

## BEFORE READING

(Have students find lesson 76, part A, in their textbooks.)

## EXERCISE 1

## Hard Words

- Everybody, find column 1. ✓
  - The words in this column are hard words from your textbook stories.

1. soothe	5. conceal
2. persuade	6. dread
3. pirates	7. hasty
4. poverty	

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

## EXERCISE 2

## Compound Words

- Everybody, find column 2. ✓
  - All these compound words consist of two short words.

1. shipwreck	4. halfway
2. horseback	5. courtyard
3. anybody	6. folktale

- Word 1. Everybody, what's the first short word? (Signal.) *Ship*.
  - Everybody, what's the compound word? (Signal.) *Shipwreck*.
  - (Repeat for every word in the column.)
- (Repeat the column until firm.)

## EXERCISE 3

## Word Practice

- Everybody, find column 3. ✓
  - We're going to practice these words.

1. ridicule	5. excuses
2. Beauty	6. ridiculed
3. cautious	7. countries
4. fatigue	8. furniture

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

## EXERCISE 4

## Vocabulary Review

- Everybody, find column 4. ✓
  - You've learned the meaning for all these words.

1. vanish	5. dimple
2. original	6. greedy
3. insane	7. victim
4. glossy	

- Word 1. Everybody, what word? (Signal.) *Vanish*.
  - (Repeat for every word in the column.)
- (Repeat the column until firm.)
- Now let's talk about what the words mean.

## Word 1

- Word 1 is **vanish**.
  - What does **vanish** mean? (Idea: *Disappear*.)
- Everybody, what's another way of saying **The mysterious stranger disappeared?** (Signal.) *The mysterious stranger vanished*.

## Word 2

- Word 2 is **original**.
  - What is an **original**? (Idea: *Something that is not a copy of anything else*.)

### Word 3

1. Word 3 is **insane**.
  - What does **insane** mean? (Idea: *Crazy*.)
2. Everybody, what's another way of saying **He had a crazy desire for wealth**?  
(Signal.) *He had an insane desire for wealth.*

### Word 4

1. Word 4 is **glossy**.
  - What does **glossy** mean? (Idea: *Smooth and shiny*.)

### Word 5

1. Word 5 is **dimple**.
  - What is a **dimple**? (Idea: *A little dent in your cheek or chin*.)

### Word 6

1. Word 6 is **greedy**.
  - What does **greedy** mean? (Idea: *You are never satisfied with what you have*.)

### Word 7

1. Word 7 is **victim**.
  - What is a **victim**? (Idea: *A person who is harmed*.)

## EXERCISE 5

### Vocabulary Preview

1. Everybody, find column 5. ✓
  - First we'll read the words in this column. Then we'll read the words in sentences.

1. desolate	4. selfish
2. persuade	5. soothe
3. terrify	6. poverty

2. Word 1. Everybody, what word? (Signal.) *Desolate*.
  - (Repeat for every word in the column.)
3. (Repeat the column until firm.)

## EXERCISE 6

### Vocabulary From Context

1. Everybody, find part B. ✓
  - These sentences use the words you just read.
2. We're going to use the rest of the sentence to figure out the meaning of the word in bold type.

### Sentence 1

1. There was nothing within a hundred miles of this lonely, **desolate** place.

1. (Call on a student to read the sentence.)
  - What could **desolate** mean? (Ideas: *Gloomy; barren; uninhabited*.)

### Sentence 2

2. She was good at talking people into doing things, but she could not **persuade** anybody to go to the beach with her.

1. (Call on a student to read the sentence.)
  - What could **persuade** mean? (Idea: *Convince*.)

### Sentence 3

3. The old house was frightening, and the sounds within it **terrified** me.

1. (Call on a student to read the sentence.)
  - What could **terrified** mean? (Idea: *Greatly frightened*.)

### Sentence 4

4. She seemed to be kind, but she was really very **selfish** and thought of nobody but herself.

1. (Call on a student to read the sentence.)
  - What could **selfish** mean? (Idea: *Concerned only with herself*.)

### Sentence 5

5. He was so upset that nothing we could do would comfort or **soothe** him.

1. (Call on a student to read the sentence.)
  - What could **soothe** mean? (Ideas: *Relax; make him feel better*.)

### Sentence 6

6. At first he was wealthy, but then he lost all his wealth and found himself in **poverty**.

1. (Call on a student to read the sentence.)
  - What could **poverty** mean? (Ideas: *Without money; the state of being poor*.)

# READING

## EXERCISE 7

### Story Background

1. Everybody, find part C. ✓
2. (Call on individual students to read two or three sentences each.)
3. (After students complete each section, ask the questions for that section.)

#### Folktales

The next story you will read is a folktale called “Beauty and the Beast.” Like myths, folktales are old stories that people told aloud before someone wrote them down. But folktales are usually much newer than myths. The myths you have just read, for example, take place about three thousand years ago. In comparison, “Beauty and the Beast” takes place just a few hundred years ago.

Another difference is that myths usually include gods and goddesses, but folktales do not. Instead, folktales often have witches, wizards, or other kinds of magic.

- Who were the gods in the myths you have read? (Ideas: Zeus, Hermes; the stranger in “The Golden Touch.”) (APK)
- Who can name some folktales that have witches or wizards? (Ideas: Cinderella; Sleeping Beauty; Snow White; Hansel and Gretel.) (APK)

“Beauty and the Beast” is one of the most famous folktales of all time. Many movies have been made of the story, and many writers have retold it in their own words. The story comes from France, a large country in Europe.

- How many of you have seen a movie of “Beauty and the Beast”? (Have students raise their hands.) (APK)
- The version you will read is different from the movie versions.

## EXERCISE 8

### Reading Aloud

1. Everybody, find part D. ✓
  - The error limit for this lesson is 10.
2. (Call on individual students to read two or three sentences each.)

3. (After students complete each section, ask the questions for that section.)

### Beauty and the Beast

#### Chapter 1

Once upon a time there lived a merchant who was enormously rich. The merchant had six sons and six daughters, and he would let them have anything they wanted.

- What do merchants do? (Idea: Buy and sell things.) (APK)
- How many children did the merchant have in all? (Response: Twelve.) (DC)
- How do you think those children might behave if they got everything they wanted? (Ideas: They might be spoiled; they might be ungrateful.) (H)

But one day their house caught fire and burned to the ground, with all the splendid furniture, books, pictures, gold, silver, and precious goods it contained. Yet this was only the beginning of their misfortune. Shortly after the fire, the merchant lost every ship he had upon the sea, either because of pirates, shipwrecks, or fire. Then he heard that the people who worked for him in distant countries had stolen his money. At last, he fell into great poverty.

- Name some things that went wrong for the merchant. (Ideas: His house burned down; he lost all his ships; the people who worked for him stole his money.) (R)
- How rich was the merchant after all this misfortune? (Ideas: He wasn't rich; he was poor.) (C/E)

All the merchant had after those misfortunes was a little cottage in a desolate place a hundred miles from the town in which he used to live. He moved into the cottage with his children. They were in despair at the idea of leading such a different life. The cottage stood in the middle of a dark forest, and it seemed to be the most dismal place on earth.

The children had to cultivate the fields to earn their living. They were poorly clothed, and they missed the comforts and amusements of their earlier life. Only the youngest daughter tried to be brave and

## Silent Reading

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

cheerful. She had also been sad at first, but she soon recovered her good nature. She set to work to make the best of things. But when she tried to persuade her sisters to join her in dancing and singing, they ridiculed her and said that this miserable life was all she was fit for. But she was far prettier and more clever than they were. She was so lovely that she was called Beauty.

- Why do you think working was especially hard for these children? (Idea: *Because they were used to having servants do all the work.*) (MJ)
- What's the title of this story? (Response: *Beauty and the Beast.*) (NE)
- Who do you think one of the main characters will be? (Response: *Beauty.*) (P)
- Who will the other main character be? (Response: *The Beast.*) (P)

After two years, their father received news that one of his ships, which he had believed to be lost, had come safely into port with a rich cargo. All the sons and daughters at once thought their poverty would be over, and they wanted to set out directly for the town. But their father was more cautious, so he decided to go by himself. Only Beauty had any doubt that they would soon be rich again. The other daughters gave their father requests for so many jewels and dresses that it would have taken a fortune to buy them. But Beauty did not ask for anything. Her father noticed her silence and said, "And what shall I bring for you, Beauty?"

"The only thing I wish for is to see you come home safely," she answered.

This reply angered her sisters, who thought she was accusing them of asking for costly things. But her father was pleased. Still, he told her to choose something.

"Well, dear Father," she said, "since you insist upon it, I want you to bring me a rose. I have not seen one since we came here, and I love them very much." ♦

- What did Beauty's sisters ask for? (Idea: *Jewels and dresses.*) (ND)
- Why do you think Beauty asked for a rose? (Ideas: *Because she loved roses; because roses are beautiful; because roses don't cost much money.*) (DCE)

So the merchant set out on horseback and reached the town as quickly as possible. But when he got there, he found out that his partners had taken the goods the ship had brought. So he found himself poorer than when he had left the cottage. He had only enough money to buy food on his journey home. To make matters worse, he left town during terrible weather. The storm was so bad that he was exhausted with cold and fatigue before he was halfway home. Night came on, and the deep snow and bitter frost made it impossible for the merchant's horse to carry him any further.

The merchant could see no houses or lights. The only shelter he could find was the hollow trunk of a great tree. He crouched there all night long. It was the longest night he had ever known. In spite of his weariness, the howling of the wolves kept him awake. And when the day broke, he was not much better off, for falling snow had covered up every path, and he did not know which way to turn.

At last, he made out some sort of path, and he started to follow it. It was rough and slippery, so he kept falling down. But the path soon became easier, and it led him to a row of trees that ended at a splendid castle. It seemed very strange to the merchant that no snow had fallen in the row of trees. Stranger still, the trees were fruit trees, and they were covered with apples and oranges. ★

The merchant walked down the row of trees and soon reached the castle. He called, but nobody answered. So he opened the door and called again. Then he climbed up a flight of steps and walked through several splendid rooms. The pleasant warmth of the air refreshed him, and he suddenly felt very hungry; but there seemed to be nobody in this huge palace who could give him anything to eat.

The merchant kept wandering through the deep silence of the splendid rooms. At last, he stopped in a room smaller than the

rest, where a bright fire was burning next to a couch. The merchant thought this room must be prepared for someone, so he sat down to wait. But very soon he fell into a heavy sleep.

His extreme hunger wakened him after several hours. He was still alone, but a good dinner had been set on a little table. The merchant had eaten nothing for an entire day, so he lost no time in beginning his meal, which was delicious. He wondered who had brought the food, but no one appeared.

After dinner, the merchant went to sleep again. He woke completely refreshed the next morning. There was still no sign of anybody, although a fresh meal of cakes and fruit was sitting on the little table at his elbow. The silence began to terrify the merchant, and he decided to search once more through the rooms. But it was no use. There was no sign of life in the palace. Not even a mouse could be seen.

- **What bad news did the merchant discover when he reached the town?** (Idea: *His partners had taken everything off the ship.*) (Seq)
- **What was the weather like when he started back home?** (Idea: *Cold and snowy.*) (V)
- **Why did he have trouble finding his way in the morning?** (Idea: *Snow had covered up the path.*) (C/E)
- **What was unusual about the row of trees?** (Ideas: *They had no snow on them; they had fruit on them.*) (R/F)
- **What was unusual about the castle?** (Ideas: *Nobody was there; a fire was burning by itself; food appeared while the merchant was sleeping.*) (R/F)
- **Why did the merchant search through the palace the next day?** (Ideas: *To see if anybody was there; to find the owner.*) (DCE)
- **Who do you think the castle belongs to?** (Ideas: *The Beast; a witch; a wizard.*) (H)

## EXERCISE 10

### Paired Practice

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.)

## AFTER READING

## EXERCISE 11

### 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
  - Sequencing
  - Related facts
  - Story review
  - Main idea
  - Comprehension
  - Writing

## EXERCISE 12

### 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 76 after completing Reading lesson 76. See *Spelling Presentation Book*.)