

# Learning Lessons

## Arachne

The selection in this lesson directly supports themes and topics in this Grade 6 Glencoe Literature selection:

- Arachne by Olivia E. Coolidge

### Lesson at a Glance

**Literary Element** Myth

**Reading Skill** Make Generalizations About Plot

**Vocabulary Practice**

*Expressions Practice Book*, page 75

**Phonics** S-blends /sp/ and /sk/

**Fluency** Expression and Intonation: Bring Out Meaning

*Reading Fluency Practice*, page R6

**Grammar and Usage** Spelling Regular Past Tense

Verbs: Pronunciations of *-ed*: /t/, /d/, and /id/

*Expressions Practice Book*, page 77

**Word Study** Base Words and Their Derivatives

*Expressions Practice Book*, page 78

**Writing and Oral Presentation**

*Expressions Practice Book*, page 79

**Technology** Listening Library Audio,  
Interactive Vocabulary CD-ROM

### Talk About It!

What lessons can you learn from a story?

### READ

• Arachne

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## Talk About the Picture

Introduce the picture of the spider web. **Say:** Describe what you see in the picture.

As you support students in talking about images throughout the lesson, use the options below to meet students at their individual levels of English proficiency.

### Differentiated Instruction

**Beginning/Early Intermediate** Support students by naming people, objects, and other details in the image. Students should be able to point to the people or objects or describe the image using words and simple phrases.

**Intermediate** Students should be able to describe the image using phrases or simple sentences.

**Early Advanced** Students should be able to describe the image using more complex sentences.

## Build Background

Introduce the lesson title “Learning Lessons.” Tell students that a lesson is something important they have learned from others or from the world around them. **Ask:** What is an important lesson you have learned? (*Possible answer: I learned to treat others the way I want to be treated.*) **Ask:** Where did you learn this lesson? (*Possible answer: from my mom*)

**Talk About It! Say:** You will read about a girl named Arachne who learns an important lesson. **Ask:** What lessons can you learn from a story?

Have students work with partners to discuss what they can learn from a story. Have partners list stories that teach lessons and words or phrases that describe the lessons they teach. Have students share their ideas.

## Academic Language

### Literary Element Myth

Read the Literary Element aloud as students follow along.

**Say:** In ancient times, some groups of people believed that the world was ruled by a group of gods and goddesses. The people told stories over and over about them to explain how the world worked. These stories also explain customs and beliefs of different groups. **Ask:** What makes a myth different from other types of stories? (*Possible answer: A myth is about gods and goddesses. It usually helps you understand other groups of people.*)

**Practice** Have students choral read the paragraph. **Ask:** What does the paragraph tell you about Hercules? (*He was strong; he was the son of a god; he became a god.*)

Use the Differentiated Instruction options on this page to meet students at their individual levels of English proficiency.

### Reading Skill Make Generalizations About Plot

Read the Reading Skill aloud as students follow along. **Say:** A generalization is a statement that is true in many cases. It is a generalization to say that people like ice cream. It is also a generalization to say that myths are about gods and goddesses.

Tell students they will read a Greek Myth.

### Graphic Organizer

As they read, have students complete the graphic organizer in the *Expressions Practice Book*, page 76. See answers on page 162a.



## Prepare To Read

CA Content Standards

**Reading 3.1** Identify the forms of fiction and describe the major characteristics of each form.

### Literary Element Myth

**Myths** are traditional stories. Some myths are about gods and goddesses. Other myths are about heroes and monsters.

- Some myths explain something about nature.
- Many myths explain the customs and beliefs of a group of people.

As you read, ask yourself, what does this myth teach you about the world and other groups of people?

**Practice** Read the paragraph. What tells you that it is a myth?

Hercules was strong and brave. He was the son of a god and a human woman. Hercules did many heroic things in his life. When he died, he became a god.

### Reading Skill Make Generalizations About Plot

**Plot** is what happens in a story. When you **make generalizations about plot**, you think about how the plot is like plots in other stories.

Think about

- what happens in the story.
- what lessons you learn from the myth.
- other myths you have read that are similar.

As you read, complete in the graphic organizer in the *Expressions Practice Book*.

Plot Elements	Similar Plot Elements in Another Myth
<b>Generalizations About Myths</b> _____ _____ _____	

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## Differentiated Instruction for Literary Element

As you teach the Literary Element, use the options below to meet students at their individual levels of English proficiency.

### Differentiated Instruction

**Beginning/Early Intermediate** Reread the paragraph and emphasize Hercules's "god-like" characteristics. **Ask:** What words tell us how Hercules looks and acts? Have students raise their hand when they hear a word that describes Hercules.

**Intermediate** Reread each sentence. **Ask:** What words in this sentence tell you that this is a myth?

**Early Advanced** Students should be able to identify the characteristics of a myth after the choral reading.

### CA ELA / ELD Standards

ELA R 2.4, 3.1

ELD R B1, B2, B3, B4, B6, B8, B19, EI3, EI4, O

## Vocabulary for Arachne

Read the words and definitions below.

**challenge** (cha' lənj) *n.* A **challenge** is an offer to face others in a game or contest.



**contest** (kən' test) *n.* A game or a race to see who can win is a **contest**.



**disrespectful** (dis ri spekt' fəl) *adj.* To be **disrespectful** is to act without care or thought for others.

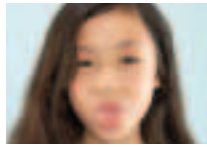


**famous** (fā' məs) *adj.* Someone or something that everyone knows about is **famous**.



**insult** (in' səlt) *n.* A rude or disrespectful action or speech is an **insult**.

Cognate (Spanish) **insulto**



**loom** (lüm') *n.* A machine for making fabric is a **loom**.



**rude** (rüd') *adj.* A **rude** person says and does things that are not kind.

Cognate (Spanish) **rudo**



**skillful** (skil' fəl) *adj.* You are **skillful** at something if you can do it very well.



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## Phonics

**S-blends /sp/** A consonant blend occurs when the individual sounds of two consonants blend. Ask students to watch you as you make the /sp/ sound as in *spill*. Write the following words from the selection on the board: *spider*, *spin*, *whispered*, *disrespect*. Slowly pronounce each word. Ask students to practice repeating the words with a partner.

**S-blends /sk/** Ask students to watch you as you make the /sk/ sound as in *skip*. Write the following words from the selection on the board: *skill*, *ask*. Ask students to practice saying the words with a partner. Ask partners to write three other words that have the /sk/ sound. Spanish-speakers may add /e/ to the beginning of s-blends. Exaggerate pronouncing /sk/ at the beginning of words like *skip* for these students and have them repeat and then spell the words correctly.

## Vocabulary

### Teach Words

Introduce each word using the **Define/Example/Ask** routine. Incorporate the picture support as you teach.

#### Vocabulary Routine

**Define:** Have students choral read the definition of **challenge**.

**Example:** He accepted her *challenge* to race.

**Ask:** When did you face a challenge? [EXAMPLE](#)

**Define:** Have students choral read the definition of **contest**.

**Example:** We had a *contest* to see who could build the tallest tower.

**Ask:** What makes a contest exciting? [EXPLANATION](#)

**Define:** Have students choral read the definition of **disrespectful**.

**Example:** The girl was punished for being *disrespectful* to her mother.

**Ask:** What is the opposite of *disrespectful*? [ANTONYM](#)

**Define:** Have students choral read the definition of **famous**.

**Example:** He is *famous* for winning a gold medal at the Olympics.

**Ask:** Who is a famous person you have heard of? [EXAMPLE](#)

**Define:** Have students choral read the definition of **insult**.

**Example:** The comment about her new haircut was an *insult* that hurt her feelings.

**Ask:** What is the opposite of an *insult*? [ANTONYM](#)

**Define:** Have students choral read the definition of **loom**.

**Example:** The two women wove cloth together on the *loom*.

**Ask:** What is a loom used for? [EXPLANATION](#)

**Define:** Have students choral read the definition of **rude**.

**Example:** The little boy was being *rude* when he threw his dinner on the floor.

**Ask:** What is another word for *rude*? [SYNONYM](#)

**Define:** Have students choral read the definition of **skillful**.

**Example:** The *skillful* painter won many awards at the art show.

**Ask:** Give an example of someone who is skillful. [EXAMPLE](#)

**Vocabulary Practice** Have students work in pairs to complete Vocabulary Practice in the *Expressions Practice Book*, page 75. See answers on page 162a.



## Interactive Question-Response

### READ To Find Out

Read aloud the title of the story. Then read aloud the question on page 156 with students. Tell students to think about the question as they read. Have partners read to the end of page 158.

### Literary Element Myth

**Say:** I know that myths are ancient stories that help us learn about groups of people. **Ask:** What words in the first paragraph are clues that “Arachne” is a myth? (*ancient Greece*)

### Talk About the Picture

**Model:** I see that there is a picture on this page of a thread. I know that weavers use thread. What do weavers make?

Use the Differentiated Instruction options on page 153 to meet students at their individual levels of English proficiency.

# Arachne

### READ To Find Out

What are Arachne's character traits?

Long ago in ancient Greece, there was a girl named Arachne who learned an important lesson. She lived and worked with her father in a small village. Her father dyed wool many different colors. Arachne spun the wool into thin, soft thread. Then she used a **loom** to weave the thread into cloth.

Arachne became very **famous** for her weaving skills. Her fingers moved fast. Her cloth was smooth and her sewing was beautiful. No one had ever seen such skill.

**loom** machine for making cloth  
**famous** well known

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## Oral Language and Vocabulary

### Content Vocabulary

**loom** **Ask:** What can you make with a loom? (*cloth*)

**famous** **Ask:** Why was Arachne famous? (*for her weaving skills*)

### Additional Vocabulary

• **dyed** **Say:** Wool that is dyed has had color added to it. **Ask:** What is something else that could be dyed? (*Possible answers: hair; clothes.*)

- **wool**
- **spun**
- **skill**

### Terms and Phrases

**weave the thread** Explain that weaving is a process of crossing, or interlacing, threads to create cloth. Demonstrate with your fingers and have students look for the crossed threads in their own clothes.

### Phonics

**/sk/** **Ask:** Which words have the /sk/ sound?

People came from all over Greece to watch Arachne work. Sometimes people **whispered** to one another, “The goddess Athena must have taught Arachne how to weave. How else could this girl do such **skillful** work?”

These words made Arachne angry.

“I make this cloth with my own hands. I work hard all day long. How could anyone make better cloth than me? Even the goddess Athena does not have my skill,” said Arachne.

**whispered** said quietly  
**skillful** well done



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## Interactive Question-Response

### Literary Element Myth

**Model:** I know one way to tell that a story is a myth is if it has gods and goddesses as characters. **Ask:** Who is the god or goddess in this myth? (*Athena*)

### Talk About the Picture

Have students discuss what they see in the picture. **Ask:** Who is pictured here? (*Arachne*) **Ask:** How can you tell who it is? (*Possible answer: The picture is of a young girl weaving, and I know Arachne is a young girl who is a great weaver.*)

Use the Differentiated Instruction options on page 153 to meet students at their individual levels of English proficiency.

### Comprehension Check

Do people say that Arachne’s weaving is good or bad? (*very good*)

Where do they think she learned to weave? (*from the goddess Athena*)



### CA ELA / ELD Standards

**ELA** R 1.2, 2.7, 3.1

**ELD** R B1, B2, B3, B4, B6, B8, E11, E12, E13, E14, E19, E119, I1, I4, I8, I9, EA3, EA4, EA18

## Oral Language and Vocabulary

### Content Vocabulary

**skillful** **Ask:** What can a skillful dancer do well? (*dance*)

### Additional Vocabulary

• **whispered** **Say:** When you whispered, you said something in a very quiet voice. **Ask:** Why did the people whisper to each other? (*Possible answer: They did not want to disturb or interrupt Arachne.*)

### Multiple-Meaning Words

**hard** Explain to students that when Arachne says “I work hard all day long,” she means that she uses a lot of energy and effort weaving. Tell students that *hard* can also mean solid or not easy to bend; for example, a brick is *hard*.

## Interactive Question-Response

### Reading Skill Make Generalizations About Plot

**Ask:** What is the conflict in this story? (*Possible answer: Arachne is disrespectful toward Athena, and Athena thinks she deserves respect.*) Do you think the conflict is about to get better or worse? (*worse*) Why? (*Arachne told the old woman, who is really Athena, that she thinks Athena is too afraid to talk to her. This will probably make Athena even angrier.*)

#### LET'S TALK!

Read aloud the activity with students. Remind students that they can put what they read together to figure out the answer. Have students work in pairs to discuss the situation, and then have them jot down their answers in a two-column chart. Have students share their answers with the class.

### Talk About the Picture

Have students describe what they see in the picture. **Ask:** Who is pictured here? (*Arachne and Athena*) What is happening between them? (*Athena looks angry at Arachne.*)

Use the Differentiated Instruction options on page 153 to meet students at their individual levels of English proficiency.

### Grammar and Usage

Have students work in pairs to complete Grammar and Usage in the *Expressions Practice Book*, page 77. For accompanying Differentiated Instruction and answers, see page 162b.



Athena heard what Arachne said. It made her angry that Arachne was so disrespectful. But she decided she would give Arachne a chance to apologize.

**Disguised** as an old woman, Athena warned Arachne not to anger the gods. "Foolish girl. How can you say you are equal to the gods? You must speak with Athena and ask her to forgive what you said."

"Old woman, what do you know?" Arachne answered. "If Athena is angry with me, she can talk to me. But I think she is too afraid."

#### LET'S TALK!

Compare what Arachne thinks about her work and what the people think.

**disrespectful** rude  
**apologize** say sorry  
**disguised** dressed to hide what she really is



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## Oral Language and Vocabulary

### Content Vocabulary

**disrespectful** **Ask:** What is an example of something that you think is disrespectful to do? (*Possible answer: talk on the phone in a public place*)

### Additional Vocabulary

- **apologize** **Ask:** When do people apologize? (*Possible answer: when they have been rude*)
- **disguised**
- **foolish**
- **equal**

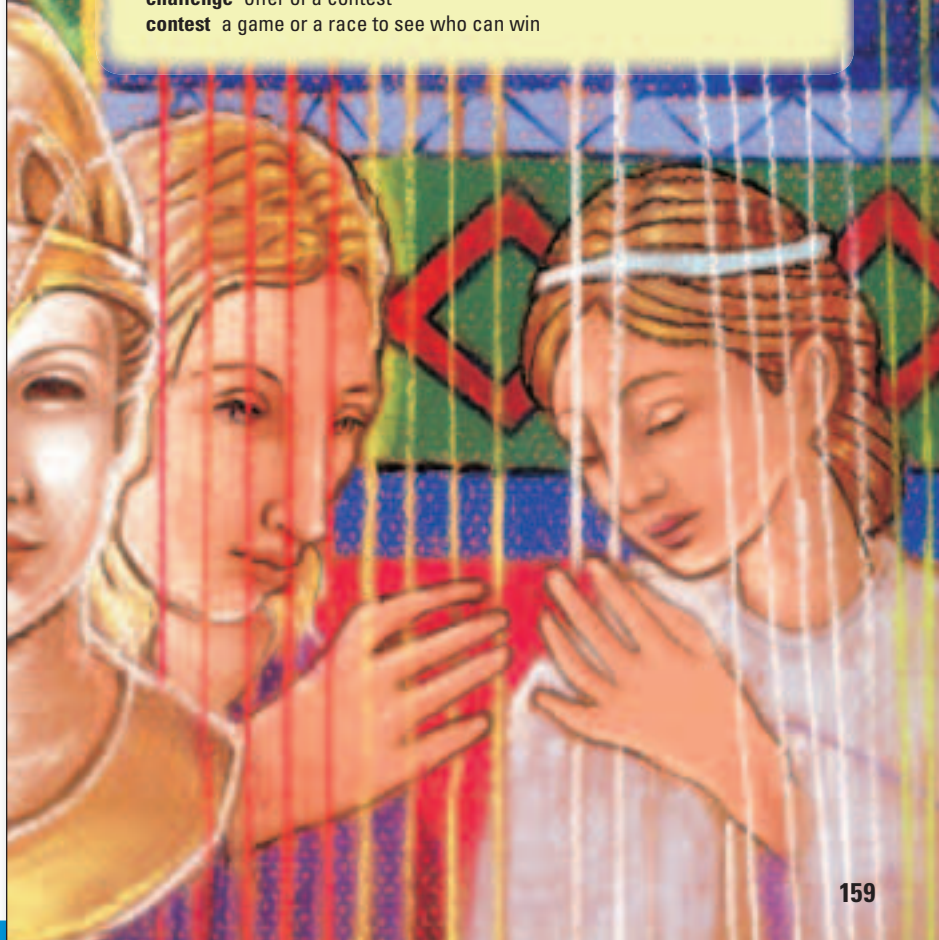
### Phonics

**/sp/** Have students raise their hands when they hear the /sp/ sound.

**READ**  
To Find OutWho has greater skill,  
Athena or Arachne?

Then Athena removed her disguise and said, “So, Arachne, you think you can weave faster than me. I accept your **challenge**.”

Arachne took Athena to one loom and then sat down at the other. The **contest** began. The goddess and the girl worked very fast.

**challenge** offer of a contest**contest** a game or a race to see who can win

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## Interactive Question-Response

**READ** To Find Out

Read aloud the question on page 159 with students and have students think about it as they read. Have partners read to the end of page 160.

### Literary Element Myth

**Ask:** What clue on this page tells you that this is a myth? (*Athena removes her disguise so she no longer looks like an old woman. This proves she is not a regular human. She is a goddess.*)

### Talk About the Picture

Have students describe what they see in the picture.

Use the Differentiated Instruction options on page 153 to meet students at their individual levels of English proficiency.

### Word Study

Have students work in pairs to complete Word Study in the *Expressions Practice Book*, page 78. For accompanying Differentiated Instruction and answers, see page 162c.



CA

ELA / ELD Standards

**ELA** R 2.7, 3.1**ELD** R B3, B4, B6, B8, B11, E11, E12, E14, E19, E112, E119, I1, I2, I4, I9, I10, EA2, EA3, EA9, EA18

## Oral Language and Vocabulary

### Content Vocabulary

**challenge** **Ask:** What is a challenge you have faced before? (*Possible answer: taking a test*)

**contest** **Ask:** What contest are Arachne and Athena having? (*a contest to see who can weave the fastest*)

### False Cognate

**contest/contestar** Tell students to look at the word *contest*. **Ask:** What does *contest* sound like in Spanish? (*contestar*). What does *contestar* mean? (*to answer*)

## Interactive Question-Response

### Reading Skill Make Generalizations

#### About Plot

**Ask:** What is happening in this part of the story? How does it make you feel? (*Athena finishes her cloth first. This part is exciting, because Arachne lost and she is so proud.*)

**Say:** Remember when you make a generalization about plot, you think about how the plot is like plots in other stories.

**Ask:** How do you think most myths are alike? (*The gods and goddesses probably always win contests or show they are more powerful than humans.*)

#### Comprehension Check

What does Athena's cloth show? (*images of Greece and other gods*)

What does Arachne's cloth show? (*how the gods hurt and tricked people*)

#### LET'S TALK!

Read aloud the question with students. Remind students that they can put what they read together to figure out the answer. Have students work in pairs to discuss the question and then write their prediction on a separate sheet of paper and share it with the class.

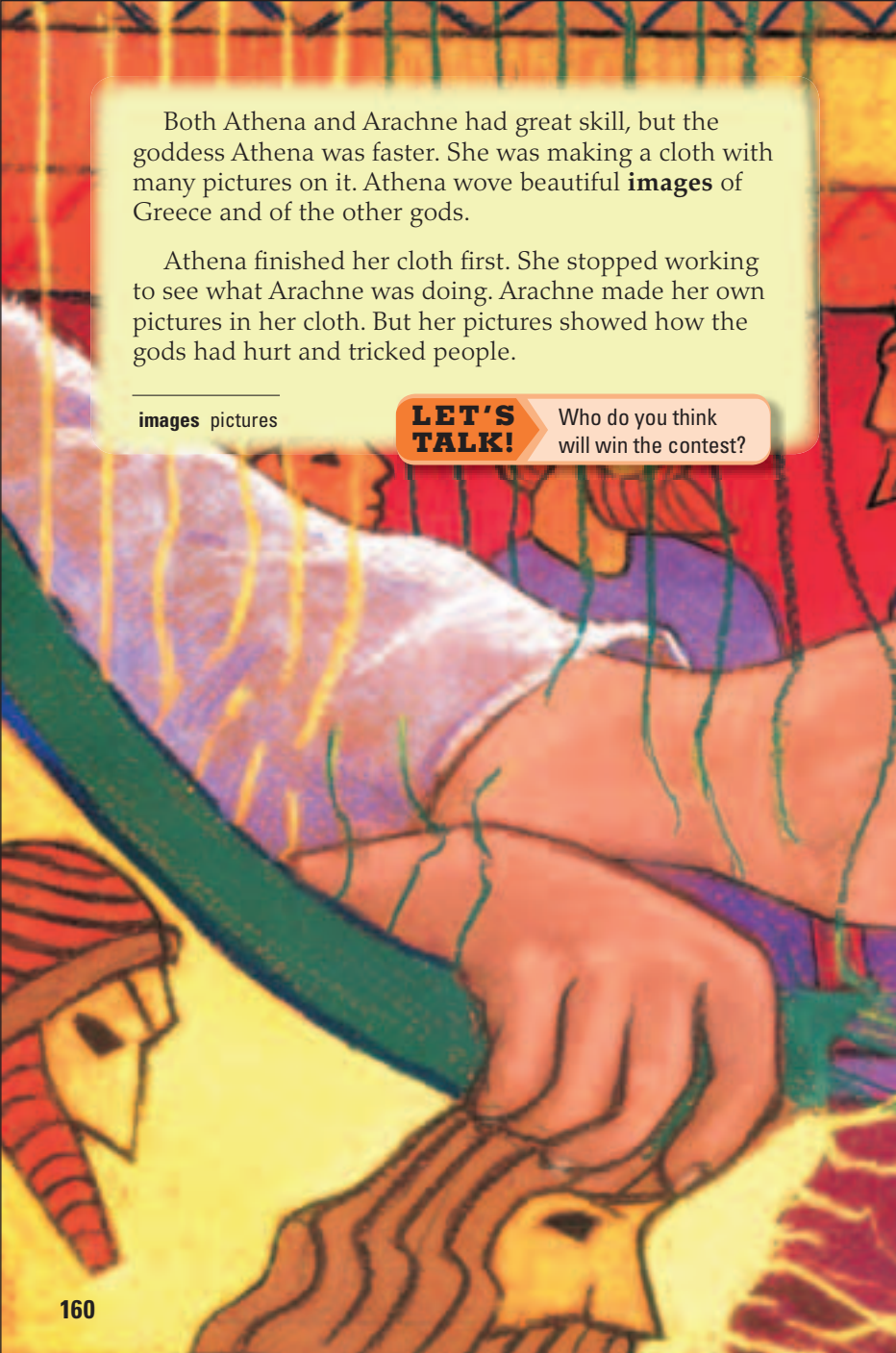
Both Athena and Arachne had great skill, but the goddess Athena was faster. She was making a cloth with many pictures on it. Athena wove beautiful **images** of Greece and of the other gods.

Athena finished her cloth first. She stopped working to see what Arachne was doing. Arachne made her own pictures in her cloth. But her pictures showed how the gods had hurt and tricked people.

images pictures

#### LET'S TALK!

Who do you think will win the contest?



## Oral Language and Vocabulary

### Additional Vocabulary

- **images** Explain that *images* is another word for pictures. **Ask:** What images did Athena weave?
- **tricked**

**READ**  
To Find Out

What will Athena do to Arachne?

When the goddess saw the pictures, she knew that the pictures on Arachne's cloth were an **insult**. Athena's eyes **blazed** with anger. She tore Arachne's cloth in half and then slapped Arachne in the face. Arachne finally realized how **rude** she had been.

Arachne tried to get away. But Athena reached out and grabbed Arachne. The goddess said, "Now you must weave forever, mean girl. When people look at you, they will remember it is not smart to insult the gods."

**insult** hurtful action**blazed** glared, glowed brightly**rude** showing disrespect

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## Interactive Question-Response

**READ** To Find Out

Read aloud the question on page 161 with students and have students think about it as they read. Have students read independently to the end of the selection.

### Fluency Expression and Intonation: Bring Out Meaning

**Model:** Model reading student page 161 aloud. As you read, use expression and tone that match the emotion, meaning, tone, or mood of the text. Then explain to students that to read fluently, they should read the same way. Have them first reread chorally and then reread to a partner. Reading Fluency Practice, page R6

### Reading Skill Make Generalizations About Plot

**Say:** The conflict is resolved on this page. Remember what you learned about myths and what they teach. **Ask:** What lesson does Athena want to teach Arachne? (*not to insult the gods*) What generalization can you make about the ending of Arachne? (*Arachne will learn her lesson.*)

### Talk About the Picture

Have the students describe what they see in the picture. Describe what is happening to Arachne. Use the Differentiated Instruction options on page 153 to meet students at their individual levels of English proficiency.

CA

**ELA / ELD Standards****ELA** R 1.1, 2.7, 3.1**ELD** R B3, B4, B6, B8, B11, E11, E12, E13, E14, E15, E19, E112, E119, I1, I4, I7, I9, I10, EA3, EA6, EA8, EA9, EA18

## Oral Language and Vocabulary

### Content Vocabulary

**insult** **Ask:** Why do you think people might insult each other? (*to hurt each other*)

**Cognate** (Spanish) *insulto*

**rude** **Ask:** How was Arachne rude to Athena? (*She told others that she was a better weaver than Athena.*)

### Additional Vocabulary

• **blazed** **Ask:** What is another word for blazed? (*Possible answer: glowed*)

• **tore**

• **realized**

### Terms and Phrases

**Metaphor** **eyes blazed with anger** Explain that Athena's eyes did not actually look like they were glowing or on fire. **Say:** This metaphor shows how angry Athena was. **Ask:** Why was Athena so angry? (*The pictures in Arachne's cloth were an insult.*)

## Interactive Question-Response

### Literary Element Myth

Remind students that one of the elements of myth is that myths teach a lesson or explain something in nature. **Ask:** How does Athena teach Arachne not to insult the gods? (*She turns Arachne into a spider so that she will have to weave forever, so that she will remind people not to insult the gods.*)

### What Do You Think?

**Think Pair Share** Read aloud the question. Have students answer it, reminding them to return to the text for ideas. Students should work in pairs to add more ideas, and write their answers on a separate sheet of paper. Then have students share their answers with the class. (*Possible answer: Athena was right in wanting to teach Arachne a lesson, but she should not have turned her into a spider. It is too mean and too permanent.*)

### Writing and Oral Presentation

Have students work in pairs to complete Writing and Oral Presentation in the *Expressions Practice Book*, page 79. For accompanying Differentiated Instruction and answers, see page 162d.



#### CA ELA / ELD Standards

**ELA** R 2.7, 3.1

**ELD** R B3, B4, B6, B8, EI4, EI9, EI19, I1, I4, I9, EA3, EA18

Arachne's body **shrank** and her legs became long and thin. Athena had changed Arachne from a girl into a small brown spider!

From that day on, whenever the people of ancient Greece saw spiders spinning webs, they thought of Arachne. They remembered Athena's warning: humans should not think they are equal to the gods.

**shrank** became very small



**What Do You Think?** Read the following statement. Do you agree or disagree with it? Talk about it with a partner. Make a list of your reasons.

Athena was right to turn Arachne into a spider.

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## Oral Language and Vocabulary

### Additional Vocabulary

**shrank** Tell students that *shrank* is the past tense of the verb *shrink*, which means "to get smaller." **Ask:** What things have you seen that shrank when they were washed?

- **warning**

### Phonics

**/sp/** Have the students practice the /sp/ sounds in the words on this page.



## Writing Workshop

### Writing a Response to Literature

#### Writing That Tells About Meaning

An **essay** is a short piece of writing that discusses a topic from the writer's personal point of view. A **response to literature** is an essay in which the writer tells about something he or she has read. The writer looks at the meaning of a text.

#### Writing Assignment

For this Writing Workshop, you will write a **response to literature** based on a poem you have read. Your essay will explain how the poem answers the question "What makes you who you are?" Write your essay for your classmates and your teacher. They will be your audience.

#### WRITING PLAN

- Present the thesis, or main idea, of the essay in the first paragraph.
- Organize the essay around three or four ideas that are clear and well thought out.
- Support your ideas with examples from the poem and from real life.
- The last paragraph of your essay should connect back to the thesis.

#### Writing Model

Read the student model below.

What makes you who you are? Eloise Greenfield explores this in her poem "Daydreamers." She says your daydreams help make you who you are. They show your wishes and hopes. Greenfield explains that when people daydream, they're "thinking up new ways" and "asking new whys." Greenfield thinks daydreams can help you grow and change.



#### Content Standards

**Writing 2.4** Write responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the interpretation around several clear ideas, premises, or images.
- c. Develop and justify the interpretation through sustained use of examples and textual evidence.



## Writing Workshop

### Writing a Response to Literature

#### Summary

In this workshop students will write a response to literature based on a poem they have read. They will follow the five stages of the writing process. Students will write using:

- literary source material
- a thesis statement and supporting evidence
- direct quotations from literature

**Writing That Tells About Meaning** Read the section aloud with students. **Ask:** What makes an essay different from other forms of writing? (*Possible answer: An essay is short in length and includes personal thoughts and opinions.*) Discuss essays that students have written for other assignments. **Ask:** How are a writer's personal thoughts and opinions important when writing a response to literature? (*Possible answer: The writer uses personal experience to decide what a piece of literature means.*)

**Writing Assignment** Read the assignment aloud to students. As a class, discuss some of the selections students have read so far that address the question "What makes you who you are?" Then allow students a few minutes to write or draw their own personal response to the question.

#### WRITING PLAN

Tell students that writing is easier when they follow a plan. Read the plan aloud to students and explain that these steps are broken into smaller tasks during this workshop.

**Writing Model** Have the students read the model in pairs. **Ask:** What question does the writer explore? (*Possible answer: What makes you who you are?*) What literature is the writer responding to? (*a poem called "Daydreamers"*)

**Model:** I know that an essay contains a thesis, or main idea. I think the thesis statement in this model is: *The poem says your daydreams help make you who you are.* This seems to be an answer to the question in the opening sentence. Other sentences in this paragraph are written to support this statement. Encourage students to tell what they notice about quotations and the writer's opinions.



#### ELA / ELD Standards

**ELA** W 1.3, 2.4a, 2.4c

**ELD** W B2, B5, E11, E12, E14, I2, I3, I4, I5, I8, EA2, EA3, EA4, EA8

**ELA** LC 1.1

## Academic Vocabulary

Review lesson vocabulary with students.

**essay** Tell students that an essay is a short piece of writing that presents a writer's personal opinion.

**literature** Remind students that poems, novels, plays, and short stories are examples of literature.

**thesis** **Say:** A thesis is a statement a writer makes with the intention of proving that it is correct.

**opinion** Explain to students that an opinion is a personal belief or judgment that is not based on fact. **Say:** The ocean is a scary place. **Ask:** Is this statement a fact or an opinion? (*opinion*)



### Writing Process

#### Prewrite

Explain to students that the first step in writing is thinking about what they will write and choosing how they will write the essay. **Say:** This step is when you prewrite. *Pre-* means “before.” **Ask:** What does *prewrite* mean? (*before you write*) Then invite volunteers to read the Prewrite steps. Pause after each step to help students complete the tasks.

**1. Think of Ideas** Read the questions in the bulleted list. Draw the following two-column chart on the board.

What Makes You Who You Are?	
Poem Title	Lines
“Daydreamers”	“thinking up new ways” “asking new whys”

**Ask:** How do the lines answer the question “What makes you who you are?” (*Possible answer: The lines talk about what people do when they are trying to find out who they are.*)

**2. Choose a Poem** Allow time for students to work in pairs to choose their poem. Invite volunteers to share their thesis statements. Remind students that they should try to find lines in the poem that might help to support the thesis.

**3. Get Organized** Invite a volunteer to explain the purpose of completing a web to get organized. **Ask:** What goes in the center oval of the web? (*the thesis statement*) What goes in the outer circles? (*lines or words from the poem that support the thesis*) **Model:** I see that one outer circle contains the line “seeing more than they saw before.” The words in this line suggest changes in how people see the world, and that helps make them who they are. Have students complete the web using their own thesis and details from their chosen poem.

#### Prewrite

##### 1. Think of Ideas

Take notes as you answer the questions below.

- Which poems explore the question, “What makes you who you are?”
- Which lines in the poems give clear answers to the question?

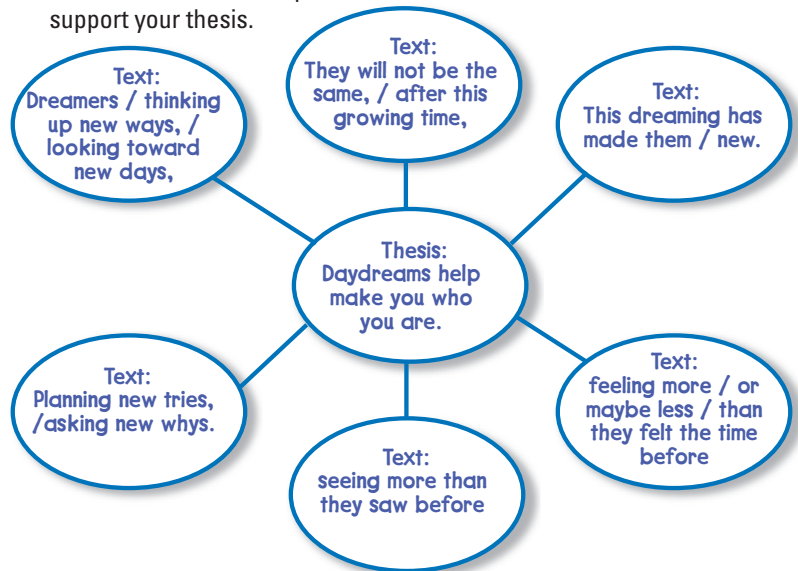
##### 2. Choose a Poem

Choose a poem to write about. Read the poem aloud and talk about it with a partner.

- Write some words that describe the poem. Think about the poet’s main message.
- Write a thesis statement. Your thesis must tell how the poem answers the question. Use this sentence frame to help you:  
The poem “\_\_\_” by \_\_\_ says that \_\_\_ make(s) us who we are.

##### 3. Get Organized

Use your notes to complete a word web. Write your thesis statement in the center circle. Fill in the other circles with words or lines from the poem. Choose words or lines that support your thesis.



#### Differentiated Instruction

**Beginning/Early Intermediate** Consider adding one or two examples from the poems in the student edition to the chart that students must complete. **Ask:** Do I put all the lines of the poem in the chart? (*No.*) Explain that you should only write lines in the chart that help you answer the question or that support the thesis statement.

**Intermediate** Before students complete their own webs, have them work in pairs to discuss the examples in the student model. **Ask:** How do the examples support the thesis statement? (*Possible answer: They all talk about daydreaming helping people understand who they are.*)

**Early Advanced** Ask students to share an example from their web with you. Have them explain how their own personal opinion or experience makes the example meaningful in answering the question “What makes you who you are?”



### Draft

#### 1. Start Writing

Read through your word web, notes, and thesis statement. Use these ideas to help you write.

#### 2. Add to Your Draft

Think about the **themes** in the poem(s) you chose. Then include your thesis statement in the first paragraph of your essay.

The poem says daydreams make you who you are.

Include words or lines from the poem that **support** your thesis.

Greenfield explains that people who daydream are “thinking up new ways” and “asking new whys.”

**Restate** your thesis in your last paragraph.

“Daydreamers” teaches you that daydreams help you grow and change your life.

#### USE GOOD WRITING TRAITS: WORD CHOICE

When you write, choose words that will help readers clearly understand what you mean. Also choose words that help readers form pictures in their minds and keep readers interested in reading.

A **thesaurus** can help you find the best words to show your meaning. You can look up one word in a thesaurus to find other words with similar meanings. Read the sentence below. Which word makes the writing stronger?

The poem sparked a thought in my mind.

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## Academic Vocabulary

Review lesson vocabulary with students.

**theme** Explain that the *theme* of a text is the idea that the text is mostly about. **Say:** The theme for “Daydreamers” is “daydreaming makes us who we are.” I know because most of the lines seem to be about this idea.

**support** Explain that the word *support* means “to help develop, describe, or prove an idea in a text.” **Say:** The lines in the poem support the theme because they help to develop it.

**restate** Have students restate the theme or main idea of “Daydreamers.”

**thesaurus** Show students how to look up an entry, such as *smelly*, in a thesaurus. Explain how a thesaurus is similar to and different from a dictionary.

## Writing Process

### Draft

Explain to students that the next step is to write a draft. Then invite volunteers to read the Draft steps. Use the following instruction as you help students complete the tasks.

**1. Start Writing** Have students review the web, notes, and thesis statement they wrote in Prewrite. Remind students that their essay should include an introduction with a thesis, followed by several body paragraphs and, finally, a closing paragraph that restates the thesis in a different way. If students are either using a computer or writing, have them leave space between lines for writing revisions later.

**2. Add to Your Draft** Invite a volunteer to read the example thesis sentence aloud. **Ask:** What is a thesis? (*A thesis states the main idea in an essay; the writer uses the rest of the essay to support or prove the thesis.*) Where would you expect to find this thesis statement? (*in the first paragraph*) Have students locate their thesis statements in their drafts.

#### USE GOOD WRITING TRAITS: WORD CHOICE

Tell students that strong writing connects to readers’ senses of sight, hearing, touch, and even taste and smell. Write this sentence on the board:

The rotten banana had turned black and its insides squished when I poked it.

Invite a volunteer to read the sentence aloud. **Ask:** Which words appeal to your senses? (*rotten, black, squished, poked*) Encourage students to choose strong words as they write and to use a thesaurus if needed.



#### ELA / ELD Standards

**ELA** W 2.4a, 2.4b, 2.4c

**ELD** W B1, B2, B5, E11, E12, E13, E14, E17, I2, I3, I4, I5, I8, EA2, EA3, EA4, EA8

**ELA** LC 1.1



## Writing a Response to Literature

### Writing Process

#### Revise

Explain to students that now that they have written their ideas, they can revise the draft. Then invite volunteers to read the Revise steps. Use the following instruction as you guide students to complete the tasks.

**1. Read Your Essay** Have students review the Writing Plan on page 163. Have them complete the following sentence frames to guide their revision:

My thesis statement is \_\_\_\_.

The lines I use to support my thesis are \_\_\_\_.

Encourage students who cannot easily complete the sentence frames to find the places where they need more information or that are confusing. Have them write their questions about how to change something in their essays.

**2. Show Your Essay** Have students reread the questions in this part. Encourage students to ask clarifying questions so they understand how they will respond to their partner's reading. **Model:** As I read my partner's draft, I can mark my partner's draft as part of my review. For example, I can underline the thesis at the beginning and the end. If anything is missing, I can write a note to my partner about what to include or change.

**3. Make Your Changes** Have students use their own ideas and their partner's ideas to make changes to their drafts. Encourage students to think of specific ways to make their information as clear and complete as possible. For example,

**Draft:** Daydreams help you. They show you who you are.

**Revised:** Daydreams help you because they show you who you are.

If students are working on a computer, have them add these changes to their document. If they are not using a computer, have students rewrite the essay.

**Technology** Encourage students to use design features to enhance their response to literature.

#### Draft

##### 1. Start Writing

Read through your word web, notes, and thesis statement. Use these ideas to help you write.

##### 2. Add to Your Draft

Think about the **themes** in the poem(s) you chose. Then include your thesis statement in the first paragraph of your essay.

The poem says daydreams make you who you are.

Include words or lines from the poem that **support** your thesis.

Greenfield explains that people who daydream are "thinking up new ways" and "asking new whys."

**Restate** your thesis in your last paragraph.

"Daydreamers" teaches you that daydreams help you grow and change your life.

#### USE GOOD WRITING TRAITS: WORD CHOICE

When you write, choose words that will help readers clearly understand what you mean. Also choose words that help readers form pictures in their minds and keep readers interested in reading.

A **thesaurus** can help you find the best words to show your meaning. You can look up one word in a thesaurus to find other words with similar meanings. Read the sentence below. Which word makes the writing stronger?

The poem sparked a thought in my mind.

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#### Differentiated Instruction

**Beginning/Early Intermediate** Before students trade drafts, review the terms *thesis*, *quotation*, *introduction*, *body*, *conclusion*, and *opinion*. **Ask:** Does your draft have each of these? (*yes/no*)

**Intermediate** After partners trade their drafts, have them critique their partner's essay, using the following sentence frame:  
I do/do not agree with the thesis of this essay because \_\_\_\_.

**Early Advanced** Students should create short outlines based on their essays. Have students include the thesis and the main supporting details of their essay. Remind students that there should be a thesis and introductory paragraph, a supporting paragraph for each main supporting detail, and a conclusion restating the thesis.



### Edit and Proofread

- 1. Proofread Your Essay** Reread your essay. Look for mistakes in capitalization, punctuation, or spelling. Use the proofreading symbols in the chart on page 353 to mark changes.
- 2. Check Your Sentences** Did you use complete sentences? Do subjects and verbs agree? Make changes if you need to.

### Grammar Focus: Quotations from Poetry

Remember to use quotation marks and slashes for direct quotes. Look at the examples to see how to fix problems.

**Problem:** It is unclear which words are quoted and which words are the essay writer's.

*People can daydream by holding their bodies still / for a time.*

**Solution:** Place quotation marks before and after the direct quote.

*People can daydream by "holding their bodies still / for a time."*

**Problem:** It is not clear if more than one line from the poem appears in the quote.

*The poem says people "will not be the same after this growing time."*

**Solution:** Use slashes (/) to show where lines begin and end.

*The poem says people "will not be the same / after this growing time."*

- 3. Make a Final Copy** Make the corrections that you marked. If you are working on the computer, print out the corrected work. If not, rewrite it.

### Present

Here are some ways to share your writing.

- Give your essay to your friends to read and ask them for their comments.
- Read the poem and your essay to a partner. Ask your partner to tell you which parts of your essay best supported your thesis.

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## Academic Vocabulary

Review lesson vocabulary with students.

**problem** Explain that *problem* has more than one meaning.

**Say:** A *problem* can be a conflict in a story, or the story problem. Have students give examples of story problems. A *problem* can also be a mistake or something you do not understand in your reading. **Ask:** What is a problem you might find when you proofread? (*Possible answers: a misspelled word; a missing comma*)

## Writing Process

### Edit and Proofread

Invite volunteers to read the Edit and Proofread steps. Use the following instruction to guide students to complete the tasks.

**1. Proofread Your Essay** Remind students that when they wrote the draft, they mostly thought about the ideas of their essay. **Ask:** How is this part of writing different? Elicit from students that they must focus on details and errors.

**2. Check Your Sentences** Remind students to write in complete sentences.

### Grammar Focus: Quotations from Poetry

Have students reread the examples of quotations from poetry and explain the problems and solutions in their own words.

*The words "she flashes / a sunshine smile" show that the girl is very happy.*

**Ask:** What is the quotation? (*"she flashes / a sunshine smile"*) How many lines have been quoted? (*two*) What punctuation helped you answer these questions? (*quotation marks and the slash mark*)

**3. Make a Final Copy** Have students use a computer to check the spelling in their document, print the document, and check that the sentences make sense. If students are not using spell check, partners can check one another's final drafts. Remind students to use a print or online dictionary.

### Present

Allow students time to share their poems and essays with a partner. Encourage students to suggest ways that their partner can make their thesis and supporting details stronger.

## Assess

Use this checklist to assess that students' essays

- have a clear thesis statement.
- include an introduction, body, and conclusion.
- include at least three direct quotes with proper punctuation.
- are organized around three or four clear ideas.
- restate the thesis at the end.



### ELA / ELD Standards

**ELA** W 1.3, 1.6, 2.4a, 2.4b, 2.4c

**ELD** W B2, B5, E11, E12, E14, E15, I2, I3, I4, I5, I8, EA2, EA3, EA4, EA8

**ELA** LC 1.1

**ELD** LC B7, B8, B9, E19, E110, E111, I10, I11, EA11, EA12

# Speaking, Listening, and Viewing Workshop

## Oral Response to Literature

### Summary

In this workshop, students will give an oral response to literature. Invite volunteers to read the steps. Use the following instruction to guide students to complete the tasks.

**1. Connect to Your Writing** Have students look at their essays and list the thesis and supporting details. Details should include how the poet used repetition, figurative language, or other poetic devices. Then have them brainstorm about the best ways to present the information.

**2. Plan Your Presentation** Help students brainstorm ideas for adding interest to their presentation. Encourage them to focus on explaining their thesis statements and how their supporting details prove their main ideas.

**3. Practice Your Presentation** Model reading a part of a response to literature aloud to demonstrate style of voice, volume, and hand and facial gestures

**Ask:** Did I speak slowly and clearly? Did I use gestures to draw attention to certain ideas? Have students comment and use these techniques as they practice.

**4. Give Your Presentation** Have students read the presentation points in pairs. Encourage them to ask clarifying questions about what the points mean or how to include them in their presentation.

### LISTENING TO UNDERSTAND

Explain to students that one purpose for listening is to understand that other people might have views that are different from your own. Remind students to take notes during each presentation using the sentence frames.

### Assess

Use the Presentation Checklist to assess students' oral responses to literature.

- Spoke clearly and precisely.
- Used gestures and visual aids to help clarify information.
- Varied tone, volume, and pace to add interest and clarify points in the presentation.
- Made and eye contact with the audience.

### CA ELA / ELD Standards

- ELA R 1.1
- ELD R EI7
- ELA LAS 1.1, 1.4, 1.5, 1.7, 1.8, 2.3 a, 2.3 b, 2.3 c
- ELD LAS B1, B2, EI1, EI2, EI4, EI6, I1, I2, I3, I5, I6, EA3, EA5, EA6, EA7, EA8
- ELA LC 1.1

# Speaking, Listening, and Viewing Workshop

## Oral Response to Literature

### Activity

#### 1. Connect to Your Writing

Deliver an oral response to literature to your classmates. Use the essay you wrote for the Writing Workshop on pages 163–167.

#### 2. Plan Your Presentation

Reread your essay. Mark the parts that you want to include in your presentation. Remember that your essay should have a thesis statement, three or four clear ideas, and direct quotes from the poem. Add music or visuals to add interest to your presentation.

#### 3. Practice Your Presentation

Practice your presentation in front of a mirror. Watch your facial expressions and gestures. Listen to the volume and style of your voice. Practice until you feel ready to give your presentation.

#### 4. Give Your Presentation

- Speak clearly.
- Change your speaking style to help listeners know your words from the poem's words.
- Use your voice and your gestures to help listeners remember important points.

#### Listening To Understand

As you listen to another student's presentation, take notes. Use the sentence frame below to help you better understand what the speaker says.

- A summary of your idea is \_\_\_\_\_. Is that correct?

### CA Content Standards

**Listening and Speaking 2.3**  
Deliver oral responses to literature:

- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
- b. Organize the selected interpretation around several clear ideas, premises, or images.
- c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.

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### Differentiated Instruction

**Beginning/Early Intermediate** To help students prepare for their presentations, interview them about their essay, and have students record responses on note cards. Have them present to small groups.

**Intermediate** After students listen to a presentation, have them restate in simple sentences the main idea of the presentation and one or two details that support the main idea.

**Early Advanced** After all of the students have given their presentations, choose a few that featured the same poem and compare them. **Ask:** How were the thesis statements similar and different? How were quotations similar and different? How were the conclusions that writers drew from the poem similar and different?