**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 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.

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**ELA / ELD Standards**

**ELA** R 2.4, 3.1  
**ELD** R B1, B2, B3, B4, B6, B8, B19, EI3, EI4, O

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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.

**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.
Vocabulary for Arachne

Read the words and definitions below.

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

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

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

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

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

**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.

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

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

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.

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**
**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.

**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

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)

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.

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.

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.”
Lesson 15 Expressions Teacher Edition

Oral Language and Vocabulary

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.

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.

Oral Language and Vocabulary

Additional Vocabulary

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

**Content Vocabulary**

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

**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.
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.

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**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.

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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
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.

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)

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.

CA ELA / ELD Standards

ELA W 1.3, 2.4a, 2.4c
ELD W B2, B5, EI1, EI2, EI4, I2, I13, I14, I15, I18, EA2, EA3, EA4, EA8
ELA LC 1.1
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 why’s”*

   **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 word 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.

**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?”
**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.

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**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.

**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.

**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.
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.

   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.

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.
**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)

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**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**

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.

**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.

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**ELA / ELD Standards**

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

**ELD** W B2, B5, EI1, EI2, EI4, EI5, I2, I3, I4, I5, I8, EA2, EA3, EA4, EA8

**ELA** LC 1.1

**ELD** LC B7, B8, B9, EI9, EI10, EI11, I10, I11, EA11, EA12
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.

ELA / ELD Standards

- ELA R 1.1
- ELD R E17
- 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, E11, E12, E14, E16, I1, I2, I3, I5, I6, EA3, EA5, EA6, EA7, EA8
- ELA LC 1.1

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?

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?