

BEFORE READING

(Have students find lesson 57, part A, in their textbooks.)

EXERCISE 1

Hard Words

- Look at column 1.
 - These are hard words from your textbook stories.

- | | |
|-----------|---------------|
| 1. heron | 4. wilderness |
| 2. trio | 5. gallant |
| 3. Sylvia | 6. pigeon |

- Word 1 is **heron**. Everybody, what word? (Signal.) *Heron*.
 - (Repeat this procedure for every word in the column.)
- Let's read the words again.
- Word 1. Everybody, what word? (Signal.) *Heron*.
 - (Repeat this procedure for every word in the column.)
- (Repeat the column until firm.)

EXERCISE 2

Word Practice

- Look at column 2.
 - We're going to practice these words.

- | | |
|------------|-----------|
| 1. Circe | 3. Scylla |
| 2. Calypso | |

- Word 1. Everybody, what word? (Signal.) *Circe*.
 - (Repeat this procedure for every word in the column.)
- (Repeat the column until firm.)

EXERCISE 3

New Vocabulary

- Look at column 3.
 - First we'll read the words in this column. Then we'll read their definitions.

- | | |
|------------------|------------|
| 1. heron | 5. gallant |
| 2. foster parent | 6. trio |
| 3. huckleberry | 7. game |
| 4. bough | |

- Word 1. Everybody, what word? (Signal.) *Heron*.
 - (Repeat this procedure for every word in the column.)
- (Repeat the column until firm.)

EXERCISE 4

Vocabulary Definitions

- Everybody, find part B. ✓
 - These are definitions for the words you just read.
- (For each word, call on a student to read the definition and the item. Then ask the student to complete the item.)

- heron**—*Hérons* are birds that wade through water and eat frogs and fish. Herons usually have tall, thin legs and a long, S-shaped neck. The picture shows a *white heron*.
 - Describe a heron.

- What's the answer?** (Ideas: *It has tall, thin legs and a long, S-shaped neck; it wades through water and eats frogs and fish.*)

- foster parent**—A *foster parent* is somebody who brings up a child but is not the child's real parent.
 - What do we call somebody who brings up a child but is not the child's real parent?

- What's the answer?** (Response: *A foster parent.*)

- huckleberry**—A *huckleberry* is a small purple or black berry that grows on bushes.
 - What is a huckleberry?

- What's the answer?** (Idea: *A small purple or black berry that grows on bushes.*)

4. **bough**—A *bough* of a tree is a branch of the tree.

- What is a branch of a tree?

- **What's the answer?** (Response: A *bough*.)

5. **gallant**—Somebody who is *gallant* is brave and noble.

- What's another way of saying *He was a noble warrior*?

- **What's the answer?** (Response: *He was a gallant warrior*.)

6. **trio**—A *trio* is a group of three.

- What's another way of saying *A group of three went to the river*?

- **What's the answer?** (Response: *A trio went to the river*.)

7. **game**—Wild animals that are hunted are called *game*.

- What do we call wild animals that are hunted?

- **What's the answer?** (Response: *Game*.)

EXERCISE 5

Inference

1. Everybody, turn to part D at the end of today's story. ✓

- (Call on individual students to read several sentences each.)
- (At the end of each section, present the questions for that section.)

Write the answers for items 1–8.

You have to answer different types of questions about the passages you read. Some questions are answered by words in the passage. Other questions are *not* answered by words in the passage. You have to figure out the answer by making a deduction.

- **What do you use to answer the first kind of question?** (Idea: *Words in the passage*.)
- **What do you use to answer the second kind of question?** (Idea: *A deduction*.)

The following passage includes both types of questions.

More about Ecology

Two hundred years ago, many people were not concerned with ecology. They believed there was no end to the different types of wildlife, so they killed wild animals by the hundreds of thousands. When we look back on these killings, we may feel shocked. But for the people who lived two hundred years ago, wild animals seemed to be as plentiful as weeds.

Because of these killings, more than a hundred types of animals have become extinct since 1800. An animal is extinct when there are no more animals of that type.

One type of extinct animal is the passenger pigeon. At one time, these birds were so plentiful that flocks of them used to blacken the sky. Now the passenger pigeon is gone forever. Think of that. You will never get to see a living passenger pigeon or any of the other animals that have become extinct. The only place you can see those animals is in a museum, where they are stuffed and mounted.

1. Are house cats extinct?

- **What's the answer?** (Response: *No*.)

2. Is that question answered by **words** or a **deduction**?

- **What's the answer?** (Response: *Deduction*.)
- **That's right, the passage does not contain this sentence: "House cats are not extinct."** You figure out the answer by making a deduction.
- **Here's the deduction: **Animals are extinct when there are no more animals of that type. There are still many house cats. Therefore, house cats are not extinct.****

3. What extinct animal is mentioned in the passage?

- **What's the answer?** (Response: *The passenger pigeon*.)

4. **Words** or **deduction**?

- **Is the question answered by **words** or by a **deduction**?** (Response: *Words*.)

- Read the sentence that contains words that answer the question. (Response: *One type of extinct animal is the passenger pigeon.*)

5. How many types of animals have become extinct since 1800?

- **What's the answer?** (Response: *More than a hundred.*)

6. **Words or deduction?**

- Is the question answered by **words** or by a **deduction**? (Response: *Words.*)
- Read the sentence that contains the words that answer the question. (Response: *Because of these killings, more than a hundred types of animals have become extinct since 1800.*)

7. The dodo bird is extinct. How many animals of that type are alive today?

- **What's the answer?** (Idea: *None.*)

8. **Words or deduction?**

- Is the question answered by **words** or by **deduction**? (Response: *Deduction.*)
- Here's the deduction: **Animals are extinct when there are no more animals of that type. The dodo bird is extinct. Therefore, there are no more animals of that type.**
- You'll write the answers later.

READING

EXERCISE 6

Focus Question

1. Everybody, find part C. ✓
2. What's the focus question for today's lesson? (Response: *How did Sylvia feel about living on her foster mother's farm?*)

EXERCISE 7

Reading Aloud (Optional)

1. We're going to read aloud to the diamond.
- (Call on individual students to read several sentences each.)

A White Heron by Sarah Orne Jewett

Part 1

Focus Question: How did Sylvia feel about living on her foster mother's farm?

The woods were filled with shadows one June evening, but a bright sunset still glimmered faintly among the trunks of the trees. A girl named Sylvia was driving a cow from the pasture to her home. Sylvia had spent more than an hour looking for the cow and had finally found her hiding behind a huckleberry bush.

Sylvia and the cow were going away from the sunset and into the dark woods. But they were familiar with the path, and the darkness did not bother them.

Sylvia wondered what her foster mother, Mrs. Tilley, would say because they were so late. But Mrs. Tilley knew how difficult it was to find the cow. She had chased the beast many times herself. As she waited, she was only thankful that Sylvia could help her. Sylvia seemed to love the out-of-doors, and Mrs. Tilley thought that being outdoors was a good change for an orphan girl who had grown up in a town.

The companions followed the shady road. The cow took slow steps, and the girl took very fast ones. The cow stopped at the brook to drink, and Sylvia stood still and waited. She let her bare feet cool themselves in the water while the great twilight moths struck softly against her. She waded on through the brook as the cow moved away, and she listened to the waterbirds with pleasure.

There was a stirring in the great boughs overhead. They were full of little birds that seemed to be wide awake and going about their business. Sylvia began to feel sleepy as she walked along. However, it was not much farther to the house, and the air was soft and sweet.

She was not often in the woods so late as this. The darkness made her feel as if she were a part of the gray shadows and the moving leaves. She was thinking how long it seemed since she had first come to her foster mother's farm a year ago. Sylvia wondered if everything was still going on in the noisy town just the same as when she had lived there. ♦

Silent Reading

1. Read the rest of the lesson to yourselves and be ready to answer some questions.

It seemed to Sylvia that she had never been alive at all before she came to live at her foster mother's farm. It was a beautiful place to live, and she never wished to go back to the town. The thought of the children who used to chase and frighten her made her hurry along the path to escape from the shadows of the trees.

Suddenly, she was horror-struck to hear a clear whistle not very far away. It was not a bird's whistle. It sounded more like a boy's. Sylvia stepped aside into the bushes, but she was too late. The whistler had discovered her, and he called out in a cheerful voice, "Hello, little girl, how far is it to the road?"

Trembling, Sylvia answered quietly, "A long distance."

She did not dare to look at the tall young man, who carried a gun over his shoulder. But Sylvia came out of the bushes and again followed the cow, while the young man walked alongside her.

"I have been hunting for some birds," the stranger said kindly, "and I have lost my way. Don't be afraid," he added gallantly. "Speak up and tell me what your name is and whether you think I can spend the night at your house and go out hunting early in the morning." ★

Sylvia was more alarmed than before. Would her foster mother blame her for this? She hung her head, but she managed to answer "Sylvia" when her companion again asked her name.

Mrs. Tilley was standing in the doorway when the trio came into view. The cow gave a loud moo as if to explain the situation.

Mrs. Tilley said, "Yes, you'd better speak up for yourself, you naughty old cow! Where'd she hide herself this time, Sylvia?" But Sylvia kept silent.

The young man stood his gun beside the door and dropped a heavy gamebag next to it. Then he said good evening to Mrs. Tilley. He repeated his story and asked if he could have a night's lodging.

"Put me anywhere you like," he said. "I must be off early in the morning, before day, but I am very hungry indeed. Could you give me some milk?"

"Dear sakes, yes," said Mrs. Tilley. "You might do better if you went out to the main road, but you're welcome to what we've got. I'll milk the cow right now, and you make yourself at home. Now step round and set a plate for the gentleman, Sylvia!"

Sylvia promptly stepped. She was glad to have something to do, and she was hungry herself.

- How did Sylvia feel about living on her foster mother's farm? (Ideas: *She loved being outdoors; the farm made her feel alive.*) (DCE)
- Why didn't Sylvia like the town? (Ideas: *The other children made fun of her; it was noisy and crowded.*) (DCE)
- Why do you think Sylvia didn't dare to look at the young man? (Ideas: *She was afraid of him; he was a stranger; she was shy.*) (DCE)
- How do you think Sylvia feels about hunting? Explain your answer. (Ideas: *She probably doesn't like hunting because she loves living things; she probably doesn't like hunting because guns are noisy.*) (DCE)
- What do you think will happen in the next part of the story? (Ideas: *The stranger will ask Sylvia to go hunting with him; the stranger will rob Sylvia and her foster mother.*) (P)

EXERCISE 9

Paired Practice (Optional)

1. Now you'll read in pairs.
 - Whoever read second the last time will read first today.
 - Remember to start at the diamond and switch at the star.
2. (Observe students and answer questions as needed.)

EXERCISE 10

Independent Work

1. Do all the items in your workbook and textbook for this lesson.
2. (The independent work in this lesson includes the following activities.)
 - Story details
 - Vocabulary
 - Figurative language
 - Deductions
 - Character traits
 - Comparisons
 - Inference
 - Vocabulary review
 - Comprehension
 - Writing

Workcheck

1. (Using the Answer Key, read the questions and answers for the workbook.)
2. (Have students read their answers for the textbook activities.)
3. (Have two or three students read their writing assignments aloud. Comment on each assignment.)
4. (Have students correct and turn in their work.)

SPELLING

(Present Spelling lesson 57 after completing Reading lesson 57. See *Spelling Presentation Book*.)