content Developer

Sean McBride, Content and Instructional Specialist

Arysteja Szymanski, Content and Instructional Specialist

Mabel Zardus, Content and Instructional Specialist

Christina Cox, Managing Editor

Product and Project Management

Nishi Ludwig, Vice President, Humanities

Amber Ely, Director, Product

Katherine Bazley, Associate Product Manager

Leslie Johnson, Director, Commercial Operations

Millie Triana, Operations Specialist

Melissa Cherian, Executive Director, Strategic Projects

Catherine Alexander, Associate Director, Project Management

Stephanie Melinger, Senior Project Manager

Zara Chaudhury, Project Manager

Patricia Beam Portney, Project Coordinator

Tamara Morris, Project Coordinator

Design and Production

Tory Novikova, Senior Director, Product Design

Erin O'Donnell, Director, Product Design

Julie Kim, Senior Product Design Manager

Ian Horst, Product Design Manager

Max Reinhardsen, Product Design Manager

Tara Pajouhesh, Senior Visual Designer

Other Contributors

Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

Sarah Cloos

Laia Cortes

Jayana Desai

Angela Donnelly

Claire Dorfman

Ana Mercedes Falcón

Rebecca Figueroa

Nick García

Sandra de Gennaro

Patricia Infanzón-
Rodríguez

Seamus Kirst

Michelle Koral

Jorge Limón

Sean McBride

Jacqueline Ovalle

Sofía Pereson

Lilia Perez

Sheri Pineault

Megan Reasor

Marisol Rodriguez

Jessica Roodvoets

Lyna Ward

Product and Project Management

Azani Pinkney

Art, Design, and Production

Nanyamka Anderson

Raghav Arumugan

Dani Aviles

Olioli Buika

Sherry Choi

Stuart Dalgo

Edel Ferri

Pedro Ferreira

Nicole Galuszka

Parker-Nia Gordon

Isabel Hetrick

Ashna Kapadia

Sarah Kanu

Jagriti Khirwar

Lisa McGarry

Emily Mendoza

Marguerite Oerlemans

Lucas De Oliveira

Jackie Pierson

Dominique Ramsey

Darby Raymond-
Overstreet

Mia Saine

Nicole Stahl

Flore Thevoux

Jeanne Thornton

Amy Xu

Jules Zuckerberg



Amplify.
TEXAS

ELEMENTARY LITERACY PROGRAM
LECTOESCRITURA EN ESPAÑOL

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.

Credits

Cover: Guy Jones: 11 (Mole Cleaning His House): Guy Jones: 11 (Mole in the Meadow): Guy Jones: 13 (Rat Sculling over to Mole): Guy Jones: 14 (Mole and Rat Boating on the River): Guy Jones: 33 (Mole and Rat's Picnic): Guy Jones: 35 (Otter and Badger): Guy Jones: 36 (Toad on the River): Guy Jones: 37 (Mole Overturns the Boat): Guy Jones: 38 (At Rat's Home before the Hearth): Guy Jones: 55 (Rat Writes Duck-Inspired Poetry): Guy Jones: 56 (Mr. Toad at Home): Guy Jones: 57 (Mr. Toad's Canary-Colored Caravan): Guy Jones: 58 (Heading for the Open Road): Guy Jones: 59 (The Motorcar): Guy Jones: 60 (Mole, Rat, and Toad Regroup): Guy Jones: 78 (Mole and Rat on the River Talking about Wild Wood): Guy Jones: 79 (Mole Unsuccessfully Trying to Convince Rat to Go with Him to Visit Mr. Badger): Guy Jones: 80 (Mole Sets Out on His Own to Visit Mr. Badger in the Wild Wood): Guy Jones: 81 (Rat, Realizing Mole Has Gone to Visit Mr. Badger on His Own): Guy Jones: 82 (Rat Finds Mole in a Tree Hollow in the Wild Wood): Guy Jones: 83 (Mole and Rat Lost on a Snowy Night in the Wild Wood): Guy Jones: 85, 100 (Mr. Badger's Front Door): Guy Jones: 101 (Mr. Badger): Guy Jones: 102 (Badger Bandages Mole's Leg): Guy Jones: 103 (Breakfast at Badger's): Guy Jones: 105 (Lunch at Badger's): Guy Jones: 106 (Badger's Shortcut): Guy Jones: 123 (Mole Smells and Remembers His Old Home): Guy Jones: 124 (Mole Implores Rat to Go with Him to His Long-Abandoned Home): Guy Jones: 125 (Rat Comforts a Despondent Mole): Guy Jones: 127 (Mole Searches for His Old Home): Guy Jones: 136 (A stranger greeted Aladdin): Jed Henry: 138 (Aladdin took the man to meet his mother): Jed Henry: 140 (The magician told Aladdin what to do): Jed Henry: 142 ("Give me the lamp," said the magician): Jed Henry: 150 (Mole End): Guy Jones: 151 (Deferred Housekeeping): Guy Jones: 153 (Housework and Carolers): Guy Jones: 154 (A Little Winter Cheer): Guy Jones: 155 (Dolce Domum (Home Sweet Home)): Guy Jones: 175 (Dolce Domum (Home Sweet Home)): Guy Jones: 176 (Intervention at Toad Hall): Guy Jones: 177 (Badger's Heart-To-Heart with Toad): Guy Jones: 178 (Taking Toad in Hand): Guy Jones: 179 (Toad Hatches a Plan): Guy Jones: 180 (Toad's Escape): Guy Jones: 181 (Crime and Punishment): Guy Jones: 189 (A genie rose before Aladdin.): Jed Henry: 191 (The genie returned with platters of food): Jed Henry: 192 (Aladdin's mother showed the Sultan the glittering things from the cave.): Jed Henry: 194 (The genie returned with forty servants.): Jed Henry: 195 (Aladdin married the Sultan's daughter): Jed Henry: 203 (Mr. Toad behind Bars): Guy Jones: 204 (A Little Tea for Toad): Guy Jones: 206

(Disguise): Guy Jones: 207 (Mr. Toad's Great Escape): Guy Jones: 208 (Mr. Toad Jumps from the Train): Guy Jones: 217 (The princess traded the old lamp for a shiny, new one): Jed Henry: 218 (The magician rubbed the lamp): Jed Henry: 219 (The Sultan sent his soldiers to get Aladdin): Jed Henry: 221 (Aladdin begged the genie for help): Jed Henry: 223 (Aladdin told the genie his wish): Jed Henry: 225 (The Sultan awoke to see his daughter): Jed Henry: 232 (Toad in the Woods, Still in Disguise): Guy Jones: 232 (The Canal and the Barge-Woman): Guy Jones: 234 (Toad and the Barge-Woman): Guy Jones: 235 (The Barge-Woman Drives a Hard Bargain with Reluctant Toad): Guy Jones: 236 (The Barge-Woman Calls Toad's Bluff): Guy Jones: 237 (Toad Steals the Barge-Woman's Horse): Guy Jones: 243 (Alice sees the White Rabbit): Guy Jones: 245 (Alice followed the Rabbit.): Guy Jones: 247 (Alice fell down, down, down): Guy Jones: 248 (Alice ran after the White Rabbit): Guy Jones: 249 (Alice tasted what was in the bottle): Guy Jones: 266 (Toad on Horseback): Guy Jones: 267 (Toad Buys Breakfast): Guy Jones: 269 (Toad Thinks the Jig Is Up): Guy Jones: 270 (Yet Another Smash-up, Courtesy of Toad): Guy Jones: 271 (Toad Back on the River): Guy Jones: 286 (The Return of Toad): Guy Jones: 287 (Rat and Toad Catch Up over Lunch): Guy Jones: 288 (Toad Learns of the Fate of Toad Hall): Guy Jones: 289 (Toad Scouts Out Toad Hall from the River): Guy Jones: 290 (Mr. Badger Arrives): Guy Jones: 297 (Alice found a small cake): Guy Jones: 299 (Alice grabbed the key): Guy Jones: 300 (Alice saw the White Rabbit again): Guy Jones: 302 (Alice swam in a pool of her own tears): Guy Jones: 303 (Alice came upon the Caterpillar): Guy Jones: 305 (Alice watched the Caterpillar crawl away): Guy Jones: 312 (Making Plans): Guy Jones: 313 (Toad Breaks Down): Guy Jones: 314 (The Plan to Retake Toad Hall): Guy Jones: 316 (Badger, Mole, Rat, and Toad Sneak into Toad Hall through a Secret Passage): Guy Jones: 317 (Badger, Mole, Rat and Toad Spring into Action): Guy Jones: 317 (Toad Hall Is Reclaimed): Guy Jones: 324 (Alice came upon the Cheshire cat): Guy Jones: 325 (Alice spoke with the Cheshire Cat): Guy Jones: 326 (Alice met the March Hare, Mad Hatter, and Doormouse): Guy Jones: 327 (The March Hare answered Alice): Guy Jones: 328 (Alice walked away frustrated): Guy Jones: 352 (Alice came across even more odd things): Guy Jones: 354 (Alice met the Mock Turtle): Guy Jones: 356 (Alice spoke at the trial): Guy Jones: 358 (Alice told her sister of her adventures): Guy Jones



Grade 3 | Unit 1 | Teacher Guide
Classic Tales: *The Wind in the Willows*

ISBN 9781683919599



9 781683 919599