



Language Studio

Teacher Guide

Grade 5

Volume 2

Grade 5

Language Studio 4-5

Volume 2

Teacher Guide



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Language Studio 4

The Adventures of Don Quixote



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A Knight's Life

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will explain key ideas from a close examination of an image of a knight.

Reading

Students will classify statements as either facts or opinions.

Writing

Students will write personalized definitions for academic vocabulary words.

FORMATIVE ASSESSMENT**Speaking**

What Do You See? [Activity Page 1.2]

LANGUAGE PROFICIENCY ASSESSMENT**Reading**

Fact vs. Opinion [Activity Page 1.3]

LESSON AT A GLANCE

	Time	Materials
Building Background		
A Knight's Life During the Middle Ages	10 min.	<input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Activity Page 1.2 <input type="checkbox"/> Activity Page 1.3
Building Background		
Fact vs. Opinion	15 min.	<input type="checkbox"/> Opinions and Facts chart (optional) <input type="checkbox"/> Activity Page 1.4 <input type="checkbox"/> Activity Page 1.5
Vocabulary Building		
My Word Bank— <i>fact, opinion</i>	5 min.	<input type="checkbox"/> My Word Bank

ADVANCE PREPARATION

Building Background

- Display the following questions on the board:
 - What animal do you see?
 - What is the man wearing?
 - Why do you think the man is wearing armor?
 - What is the man holding?
 - What do you see around the man?
- Optional: Create a poster of the Fact vs. Opinions chart (Activity Page 1.3) to display throughout the unit.

	Criteria	Examples
Fact	Specific dates Specific numbers	December 7, 1941 14 people
Opinion	Words that describe extremes Opinion/Judgment words:	best, most, worst, terrible, nicest, rudest think, feel, seem, believe, better, worse, nicer, ruder

- Students will work together in a Think-Pair-Share activity to complete Activity Page 1.3. Arrange student groups consisting of students of varying aptitudes.

Vocabulary Building

- Display the following statements from Activity Page 1.3 on the board:
 - The horse has four legs.
 - The man is holding a shield.
 - It is fun to ride a horse.
 - The knight is brave.
 - The knight is wearing armor.
 - The armor always protects the knight from injury.
 - Horses run faster on grass.
 - The ground is sandy.
 - There is a hill behind the knight.
 - All knights lived near mountains.
- Display the following vocabulary words and corresponding definitions on the board/chart paper:

Adventures of Don Quixote

My Word Bank

- **fact:** something that truly exists
- **opinion:** a personal belief about something

-
- Display the Check for Understanding Exit Slip questions on the board:
 - Where and when is the story of *Adventures of Don Quixote* set?
 - How did knights dress?
 - What is the difference between fact and opinion?

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Make inferences and observations based on an image
- Distinguish between facts and opinions
- Write a personalized definition for the terms fact and opinion

Language Forms and Functions

The image shows...

The story of *Adventures of Don Quixote* takes place in _____ during _____.

The difference between fact and opinion is...

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	fact opinion parody	knight

Lesson 1: A Knight's Life

Building Background

Challenge

Ask students the difference between fiction and nonfiction stories.

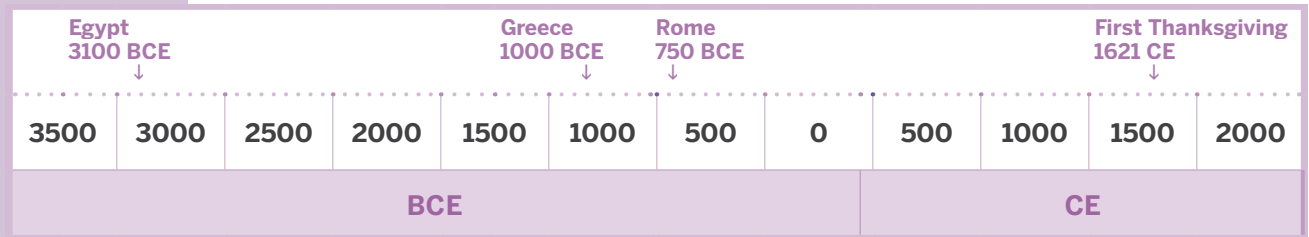
Support

Explain to students that a *parody* is a story that uses humor and exaggeration to make fun of a particular situation in order to make a point about a serious situation.

Primary Focus: Students will explain ideas from a close examination of an image of a knight.

A KNIGHT'S LIFE DURING THE MIDDLE AGES (10 MIN.)

- Ask students if they have ever heard of a man named Don Quixote.
- Tell students that today they will begin a new Language Studio and discuss the story, *Adventures of Don Quixote*, which is a story based on events in this man's life.
- Tell students that the story is fictional and also a *parody*.
- Tell students this story was written by Miguel de Cervantes in Spain over 400 years ago.

Activity Page 1.1Challenge

Ask students how many centuries old the story is.

- Direct students to the Timeline, Activity Page 1.1.
- Ask students to locate the year 1605, and tell them this is the date *Adventures of Don Quixote* was published.
- Direct students to the Map of Europe, Activity Page 1.1, and ask them to locate Spain.
- Tell students the setting for *Adventures of Don Quixote* is Spain.
- **Turn and Talk:** Tell students they will work together to discuss an image.



Reading Reading/Viewing Closely

Entering/Emerging

Offer students one-on-one support by asking *wh-* questions, such as “What details do you notice here?” while pointing to the pertinent parts.

Transitioning/Expanding

Offer students light support by providing sentence starters to answer the questions, such as “I notice in the image . . .”

Bridging

Offer students occasional support by asking questions about the details in the image as needed.

Challenge

Ask students on what continent the story is located.

Activity Page 1.2



Support

Explain to students the concept of *dubbing*. Pantomime the action if necessary.

Challenge

Would you characterize Don Quixote as realistic or unrealistic?

Encourage students to describe image components in complete sentences.

- Direct students to open their Activity Books to Activity Page 1.2.
- Direct students' attention to the questions on the board and read them aloud:
 - What animal do you see?
 - What is the man wearing?
 - Why do you think the man is wearing armor?
 - What is the man holding?
 - What do you see around the man?
- **Turn and Talk:** Direct students to turn to a partner to answer these questions while analyzing the image on Activity Page 1.2.
- Circulate in the classroom while students work together and answer any questions students may have.
- After students had a few moments to talk, ask for student volunteers to share their observations.
 - Write students' responses on the board next to the questions.
 - Clarify any questions students may have and direct students to correct the answers in their Activity Books.
 - Emphasize details such as the horse, armor, knight, and lance.
 - Explain to students the image is of a man named Don Quixote, who was a dreamer and fanatisized about living a life like the characters in the books he read.
 - Explain that Don Quixote was most interested in becoming a knight, so one day he decides to become a knight.
- Tell students that knights lived during the Middle Ages and were similar to soldiers who required a lot of training.
 - Ask students in what ways the man on the horse looks similar to a soldier.
 - Explain that knights lived under a certain code and their mission was to help protect their king, countrymen, and those less fortunate.
 - Explain that kings dubbed men knights (i.e., they were knighted).
- Remind students that the story is a *parody*, which means the story is filled with amusing characters who behave in an inane manner and exaggerate situations.

Lesson 1: A Knight's Life

Building Background



Primary Focus: Students will classify statements as either facts or opinions.

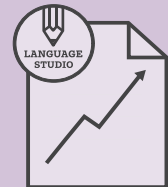
FACT VS. OPINION—*FACT. OPINION* (15 MIN.)

- Direct students' attention to the chart on Activity Page 1.3.

	Criteria	Examples
Fact	Specific dates Specific numbers	December 7, 1941 14 people
Opinion	Words that describe extremes Opinion/Judgment words	best, most, worst, terrible, nicest, rudest think, feel, seem, believe, better, worse, nicer, ruder

- Explain to students that they will now learn about the differences between *fact* and *opinion*.
- Ask students to share what they know about facts and opinions.
- Direct students' attention to the chart on the board.
 - Explain to students that there are certain criteria a statement must follow to be classified as either a fact or an opinion.
 - Read the criteria column and examples to students; answer any clarifying questions before placing students in prearranged groups.
- Direct students to the statements on the board and read them aloud.
- Tell students they will work together to classify these statements as *fact* or *opinion*.
- **Think-Pair-Share:** Place students in prearranged groups to complete Activity Page 1.3 together.
- After students have completed the activity page, ask students to volunteer their answers.
- Clarify any questions students may have and direct students to correct any incorrect responses in their Activity Books.

Activity Page 1.3



Reading Offering Opinions

Entering/Emerging

Provide students one-on-one support by directing students to the fact/opinion chart to classify statements.

Transitioning/Expanding

Provide students with light support by asking questions such as "How does this statement meet the criteria of a fact?"

Bridging

Provide students with support by answering clarifying questions as needed.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U4 L1
Activity Name	Fact vs. Opinion
Proficiency Levels	
Entering	Student refers to the Fact vs. Opinion chart and answers yes/no questions to classify statements with 1:1 support.
Emerging	Student refers to the Fact vs. Opinion chart and answers wh- questions to classify statements with substantial support.
Transitioning	Student classifies statements and provides reasons to support their choices with moderate support.
Expanding	Student classifies statements and provides reasons to support their choices with minimal support.
Bridging	Student independently classifies statements and provides reasons to support their choices.

Lesson 1: A Knight's Life

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK (5 MIN.)

- Explain to students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Explain to students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote*.
- Direct students' attention to the My Word Bank section of their activity book.
- Explain that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Explain to students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Direct students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board, and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
 - Explain to students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.
- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson's vocabulary word(s).
 - Circulate in the room and monitor students' progress.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.



Writing Selecting Language Resources

Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as, "How would you explain this word's meaning to a friend?"

Bridging

Provide students with support as needed by answering clarifying questions.

Adventures of Don Quixote

My Word Bank

- **fact:** something that truly exists
 - **opinion:** a personal belief about something
-

Note: Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the activity book.



Check for Understanding

Exit Slip: Direct students to answer the following questions:

- Where and when is the story of *Adventures of Don Quixote* set?
 - How did knights dress?
 - What is the difference between fact and opinion?
-

End Lesson

2

The Adventure Begins

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will engage in a close reading of Chapters 1–2 of *Adventures of Don Quixote* and summarize the chapters' main points.

Writing

Students will write personalized definitions for academic vocabulary words.

LANGUAGE PROFICIENCY ASSESSMENT**Reading****Reading Comprehension Questions**

[Informal Observation]

LESSON AT A GLANCE

	Time	Materials
Read About It		
Close Reading: Chapters 1–2	25 min.	<input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapters 1–2 <input type="checkbox"/> Reading journal
Vocabulary Building		
My Word Bank— <i>armor</i> , <i>dub</i> , <i>misunderstanding</i>	5 min.	<input type="checkbox"/> My Word Bank

ADVANCE PREPARATION

Read About It

- Read Chapters 1–2.
- Arrange student reading pairs for Chapter 2 paired-reading activity.
- Post the following sentences on the board:
 - *Don Quixote read about knights and prepared to become one even though his equipment and horse were old.*
 - *Don Quixote left his home and found a country inn where, in spite of several misunderstandings, the innkeeper pretended to dub him as a knight.*
 - *Don Quixote left home and went to a country inn where he got into a fight with a group of mule drivers.*

Vocabulary Building

- Post the following vocabulary words and corresponding definitions on the board/chart paper:

Adventures of Don Quixote

My Word Bank

- **armor:** a protective suit, usually made of heavy metal, worn by knights in the Middle Ages
 - **dub:** to make someone a knight
 - **misunderstanding:** failure to understand meaning
-

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of *Adventures of Don Quixote* by answering text-dependent questions and summarizing major story events
- Write personalized definitions for the terms *dub*, *armor*, and *misunderstanding*

Language Forms and Functions

Don Quixote is from _____.

He has the title Don because...

Don Quixote becomes a knight by...

When the mule drivers move Don Quixote's armor, _____ happens.

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
	dub	armor misunderstanding

Lesson 2: The Adventure Begins

Read About It



Primary Focus: Students will engage in a close reading of Chapters 1–2 of *Adventures of Don Quixote* and summarize the chapters' main points.

CLOSE READING: CHAPTERS 1–2 (25 MIN.)

- Ask students the following questions to review the previous lesson's exit slip questions and activate prior knowledge:
 - When and where is the story of *Adventures of Don Quixote* set?
 - How did knights dress?
 - What is the difference between fact and opinion?
- Clarify any questions students may have.
- Tell students that today they will begin reading *Adventures of Don Quixote*.
- Remind students that the story is about a man who dreams of becoming a knight.
- Explain to students that you will read Chapter 1, "A Knight in Armor," aloud while they follow along in their Activity Book as you read.
- Begin reading Chapter 1 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.
- Read the first page of Chapter 1 and then pause to ask about the characters.

1. A Knight in Armor

ONCE, there was a man who went crazy from too much reading. He only read books about knighthood; that was the problem. Those books told about the adventures of knights in armor—their fantastic encounters with dragons, monsters, giants, wizards, and even other knights. There was also talk of love, because each knight had a lady of his dreams.

Soon the man came to believe that all those fantastic tales were true. One day, he decided to become a knight, for he wanted to right all that was wrong in the world, and punish evil. Alone in his room, he practiced jousting. Wham wham wham! Like the heroes in his books, he always won.

All this happened in a little village in a province called La Mancha, in the heart of Spain. The man had lived in the same place all his life, as his parents and grandparents had before him. He was about fifty, tall and thin, and he had a small beard. No one would ever expect anything bad from him or think anything wrong about him, for he was an honorable man, a perfect gentleman. Two other people lived in his home; they were his pretty, cheerful, innocent niece, about twenty, and his plump housekeeper, about forty, who was a good, friendly soul, with strong opinions about everything. A boy did chores around the house.

It is not clear what the gentleman's real name was.

- Ask students to describe the characters mentioned thus far in the story (the man, his niece, his housekeeper, and a boy).
- Read the remainder of Chapter 1 aloud.

Argentina Palacios

Some think it was Alonso Quixano, but the last name could have been Quixada, Quesada, or Quexana. He came from a respectable family—that's why he was called *Don* Alonso. He had inherited a little land, but very little else. When he became ill, he sold many acres of good farmland to buy more of his favorite books.

One day he began the actual preparations to become a knight. Somewhere in the house there was an old suit of armor that had belonged to his great-grandfather. He cleaned it, polished it, and fixed it up as best he could. The helmet was in such bad shape that it had to be tied together. A horse he already had—old and bony, not much of a horse, but a mount nonetheless. He spent four whole days thinking of a good name for his horse. It would be Rocinante. And what a good name it was! *Rocín* is a Spanish word that means “nag” or “workhorse”; and *antes* means “before.” To most people, the name means “This was once a horse,” but to Don Alonso, it meant a steed *above* and *beyond* all other horses in the world!

His own name, Don Alonso, didn't seem good enough for a knight. He changed it to Don Quixote, and added de la Mancha so everyone would know where he came from. Don Quixote de la Mancha. What a fine-sounding name for a knight!

But he still needed a lady, a lady to dream about, a lady to receive homage from his defeated enemies. No one knew he was in love, but he was . . . so secretly, it seems, that even the lady herself didn't know he liked her! She was a farm girl from nearby El Toboso, and she was plain, rough, ordinary. Her name was Aldonza Lorenzo. He had seen her only once in his life. Without her knowledge, Don Quixote pronounced her his “lady” and called her Dulcinea del Toboso. Her name, like the others, was well chosen: it comes from the Spanish word *dulce*, which means “sweet.”

Don Quixote was very pleased with his preparations.

- Discuss the horse's name and what it meant to Don Quixote and what it meant to others.
- Tell students that throughout the book, Don Quixote will perceive things one way, while everyone else will perceive things differently.
- Ask the students questions about the woman Don Quixote chooses to love:
 - Who is she?
 - What is her real name?
 - Where does she live?
 - How well does Don Quixote know her?



Reading Journal

- Explain to students that after reading a chapter, one way to keep track of the details they read is to write a summary:
 - Explain that a summary is a very short version of the text that includes only the most important information.
- Direct students to the Reader's Journal in their Activity Books.
 - Explain to students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like *Adventures of Don Quixote*.
- Direct students' attention to sentence(s) written on the board and have them write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate the classroom and answer any questions students may have.

Partner Reading Chapter 2

- Place students in prearranged reading pairs.
- Explain that both students will read the first paragraph silently, then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
 - Model this reading strategy with a student volunteer.
 - Circulate the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).
- When students have finished reading, hold a brief discussion about the story and review the main points.
 - Clarify any questions students may have about the reading.
- Redirect students' attention to the to sentence(s) written on the board and have them write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate the classroom and answer any questions students may have.



Check for Understanding

Ask students the following questions to check their understanding of the chapter:

- Where is Don Quixote from?
- Why does he have the title *Don*?
- How does Don Quixote become a knight?
- What happens when the mule drivers move Don Quixote's armor?

Clarify any incorrect responses and/or questions students may have.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Reading
Unit/Lesson	U4 L2
Activity Name	Reading Comprehension Questions
Proficiency Levels	
Entering	Student answers yes/no and wh- comprehension questions in single words or phrases and/or underlines relevant lines of text with 1:1 support.
Emerging	Student answers wh- comprehension questions in short phrases with substantial support.
Transitioning	Student answers all comprehension questions in complete sentences with moderate support.
Expanding	Student answers all comprehension questions in complete sentences with light support.
Bridging	Student independently answers all comprehension questions in complete sentences.

Informal Observation



Reading Reading/Viewing Closely

Entering/Emerging

Offer students one-on-one support by asking questions about the chapter's events, and explain to students how the summaries reinforce the events in the chapter.

Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

Bridging

Offer students support as needed regarding chapter summaries, and clarify any questions they may have.

2. Don Quixote Leaves Home

BEFORE sunup the next morning, Don Quixote left, destination unknown. At home, they didn't know he was leaving. He rode happily through the dry, flat land for a while, until he suddenly remembered he had not been properly knighted. He could not engage in combat if he was not a dubbed knight. He thought hard, and at last found the solution: he would continue on his way and ask the first person he met to do him the honor and dub him a knight!

It was July, a scorching month in Spain. Neither heat nor thirst stopped Don Quixote; there was only adventure in his mind. By sundown, he and Rocinante were tired and hungry. And then a light shone in the distance. "How lucky I am!" he said to himself. "A castle . . . I can see the moat from here . . . and on the other side, three or four imposing turrets." Toward that "castle" they went.

It wasn't a castle, of course, just a simple country inn. Instead of a page to announce his arrival, there were two ordinary women at the door—two women who had never seen a knight or heard about knighthood before. The strange sight of Rocinante and Don Quixote frightened them at first.

"Look at that!" one said. "What is it?"

"Let's run inside," said the other. "It looks dangerous!"

"Your Highnesses, beautiful princesses, there is nothing to be afraid of," Don Quixote assured them. "I am a knight in armor who will do you no harm. I am here to see the exalted lord of this magnificent castle."

Argentina Palacios

That old-fashioned language surprised the women. Seconds later, though, they thought this must be a joke, a very funny joke, because this was no castle and they were no princesses. They laughed and laughed at his looks and at his speech, until the innkeeper came out to see what was going on. Don Quixote was allowed to stay.

As for dinner, the only thing left was some badly cooked codfish and stale bread. For the starving knight, this was a banquet. He tried to drink some wine. Catastrophe! There was wine spilled all over. He had kept his helmet on, because he could not undo the many knots he had tied to keep it on. The people at the inn improvised a drinking straw out of a reed, so he could drink. It was a very strange sight indeed!

After dinner, Don Quixote told the innkeeper his “secret,” and asked him to dub him a knight. The innkeeper didn’t want to, at first. Then he decided to have a little fun, and agreed. There was a small problem, Don Quixote was told; “the castle’s chapel” was “being rebuilt.” So the ceremony would have to take place in the courtyard.

First there was the watching of the armor. In this part of the ceremony, the knight had to honor his armor by standing guard over it. Don Quixote paced back and forth in the moonlight, with most of the guests as an audience.

Also staying at the inn that night were a group of mule drivers. It so happened that about that hour was the normal time to give water to their mules. But Don Quixote had placed his armor over the water tank! One of the mule drivers started to move the armor, and Don Quixote cried out: “You evil creature! What are you doing?”

The mule driver went on with his business. He didn’t even look at the knight.

“Keep your hands off my armor!” Don Quixote said as he attacked in a wild rage.

Then a second mule driver came to the water tank. But before he could even touch the armor, Don Quixote attacked him, this time in complete silence.

Don Quixote Leaves Home

The rest of the mule drivers couldn't just stand by and watch. It was their turn. That could have been the end of Don Quixote, they gave him such a beating. But the innkeeper managed to calm everybody down, and he decided to conclude the ceremony immediately, before something worse happened. Pretending that a book he used to keep his accounts was a prayer book, the innkeeper sang a couple of psalms and finished the ceremony.

The sword was handed to Don Quixote and his spurs were buckled. He also received a ceremonial blow with the side of the sword on neck and back. A true knight at last! He mounted Rocinante, gave his most heartfelt thanks, and left the inn. It was just before sunup.

Lesson 2: The Adventure Begins

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK: ARMOR, DUB, MISUNDERSTANDING (5 MIN.)

- Explain to students that they will be learning many new words while reading *Adventures of Don Quixote* and one way to strengthen vocabulary skills is to create a personalized word bank.
- Explain to students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their Activity Book.
- Explain that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Explain to students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Direct students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.



Writing
Selecting Language
Resources

Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as “How would you explain this word’s meaning to a friend?”

Bridging

Provide students with support as needed by answering clarifying questions.

- Direct students to write a new definition in their own words in the box to the right.
 - Explain to students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.
- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson’s vocabulary word(s).
 - Circulate the room and monitor students’ progress.

Adventures of Don Quixote

My Word Bank

- **armor:** a protective suit, usually made of heavy metal, worn by knights in the Middle Ages
- **dub:** to make someone a knight
- **misunderstanding:** failure to understand meaning

Note: Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

End Lesson

3

The Meddling Knight

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will write personalized definitions for academic vocabulary words.

Listening

Students will listen actively to a Read-Aloud of Chapter 3 of Adventures of Don Quixote and summarize the chapter's main points.

Speaking

Students will create properly structured subject-verb agreement sentences.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Subject-Verb Agreement [Activity Page 3.1]

LESSON AT A GLANCE

	Time	Materials
Vocabulary Building		
My Word Bank— <i>meddle</i> , <i>squire</i>	10 min.	<input type="checkbox"/> My Word Bank
Listen Closely		
Teacher Read-Aloud: Chapter 3	10 min.	<input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapter 3 <input type="checkbox"/> Reading journal <input type="checkbox"/> First-aid kit or first-aid kit image
Looking at Language		
Subject/Verb Agreement	10 min.	<input type="checkbox"/> Subject-verb agreement cards <input type="checkbox"/> Activity Page 3.1

ADVANCE PREPARATION

Vocabulary Building

- Display the following vocabulary words and corresponding definitions on the board/chart paper:

Adventures of Don Quixote

My Word Bank

- **meddle:** to interfere in other people's business in an unwanted way
- **squire:** a young man in the final stages of training to become a knight

Listen Closely

- Read Chapter 3.
- First-aid kit sample or image.

Looking at Language

- Prepare a set of Subject/Verb Agreement verb cards for each student.
- Display the following sentences on the board/chart paper:
 - The dog _____ at a stranger.
 - The dogs _____ at a stranger.
 - A teacher _____ on the board.
 - Teachers _____ on the board.
 - A football player _____ the ball.
 - The football players _____ the balls.
 - The phone _____ loudly.
 - Several phones _____ at the same time.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Role-play the definition of the word *meddle* to better understand its meaning
- Write personalized definitions for the terms *meddle* and *squire*
- Demonstrate active listening and comprehension of *Adventures of Don Quixote* by answering text-dependent questions and summarizing major story events
- Select action verbs to complete sentences with correct subject-verb agreement

Language Forms and Functions

The innkeeper asks Don Quixote if he has _____.

Don Quixote believes he should/should not carry money with him because...

The innkeeper does/does not agree with Don Quixote because...

The subject _____ is singular/plural, so _____ is the correct action verb.

Vocabulary

Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
squire	meddle subject action verb singular plural	

Lesson 3: The Meddling Knight

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK—MEDDLE, SQUIRE (10 MIN.)

- Tell students that in this chapter, Don Quixote will experience some difficulties for interfering, or *meddling*, in other people's business.
- Direct students' attention to the board/chart paper and read the definition for *meddle* aloud to students.
- Lead a discussion with the students regarding what it means to interfere in other people's business. Explain that interfering in "people's business" is similar to interfering in "people's lives."
 - Ask students if they have ever meddled in someone's life, or if anyone has meddled in their lives.
- Explain to students that will role-play the definition to get a better understanding of what it means to meddle.
 - Ask for two student volunteers and direct them to talk about what they like to eat for lunch. Interrupt their conversation and tell them that what they like is bad for them, so you hope there is none of that in their lunch today.
 - Explain to students that by you interrupting their conversation and offering your opinion, you have *meddled* in their business (or in their lives) in an unwanted way.
 - Explain to students that in this chapter, characters might think Don Quixote may need the help of a squire.
- Redirect students' attention to the board and read aloud the definition of the word *squire*.
- Tell the students that a squire also can be a helper to a knight.
- **Turn and Talk:** Ask students to turn to a partner and predict if Don Quixote will find a squire to help him.
 - Ask for student volunteers to share their predictions.
 - Write their predictions on the board and then tell the students they will continue reading the book to find out.

Challenge

Ask students what they think it means to *meddle*.

Support

Display an image of a squire, and explain that a squire is a young man in the final stages of training to become a knight.



Writing Selecting Language Resources

Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as “How would you explain this word’s meaning to a friend?”

Bridging

Provide students with support as needed by answering clarifying questions.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

Support

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.

My Word Bank

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students’ attention to the My Word Bank section of their Activity Book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is “My Word Bank” because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students’ attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
 - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.
- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson’s vocabulary word(s).
 - Circulate in the room and monitor students’ progress.

Adventures of Don Quixote

My Word Bank

- **meddle:** to interfere in other people’s business in an unwanted way
- **squire:** a young man in the final stages of training to become a knight

Note: Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

Lesson 3: The Meddling Knight

Listen Closely



Primary Focus: Students will listen actively to a Read-Aloud of Chapter 3 of *Adventures of Don Quixote* and summarize the chapter's main points.

TEACHER READ-ALOUD: CHAPTER 3 (10 MIN.)

- Ask students the following questions to activate prior knowledge of the previous day's reading:

- What did Don Quixote think about books?
- What did Don Quixote most enjoy reading?
- What happened when Don Quixote went to the inn?

Note: Allow students to look at their reading journals to review their Chapters 1 and 2 summaries.

- Clarify any incorrect responses and/or questions students may have.
- Direct students to turn to Chapter 3, "The Price of Meddling."
- Explain to students that you will read Chapter 3, "The Price of Meddling," aloud while they follow along in their Activity Book as you read.
- While reading, pause to answer any questions students may have.
- Throughout this chapter, point out the following key ideas that will help students summarize the chapter:
 - The innkeeper thinks Don Quixote may get hurt during his adventures, so having a squire and a first-aid kit would help protect him.
 - The young boy, Andrew, did not want Don Quixote to *meddle* in his fight with the farmer.
 - Things continued to worsen for Don Quixote when he meddled in people he met on the road's business.
- Clarify any questions students may have before asking them to write a summary of this chapter in their reading journal.
- Begin reading Chapter 3 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

Support

Display an example/ image of a first-aid kit and explain how it is helpful if someone is hurt.



Reading Journal

- Remind students that after reading a chapter, one way to keep track of the details they read is to write a summary:
 - Remind students that a summary is a very short version of the text that includes only the most important information.
- Direct students to the Reader's Journal in their Activity Books.
 - Remind students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like *Adventures of Don Quixote*.
- Direct students' attention to sentence(s) written on the board and have them write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate the classroom and answer any questions students may have.



Check for Understanding

Ask students the following questions to check their understanding of the chapter:

- What does the innkeeper ask Don Quixote if he has?
- Does Don Quixote believe he should carry money with him?
- Does the innkeeper agree with Don Quixote?

Clarify any incorrect responses and/or questions students may have.

3. The Price of Meddling

DON Quixote was going back home, mainly because of a conversation he and the innkeeper had had before the dubbing ceremony.

“Tell me, Sir Knight, how much money do you have with you?” the innkeeper asked.

“I beg your pardon, my lord. I carry none,” Don Quixote answered. “It is not the custom of knights in armor to carry money with them. No book about knighthood I ever read mentions it.”

“Oh, Sir Knight, it is too obvious a matter to be mentioned. All knights carry money, believe me, it’s a necessity,” the innkeeper said with great feeling.

Though he would not say it, the innkeeper was worried about not being paid. But he liked to joke, too, so he continued: “When I was young, I myself was interested in becoming a knight. I also know that knights carry a change of clothes and a small first-aid kit.” He paused for a second, then added: “You, like all knights in armor, should have a squire to be your helper and companion.”

Don Quixote, with his fantasy-filled mind, didn’t find a hidden meaning in the conversation or see that the innkeeper was making fun of him. As he rode along, he was planning to follow the innkeeper’s advice to the letter.

Suddenly Don Quixote heard cries coming from a nearby bush. They sounded like a person’s moans—and moans they were. A boy of about fifteen was tied to a tree,

The Price of Meddling

naked from the waist up. He was being hit with a leather belt by a man. Don Quixote stopped to see what was wrong, and he learned that the man was a rich farmer and the boy tended one of his flocks of sheep. The farmer was punishing the boy for not doing his job right, or so he said. Don Quixote learned that the man owed the boy some back pay, so he figured out how much it was and, menacing the man with his lance, ordered the farmer to pay what he owed.

"Fine, Sir Knight; I am ready to pay him, but I have no money with me," the farmer said. "Andrew should come home with me to get his money." And to Andrew: "Please do come with me, brother."

"So, you see, young man, everything will be fine," Don Quixote told Andrew.

"Oh, no, Sir Knight," Andrew replied, "my master will skin me alive first."

"Young man," Don Quixote said, "your master has given his word and I trust that he will keep it. If he doesn't, I'll come back and make him regret it, and he'll have to pay double!"

Don Quixote then left, thinking that the farmer (and everyone else) was as honorable as himself. But as soon as he was out of their sight, the beating became twice as hard. "Ha ha ha, go get your savior, Andrew," the farmer taunted. And Andrew wished the well-meaning gentleman had not meddled.

Meanwhile, Don Quixote had met other people farther up the road, some merchants and their servants. The knight planted himself in the middle of the road, challenging every one of those "knights" to fight, one by one or in a group.

"We are peaceful people, sir; we are merchants, we are not knights," they said.

"You are cowards who don't want to face a lone knight, that's what you are!" he taunted.

One of the servants threw a stone at Don Quixote. Many more stones followed . . . and a very bruised Don Quixote

fell flat on the ground. He couldn't move an inch. But he didn't feel sorry for himself, not for one minute. He knew that all knights in armor had a little bad luck now and then. To pass the time, he began singing old ballads and romances he remembered.

As luck would have it, a neighbor of his was traveling the same road, on business. After removing some of the armor and grime, the man recognized Don Alonso and decided to take him back to town.

There was quite a stir at home. Before Don Alonso had become Don Quixote, he had had two good friends: the village priest and the village barber. That evening, the priest and the barber came to the house: the niece and the housekeeper needed to be comforted, and they also needed to figure out how to find the missing person.

"Oh, why didn't I tell you about those cursed books of knighthood?" asked the housekeeper over and over. And the niece: "I peeked through the keyhole a couple of times. Uncle was stabbing the walls—killing giants is what he said. I know those books drove him crazy, I know it, I'm sure. We should do something about those hateful books!"

But before they could do anything, the neighbor entered with the missing knight in tow.

Don Quixote didn't know who they were or where he was. He said a giant had beaten him up. Everyone's fears were confirmed now: he had lost his senses, no doubt about it. They put him to bed, fed him, and took care of his bruises. He kept singing his ballads until he fell asleep.

The next morning, while their friend was still asleep, the priest and the barber returned. The two of them helped the women burn the books. They tossed the valuable books into the courtyard and made a huge bonfire with them. Then they agreed to tell him—if he asked—that a wizard came in a smoke cloud and took all the books. He did ask, and that's what he was told.

After the books were burned, they thought everything would go back to normal. How mistaken they were!

Lesson 3: The Meddling Knight

Looking at Language



Primary Focus: Students will create properly structured subject-verb agreement sentences.

SUBJECT-VERB AGREEMENT (10 MIN.)

- Create a T-chart on the board/chart paper; on the left side label *Subject*, and on the right, *Verb*.

Subject	Verb

- Review *subject* with students:
 - who or what the sentence is about
- Write the following subjects in the T-chart under *Subject*: Gina, Marco, mother, sister, dog
- Review *action verbs* with the students:
 - An action verb shows action or something happening.
- Write the following action verbs in the T-chart under *Verb*: eat, drink, chew, laugh, sing
- Explain that it is important that the *subject* of the sentence (what or who the sentence is about) and the *verb* (the action) work together; tell students this is called *agreement*.
- Explain to students when the *subject* of the sentence is *singular* (i.e., just one person or thing—one man, one kitten, one ball), the *verb* adds an s or es on the end.
 - When the *subject* is *plural* (i.e., more than one person or thing—two men, two kittens, two balls), the *verb* does not have an s or es.

Support

Pantomime the action for students.

Support

Write the above rules on the board for students (e.g., *subject is who or what of sentence*).

- Write the following sentences on the board, and underline the subject and verb:
 - The cat plays with the mouse.
 - The cats play with the mouse.
 - Point to the change in the verb in each sentence and explain that this is an example of agreement.
- Distribute verb cards to students.
- Direct students' attention to the sentences on the board:
 - The dog _____ at a stranger.
 - The dogs _____ at a stranger.
 - A teacher _____ on the board.
 - Teachers _____ on the board.
 - A football player _____ the ball.
 - The football players _____ the balls.
 - The phone _____ loudly.
 - Several phones _____ at the same time.
- Tell students you will read the sentences aloud, and the students will need to raise the proper verb card that completes the sentence according to the subject-verb agreement rule.
 - Model for students the first one by saying something like, "The dog 'blank' at a stranger." There is one *subject*—one dog—and the rule for subject-verb agreement is that a singular subject is followed by a verb that ends in an s or es. So, I am going to choose the verb card that adds an s to the verb *bark* to make it *barks*. So, the sentence would read, 'The dog barks at a stranger.'"
- As a way to check for understanding, continue reading all the sentences aloud, prompting students to hold up the proper verb card.
- Clarify any incorrect selections and/or questions students may have before directing them to work with partners to complete Activity Page 3.1.
- **Think-Pair-Share:** Direct students to work with a partner to complete the activity page.

Note: Students may self-select partners, or you may choose to assign partners.



Speaking Understanding Text Structure

Entering/Emerging

Provide students with one-on-one support while completing the activity page by asking prompting questions such as "How many subjects are in the sentence?"

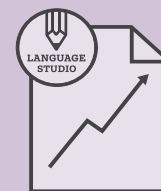
Transitioning/Expanding

Provide students with light support by directing them to the notes on the board.

Bridging

Provide students with support as needed by answering questions/ directing them to the notes on the board.

Activity Page 3.1



Support

After students have selected the verb, write the appropriate verb selection in the blank.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

Evaluation Tool	
Language Domain	Speaking
Unit/Lesson	U4 L3
Activity Name	Subject-Verb Agreement
Proficiency Levels	
Entering	Student refers to the model on the board to identify the number of subjects and selects the corresponding action verb with 1:1 support.
Emerging	Student refers to the model on the board to identify the number of subjects and selects the corresponding action verb with substantial support.
Transitioning	Student selects the appropriate action verb with moderate support.
Expanding	Student selects the appropriate action verb and explains their reasoning with minimal support.
Bridging	Student independently selects the appropriate action verb and explains their reasoning.

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

## Subject/Verb Agreement

---

bark

barks

write

writes

catch

catches

ring

rings

## 4

# Sancho Panza Is . . .

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write personalized definitions for academic vocabulary words.

**Reading**

Students will engage in a close reading of Chapter 4 of Adventures of Don Quixote and summarize the chapters' main points.

**Speaking**

Students will work together to practice creating opinion statements using modal verbs.

**FORMATIVE ASSESSMENT****Speaking**

**What Are Modal Verbs?** [Activity Page 4.2]

**LANGUAGE PROFICIENCY ASSESSMENT****Reading**

**Who Is Sancho Panza?** [Activity Page 4.1]

## LESSON AT A GLANCE

|                                                 | Time    | Materials                                                                                                                                                                                                                    |
|-------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>                      |         |                                                                                                                                                                                                                              |
| My Word Bank— <i>insanity</i> , <i>bewilder</i> | 5 min.  | <input type="checkbox"/> My Word Bank                                                                                                                                                                                        |
| <b>Read About It</b>                            |         |                                                                                                                                                                                                                              |
| Partner Reading: Chapter 4                      | 15 min. | <input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapter 4<br><input type="checkbox"/> Reading Journal<br><input type="checkbox"/> Activity Page 4.1                                                              |
| <b>Building Background</b>                      |         |                                                                                                                                                                                                                              |
| Using Modal Verbs                               | 10 min. | <input type="checkbox"/> Activity Page 4.2<br><input type="checkbox"/> Transparency<br><input type="checkbox"/> Document camera<br><input type="checkbox"/> Highlighter (optional)<br><input type="checkbox"/> Scratch paper |

## ADVANCE PREPARATION

### Vocabulary Building

- Post the following vocabulary words and corresponding definitions on the board/chart paper:

### **Adventures of Don Quixote** **My Word Bank**

- **insanity:** extreme foolishness
- **bewilder:** to confuse

### Read About It

- Read Chapter 4.
- Arrange student reading pairs for Chapter 4 paired-reading activity.
- Post the following sentence on the board:
  - *Don Quixote and his neighbor, Sancho Panza, travel and because of misunderstandings, fight windmills and some innocent people they meet on the road.*

- Draw the graphic organizer from Activity Page 4.1 on the board or chart paper.



## Building Background

- Arrange student groups for the Think-Pair-Share activity on Activity Page 4.2.
- Provide the following sentences on the board in preparation for the Check for Understanding exit slip question:
  - *The man \_\_\_\_\_ read books about a variety of topics.*
  - *Stories about ghosts, monsters, and flying \_\_\_\_\_ be true.*
  - *A cowboy \_\_\_\_\_ want a strong and powerful horse.*
  - *The football player's helmet \_\_\_\_\_ be protective.*

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Write personalized definitions for the terms insanity and bewilder
- Demonstrate comprehension of Adventures of Don Quixote by answering text-dependent questions and summarizing major story events
- Brainstorm adjectives or adjective phrases that describe Sancho Panza, and make predictions about his role in Adventures of Don Quixote
- Use modal verbs to express an opinion

### Language Forms and Functions

I predict that Sancho Panza will \_\_\_\_\_ because...

The man \_\_\_\_\_ read books about a variety of topics.

Stories about ghosts, monsters, and flying \_\_\_\_\_ be true.

A cowboy \_\_\_\_\_ wants a strong and powerful horse.

The football player's helmet \_\_\_\_\_ be protective.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| modal verb                      | insanity<br>bewilder             |                                 |

## Lesson 4: Sancho Panza Is . . .

# Vocabulary Building



**Primary Focus:** Students will write personalized definitions for academic vocabulary words.

## MY WORD BANK—*INSANITY, BEWILDER* (5 MIN.)

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their Activity Book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
  - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
  - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
  - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.
- Clarify any questions students may have about the activity.
  - Remind students they are only creating definitions for this lesson's vocabulary word(s).
  - Circulate the room and monitor students' progress.

## Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.





Writing  
Selecting Language  
Resources

**Entering/Emerging**

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

**Transitioning/Expanding**

Provide students with light support by asking questions such as “How would you explain this word’s meaning to a friend?”

**Bridging**

Provide students with support as needed by answering clarifying questions.

---

## Adventures of Don Quixote

### My Word Bank

- **insanity:** extreme foolishness
  - **bewilder:** to confuse
- 

**Note:** Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

## Lesson 4: Sancho Panza Is . . .

# Read About It



**Primary Focus:** Students will engage in a close reading of Chapter 4 of *Adventures of Don Quixote* and summarize the chapter's main points.

### PARTNER READING: CHAPTER 4 (15 MIN.)

- Direct students to open their reading journals and reread their Chapters 1–3 summaries.
- Ask students to think about what they've read so far and share with a partner what they are curious about. (e.g., "I wonder what will happen to . . ." or "I wonder if . . .")
- **Turn and Talk:** Direct students to turn to a partner and share their thoughts.
- Ask for student volunteers to share their thoughts.

**Note:** You may choose to write students' ideas on the board and revisit them after reading the chapter.

- Tell students that in Chapter 4, "Don Quixote and Sancho Panza Have Some Strange Adventures," another important character, Sancho Panza, will be introduced.
- Explain to students that you will begin reading Chapter 4 aloud while they follow along in their Activity Book as you read.
- Begin reading Chapter 4 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

### Support

Write sentence starters (e.g., *I wonder what will happen to . . .* ; *I wonder if . . .*) on the board for students to use while speaking to a classmate.

### Challenge

Direct students to read the title and make an inference about what events might occur between the two characters.

#### **4. Don Quixote and Sancho Panza Have Some Strange Adventures**

THE next two weeks were rather quiet at home. The priest and the barber spent long hours chatting with their friend, just as they had in the good old days. Everyone thought the insanity was gone now. What no one knew was that sometime during those days Don Quixote had talked to a neighbor, usually a sensible man, and had filled his head with crazy ideas.

His name was Sancho Panza. He was short and stout, a simple man who didn't know how to read and write. Sancho was a poor farmer with a wife, a son, and a daughter. He loved his family and worked hard. But now his neighbor—who knew a lot—was promising great things if Sancho went traveling with him. “In the old days,” Don Quixote had said, “knights won islands and kingdoms. They gave them to their squires to govern. I plan to do the same with you, Sancho, if you become my squire.”

Sancho thought this over and over. An island to govern! He said to himself: “I'd be rich! I'll never have anything if I stay home and work nonstop for the rest of my life! I can send money to my family from the island.”

So it was that, late one night, without saying good-bye to wife or children, niece or housekeeper, the two adventurers left unnoticed. Don Quixote was again on his Rocinante; Sancho rode the only mount he had, a grayish donkey he called Rucio because of its color. On his master's advice, the squire had taken big saddlebags full of food and other provisions. They rode all night and stopped only at dawn, when they were sure they couldn't be found.

Sancho's mind was fixed on one thing: that island. How

- After reading the first page of Chapter 4, engage in a group conversation about Sancho Panza's characteristics.
- Direct students' attention to the graphic organizer on the board/chart paper:



- Explain to students that together you will brainstorm adjectives or adjective phrases that describe Sancho Panza, which they will note in their Activity Books.
- Direct students to open their Activity Books to Activity Page 4.1 and read the directions aloud.
  - Tell students to refer to their reading to brainstorm adjectives that describe Sancho Panza.
  - Ask for students to share their ideas; write their responses on the board/chart paper.
  - Possible responses include: *short, family man, sensible, illiterate, stout, simple, hardworking, poor.*
  - Direct students to copy what you write on the board/chart paper onto their activity page.
- Tell students now they will make a prediction about what they think Sancho Panza's role in the story will be.

## Support

Remind students a *prediction* is a guess of what they think will happen; in this case, how Sancho Panza will fit into the story.

## Activity Page 4.1

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### Support

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Remind students that adjectives are descriptive words that describe a noun.

- Direct students' attention to the bottom of the page on Activity Page 4.1 and read the directions aloud.
- After students have had a few moments to complete the questions, ask for students to volunteer their predictions.
  - You may choose to write these predictions on the board/chart paper and revisit them after students learn more about the character.
- Redirect students' attention to Chapter 4 and continue reading aloud following the same practices as before.
- While reading, be sure to point out the following key details:
  - Don Quixote mistakes the windmills for giants.
  - Sancho Panza is frightened by Don Quixote's actions.

long would it be in coming? he wanted to know. It could be any time, maybe within six days, his master said.

On the road again after a while, they caught a glimpse of thirty or forty windmills, a common sight in those parts. Don Quixote thought this was wonderful.

“Look yonder, Sancho; there are thirty or more monstrous giants. I shall engage them in fierce combat. And when I win, Sancho, we’ll be on our way to riches with the spoils.”

“What giants, Your Grace?” asked Sancho.

“Those yonder, those with the long arms,” his master replied.

“But, Your Grace, they’re not giants. They’re windmills!” Sancho warned. “There are no arms, just the sails going with the wind.”

“It is crystal clear, Sancho, that you don’t know what you’re saying,” Don Quixote affirmed. “If you are afraid, stand to the side. Let me fight them alone.”

“Master, master . . . they are windmills!” Sancho repeated urgently. “They are not giants, master. **THEY ARE WINDMILLS . . . WINDMILLS!**”

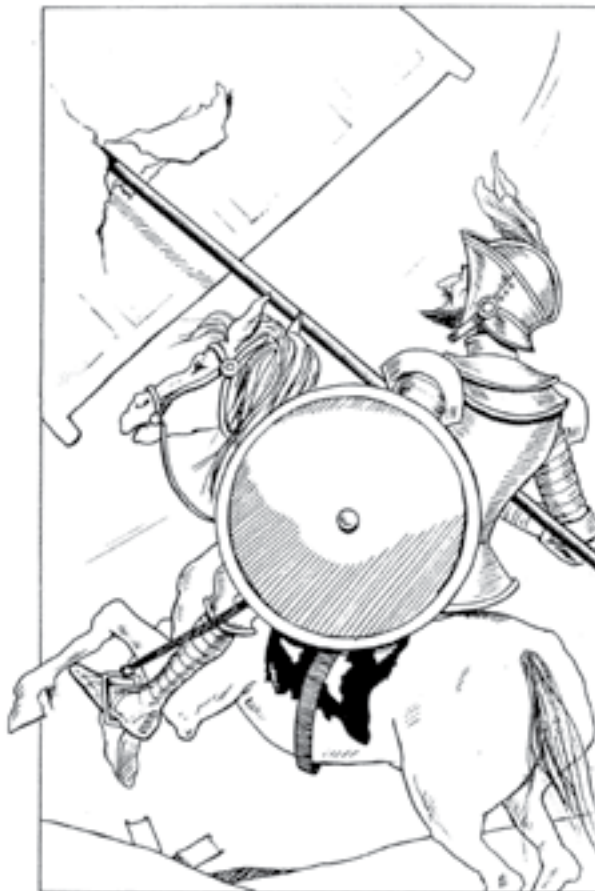
The knight didn’t hear his squire’s urgent cries. He rushed toward the windmills, challenging and insulting the big white things all the while. Just then, the wind blew and the sails began to go around. “You don’t frighten me!” he told them. At Rocinante’s fastest gallop, he charged and lanced a sail. The wind made the sail go furiously: horse and knight were flung to the ground far afield.

Sancho rushed to help. “God in heaven! Didn’t I tell you, master, they were windmills?”

“Hush, Sancho, my friend. Matters of war, more than others, are subject to change,” Don Quixote told him. “It was my old enemy the wizard Frestón who turned the giants into windmills. He did not want me to win.”

“May it be the Almighty’s will,” said a resigned Sancho as he helped his master rise and mount poor, bruised Rocinante.

That night, the knight and his squire camped in a



*At Rocinante's fastest gallop, he charged and lanced a sail.*

## Partner Reading

- Place students in prearranged reading pairs.
- Explain that both students will read the first paragraph silently, and then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
  - Model this reading strategy with a student volunteer.
  - Circulate the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).
- When students have finished reading, hold a brief discussion about the story and review the main points.
  - Clarify any questions students may have about the reading.
- Redirect students' attention to the sentence(s) written on the board and read the sentence(s) summary aloud.

## Reading Journal

- Remind students that after reading a chapter, one way to keep track of the details they read is to write a summary.
  - Remind students that a summary is a very short version of the text that includes only the most important information.
- Direct students to the Reader's Journal in their Activity Books.
  - Remind students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like *Adventures of Don Quixote*.
- Direct students' attention to sentence(s) written on the board and have them write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate the classroom and answer any questions students may have.

## Reading Journal



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students one-on-one support by asking questions about the chapter's events, and explain to students how the summaries reinforce the events in the chapter.

### Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

### Bridging

Offer students support as needed regarding chapter summaries and clarify any questions they may have.



nearby forest. The next day, they headed for the mountain pass of Lápice. There would be a lot of adventure there, for sure. A couple of friars riding mules (to Don Quixote, “horses as big as dromedaries”) were approaching. Behind them, but not with them, came a stagecoach escorted by four or five horsemen. A lady, traveling with her maids, was on her way to Seville to meet her husband.

“Aha, I have them now,” Don Quixote said to himself. And then to the friars: “You wicked wizards, you won’t be able to kidnap that lovely princess and her lovely ladies in waiting!”

“Sir, we are two innocent friars; we haven’t kidnapped anyone,” one of them protested.

“That’s a disguise,” Don Quixote said, “but you can’t hide from me.”

The horsemen accompanying the women were not about to let anyone block the road. There was fighting, a tremendous free-for-all. Poor Sancho got a mean beating. The worst part, though, was when one of the horsemen, a huge fellow, decided to go after Don Quixote. It was clear that he intended to kill the strange old man—but as he was about to charge, he fell off his horse. It was the knight’s day and he was ready to take revenge.

“Sir Knight, we beg you, don’t kill him!” the lady in the stagecoach cried.

Don Quixote stopped, went to the carriage, and ceremoniously said to her:

“I am sparing the man’s life, most gracious princess, only because Your Highness has asked.”

He commanded the fallen man: “You must now go to El Toboso to tell the most beautiful woman in the world, my lady Dulcinea, that I, the brave Don Quixote de la Mancha, defeated you to honor her.”

This was one more thing to bewilder everyone, especially the horseman. Knights knew about paying homage to a lady, but he did not. And besides, who was this “lady” Dulcinea? Where was she? Neither the horseman nor anyone else dared to ask.



### Check for Understanding

Ask students the following questions to check their understanding of the chapter:

- How does Don Quixote think Dulcinea will react to his actions?
- Who does Don Quixote mistake the friars for being?
- What happens between Don Quixote and the horsemen?

Clarify any incorrect responses and/or questions students may have.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                       |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                                               |
| Unit/Lesson        | U4 L4                                                                                                                                 |
| Activity Name      | Who Is Sancho Panza?                                                                                                                  |
| Proficiency Levels |                                                                                                                                       |
| Entering           | Student makes a prediction about Sancho Panza's role by drawing a picture and/or dictating single words and phrases with 1:1 support. |
| Emerging           | Student justifies their prediction about Sancho Panza's role by selecting an adjective from the board with substantial support.       |
| Transitioning      | Student justifies their prediction about Sancho Panza's role by citing text evidence with moderate support.                           |
| Expanding          | Student justifies their prediction about Sancho Panza's role by citing text evidence with minimal support.                            |
| Bridging           | Student justifies their prediction about Sancho Panza's role by citing text evidence independently.                                   |

## Lesson 4: Sancho Panza Is...

# Building Background



**Primary Focus:** Students will work together to practice creating opinion statements using modal verbs.

### USING MODAL VERBS (10 MIN.)

- Ask students the following questions to activate prior knowledge:
    - What two things must a sentence have?
    - What is an action verb?
    - What is a subject?
  - Tell students that today they are going to learn about a different type of verb called *modal verbs*.
  - Tell students that *modal verbs* indicate that something is likely to happen or that someone is able to do something. Explain they can also be used to give advice or formulate an opinion.
    - Explain that *modal verbs* are usually placed in front of other verbs (e.g. *can* eat; *could* run, and so on.).
  - Direct students' attention to Activity Page 4.2 and read aloud What Are Modal Verbs?
- Note:** It may be helpful to write the Activity Page 4.2 information on the board/chart paper, or use a transparency/document camera to project the information:
- Modal verbs: *can, could, may, might, must, shall, should, will, would*
    - Purposes and examples of modal verbs:

| Purpose                         | Example                                            |
|---------------------------------|----------------------------------------------------|
| Something is likely to happen   | The rain <b>should</b> fall after dark.            |
| Someone is able to do something | My mom <b>could</b> pick me up after school.       |
| Advice                          | You <b>must</b> study hard for the spelling test.  |
| Opinion                         | Our team <b>may</b> be the best in the conference. |

### Activity Page 4.2



- Read the above sentences aloud and explain how the modal verbs function in each sentence. If you are writing or projecting the information, be sure to bold/highlight the modal verbs and emphasize their placement before the action verb.

**Note:** Remind the students that they have been learning about opinions and that when they want to state or write an opinion, they will probably use modal verbs.

- **Think-Pair-Share:** Direct students' attention to the sentences beneath the modal chart on Activity Page 4.2.
  - Explain to students they will work together to complete the modal verb activity.
  - Place students in prearranged groups and read the directions aloud to students before instructing them to begin the activity.
  - Circulate the room and answer questions students may have while completing the activity.
  - When students have completed the activity, review the answers together.



### Check for Understanding

**Exit Slip:** Direct students' attention to the CFU questions on the board/chart paper and have them write the correct modal verb to complete the sentence on a scratch sheet of paper.

End Lesson



## Speaking Supporting Opinions

### Entering/Emerging

Provide students with one-on-one support by asking questions such as, "Which modal verb indicates you are giving advice?"

### Transitioning/Expanding

Provide students with light support by asking questions such as, "Why would you use this modal verb to complete the sentence?"

### Bridging

Provide students with support by answering questions and referring to the Modal Verb chart as needed.

## 5

# More Confusion and Misunderstandings

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write personalized definitions for academic vocabulary words.

**Listening**

Students will listen actively to a Read-Aloud of Chapter 5 of *Adventures of Don Quixote* and summarize the chapter's main points.

**Reading**

Students will identify claims and evidence in persuasive statements.

**LANGUAGE PROFICIENCY ASSESSMENT****Reading**

**Where's the Evidence?** [Activity Page 5.1]

## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                                         |
|-----------------------------------|---------|-------------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b>        |         |                                                                                                                   |
| My Word Bank— <i>basin, mercy</i> | 5 min.  | <input type="checkbox"/> My Word Bank                                                                             |
| <b>Listen Closely</b>             |         |                                                                                                                   |
| Teacher Read-Aloud: Chapter 5     | 10 min. | <input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapter 5<br><input type="checkbox"/> Reading Journal |
| <b>Building Background</b>        |         |                                                                                                                   |
| Introduction to Persuasion        | 15 min. | <input type="checkbox"/> Activity Page 5.1                                                                        |

## ADVANCE PREPARATION

### Vocabulary Building

- Post the following vocabulary words and corresponding definitions on the board/chart paper:

---

### *Adventures of Don Quixote* My Word Bank

- **basin:** a shallow bowl
- **mercy:** kind or forgiving treatment by someone in power

---

### Listen Closely

- Read Chapter 5.
- Post the following questions on the board/chart paper for the Turn and Talk Summary activity:
  - What does Don Quixote mistake the basin on the man's head for?
  - What do the criminals do to Don Quixote and Sancho Panza?
  - What do the guards do to Don Quixote and Sancho as a result of their meddling?

## Building Background

- Display the following sentence on the board for the Introduction to Persuasion segment:
  - *The acting in this movie was incredible because it has X-actor in it who has won several Academy Awards.*
- Display the following sentences on the board for the Check for Understanding portion of the Introduction to Persuasion Segment:
  - *Pizza is my favorite food because the cheese is delicious.*
  - *People should eat pizza because the cheese is delicious.*
  - *People should eat pizza because the cheese is delicious and is a good source of protein.*

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Write personalized definitions for the terms *basin* and *mercy*
- Demonstrate active listening and comprehension of *Adventures of Don Quixote* by answering text-dependent questions and summarizing major story events
- Identify claims and evidence in persuasive statements

### Language Forms and Functions

Don Quixote responded by...

The knight is \_\_\_\_\_ and the squire is \_\_\_\_\_.

On page \_\_\_\_\_, \_\_\_\_\_ (character) says/thinks/does \_\_\_\_\_. This shows that...

The difference between fact and opinion is...

An example of a time I was persuaded was...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words      | Tier 1<br>Everyday Speech Words |
|---------------------------------|---------------------------------------|---------------------------------|
|                                 | basin<br>mercy<br>claim<br>persuasion | misunderstanding                |

## Lesson 5: More Confusion and Misunderstandings

# Vocabulary Building



**Primary Focus:** Students will write personalized definitions for academic vocabulary words.

**MY WORD BANK—BASIN, MERCY (5 MIN.)****My Word Bank**

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their Activity Book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
  - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
  - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
  - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.

**Support**

Point to the parentheses that indicate the lesson number under the vocabulary word(s)

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times..





### Writing Selecting Language Resources

#### Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

#### Transitioning/Expanding

Provide students with light support by asking questions such as, "How would you explain this word's meaning to a friend?"

#### Bridging

Provide students with support as needed by answering clarifying questions.

- Clarify any questions students may have about the activity.
  - Remind students they are only creating definitions for this lesson's vocabulary word(s).
  - Circulate the room and monitor students' progress.

---

### *Adventures of Don Quixote*

#### My Word Bank

- **basin:** a shallow bowl
- **mercy:** kind or forgiving treatment by someone in power

---

**Note:** Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

## Lesson 5: More Confusion and Misunderstandings

# Listen Closely



**Primary Focus:** Students will listen actively to a Read-Aloud of Chapter 5 of *Adventures of Don Quixote* and summarize the chapter's main points.

### TEACHER READ-ALOUD: CHAPTER 5 (10 MIN.)

- Ask students the following questions to activate prior knowledge of the previous day's reading.
  - How did Don Quixote respond to the windmills?
  - How did Don Quixote respond to the friars?
  - Who is the knight and who is the squire in the story?
- Tell the students that in this chapter, Don Quixote and Sancho Panza will continue traveling and will experience more outrageous adventures because of a misunderstanding.

**Note:** Allow students to look at their reading journals to review their Chapter 4 summary.

- Clarify any incorrect responses and/or questions students may have.
- Direct students to turn to Chapter 5, "More Strange Adventures."
- Explain to students that you will read Chapter 5, "More Strange Adventures," aloud while they follow along in their Activity Book.
- While reading, pause to answer any questions students may have.

- Throughout this chapter, point out the following key ideas that will help students summarize the chapter:
  - Don Quixote's misunderstanding of the helmet
  - the result of Don Quixote "defending" the criminals
  - the guards' treatment of Don Quixote and Sancho Panza
- Clarify any questions students may have before asking them to write a summary of this chapter in their reading journal.
- Begin reading Chapter 5 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

## 5. More Strange Adventures

KNIGHT and squire were on the road again when it started raining. A man with a shiny object on his head was coming toward them.

"Sancho, my friend, I am in luck," said Don Quixote. "I see the golden helmet of Mambrino on that man's head. That helmet is very valuable, you know."

"What golden helmet, my master?" Sancho asked. "I see something shiny, but that's no helmet."

"Sancho, you know nothing of knighthood! It may not *look* like a helmet to you, but to me . . . oh, I recognize it . . . the enchanted helmet I shall claim for myself."

Don Quixote charged. The man, scared to death, fell off his donkey and ran for his life.

The knight managed to untie his own headpiece, and put on the "helmet." It was too big, and a piece of it was missing. This was no golden helmet, of course, but a brass barber's basin. The barber was on his way to a house call; he'd worn the basin to protect his head from the rain.

"Oh, some ignoramus has melted a piece of this precious helmet for the gold," Don Quixote said. Sancho wanted to laugh but was afraid to; he'd seen his master get angry, and that could mean trouble. He wanted to laugh because this, like all barber's basins, had been made with a half-moon carved out to fit comfortably against the curve of a man's neck.

Knight and squire rode peacefully for a while, until they saw a gang of twelve chained men coming in their direction, with two guards in front and two in back. Sancho said they were prisoners on their way to do hard labor on

the king's galley ships. "They'll have to row those ships," he said. "I've heard that prisoners dread the big oars."

"Do you mean they're going against their will?" asked Don Quixote. "I will never let that happen!"

The knight stopped the group and asked a number of questions. One was a robber, another a horse thief, a third was an embezzler. The worst criminal of all, with a record of many bad deeds, was a very cocky and arrogant man named Ginés de Pasamonte.

"You men are being punished for your bad behavior," Don Quixote told the convicts, "but since I know you don't want to go where you're being taken, I'll ask this guard to set you free."

"That's just what we need now!" exclaimed the guard. "Sir, we don't have the authority to set them free. Go with God, and stop looking for trouble."

"You're the one looking for trouble," Don Quixote said as he attacked the guard. The other guards came to defend their colleague . . . and the criminals broke loose.

"Hear, all you newly free men, you must pay me for the favor I've done you," said Don Quixote to the scattering men. "Go to El Toboso and show the chains to my lady Dulcinea. Tell her, step by step, how I, her ardent suitor, the brave Don Quixote de la Mancha, set you free. After that, you may go wherever you want."

"We can't all go together," said Ginés de Pasamonte. "We'd be caught again. And as for taking up those chains once more, you must be joking! That's out of the question!"

"Well, then, Ginés, you shall do it alone, in everybody's name," Don Quixote said.

"Oh, yes? I shall do this, and this, and this," he said as he threw stones at Don Quixote. He motioned for the other convicts to do the same. A shower of stones for Don Quixote and Sancho was the reward. Then the criminals all fled, each in a different direction.

Squire and knight, as well as their mounts, were thrashed without mercy by the angry guards. Don

#### More Strange Adventures

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Quixote was extremely sad. Such ingratitude! he thought—and from the very people he had helped the most. He recovered quickly, however, and his thoughts soon turned again to other ways he could help people in need.

#### Challenge

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Ask students to recall the extreme words/opinion and judgment words they learned in Lesson 1.

### Reading Journal

- Remind students that after reading a chapter, one way to keep track of the details they read is to write a summary:
  - Remind students that a summary is a very short version of the text that includes only the most important information.
- Direct students to the Reader's Journal in their Activity Books.
  - Remind students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like Adventures of Don Quixote.



### Listening Listening Actively

#### Entering/Emerging

Offer students one-on-one support by asking questions about the chapter's events, and explain to students how the summaries reinforce the events in the chapter.

#### Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

#### Bridging

Offer students support as needed regarding chapter summaries and clarify any questions they may have.

- **Turn and Talk:** Since this is a shorter chapter, instruct students to turn to a partner to write a sentence summary.
- Remind students of the chapter's key events by directing their attention to these questions on the board or chart paper:
  - What does Don Quixote mistake the basin on the man's head for?
  - What do the criminals do to Don Quixote and Sancho Panza?
  - What do the guards do to Don Quixote and Sancho as a result of their meddling?
- Direct students to write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate the classroom and answer any questions students may have.

## Lesson 5: More Confusion and Misunderstandings

# Building Background



**Primary Focus:** Students will identify claims and evidence in persuasive statements.

### INTRODUCTION TO PERSUASION (15 MIN.)

- Ask students the following questions to activate prior knowledge:
  - What is the difference between fact and opinion?
  - What modal verbs show opinion/advice?
- Tell students that today they will learn about the topic of *persuasion*.
- Explain to students that to *persuade* means to convince someone to believe something or to do something based on another person's words or ideas.
- Tell students many times people are persuaded by the media (e.g., television, advertisements, Internet), parents, friends, and so on.
  - Tell students that sometimes people are persuaded to do something based on tactics of fear or trends (i.e., what everyone else is doing).
  - Explain to students one tactic is the use of extreme language.
- Ask students if they have ever been *persuaded* by any of these things (e.g., media, family, friends).
- **Turn and Talk:** Direct students to turn to a partner and share a time when they were *persuaded*.
  - Ask for students to volunteer to share their experiences.
- Explain to students that when persuading someone, using a combination of fact and opinion is important when making a *claim*.
- Explain to students a *claim* is an opinion statement that is argued and is best created using *evidence* (or facts) to support the opinion.
  - Explain to students without evidence, the claim is weak because it is too opinionated (i.e., there is bias).

### Support

Explain to students that *tactics* are methods/ways of doing something.

### Challenge

Ask students what vocabulary word explains why Don Quixote and Sancho Panza were beaten by the guards.



### Speaking Supporting Opinions

#### Entering/Emerging

Provide students with the following sentence starter to engage in the Turn and Talk activity: *I was persuaded when...*

#### Transitioning/Expanding

Provide students with the following sentence starter to engage in the Turn and Talk activity: *An example of a time I was persuaded was...*

#### Bridging

Provide students with the following sentence starter to engage in the Turn and Talk activity: *It is clear I was persuaded when....*



## Support

Explain to students that winning an Academy Award is one of the greatest accomplishments an actor can achieve in their career. Emphasize that it is a testament to their acting as being among the best.

- Explain to students that in this case, to argue means to make a statement and to support it with opinion and evidence. Reinforce the idea including facts to support an opinion.
- Direct students' attention to the sentence written on the board/chart paper:  
*The acting in this movie was incredible because it has X-actor in it who has won several Academy Awards.*

- Point out to students that in this example, you have made a *claim*: "The acting in the movie was incredible..." and you used *evidence* (facts) to support it: "X-actor [is] in it who has won several Academy Awards."
- Underline the claim once and write the word *claim* (*opinion*) above it; underline the evidence twice, and write *evidence* (*facts*) above it:

Claim (*opinion*)

Evidence (*facts*)

- "The acting in the movie was incredible because it has X-actor [is] in it who has won several Academy Awards."



## Check for Understanding

**Thumbs-Up, Thumbs-Down:** Orate the statements on the board/chart paper and ask students to give a thumbs-up if they agree or a thumbs-down if they disagree that the claim includes evidence:

- *People should eat pizza because it is my favorite food, and cheese is delicious. (thumbs-down)*
- *People should eat pizza because the cheese is delicious and is a good source of protein. (thumbs-up)*

Clarify the answers for students who may have selected incorrectly.

## Activity Page 5.1



## Support

Pair students to work together with either a partner or in a small group setting.

- Direct students to open their activity books to Activity Page 5.1.
- Tell students they will work independently to complete the activity page to identify the opinion and evidence in each of the claims.
- Read the directions aloud to students and clarify any questions students may have before releasing them to work independently on the activity.
- Circulate the room and monitor student progress.
- If time permits, when students have completed the activity page, review the answers together.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                    |
|--------------------|----------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                            |
| Unit/Lesson        | U4 L5                                                                                              |
| Activity Name      | Where's the Evidence?                                                                              |
| Proficiency Levels |                                                                                                    |
| Entering           | Student answers yes/no questions to underline a claim and identify evidence with 1:1 support.      |
| Emerging           | Student answers wh- questions to underline a claim and identify evidence with substantial support. |
| Transitioning      | Student underlines a claim and identifies evidence with moderate support.                          |
| Expanding          | Student underlines a claim and identifies evidence with minimal support.                           |
| Bridging           | Student underlines a claim and identifies evidence independently.                                  |

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

6

The Return Home

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write personalized definitions for academic vocabulary words.

Reading

Students will engage in a close reading of Chapters 6–7 of *Adventures of Don Quixote* and summarize the chapters' main points.

Writing

Students will identify the meaning of new words using the suffix *-ness*.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Changing Words** [Activity Page 6.1]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|--|
| Vocabulary Building | | |
| My Word Bank— <i>disguise, intentionally</i> | 5 min. | <input type="checkbox"/> My Word Bank |
| Read About It | | |
| Close Reading: Chapters 6–7 | 15 min. | <input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapters 6–7
<input type="checkbox"/> Reading Journal |
| Looking at Language | | |
| Suffix <i>-ness</i> | 10 min. | <input type="checkbox"/> Activity Page 6.1
<input type="checkbox"/> Scratch paper |

ADVANCE PREPARATION

Vocabulary Building

- Post the following vocabulary words and corresponding definitions on the board/chart paper:

Adventures of Don Quixote

My Word Bank

- **disguise:** to change appearance in order to hide identity
- **intentionally:** on purpose

Read About It

- Read Chapters 6 and 7.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write personalized definitions for the terms *disguise* and *intentionally*
- Demonstrate comprehension of *Adventures of Don Quixote* by summarizing major story events
- Make inferences and predictions based on text evidence
- Identify the meaning of new words using the suffix *-ness*

Language Forms and Functions

I predict _____ because...

On page _____, _____ (character) says/thinks/does _____. This shows that...

Adding *-ness* changes the meaning of the sentence because...

You would use _____ as a noun instead of an adjective because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| root
suffix | disguise
intentionally | |

Lesson 6: The Return Home

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK—DISGUISE, INTENTIONALLY (5 MIN.)
My Word Bank

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their activity book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
 - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.



Writing Selecting Language Resources

Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as, "How would you explain this word's meaning to a friend?"

Bridging

Provide students with support as needed by answering clarifying questions.

- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson's vocabulary word(s).
 - Circulate the room and monitor students' progress.

Adventures of Don Quixote

My Word Bank

- **disguise:** to change appearance in order to hide identity
- **intentionally:** on purpose

Note: Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

6. Back to La Mancha

ONE day, Don Quixote decided to go into the mountains of Sierra Morena for a while. He wanted to be alone to think of his life and love, to gather his thoughts. Sancho was sent to deliver a letter to Dulcinea.

It was August now, almost a month since they had left home. The priest and the barber had taken to the road to find them. And Sancho ran into them!

“Sancho, where’s your master? You haven’t killed him, have you?” the priest asked.

“Oh, no, Your Grace. My master is safe and sound deep in that mountain,” Sancho said. “He’s just a little strange sometimes, talking to Lady Dulcinea. You’d think she’s right there next to him.”

“Well, it is important for the two of you to go back home,” said the priest.

“His estate needs attention; you yourself would be better off helping your wife take care of the fields,” the barber chimed in.

“With all due respect, you don’t understand,” Sancho said. “Master and I go around righting things that are wrong in the world and fighting evil.”

“Sancho, Sancho, you’re beginning to sound like your master. Of course we understand. That’s why we want both of you to go back home. There are wrongs to right at home, too,” the priest said.

“Sancho, go back to the mountain,” the barber commanded. “Tell your master anything you like, but bring him down from the mountain. We’ll wait at the foot. Don’t tell him you saw us. We’ll be in disguise when you come out.”

Sancho went to bring his master. The friends followed a short distance behind. They soon met a runaway young woman, who, after a brief explanation, agreed to help in bringing the old gentleman home. Her assignment: to play a princess, Micomicona, who had come all the way from Africa, seeking Don Quixote's help. The story went like this: Her father had been dethroned by a mean giant. She had heard about Don Quixote's bravery. She knew he was the only one who could help her. When she became queen, she'd give him a huge reward. On hearing the tale, Don Quixote was delighted. Sancho was astonished. (An island to govern, at last! he thought.)

The group came to an inn. Don Quixote and Sancho went to bed early. In a little while, Sancho ran to the others, who were still up chatting and telling stories.

"Come, everybody! My master just killed the giant, the enemy of Princess Micomicona!" he said.

They ran to the room. Don Quixote was in a rage, stabbing a "giant," shouting, insulting him. "From this day on, Your Highness, you are free. The giant who dethroned your father the King is dead!" he said to the "princess."

The innkeeper was beside himself. He kept the wine for the inn in wineskins, enormous containers made out of animal skins. He stored them in that room. Don Quixote had cut open the wineskins, thinking they were giants. What a loss! Sancho was just as unhappy. His hopes for an island were gone!

The priest and the barber had a wooden cage built in a hurry. It was large enough to hold a person. A few hours later, while the exhausted Don Quixote was still asleep, they grabbed him and put him in the cage. They were disguised, and told Don Quixote he was under a spell. Don Quixote took it all in stride, but Sancho was more than a little suspicious.

They got home in the middle of the day. It was as if the circus had arrived in town! The children ran to tell the housekeeper. Word got to Teresa Panza, Sancho's wife.

Argentina Palacios

"How's the donkey, husband?" was the first thing she asked.

"In better shape than his owner," Sancho replied.

"Well, husband, what did you bring me? What did you bring the children? Clothing? Shoes?" she asked.

"None of that, woman, but something more valuable," he answered. "The next time my master and I go away, I'll come back governor of an island. You'll be rich."

"I hope so . . . But, what did you say, what island?" Teresa wanted to know.

"Be in no hurry, wife," Sancho told her. "You'll know at the right time. You'll be called 'Excellency'!"

In the meantime, the niece and the housekeeper had put Don Quixote to bed. He didn't know where he was; he didn't know who they were.

The priest advised the women to keep an eye on him: he might want to take off again. The women cursed those confounded novels of knighthood for the millionth time.

Challenge

Ask students to make an inference about what will happen in the chapter based on the title.

Support

Permit students to review their reading journal summaries.

Lesson 6: The Return Home

Read About It



Primary Focus: Students will engage in a close reading of Chapters 6–7 of *Adventures of Don Quixote* and summarize the chapters' main points.

CLOSE READING: CHAPTERS 6–7 (15 MIN.)

- Ask students to tell you what they remember from their reading thus far in order to activate prior knowledge.
- Explain to students that you will begin reading Chapter 6, “Back to La Mancha,” aloud while they follow along in their Activity Book.
- While reading, pause to answer any questions students may have.
- Throughout this chapter, point out the following key ideas that will help students summarize the chapter:
 - Sancho Panza’s encounter with the priest and barber
 - who Princess Micomicona is
 - how Sancho Panza is being influenced by Don Quixote’s imagination
- Begin reading Chapter 6 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.
- Arrange student reading pairs for Chapter 6 paired-reading activity.
- Write the following sentences on the board/chart paper for the Suffix segment of this lesson:
 - *The young boy was happy after hitting his home run.*
 - *The young boy was filled with happiness after hitting his home run.*
- Write the following sentences on the board for the Check for Understanding Exit Slip activity:
 - *The kind girl returned the lost puppy to its owner.*
 - *The puppy’s sickness prevented it from finding its way home.*
 - *The owner gave the girl a reward out of the goodness of his heart.*

7. Don Quixote Learns He Is Already Famous

ONE month had gone by since Don Quixote had come back home, and his friends still had not seen him. The priest and the barber were everyday callers, but they were afraid he might remember past events if he saw either one of them. Sancho, of course, wasn't allowed in the house. And how desperately he wanted to see his master! One day, he almost made it inside, but the niece and the housekeeper caught him trying to sneak in.

"What are you doing in this house, you beast?" yelled the housekeeper. "Haven't you done enough damage yet? You're responsible for taking Master away and doing all those crazy things."

"Evil, forked-tongue housekeeper, the one who's been talked into going is me," he said. "Your master told me a lot of things that weren't true. He even promised to give me an island to govern, and I'm still waiting for it."

"No matter; go away! Go take care of your household and your field," the niece commanded.

Such loud conversation was not missed by Don Quixote. He called Sancho in. "I am sorry, Sancho, that you feel I have misled you," his master told him. "We left together, we traveled together, we suffered together. I did not deceive you intentionally. You must agree that fortune was not with us. Now tell me, what have you heard about me? Tell me everything, without adding or subtracting a word."

"Fine, Your Grace," Sancho said, "but promise me you won't get angry at me."

"I won't; I promise," said the gentleman.

Then Sancho told him. "Well, there are many opinions

about you in this town. Some say, 'He's crazy but funny'; others, 'He's brave but unfortunate'; others, 'He's polite but meddlesome.' And there's more! You remember the son of Bartholomew Carrasco, Samson, don't you? He came back from Salamanca yesterday—he just graduated from the university. I went to say hello to him, and he told me there's already a book about you . . . and I'm mentioned in it, and Lady Dulcinea is mentioned, and a whole lot of what's happened to us!"

Don Quixote wanted to meet Samson. Sancho went to the Carrasco home.

Samson was about twenty-four years old. He was a small man and not particularly good-looking. His mind was very quick, though, and he had a tremendous sense of humor. When he saw Don Quixote, he knelt on one knee, took Don Quixote's hand, and kissed it while he said, "It is with the most humble heart that I salute you, noble knight, one of the most famous in the world. I cannot become tired of reading the story of your adventures. I would be happy to be your servant."

Don Quixote asked him to rise and take a seat next to him. They discussed at length the book Samson liked to read. Don Quixote was very pleased with what he heard. Sancho was beside himself with joy.

The young university graduate and the old gentleman became friends. Samson now joined the priest and the barber on their regular visits to Don Quixote.

Reading Journal

- Remind students that after reading a chapter, one way to keep track of the details they read is to write a summary:
 - Remind students that a summary is a very short version of the text that includes only the most important information.
- Direct students to the Reader's Journal in their Activity Books.
 - Remind students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like *Adventures of Don Quixote*.
- **Turn and Talk:** Have students turn to a partner to create a summary of the chapter they just read.

Reading Journal





Reading Reading/Viewing Closely

Entering/Emerging

Offer students one-on-one support by asking questions about the chapters' events, and explain to students how the summaries reinforce the events in the chapter.

Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

Bridging

Offer students support as needed regarding chapter summaries, and clarify any questions they may have.

Partner Reading

- Place students in prearranged reading pairs to read Chapter 7, "Don Quixote Learns He Is Already Famous."
- Explain that both students will read the first paragraph silently, and then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
 - Model this reading strategy with a student volunteer.
 - Circulate the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).
- When students have finished reading, hold a brief discussion about the story and review the main points:
 - Don Quixote and Sancho Manza are separated.
 - Sancho Manza is blamed for Don Quixote's strange behavior.
 - Sancho Manza tells Don Quixote that many people are talking about him.
- Clarify any questions students may have about the reading.
- **Think-Pair-Share:** Redirect students' attention to their reading journals and have them work together to create sentence(s) summaries.
- Circulate the classroom and answer any questions students may have.
- If time permits, ask students to share their summaries with the class.

Lesson 6: The Return Home

Looking at Language



Primary Focus: Students will identify the meaning of new words using the suffix *-ness*.

SUFFIX *-NESS* (10 MIN.)

- Tell students that in this lesson, they will learn how suffixes change a words meaning.
- Explain to students adding parts to root words will change the part of speech and its meaning, slightly.
- Explain to students adding a part to the beginning of the root word is called a *prefix*.
- Explain to students that adding a part to the end of the root word is called a *suffix*.
- Tell students that the suffix *-ness* means “the quality or condition of something.”
 - Explain that suffixes change adjectives to nouns; for example, the word *happy* is an *adjective* because it describes how someone might feel; however, *happiness* is a *noun* because it is a thing that someone has (i.e., it is the quality or condition of being happy).
- Direct students’ attention to to the suffix sentences on the board:
 - *The young boy was happy after hitting his home run.*
 - *The young boy was filled with happiness after hitting his home run.*
- Read the suffix sentences aloud to students, explaining how the words *happy* and *happiness* are being used. For example, you might say something like:
 - “In the first sentence, after the boy hit his home run, he, the boy, was happy. In this case, *happy* describes how the boy is feeling as a result of hitting the home run. Since *happy* is describing *boy*, and *boy* is a noun, I know that *happy* must be an adjective because adjectives describe nouns.”

Challenge

Ask students what the part is called when it is added at the beginning of the root word/at the end of the root word.

What hint in the word *prefix* tells you it should be added to the beginning of the root word?

Support

Remind students of the differences between nouns and adjectives.

Challenge

Ask students: What is the purpose of an adjective?

Support

Pair students in partner groups to complete the activity page.

Challenge

Tell students to write sentences about Don Quixote and Sancho Panza.

Activity Page 6.1



Reading/Viewing Closely

Entering/Emerging

Provide students with one-on-one support by asking prompting questions such as “How does adding *-ness* change the meaning of the sentence?”

Transitioning/Expanding

Provide students with light support by asking questions such as, “Why would you use the word as a noun instead of an adjective?”

Bridging

Provide students with support as needed by answering questions students may have about suffixes.

- “In the second sentence, after the boy hit his home run, he is filled with happiness. Since no words are describing the boy, and he is filled with something (i.e., happiness), and *happiness* has the suffix *-ness*, I know that this has to be a noun. This tells me that the boy has the quality or condition of being happy.”



Check for Understanding

Exit Slip: Direct students to identify the root word or the suffix in each sentence:

- The **kind** girl returned the lost puppy to its owner. (*root*)
- The puppy’s **sickness** prevented it from finding its way home. (*suffix*)
- The owner gave the girl a reward out of the **goodness** of his heart. (*suffix*)

- Direct students’ attention to Activity Page 6.1.
- Explain to students they will now work independently to create their own sentences using the suffix *-ness*.
- Read the directions aloud to students before releasing them to complete the activity page.
- Circulate the classroom and answer any questions students may have.
- If time permits, ask for students to share their original sentences.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U4 L6 |
| Activity Name | Changing Words |
| Proficiency Levels | |
| Entering | Student explains the meaning of each word by drawing a picture and/or dictating associated words and phrases with 1:1 support. |
| Emerging | Student explains the meaning of each word by writing sentences that include frequently used words and phrases with substantial support. |
| Transitioning | Student explains the meaning of each word by writing sentences that include some precise vocabulary with moderate support. |
| Expanding | Student explains the meaning of each word by writing sentences that include precise vocabulary with little support. |
| Bridging | Student independently explains the meaning of each word by writing sentences that include precise vocabulary. |

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

7

On the Road . . . Again

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write personalized definitions for academic vocabulary words.

Reading

Students will engage in a partner reading of Chapter 8 of *Adventures of Don Quixote* and summarize the chapter's main points.

Writing

Students will write original claims using modal verbs.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Claim It!** [Activity Page 7.1]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|---|
| Vocabulary Building | | |
| My Word Bank— <i>glamorous</i> | 5 min. | ❑ My Word Bank |
| Read About It | | |
| Partner Reading: Chapter 8 | 10 min. | ❑ <i>Adventures of Don Quixote</i> , Chapter 8
❑ Reading Journal |
| Write About It | | |
| Writing a Claim | 15 min. | ❑ Activity Page 7.1 |

ADVANCE PREPARATION

Vocabulary Building

- Post the following vocabulary words and corresponding definitions on the board/chart paper:

Adventures of Don Quixote

My Word Bank

- **glamorous:** attractive and fascinating

Read About It

- Read Chapter 8.
- Arrange student reading pairs for Chapter 8 paired-reading activity.

Write About It

- Arrange student groups for the Think-Pair-Share activity on Activity Page 7.1.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write personalized definitions for the term glamorous
- Demonstrate comprehension of *Adventures of Don Quixote* by summarizing major story events
- Make inferences and predictions based on text evidence
- Write original claims using modal verbs to express an opinion

Language Forms and Functions

I think Don Quixote and Sancho Panza will...

On page _____, _____ (character) says/thinks/does _____. This shows that...

One example of a modal verb is _____.

Modal verbs are used to...

In my opinion, _____.

I believe that...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | glamorous | |

Lesson 7: On the Road. . . Again

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK—GLAMOROUS (5 MIN.)**My Word Bank**

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their Activity Book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
 - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.



Writing Selecting Language Resources

Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as, “How would you explain this word’s meaning to a friend?”

Bridging

Provide students with support as needed by answering clarifying questions.

- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson’s vocabulary word(s).
 - Circulate the room and monitor students’ progress.

Adventures of Don Quixote

My Word Bank

glamorous: attractive and fascinating

Note: Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

Lesson 7: On the Road...Again

Read About It



Primary Focus: Students will engage in a partner reading of Chapter 8 of *Adventures of Don Quixote* and summarize the chapter's main points.

PARTNER READING: CHAPTER 8 (10 MIN.)

- Direct students to open their reading journals and reread their Chapter 6 and 7 summaries.
- Ask students to think about what they've read so far and share with a partner what they think Don Quixote and Sancho Panza's next steps will be (i.e., "Will they leave La Mancha again in search of adventure?").
- **Turn and Talk:** Direct students to turn to a partner and share their thoughts.
- Ask for student volunteers to share their thoughts.
- Place students in prearranged reading pairs.
- Direct students' attention to Chapter 8, "On the Road. . . Again," and read the title aloud.
 - Ask students to raise their hands if their predictions were right.
- Explain that both students will read the first paragraph silently, and then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
 - Model this reading strategy with a student volunteer.
- Circulate the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).

Support

Write sentence starters.
(e.g., Write *I think Don Quixote and Sancho Panza will. . .* on the board for students to use while speaking to a classmate.)

Challenge

What does Sancho mean when he says, "How can I get out of this one?" at the bottom of page 21?

8. On the Road Again

THE niece and the housekeeper thought Sancho was spending too much time in Don Quixote's room, behind closed doors. They suspected the two were planning to leave again, but they had no way to prove it or to stop them. Night came. Knight and squire left again, one for the third time, the other for the second. Destination: El Toboso. Purpose: to seek Dulcinea's blessings.

They arrived in El Toboso late the following evening. All was quiet. There was no one to tell them where Dulcinea lived. Even if there had been people around to ask, how would anyone know about "Dulcinea," a lady produced by Don Quixote's imagination? There was a real farm girl somewhere, but her name wasn't Dulcinea, and the gentleman had seen her only once before.

They rode around the deserted streets until near dawn, when they saw a farmhand going to work. Don Quixote stopped him. "Say, good man, could you tell us where is the palace of the beautiful princess Doña Dulcinea del Toboso?"

"Sir, I don't know," the man replied. "I'm from out of town; I'm only working here for a while. The priest and the sexton live in that house across the street. They might know . . . Hmm . . . but I don't think there's a princess living in this village."

Daylight had come. Don Quixote stayed hidden in a nearby bush while Sancho went to look for the lady he had never seen. Don Quixote asked him to come back quickly.

"What will I do?" Sancho thought. "How can I get out of this one?"

Then he saw three farm girls riding toward him. He ran back to Don Quixote.

"Master, master, Mistress Dulcinea and two other ladies are coming to see you!" he exclaimed.

"You are making fun of me, Sancho," his master said.

"Master, why would I do that? Come out, see for yourself . . . They're beautiful!" Sancho insisted.

Don Quixote got out of the bush. He saw those less than glamorous women.

"Are they far, Sancho?" he asked.

"What do you mean, 'far'? Can't you see them, almost next to you?" Sancho replied.

Sancho grabbed the reins of one of the donkeys. Getting on his knees, he said, "Queen and princess and duchess of beauty! My name is Sancho Panza. I am the squire of that passionate knight you see next to me, the brave Don Quixote de la Mancha, who is in love with you!"

Don Quixote had gotten on his knees next to the girls.

"Dulcinea" was terribly annoyed. What nonsense! They were wasting time, and there was all that work to be done at the field.

"Shut up and move!" she snapped. "We're in a hurry! Move!"

"Won't you soften a little, lovely princess and queen of El Toboso?" Sancho pleaded.

"What do these town folks think we are?" one of the other girls said angrily. "You'd better move or our donkeys will walk all over you!"

Don Quixote moved and asked Sancho to move. Ah, those enchanters! They had done it again. They had just turned lovely Dulcinea into a gross, ordinary, ugly farm girl.

Sancho was relieved. He had gotten away with that one!



Don Quixote had gotten on his knees next to the girls.

- When students have finished reading, hold a brief discussion about the story and review the main points:
 - Don Quixote and Sancho Panza leave home again.
 - They encounter three farm girls, none of whom is Dulcinea.
- Clarify any questions students may have about the reading.
- Direct students to work with their reading partner to write the chapter summary sentence:
 - Tell them to include two parts: Don Quixote and Sancho Panza leave home; they experience an encounter with the farm girls.
- With student input, facilitate discussion to arrive at a summary like the following, and write it on the board for students to copy into their reading journals:
 - *Don Quixote and Sancho Panza leave home to search for Dulcinea. When Sancho identifies one of three ordinary farm girls as Don Quixote's secret love, Don Quixote believes that an enchanter or wizard has cast another spell.*
- Direct students to write the summary in their reading journals.

Lesson 7: On the Road...Again

Write About It



Primary Focus: Students will write original claims using modal verbs.

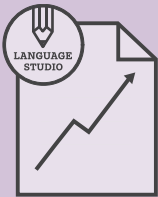
WRITING A CLAIM (15 MIN.)

- Remind students that in Lesson 4, students learned about using modal verbs to express an opinion.
- Ask students the following questions to activate prior knowledge:
 - What are some of the modal verbs you learned?
 - What are the purposes of modal verbs?
- Clarify any questions students may have, and review modal verbs and their purpose as needed.
- Remind students in previous lessons they learned about facts and opinions.
- Ask students to distinguish between the two—fact vs. opinion.
- Remind student that in Lesson 5 they learned about making claims.
- Ask students to define the term *claim* to activate prior knowledge.
- Tell students that today, they will work with a partner to write original claim statements using modal verbs.
- Direct students open their Activity Books to Activity Page 7.1.
- Read the directions aloud.
- Direct students' attention to the topics beneath the modal chart on Activity Page 7.1.
- Explain to students that they will work together to complete the making claims with modal verbs activity.

Support

Allow students to look at their notes in their Activity Books to help them.

Activity Page 7.1



- **Think-Pair-Share:** Place students in prearranged groups and clarify any questions students may have before releasing them to work with partners.
- Direct students to begin working on Activity Page 7.1.
- Circulate the room and answer questions students may have while completing the activity.
- When students have completed the activity page, ask for volunteers to share their sentences.
- Write these sentences on the board and clarify any mistakes students may have made.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U4 L7 |
| Activity Name | Claim It! |
| Proficiency Levels | |
| Entering | Student selects a modal verb from the chart and dictates a simple claim with 1:1 support. |
| Emerging | Student selects a modal verb from the chart and writes a simple claim with substantial support. |
| Transitioning | Student writes a claim and explains the function of a modal verb with moderate support. |
| Expanding | Student writes a claim and explains the function of a modal verb with minimal support. |
| Bridging | Student writes a claim and explains the function of a modal verb independently. |

End Lesson



Writing Supporting Opinions

Entering/Emerging

Provide students with one-on-one support by asking questions such as, "Which modal verb indicates you are sharing your opinion?"

Transitioning/Expanding

Provide students with light support by asking questions such as, "Why would you use this modal verb to complete state your opinion?"

Bridging

Provide students with support by answering questions and referring to the Modal Verb chart as needed.

8

Another Knight and Squire

PRIMARY FOCUS OBJECTIVE(S)**Writing**

Students will write personalized definitions for academic vocabulary words.

Listening

Students will listen actively to a Read-Aloud of Chapters 9 and 10 of *Adventures of Don Quixote* and summarize the chapters' main points.

Writing

Students will identify how supporting evidence strengthens claims/opinion statements.

LANGUAGE PROFICIENCY ASSESSMENT**Writing****Writing Opinions** [Activity Page 8.1]

LESSON AT A GLANCE

| | Time | Materials |
|--|---------|---|
| Vocabulary Building | | |
| My Word Bank— <i>duel</i> , <i>dumbfounded</i> | 5 min. | <input type="checkbox"/> My Word Bank |
| Listen Closely | | |
| Teacher Read-Aloud: Chapters 9–10 | 15 min. | <input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapters 9–10
<input type="checkbox"/> Reading Journal |
| Building Background | | |
| Opinions and Evidence | 10 min. | <input type="checkbox"/> Activity Page 7.1
<input type="checkbox"/> Activity Page 8.1 |

ADVANCE PREPARATION

Vocabulary Building

- Post the following vocabulary words and corresponding definitions on the board/chart paper:

Adventures of Don Quixote

My Word Bank

- **duel:** a fight between two people using weapons
- **dumbfounded:** the state of being shocked or surprised

Listen Closely

- Read Chapters 9–10.
- Write the following sentence summary choices on the board:

Chapter 9

- *Don Quixote duels a man named Samson Carasco, who is disguised as a knight.*
- *Don Quixote and Sancho Panza meet another knight and his squire in the woods.*

Chapter 10

- *Don Quixote wants to fight two lions, but when the driver opens a cage, the lion stays inside.*
- *When they meet a driver with lions, Sancho Panza is frightened that Don Quixote wants to fight them because he thinks Don Quixote would be killed.*
- Write the following sentence on the board/chart paper:
 - *My favorite food is pizza because the cheese is delicious. Cheese contains protein, which is good for you.*

Building Background

- Write the following sentences on the board for the Check for Understanding portion of the Opinions and Evidence segment:
 - *Lions are the scariest animals in the world.*
 - *Lions are one of the scariest animals in the world because they can weigh more than 400 pounds and are almost 6 feet long.*

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write personalized definitions for the terms *duel* and *dumbfounded*
- Demonstrate active listening and comprehension of *Adventures of Don Quixote* by answering text-dependent questions and summarizing major story events
- Strengthen claims by including extreme words (e.g. worst, best) and supporting evidence

Language Forms and Functions

The purpose of this next adventure is...

The farm girls respond to Don Quixote and Sancho Panza by...

On page _____, _____ (character) says/thinks/does _____. This shows that...

_____ is the best/worst _____ (sport/food/etc.) because _____.

The extreme word _____ strengthens my opinion because _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | duel
dumbfounded | |

Lesson 8: Another Knight and Squire

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK—DUEL, DUMBFOUNDED (5 MIN.)

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their Activity Book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
 - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.

- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson's vocabulary word(s).
 - Circulate in the room and monitor students' progress.

Adventures of Don Quixote

My Word Bank

- **duel:** a fight between two people using weapons
- **dumbfounded:** the state of being shocked or surprised

Note: Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

Lesson 8: Another Knight and Squire

Listen Closely



Primary Focus: Students will listen actively to a Read-Aloud of Chapters 9 and 10 of *Adventures of Don Quixote* and summarize the chapters' main points.

TEACHER READ-ALOUD: CHAPTERS 9–10 (15 MIN.)

- Ask students the following questions to activate prior knowledge of the previous day's reading.
 - How do Don Quixote and Sancho Panza set out on adventure again?
 - What is the purpose of this next adventure?
 - How do the farm girls respond to Don Quixote and Sancho Panza?

Note: Allow students to look at their reading journals to review their Chapter 8 summary.

- Clarify any incorrect responses and/or questions students may have.



Writing
Selecting Language
Resources

Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as “How would you explain this word's meaning to a friend?”

Bridging

Provide students with support as needed by answering clarifying questions.

Support

Reread the definition of *duel*, and have two students pantomime the duel between the characters.

Challenge

If time, ask for student volunteers to participate in a *tableau vivant*, role-playing/freezing the events of the chapter.

Direct the students' attention to the image on page 29 to make a prediction about what might happen between Don Quixote and the lion in the next chapter.

- Direct students to Chapter 9, "The Knight of the Wood."
- Tell the students that in this chapter they will need to listen carefully to find out whom Don Quixote and Sancho Panza meet in the woods and what happens.
- Explain to students that you will read Chapter 9, "The Knight of the Wood."
- While reading, pause to answer any questions students may have.
- Throughout this chapter, point out the following key ideas that will help students summarize the chapter:
 - the interaction between Don Quixote and the new squire
 - Don Quixote's response to the new squire's claim that he defeated Don Quixote in a battle
 - the circumstances surrounding the duel between Don Quixote and the new squire

Note: During a *tableau vivant*, students act out a scene from the story (e.g., the duel), but do not move; they are frozen and a living picture of the event.

- Clarify any questions students may have before moving on to Chapter 10, "The Adventure of the Lions."
- Begin reading Chapter 9 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

9. The Knight of the Wood

DON Quixote and Sancho were sleeping in the woods when a noise awakened them. Two men had come on horseback. One of them got off and invited the other to stay. There was good grass for the horses, and peace and quiet for thought, he said.

Don Quixote looked carefully. One of them was wearing armor!

“Sancho, my brother, adventure is before us!” he said.

The other knight heard voices and asked who was there. Don Quixote answered, and they got together. The two squires took off in another direction.

“The life of a squire is indeed hard, isn’t it?” the new squire said.

“It wouldn’t be so bad if we ate regularly,” Sancho replied.

The other one took food out of his saddlebag and they shared it. Then they watched the stars for a while and fell asleep.

Their masters were neither eating nor sleeping. The other knight, who called himself The Knight of the Wood, said to Don Quixote: “The proudest moment of my life came when I defeated that famous knight Don Quixote de la Mancha. I made him confess that my lady Casildea is more beautiful than his Dulcinea.”

“I don’t doubt that you have defeated the bravest knights in all Spain, but not Don Quixote de la Mancha,” the selfsame said. “Maybe someone who *looked* like him, but not him.”

“Oh, no? I can prove it to you: he’s tall, thin, has a pointy nose, a big fallen mustache, and grayish hair,” the

The Knight of the Wood

other knight boasted. “His squire is a farmer by the name of Sancho Panza. His horse is named Rocinante, and the lady of his dreams is Dulcinea del Toboso.”

“It is absolutely false that you have defeated Don Quixote de la Mancha! I am Don Quixote de la Mancha, and you have never defeated me. I’ll prove it to you with the strength of my arms!”

“So will I, as soon as day breaks,” his opponent said confidently.

Sancho was speechless when he heard the news. A duel! He feared for his master. The other squire suggested they, too, fight while their masters fought. That was the custom in his homeland, he said. Sancho replied that he was not going to fight—he had been a peaceful man all his life and intended to remain one.

In broad daylight, Sancho saw an enormous nose on the other squire. “This time it must really be some kind of magic!” he thought. Don Quixote, on the other hand, could not see his opponent’s face, but he did see his armor. It was completely covered with tiny mirrors. He noticed, too, that the knight was a small man carrying an enormous lance.

“The winner of our fight will decide the fate of the loser,” The Knight of the Wood said.

“Agreed,” Don Quixote answered.

Sancho climbed a tree to see the battle better—or, as Don Quixote accused him later, “to have a better view without any danger.”

They fought. Don Quixote easily defeated the other knight. The fallen man looked dead. His squire—without the horrible nose—came running. So did Sancho, who wanted his master to kill the challenging knight. But then Don Quixote and Sancho saw the very figure of Samson Carrasco, the university graduate. And without the false nose, they discovered Tomé Cecial, Sancho’s neighbor!

The Knight of the Wood came to. Don Quixote put the sword to his chest. He made his opponent confess that Dulcinea was far superior and more beautiful than his

Argentina Palacios

Casildea. That the two men looked so familiar puzzled him a bit, but he concluded that they were not the men they seemed to be. "Oh, they're just look-alikes sent by the enchanters. My enemies enjoy confusing me," he said.

Of course, there was no enchantment involved. Samson had planned the scheme, thinking that he could easily defeat his friend and make him go back home. Unfortunately for Samson, he had been very wrong.

- Direct students to Chapter 10, “The Adventure of the Lions.”
- Tell the students that in this chapter they will need to listen carefully to find out whom Don Quixote and Sancho Panza meet in the woods and what happens.
- Explain to students that you will read Chapter 10, “The Knight of the Wood.”
- While reading, pause to answer any questions students may have.
- Throughout this chapter, point out the following key ideas that will help students summarize the chapter:
 - how cottage cheese gets in Don Quixote’s helmet
 - how Sancho Panza explains the cottage cheese
 - Don Quixote’s interaction with the lion keeper
 - Don Quixote’s interaction with the lions
 - Don Quixote’s misunderstanding regarding wizards/magicians sending enemies after him
- Clarify any questions students may have before asking them to write a summary of this chapter in their reading journal.
- Begin reading Chapter 10 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

10. The Adventure of the Lions

VICTORY had a sweet taste. That taste was still with Don Quixote when they met a gentleman wearing a green overcoat. They decided to travel together, since they were going in the same direction.

The knight and the gentleman began a lively conversation. They talked about the man's family, what everyone did, and how his son who was a student had decided to become a poet. It didn't take long for the man in the green coat to think that his new friend was crazy.

Sancho wasn't interested in their talk, however. He saw some shepherds milking their sheep at the side of the road and took a small detour to talk to them. The shepherds had cottage cheese for sale, and Sancho bought some. About the same time, Don Quixote spotted a small caravan flying royal banners. He called his squire, because Sancho had the helmet. Sancho didn't have time to eat the cottage cheese. Since he didn't know what to do with it, he stuffed it in his master's helmet.

Don Quixote put the helmet on. The whey from the cottage cheese started to drip! Somewhat frightened, he asked Sancho for a cloth to clean himself with. Then he took the helmet off and smelled it.

"You traitor and bad friend, this is one of your dirty tricks," he yelled at Sancho. "You put cottage cheese in my helmet. And I thought there was something seriously wrong with me!"

Sancho said sheepishly: "Master, if it's cottage cheese, give it to me, and I'll eat it. But believe me, master, I don't know how that got in there. I think that some wizard must be after me, too, for being your squire."

And as usual, Don Quixote blamed his “enemies.” “Everything is possible, Sancho,” he said.

Their traveling companion could not believe what he had just seen and heard . . . until he saw what came next.

The oxcart with royal banners was at their side now. With it came a cart driver and another man. Don Quixote planted himself in the middle of the road, blocking their way.

“Where to, brothers? What are you carrying in that oxcart? What do those banners mean?” he asked the men.

“The cart is mine,” the driver answered. “I’m transporting two brave lions to the Court. They are a gift to the King. The banners mean that the cargo is His Majesty’s property.”

“Are the lions big?” Don Quixote asked.

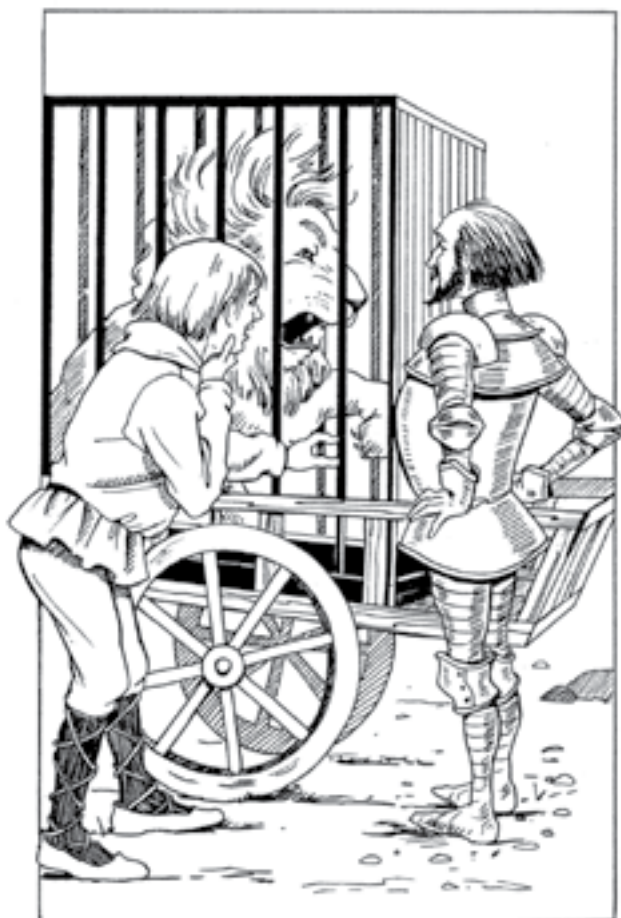
“They’re the biggest that have ever crossed from Africa to Spain,” the lion keeper said. “I should know. I have transported many other lions before, but none like these. The one in the front cage is the male, the other the female. Right now they are very hungry; they haven’t had a thing to eat all day. . . . So, Your Lordship, I suggest you move away and let us go. These animals need to be fed soon.”

Don Quixote smiled with pure joy. “Lions, a couple of puny lions should scare me, eh?” he said. “Good man, since you are the lion keeper, open the cages and let those beasts out. I will show them who Don Quixote de la Mancha is, in spite of the wizards who have sent them to me.”

The man in the green coat mumbled: “No doubt about it, either the man is crazy or the cottage cheese softened his brain!”

Sancho, who heard his remark, said, “No, he’s not crazy, just bold.”

Everybody wanted to convince Don Quixote that it was foolhardy to face the lions. Actually, it was suicide, they said. But all talk failed, and those present scattered as fast and as far away as they could before the cage was opened. Sancho cried deep, heartfelt tears. “Oh, my master, my



"Good man . . . open the cages and let those beasts out."

friend, is going to become a lion's dinner," he said between sobs.

Under threat, then, the lion keeper opened one cage. Don Quixote thought for a minute. Should he face the lion on horseback or on foot? On foot, he decided; "Rocinante might get scared by the sight of the lion."

The lion turned around in his cage, then stretched. He opened his mouth and yawned, then showed a huge tongue and cleaned his face with it. Next he stuck his face out of the cage and looked around, his eyes like burning coals. Don Quixote stared at him. He wished with all his heart that the beast would jump on him so he could strangle it with his bare hands.

The lion, on the other hand, wasn't interested. He turned around, showed his back to the knight, and sat down again in his cage.

Don Quixote was furious. He wanted the lion keeper to make the lion mad. The lion keeper said he would not: "No, Your Lordship; the lion had the cage open and didn't feel like coming out. You have proved beyond all doubt that you are a brave and courageous man. The lion didn't want to fight; the shame is on him."

Don Quixote was satisfied with this reasoning, and called all the others. They were dumbfounded at seeing him in one piece, without even a scratch! The lion keeper filled them in on the details of what they had missed, actions and words. "As soon as I arrive at the Court, I will personally tell His Majesty of Don Quixote's courage," he said.

Sancho, on Don Quixote's orders, gave the driver and the lion keeper a little money to make up for the delay. The men went happily on their way, relieved that nothing had happened when they had expected the worst.

From now on, Don Quixote announced, "I shall proudly bear the title 'Knight of the Lions' next to my own name."

Reading Journal

- Remind students that after reading a chapter, one way to keep track of the details they read is to write a summary:
 - Remind students that a summary is a very short version of the text that includes only the most important information.
- Direct students to the reading journal in their Activity Books.
 - Remind students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like *Adventures of Don Quixote*.
- Direct students' attention to sentence(s) written on the board and have them choose one of the sentence summaries for each chapter to include in their reading journal:

Chapter 9

- *Don Quixote duels a man named Samson Carasco, who is disguised as a knight.*
- *Don Quixote and Sancho Panza meet another knight and his squire in the woods.*

Chapter 10

- *Don Quixote wants to fight two lions, but when the driver opens a cage, the lion stays inside.*
- *When they meet a driver with lions, Sancho Panza is frightened that Don Quixote wants to fight them because he thinks Don Quixote would be killed.*
- Direct students to write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate in the classroom and answer any questions students may have.

Challenge

Have students revise the sentence summaries in their own words.



Listening Listening Actively

Entering/Emerging

Offer students one-on-one support asking questions about the chapters events, and explain to students how the summaries reinforce the events in the chapter.

Transitioning/Expanding

Offer students light support asking students to explain how the summaries reinforce the events in the chapter.

Bridging

Offer students support as needed regarding chapter summaries and clarify any questions they may have.

Lesson 8: Another Knight and Squire

Building Background



Primary Focus: Students will identify how supporting evidence strengthens claims/opinion statements.

OPINIONS AND EVIDENCE (10 MIN.)

Support

Explain that in writing, to *expand* means to add to and provide more details.

Remind students about the differences between facts and opinions.

Challenge

Ask students what other terms are used to refer to facts and opinions (e.g., *evidence* and *claims*).

Support

Remind students what it means to *persuade* someone.

- Remind students that in previous lessons they learned about making claims and identifying evidence.
- Tell students that today they will expand their original claim statements they wrote in Lesson 7 by providing supporting evidence.
- Direct students' attention to the sentence on the board/chart paper:
 - *My favorite food is pizza because the cheese is delicious. Cheese contains protein, which is good for you.*
- **Turn and Talk:** Direct students to turn to a partner to identify the fact and the opinion in these sentences.
- Ask for students to volunteer their answers.
- Underline the opinion statement once, the factual statement twice:
 - *My favorite food is pizza because the cheese is delicious. Cheese contains protein, which is good for you.*
- Remind students that when making claims, including evidence (*facts*) makes the statement more persuasive.
- Tell students they are now going to practice making claims with supporting evidence by revising the above sentence.
- Write the following sentences on the board beneath the opinion statement:
 - *Pizza is the best food. The cheese is delicious and contains calcium, which is good for you.*

- Explain that the first sentence, *Pizza is the best food*, is a claim. The second sentence is the evidence (fact/reason) that supports the claim.
 - Emphasize that the evidence (fact/reason) helps to convince people that pizza is the best food.
 - Explain that without the piece of evidence, the only thing that remains in the claim is an opinion.



Check for Understanding

Thumbs-Up, Thumbs-Down: Orate the statements on the board/chart paper and ask students to give a thumbs-up if they agree or a thumbs-down if they think that the statement is persuasive:

- Lions are the scariest animals in the world. (*thumbs-down*)
- Lions are one of the scariest animals in the world because they can weigh more than 400 pounds and are almost 6 feet long. (*thumbs-up*)

Clarify the answers for students who may have selected incorrectly.

- Direct students to the claim statements they wrote in Activity Page 7.1.
- Tell students they will rewrite these statements without using modal verbs.
- Remind students that when writing, opinion statements including extreme words such as *best*, *worst*, *better*, *nicer*, and so on., strengthen the opinion.
- Direct students to Activity Page 8.1.
- Read the directions aloud and clarify any questions students may have before releasing them to complete Activity Page 8.1 independently.
- Direct students to begin working on Activity Page 8.1.
- Circulate in the room and answer questions students may have while completing the activity.
- When students have completed the activity page, ask for volunteers to share their sentences.
- Write these sentences on the board and clarify any mistakes students may have made.



Writing Supporting Opinions

Entering/Emerging

Provide students with one-on-one support by asking questions such as, “What extreme word are you using to state your opinion?”

Transitioning/Expanding

Provide students with light support by asking questions such as, “How does this word choice strengthen your opinion?”

Bridging

Provide students with support by answering questions and reminding students of extreme words that can strengthen opinion statements.

Activity Page 8.1



LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U4 L8 |
| Activity Name | Writing Opinions |
| Proficiency Levels | |
| Entering | Student selects an extreme word from a list or model and states an opinion statement with 1:1 support. |
| Emerging | Student selects an extreme word from a list or model and writes an opinion statement with substantial support. |
| Transitioning | Student writes an opinion statement that includes an extreme word and supporting evidence with moderate support. |
| Expanding | Student writes an opinion statement that includes an extreme word and supporting evidence with minimal support. |
| Bridging | Student independently writes an opinion statement that includes an extreme word and supporting evidence. |

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


9

Knight of the Lions

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will engage in a close reading of Chapters 11–12 of *Adventures of Don Quixote* and summarize the chapters' main points.

Writing

Students will write personalized definitions for academic vocabulary words.

Students will apply understanding of how opinions/arguments are organized to express ideas.

FORMATIVE ASSESSMENT

Writing

Supporting Opinions [Activity Page 8.1]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Identifying Key Details [Reading Journal]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|--|
| Vocabulary Building | | |
| My Word Bank— <i>balcony</i> | 5 min. | <input type="checkbox"/> My Word Bank |
| Read About It | | |
| Close Reading: Chapters 11–12 | 15 min. | <input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapters 11–12
<input type="checkbox"/> Reading Journal |
| Write About It | | |
| Text Structure | 10 min. | <input type="checkbox"/> Opinion statements from Lesson 8 |

ADVANCE PREPARATION

Vocabulary Building

- Write the following vocabulary words and corresponding definitions on the board/chart paper.

Adventures of Don Quixote

My Word Bank

- **balcony:** a raised platform on the side of a building

Read About It

- Pair students for partner reading Chapter 12.
- Post the following sentence summaries on the board/chart paper:
 - (Chapter 11) *Master Peter, the puppeteer, puts on a show in honor of Don Quixote and Sancho. Don Quixote is confused and believes the puppet show is real and that he must save Dona Melisendra from the Moors. Don Quixote destroys all the puppets and Master Peter is furious. Don Quixote pays for the damage, not realizing that Master Peter is actually the escaped convict from earlier in the story.*

- (Chapter 12) *Don Quixote* sees a beautiful woman with a hunting party. *Don Quixote* instructs *Sancho* to offer this woman their services. The Duke and Duchess play along, pretending *Don Quixote* is a famous knight. The Duke and Duchess are amused by their house guests and tells *Sancho* that he will be the governor of one of the Duke's islands.
- Write this sentence from Lesson 8 on the board: *My favorite food is pizza because the cheese is delicious.*
- Have the students' opinion sentences from Lesson 8 prepared to distribute.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write a personalized definition for the term balcony
- Demonstrate comprehension of *Adventures of Don Quixote* by answering text-dependent questions and summarizing major story events
- Refine and strengthen claims with reasons and facts

Language Forms and Functions

The word puppeteer means...

The characters in the puppet show are...

I predict _____ because _____.

On page _____, _____ (character) says/thinks/does _____. This shows that...

The difference between a fact and an opinion is...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| puppeteer | balcony | |

Lesson 9: Knight of the Lions

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK—BALCONY (5 MIN.)

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their Activity Book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
 - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.



Writing Selecting Language Resources

Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as, "How would you explain this word's meaning to a friend?"

Bridging

Provide students with support as needed by answering clarifying questions.

- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson's vocabulary word(s).
 - Circulate in the room and monitor students' progress.

Adventures of Don Quixote

My Word Bank

- **balcony:** a raised platform on the side of a building

Note: Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

Lesson 9: Knight of the Lions

Read About It



Primary Focus: Students will engage in a close reading of Chapters 11–12 of *Adventures of Don Quixote* and summarize the chapters' main points.

CLOSE READING: CHAPTERS 11–12 (15 MIN.)

- Ask students to recall the adventures Don Quixote and Sancho Panza had in the last chapter. (*Don Quixote stops a royal transport and wanted to fight the lion on board. The lion would not come out of the cage, but the people praise Don Quixote for his bravery. Don Quixote dubs himself "Knight of the Lions."*)
- Ask students to think of some examples in which Don Quixote does not fully understand the situation he is in. (*thinking the windmills are giants; meeting the unattractive farm girls and believing they are fair maidens; searching for Lady Dulcinea, who does not actually exist*)
- Tell students that while they are reading Chapters 11 and 12, they should look for examples of ways in which Don Quixote misunderstands things and how Sancho Panza is the one who knows what is really happening.

Reading Chapter 11

- Explain to students that you will begin reading Chapter 11 aloud while they follow along in their Activity Book.
- Read the first page of Chapter 11 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

11. The Puppet Show

ONE day, Don Quixote and Sancho stopped at an inn. Later on, a man with a green eye patch came to the same place. He wanted a room, and the innkeeper, on recognizing him, said, "Of course. I'd give you a room if I had to take it away from the most powerful duke in Spain."

The man went back outside for his belongings. Don Quixote wanted to know who that stranger, so well received, was.

"He's a very famous puppeteer, that Master Peter," said the innkeeper. "He goes from town to town with a puppet show and a most unusual monkey, who can answer questions. The animal knows about the present and the past! You ask him a question, he jumps on his master's shoulder and whispers the answer. Master Peter then tells you what the animal said."

The man came back at that moment. The monkey got on his shoulder and started whispering, without being asked any questions. Master Peter got on his knees in front of Don Quixote. Hugging the knight's knees, he said, "I embrace the knees of the most famous of all knights, Don Quixote de la Mancha, fighter of evil and savior of the unfortunate."

How surprised Don Quixote was!

The man went on, "You, Sancho Panza, are the best squire of the best knight in the world!"

Sancho's eyes were as big as saucers.

"Now, in honor of you both and the other people at this inn," said Master Peter, "we're going to have a puppet show."

The stage was set. Master Peter went behind the scenes

- Ask the students to locate the word *puppeteer*. (paragraph 3)
- Ask students to determine the meaning of the word *puppeteer* using context clues within paragraph three.
- **Turn and Talk:** Have students share the meaning of puppeteer in their own words.
- Have students make predictions about how the puppeteer knew of Don Quixote and Sancho Panza.
- Record a few predictions on the board/chart paper.
- Explain that we need to continue reading to figure out how the puppeteer knew Don Quixote and Sancho.
- Read aloud the remainder of Chapter 11.

to handle the puppets. A young boy stood by the side to explain the action and show with a pointer the different figures that were coming on stage.

There was a blast of drums and trumpets.

"This is the true story of Doña Melisendra, wife of Don Gaiferos, on the occasion of her rescue from the prison in which the Moors had her in Spain," the boy said. "Emperor Charlemagne, Melisendra's father, is coming to scold his son-in-law Don Gaiferos for wasting his time playing chess. Now Don Gaiferos runs to her rescue! He comes to the tower where she's held prisoner. Now Don Gaiferos arrives; Doña Melisendra climbs down the balcony and jumps on her husband's horse."

The boy kept pointing at the puppets moving around the stage. He went on: "Oh, what bad luck! Her skirt gets caught in the iron bars of the balcony. She's hanging, not able to reach the ground! Don Gaiferos grabs her and puts her on his horse; he asks her to hold tight so she doesn't fall. Look at that horse fleeing! But King Marsilio has been warned and starts pursuing the couple. I'm afraid he's going to catch up with them and bring them back tied to his horse's tail, and that's terrible!!!"

Don Quixote stood up and shouted: "I won't let that happen in my presence to the brave knight Don Gaiferos. Stop, you villains! Don't pursue him if you don't want to face me in combat!"

Then, with his sword, he destroyed all the puppets in the show. Heads, legs, and arms flew in all directions.

"They're not *real* Moors, they're just puppets!" Master Peter cried. "You're ruining my show! You're ruining me!"

The confusion was monumental. The monkey ran away. Sancho was scared—he'd never seen his master *so* angry before.

When he finished his task, Don Quixote calmed down and said, "I'd like to see before me all those who claim that knights do no good. I have just saved Don Gaiferos and Doña Melisendra from the wicked Moors. Long live knighthood!"

The Puppet Show

Master Peter was crying real tears. Sancho, saddened by those tears, told him that his master would pay for all the damage.

Don Quixote agreed to pay, but he also said that he was more convinced than ever that wizards were playing tricks on him. It was not the first time that he believed what the eyes of his imagination saw instead of what was real.

Sancho and Master Peter made an estimate of the damage, and Don Quixote paid every last bit of it. All was well and the damage was forgotten. They had dinner together.

But who was that Master Peter? Remember the cocky Ginés de Pasamonte, one of the convicts freed by Don Quixote? This was the same man, now disguised with the eye patch. He was making a living with his traveling puppet show and the monkey fortuneteller.

It was rumored that, before he entered a town, he would ask a few people in the vicinity what was news in the area. That way, the monkey would “know” what to tell. And that’s why he could tell only about the past and the present, not the future. But in the case of Don Quixote and Sancho, no one had to tell anything to anyone. Ginés de Pasamonte remembered them very well.



Check for Understanding

Ask students text-dependent questions to check for listening comprehension. As needed, direct students back into the text to find answers to the questions:

- What was the boy's job during the puppet show?
 - » He explained the action and used a pointer to show the different figures coming on stage.
- Who are the characters in the puppet show?
 - » Doña Melisendra, Don Gaiferos, Emperor Charlemagne, Don Gaiferos's horse, King Marsilio
- Why was Doña Melisendra in the prison?
 - » She had been captured by Spanish Moors.
- Who rescued her?
 - » Don Gaiferos
- When the boy says that the king will chase Doña and her husband, what does Don Quixote do?
 - » Don Quixote stood up, swore he would not allow it to happen, and then destroyed all of the puppets.

- Ask students to locate the word *balcony*. (*paragraph 3*)
- Ask students if anyone knows the meaning of *balcony*. (*a raised platform on the side of a building*)
- Have students revisit their predictions as to how the puppeteer knew Don Quixote and Sancho.
- Tell the students that the puppeteer was mentioned in this book before and ask the students to find the part of the story that tells who Master Peter really is. (*one of the criminals freed by Don Quixote in Chapter 5*)
- Remind students that during the reading, they were to be thinking about Don Quixote and his misunderstandings.
- Ask students to talk to a partner about the misunderstanding they identified in Chapter 11.
- Have some students share their discussions with the whole group.

Partner Reading

- Place students in prearranged reading pairs.
- Explain that both students will read the first paragraph silently, and then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
 - Model this reading strategy with a student volunteer.
 - Circulate in the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).

12. At the Duke's Palace

AFTER leaving the inn, Don Quixote and Sancho traveled around the countryside for a while. One day, near a wood, they saw a large hunting party. A beautiful lady, mounted on a magnificent white horse, was in the center of it.

"Sancho, go to that beautiful lady," Don Quixote said. "Tell her that I, the Knight of the Lions, kiss her hands and am willing to serve her with the strength of my arms if Her Highness permits."

Sancho went and introduced himself. The beautiful hunter didn't let him remain on his knees, for he was the squire of a very famous knight, she said.

"Tell your master that he is welcome. He may come and serve me and my husband, the Duke, in a palace we have near here."

"So beautiful," Sancho thought, "and so sweet." He brought the message to Don Quixote, who immediately hurried to meet her.

She, meanwhile, had called the Duke aside. They decided to amuse themselves by treating Don Quixote as the novels of knighthood said knights should be treated.

The Duke, the Duchess, and Don Quixote rode toward the palace. Sancho and the rest of the party followed. The Duke himself went ahead of the others to prepare the palace for the guests' arrival!

When Don Quixote got off his horse, two beautiful ladies put a scarlet robe on his shoulders. Then the corridors filled with servants chanting, "Welcome to the flower and cream of knighthood!" They sprayed perfume over him, the Duke, and the Duchess. In a big hall decorated

At the Duke's Palace

with silk and brocade, six ladies helped him take off his armor. After that, twelve pages escorted him to a richly decorated table with four settings. Everybody had a hard time keeping from laughing at the knight and the squire.

There was a solemn-looking clergyman with the Duke and Duchess in the dining room. Don Quixote was asked to sit at the head of the table. The clergyman sat opposite him, with the Duke on one side and the Duchess on the other.

The Duchess wanted to know about Dulcinea. "Have you sent her any giants lately to pay respects, dear Don Quixote?" she asked.

"Yes, Your Highness," he confessed, "but my luck is such that one of my enemies has transformed her into an ordinary farm girl."

The serious-minded priest, hearing all that talk about giants and enchantments, imagined that this must be the hero of the book the Duke liked to read often. So he said to Don Quixote, "Who has told you that you are a knight, you fool? Who has charged you with the job of fighting evil creatures? Go back to your home, take care of your children and spouse, and of your affairs. Stop roaming around, being everybody's laughingstock!"

Don Quixote stood up, shaking from head to toe. "Be thankful that I respect your priestly state," he said. "But tell me, Your Grace, why do you order me to take care of wife and children without knowing whether I have any? Going through the world righting wrongs and punishing evil is no easy task, but it is satisfying work. And if I am called a fool for that, say something in my defense, Honorable Duke and Duchess."

The priest addressed the squire next. "Are you, by chance, that Sancho Panza to whom his master promised an island to govern?"

"Yes, Your Holiness," Sancho answered. "And I deserve it as much as anyone."

Host and hostess were having the time of their lives. They would not let the priest spoil their fun. The Duke

Argentina Palacios

said to Sancho, "Sancho, my friend, I, in the name of the great Don Quixote, appoint you governor of one of my islands."

"Kneel, Sancho," commanded Don Quixote, "and kiss His Highness's feet."

Sancho did as he was told. The priest could not bear it any longer. "You are *all* crazy," he said. "I shall not set foot in this palace as long as those foolish guests remain here."

- When students have finished reading, hold a brief discussion about the story and review the main points.
 - Clarify any questions students may have about the reading.
- Redirect students' attention to the sentence(s) written on the board and read the sentence(s) summary aloud.

Reading Journal

- Remind students that after reading a chapter, one way to keep track of the details they read is to write a summary:
 - Remind students that a summary is a very short version of the text that includes only the most important information.
- Direct students to the Reader's Journal in their Activity Books.
 - Remind students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like *Adventures of Don Quixote*.
- Direct students' attention to sentence(s) written on the board and have them write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate in the classroom and answer any questions students may have.

Reading Journal



Reading Reading/Viewing Closely

Entering/Emerging

Offer students one-on-one support by asking questions about the chapter's events, and explain to students how the summaries reinforce the events in the chapter.

Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

Bridging

Offer students support as needed regarding chapter summaries and clarify any questions they may have.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|------------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U4 L9 |
| Activity Name | Identifying Key Details |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning | Student highlights key details and answers simple text-dependent questions with moderate support. |
| Expanding | Student highlights key details and answers open-ended questions about the text with moderate support. |
| Bridging | Student highlights key details and answers open-ended questions about the text with minimal support. |

Lesson 9: Knight of the Lions

Write About It



Primary Focus: Students will apply understanding of how opinions/arguments are organized to express ideas.

TEXT STRUCTURE (10 MIN.)

- Review with students that the text structure of narrative writing, like *Adventures of Don Quixote*, usually has a predictable sequence of events.
- Explain to students that a narrative usually tells what happened in order. There is a beginning, middle, and end.
- Remind students a narrative has characters that do something interesting or funny in a place that is described well in the story. This place is called the setting.
- Tell students that another type of writing is opinion. The writer must state an opinion and then support it with reasons or facts.
- Ask students what the difference is between a fact and an opinion.
- **Turn and Talk:** Have students talk with a peer and share an example of a fact and an opinion.
- Write this sentence from Lesson 8 on the board: *My favorite food is pizza because the cheese is delicious.* Explain that you are going to add an additional sentence with a fact.
- Write this sentence: *Cheese contains calcium and protein, which are good for you.*
- Explain that this is a fact that supports the opinion.
- Distribute the students' claim statements from Lesson 8. Ask each student to write an additional sentence on the same page that is a reason or fact to support the opinion.
- Encourage students to reread Chapters 11–12 at home for deeper comprehension and fluency.

End Lesson



Writing
Understanding
Text Structure

Entering/Emerging

Offer students one-on-one support with creating the additional sentence.

Transitioning/Expanding

Offer students moderate support with developing and revising their additional sentences, providing clarification on statements of opinion vs. fact.

Bridging

Offer students occasional support with revising and editing their additional sentences, providing clarification on statements of opinion vs. fact.

10

Wisdom or Foolishness?

PRIMARY FOCUS OBJECTIVE(S)

Reading

Students will engage in a close reading of Chapters 13–14 of *Adventures of Don Quixote* and summarize the chapters' main points.

Writing

Students will write a claim and justify it with a reason and a fact.

Students will write personalized definitions for academic vocabulary words.

FORMATIVE ASSESSMENT

Reading

Identifying Key Details [Informal Observation]

Reading

Wisdom or Bad Advice? [Activity Page 10.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Don Quixote's Wisdom [Activity Page 10.2]

LESSON AT A GLANCE

| | Time | Materials |
|---|---------|--|
| Vocabulary Building | | |
| My Word Bank— <i>scorched</i> , <i>wisdom</i> | 5 min. | <input type="checkbox"/> My Word Bank |
| Read About It | | |
| Close Reading: Chapters 13–14 | 15 min. | <input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapters 13–14
<input type="checkbox"/> Activity Page 10.1
<input type="checkbox"/> T-chart
<input type="checkbox"/> Sticky notes
<input type="checkbox"/> Reading journal |
| Write About It | | |
| Writing a Claim | 10 min. | <input type="checkbox"/> Activity page 10.2 |

ADVANCE PREPARATION

Vocabulary Building

- Post the following vocabulary words and corresponding definitions on the board/chart paper.

Adventures of Don Quixote

My Word Bank

- **scorched:** burned on the surface
- **wisdom:** knowledge gained from having many experiences in life

Read About It

- Read Chapters 13–14.
- Students will each need 3–4 sticky notes.
- Pair students for partner reading Chapter 14.

- Create a T-chart like the one on Activity Page 10.1 on the board/chart paper.

Wisdom or Bad Advice?

| Positive | Negative |
|----------|----------|
| | |

Write About It

- Post the following sentence frames to assist students in writing a claim:
 - *Don Quixote was a _____ man.*
 - _____ *demonstrates Don Quixote's wisdom.*
 - *Don Quixote was foolish when _____.*

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Write personalized definitions for the terms *scorched* and *wisdom*
- Demonstrate comprehension of *Adventures of Don Quixote* by answering text-dependent questions and summarizing major story events
- Write a claim about Don Quixote's wisdom and support it with three reasons or facts from the text

Language Forms and Functions

On page _____, _____ (character) says/thinks/does _____. This shows that...

Don Quixote was a _____ man.

_____ demonstrates Don Quixote's wisdom.

Don Quixote was foolish when _____.

In my opinion, Don Quixote is/is not a wise man. On page _____, for example, he _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | scorched
wisdom | |

Lesson 10: Wisdom or Foolishness?

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK—*SCORCHED, WISDOM* (5 MIN.)

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students that they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their Activity Book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
 - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.



Writing Selecting Language Resources

Entering/Emerging

Provide students 1:1 support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as, “How would you explain this word’s meaning to a friend?”

Bridging

Provide students with support as needed by answering clarifying questions.

- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson’s vocabulary word(s).
 - Circulate in the room and monitor students’ progress.

Adventures of Don Quixote

My Word Bank

- **scorched:** burned on the surface
- **wisdom:** knowledge gained from having many experiences in life

Note: Read the definition for the vocabulary word(s) aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

Lesson 10: Wisdom or Foolishness?

Read About It



Primary Focus: Students will engage in a close reading of Chapters 13–14 of *Adventures of Don Quixote* and summarize the chapters' main points.

CLOSE READING: CHAPTERS 13–14 (15 MIN.)

Teacher Reading Chapter 13

- Explain to students that you will begin reading Chapter 13 aloud while they follow along in their Activity Book.
- Tell students to listen carefully to find out who played tricks on Don Quixote and Sancho Panza.
- Begin reading Chapter 13 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

13. The Adventure of the Wooden Horse

EVERYONE at the palace was having a grand time playing tricks on the knight and the squire. The Duke and Duchess played many themselves, and they also encouraged their servants to come up with ideas of their own.

One fine afternoon, while Duke, Duchess, and guests were in the garden, twelve young ladies came in two lines. Following them was an older lady. All thirteen had their faces covered by thick black veils.

The older lady said they were looking for Don Quixote de la Mancha and Sancho Panza. Her voice was a little deep, but no one paid much attention to that. She said she had heard of the knight's courage and deeds. Both Sancho and Don Quixote stood up and identified themselves.

She said she was Countess Trifaldi, governess of Princess Antonomasia, from the kingdom of Candaya. The very young princess fell in love with Don Clavijo, and on her own agreed to be his wife. But Don Clavijo was only a knight, and Princess Antonomasia was the heir to the throne. Then, one day, giant Malambruno, a wizard, came riding a wooden horse and turned Antonomasia into a bronze monkey and Clavijo into a crocodile of an unknown metal. The giant left a note saying: "They shall not return to their natural shapes until the brave knight from La Mancha himself fights me."

Countess Trifaldi explained that she and the ladies who served in the palace had been punished too: they all grew beards overnight. They lifted their veils and showed.

Don Quixote was moved. He could not see that these were not women but men dressed in women's clothing. He promised to save them all. Countess Trifaldi said that

Malambruno would send a flying wooden horse to take the knight to fight with him. It was a horse made for two, a horse for knight and squire. The horse was named Clavileño. His reins were wooden pegs. “He’s very swift, Your Grace,” she said.

Sancho was unhappy about this trip. He wanted to stay with the Duchess when his master went to fight, but Don Quixote said he must go or the spell wouldn’t be broken.

Clavileño came on the shoulders of four big, monstrous-looking men. One of the monsters said that both riders should be blindfolded and should remain blindfolded until the horse neighed.

Don Quixote mounted willingly, Sancho less willingly. The master squeezed the wooden peg, and the veiled “women” started shouting their good wishes.

“God be with you.”

“Look at that—fast as an arrow.”

“Sancho, hold tight, don’t fall.”

“Master,” Sancho asked, “how can we be flying so high if we can still hear their voices?”

“This is no ordinary adventure,” Don Quixote answered. “Don’t pay attention to that. Don’t be afraid, Sancho.”

“Master, I feel so much air, it feels like bellows.”

Sancho was right; the pranksters were blowing air from bellows to make the riders believe they were flying. But Don Quixote said they were arriving at the second region of space, where hail and snow come from. “After this, in the third region, there’s fire,” he predicted.

After having fun for a while, the people decided to end the adventure. They set fire to Clavileño’s tail. The horse was full of firecrackers; it flew into hundreds of pieces. Don Quixote and Sancho were thrown to the ground, half scorched.

Knight and squire got up in pitiful shape. They were astonished to see themselves in the same garden they had left. So many people were lying on the ground, too! They were even more astonished when they saw this sign hanging from a lance:



"Sancho, hold tight, don't fall."

Argentina Palacios

The renowned Don Quixote de La Mancha ended the adventure of Countess Trifaldi on the first try. Malambruno is satisfied. The beards of the young women are gone. Don Clavijo and Doña Antonomasia are returned to their previous shapes.

The Duke and Duchess “woke up,” as “surprised” as the others. The Duke read the sign, too, and with open arms went to embrace Don Quixote, “the best knight of all times.”

Sancho was asked about the trip. “Oh, I saw many stars . . . some looked like little bears,” he said.

Duke and Duchess would have something to laugh about for a long time, and Sancho, something to remember and talk about all his life.



Check for Understanding

Ask the students who was playing tricks on Don Quixote and Sancho Panza. (*everyone at the palace, including the Duke, the Duchess, and the servants*)

- Ask students text-dependent questions to support a retell of Chapter 13.
- Ask students:
 - Why were men dressed in women's clothes? (*They were trying to trick Don Quixote.*)
 - How did the people try to make Don Quixote and Sancho believe they were flying through the air? (*blowing air from bellows*)
 - What caused the flying horse to explode into pieces? (*firecrackers*)
 - Were Don Quixote and Sancho hurt? (*They fell to the ground and were scorched, or burned.*)
 - At the end of the chapter, what did Don Quixote believe? (*that he had ridden on a flying horse that exploded*). What did Sancho believe? (*that all of it was faked*)
- Record notes on the board/chart paper for students to reference when writing the chapter summary.
- Tell the students that in Chapter 14, Sancho will go to rule the island as Don Quixote had promised him.

Partner Reading Chapter 14

- Place students in prearranged reading pairs.
- Explain that both students will read the first paragraph silently, and then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
 - Model this reading strategy with a student volunteer.
 - Circulate in the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).
- Give the pairs sticky notes and ask them to write down examples of advice that Don Quixote gives to Sancho on each note.
- Explain that as students finish partner reading Chapter 14, they will stick their notes to the T-chart on Activity Page 10.1.
- Tell students to stick the examples of “good” advice in the left-hand column of the T-chart, and examples of “bad” advice to the right-hand column of the T-chart.

Informal Observation



Activity Page 10.1



14. Don Quixote Advises Sancho

IT was time for Sancho to go to the island, and the Duke asked him to get ready.

“I don’t have to get any special clothing,” Sancho said. “In any fashion, I’m the same old Sancho Panza.”

“True,” said the Duke. “Still, one should dress according to what one does—a soldier doesn’t dress like a priest, and a lawyer doesn’t dress like a soldier.”

The decision was that part of Sancho’s wardrobe would be like that of a lawyer or judge, and part like a military uniform. But Sancho said there and then that he would not part with his own poor clothes; he would take them with him.

Don Quixote asked for permission to be alone with Sancho. He wanted to talk to the new governor in private. Most of all, he wanted to give him advice for his new life. These are some of the words of advice he gave:

“Sancho, my son, I thank heaven for your happiness, which you have found even before I found my reward. If you look at it carefully, it is just luck. I’m telling you this because I don’t want you to think it’s your worth alone.”

Sancho was paying strict attention. Don Quixote continued, “First of all, my son, you should fear God. Fear of God is wisdom, and with wisdom you cannot make mistakes.

“Second, you should put your eyes upon yourself, that is, you should know yourself, which is the most difficult knowledge of all. If you know yourself, you don’t put on airs; if you do put them on, it will only come out that you were a swineherd before. Be proud of what you are. You should never be ashamed of your family of farmers and la-

borers. No one will make fun of you if you are proud of yourself and your relatives.

“Look, Sancho, you should always do good, and not envy anyone who has more than you. Material things are acquired, and virtue is more valuable than material things.

“If a relative of yours comes to the island while you’re governor, treat him or her very well. If you bring your wife with you, teach her, because she’s not educated. Help her to be polite. Manners are important for people in public life.

“A poor person’s tears should make you feel pity, but if a rich person complaining about the poor one is right, you should do justice.

“Always try to discover the truth through the promises and gifts of a rich person as well as through the sobs of a poor one.

“When you must apply the law, do not impose all the weight of it on the convict. It is better to be compassionate than too stern.

“If you must pass sentence on a matter in which an enemy of yours is involved, forget you are not friends. Look only at the truth of the matter.

“Above all, Sancho, be devout and merciful. God likes mercy.

“If you follow these rules, you shall live a long life, and become famous throughout the world. That’s all I’m telling you about spiritual matters. Now let me give you advice about manners.

“The first thing you must remember is to be clean and clip your fingernails. Don’t be sloppy. People will think you’re disorganized if they see you unkempt.

“Don’t eat garlic and onion, especially when you have to meet people. The smell will tell you’re not well bred.

“Don’t overeat. Health is tied to the stomach!

“Don’t drink too much, either. It is not very wise.

“Don’t take too big a bite and don’t belch in front of others.

Don Quixote Advises Sancho

“Don’t oversleep. Get up early and enjoy the day. Remember that hard work breeds good luck, and laziness its opposite.

“And one more thing. Don’t ever discuss family backgrounds, or compare one with another. No one is better than anyone else. You only stand to make enemies when you make comparisons.

“This is all for now, Sancho. Later on, when there’s need, I’ll give you more advice.”

Sancho spoke at long last.

“Master, all the things you said are good, I guess, but what good will they do me? I won’t remember half of them. Give them to me written down. You know I don’t know how to read, but I can give them to someone like the priest to read to me.”

“Heaven help us! You can’t read!” Don Quixote exclaimed. “This is wrong. A governor should know how to read and write! I am serious, Sancho. I want you to learn.”

“Well, master, I know how to sign my name,” Sancho said. “Later, later.”

“May the Almighty guide you in your governorship, Sancho,” his master said. “Let’s say no more. If you are a bad governor, it will be your fault, but the shame will be mine.”

Sancho worried about those final words. “Master, if Your Grace thinks I’m not qualified, I’m resigning right here and now. If the devil is going to take me for being governor, I prefer to go to heaven being my own self: Sancho Panza.”

“That’s enough, Sancho,” Don Quixote said. “You make me very proud. You are capable of being a good governor, not of one but of many islands.”

Support

Have students use the key details recorded on the board/chart paper when drafting their summary statements.



Reading Reading/Viewing Closely

Entering/Emerging

Offer students one-on-one support by asking questions about the chapter's events, and explain to students how the summaries reinforce the events in the chapter.

Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

Bridging

Offer students support as needed regarding chapter summaries and clarify any questions they may have.

Activity Page 10.2



- When students have finished reading, hold a brief discussion about the story and review the main points.
- Record these key details on the board/chart paper.
 - Clarify any questions students may have about the reading.
- Share the advice students recorded on the sticky notes placed on the T-chart.
- Ask students if they agree with the placement of the sticky note on the chart. Have students signal their agreement with a thumbs-up/thumbs-down.
- Tell the students that good advice is sometimes called *wisdom* (knowledge gained from having many experiences in life).
- Divide the students into two groups, and ask one group to write a summary sentence for Chapter 13 and the other to write a summary sentence for Chapter 14.
- Have all students write the summary sentences in their Don Quixote Journals on the appropriate pages.

Lesson 10: Wisdom or Foolishness?

Write About It



Primary Focus: Students will write a claim and justify it with a reason.

WRITING A CLAIM (10 MIN.)

- Remind students they have been learning about opinion writing.
- Ask students what opinion statements often include. (*a claim and reasons or facts to support it*)
- Tell students they are going to write a claim about Don Quixote's wisdom.
- Direct students to Activity Page 10.2.
- Ask students to think about whether or not they believe Don Quixote to be a wise man.
- Have students write a claim stating their opinion, as well as three facts from the text to support that claim.
- Encourage students to reread Chapters 13–14 at home for deeper comprehension and fluency.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U4 L10 |
| Activity Name | Don Quixote's Wisdom |
| Proficiency Levels | |
| Entering | Student uses a sentence frame to write a claim and locates textual evidence with 1:1 support. |
| Emerging | Student uses a sentence frame to write a claim and lists textual evidence with substantial support. |
| Transitioning | Student writes a claim and lists reasons and/or textual evidence with moderate support. |
| Expanding | Student writes a claim and uses signal words to transition between reasons and/or textual evidence with moderate support. |
| Bridging | Student writes a claim and uses signal words to transition between reasons and/or textual evidence with minimal support. |

End Lesson



Writing

Entering/Emerging

Offer students one-on-one support with writing the claim and reasons. Direct students to specific examples in the text to locate textual evidence, and provide sentence frames for writing a claim.

Transitioning/Expanding

Offer students moderate support with choosing the reasons. Guide them back to the text for textual evidence, and provide sentence frames for writing a claim.

Bridging

Offer students occasional support with revising and editing the claim and reasons, and provide sentence frames for writing a claim.

Assessment Day 1

PRIMARY FOCUS OBJECTIVE(S)

Writing

Students will demonstrate understanding of subject/verb agreement, vocabulary, and text structure on a written assessment.

Reading

Students will engage in a close reading of Chapters 15–16 of *Adventures of Don Quixote* and summarize the chapters' main points.

FORMATIVE ASSESSMENT

Writing

Assessment [Activity Page 11.1]

Writing

Don Quixote Vocabulary [Activity Page 11.2]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Identifying Key Details [Reading Journal]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------------|---------|--|
| Write About It | | |
| Text Structure of Opinion Writing | 15 min. | ☐ Activity Pages 11.1–11.2 |
| Read About It | | |
| Close Reading: Chapters 15–16 | 15 min. | ☐ <i>Adventures of Don Quixote</i> , Chapters 15–16
☐ Reading Journal |

ADVANCE PREPARATION

Write About It

- Prepare Activity Pages 11.1 and 11.2 for each student.

Read About It

- Pair students for partner reading Chapters 15 and 16.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Demonstrate understanding of subject/verb agreement, vocabulary, and text structure of opinion writing • Demonstrate comprehension of <i>Adventures of Don Quixote</i> by answering text-dependent questions and summarizing major story events | | |
| Language Forms and Functions | | |
| Sancho surprised the citizens of the island by...
On page _____, _____ (character) says/thinks/does _____. This shows that... | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | dispute
quack | common sense |



Support

Circulate among students to ensure that students understand the task and that responses are correctly placed.



Writing Understanding Text Structure

Entering/Emerging

Provide one-on-one support by prompting the student with questions. (e.g., What happens first when writing an opinion?)

Transitioning/Expanding

Provide moderate support by prompting the student with questions. (e.g., What happens first when writing an opinion?)

Bridging

Provide light support as necessary by prompting the student with questions. (e.g., What happens first when writing an opinion?)

Lesson 11: Assessment Day 1

Write About It



Primary Focus: Students will demonstrate understanding of subject/verb agreement, vocabulary, and text structure on a written assessment.

TEXT STRUCTURE OF OPINION WRITING (15 MIN.)

- Explain to students that today they are going to show what they have learned in the Language Studio so far.
- Direct students to Part I of the assessment, Activity Page 11.1.
- Explain that they will sequence the elements to show the typical structure of opinion writing.
- Have each student complete Part I independently.
- Direct students to Part II of the assessment, Activity Page 11.1.
- Explain that they are to fill in the circle beside the correct form of the verb.
- Have each student complete Part II independently.
- Direct students to Part III of the assessment, Activity Page 11.2.
- Explain that they are to read the word beside each number and find its definition among the ones listed by the letters.
- When they have found a match, they should write the letter of the correct definition beside each number.
- Have each student complete Part III independently.

Lesson 11: Assessment Day 1

Read About It



Primary Focus: Students will engage in a close reading of Chapters 15–16 of *Adventures of Don Quixote* and summarize the chapters' main points.

CLOSE READING: CHAPTER 15–16 (15 MIN.)

- Ask students to recall why Don Quixote gave Sancho Panza so much advice in the last chapter. (*so that when Sancho got to his island, he would be a fine governor*)
- Point out that in the first sentence of the chapter, the word *island* is in quotation marks.
- Ask students why they think this word is in quotation marks.
 - » because the place they are going is not an island at all

Teacher Reading Chapter 15

- Explain to students that you will begin reading Chapter 15 aloud while they follow along in their Activity Book as you read.
- Begin reading Chapter 15 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

15. Sancho, Governor for Life

SANCHO left for the “island,” a gentleman on a fine horse. The Duke’s butler and a large group escorted him. Rucio, the donkey, walked behind, adorned with ribbons and bows. His owner turned back occasionally to look at him fondly.

They soon arrived in a village of about one thousand people. This was, Sancho was told, “Barataria Island.” The truth is, it was not an island at all. It was just one of those small towns and villages that used to be under a nobleman’s protection. The nobleman in this case was the Duke. Like many other towns and villages in the old days, this one was surrounded by walls as protection against enemies.

The villagers had been told of Sancho’s arrival. Everybody was there to greet him, and the church bells rang in celebration. There was a big thanksgiving service in the church, and at the end of it, Sancho was given the keys to the town in a most ridiculous ceremony.

“We hereby declare you, Honorable Sancho Panza, Governor for Life of Barataria Island,” said a man who called himself an alderman.

“Long live our Governor for Life,” the people cried.

From the church he was taken to the courthouse. The next part of the ceremony called for the new governor to answer a few difficult questions. “That’s the way for people to know what kind of governor they have,” the Duke’s butler said. “If he’s smart, the people are happy; if he’s stupid, they’re sad.”

Several cases were brought before His Honor. There were many quarrels among people who didn’t get along

Sancho, Governor for Life

with one another, and there was an interesting case, a dispute between a tailor and a farmer.

“Your Honor,” the tailor said, “this man brought me a piece of cloth for me to make a cape for him. Then he said he wanted two capes out of the same piece of fabric. Then he said, ‘Make me three,’ then, ‘Make me four,’ then, ‘Make me five.’ I made his five capes. Now he comes to get them and he doesn’t want to pay me.”

“Is the tailor telling the truth?” Sancho asked the farmer.

“Well, your Honor, I did ask him to make a cape, and in the end, I asked for five,” said the farmer. “But, Your Honor, ask him to show you what he made. The capes are so little they are useless. They are only good for children to play with.”

The tailor showed the five capes, five tiny capes. Everyone wondered which man would win the case. Sancho thought for a minute and said, “The whole dispute seems silly. One man didn’t give all the information needed; he didn’t give measurements, he didn’t give sizes. The other one didn’t even bother to ask for the information. My decision is: the farmer loses his cloth and the tailor loses his work. The case is closed.”

The people were very surprised at their governor. They had not expected a man who would reason so well. But, then, Sancho had a lot of common sense.

From the courthouse, Sancho and the official party went to the palace that was to become his residence.



Check for Understanding

Reading Comprehension

How did Sancho surprise the citizens of the island?

- » Sancho listened to a court case where two neighbors were squabbling over some bad merchandise. He ruled in a very sensible way. They didn't expect him to be so reasonable.

Partner Reading Chapter 16

- Place students in prearranged reading pairs.
- Explain that both students will read the first paragraph silently, and then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
 - Model this reading strategy with a student volunteer.
 - Circulate in the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).

16. Danger at the Island

THE governor's palace was large and rich. Sancho arrived to the sound of trumpets. He was greeted by four pages, who escorted him to the dining room. There was a large table—overflowing with delicious foods—and only one chair. A page put a bib on him, another placed a bowl of fresh fruit before him. Sancho had taken only one bite when a man standing beside him touched the plate with a stick and, presto, the bowl was removed.

The butler brought another plate. Sancho didn't even get a taste before the man with the stick had it taken away. The governor was annoyed. What kind of game was this? The man with the stick said, "Sir, I am the official physician of the governor of this island. I am present at all his meals. I make sure he is healthy and fit. I do not allow him to eat what I do not consider good for him."

"In that case," Sancho said, "those partridges will be fine for me."

"Don't even mention them," the doctor said. "Our great Hippocrates, the father of medicine, says that a bellyful is bad, and if it is a bellyful of partridges, it is worse."

"Well, Mr. Doctor, find something good for me to eat. I'm starving. . . . How about some of that beef stew?" he asked.

"Strictly forbidden!" answered the doctor. "There is nothing worse than beef stew."

Now Sancho was really angry. Looking at the doctor—sizing him up—from head to toe, he roared: "YOU QUACK, OUT OF MY SIGHT! Quick, or I'll have all doctors in this island beaten to death on your account! Move, I said, or I'll break this chair on your head! I want food—or I give up



The butler brought another plate. Sancho didn't even get a taste...

Argentina Palacios

the governorship. A job that doesn't feed you is not worth two peas!"

The doctor was scared. He was leaving when in came the butler, running, all excited, with a letter from the Duke. The envelope read: "To the Honorable Don Sancho Panza, Governor of Baratania Island, in his own hands or in the hands of his secretary."

Inside, the message was:

I have learned, Honorable Don Sancho Panza, that some enemies of mine in that island are planning an attack one of these evenings. My advice is: be on the alert to avoid surprises. I have also learned that four persons—in disguise—have entered the island with the intention of killing you. Take precautions; pay attention to those who come to talk to you. Also, don't eat anything given to you. I will be prepared to come to your aid if necessary.

This message is so urgent that it has been written at 4 A.M.

Your friend,

(signed) The Duke

Some news! Sancho turned to the butler and said, "What we must do now is jail the doctor. If anyone is trying to kill me, it's got to be him."

"I'm also of the opinion," the butler said, "that Your Honor should not eat the things on the table. Who knows? They may be poisoned."

"Well, then," Sancho said, "bring me bread and grapes. I cannot go without food. I must be prepared for any battle."

Support

Have students use the key details posted on the board/chart paper when drafting their summary statements.

- Have all students write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate the classroom and answer any questions students may have.

Reading Journal



Reading Reading/Viewing Closely

Entering/Emerging

Offer students one-on-one support by asking questions about the chapter's events, and explain to students how the summaries reinforce the events in the chapter.

Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

Bridging

Offer students support as needed regarding chapter summaries and clarify any questions they may have.

- When students have finished reading, hold a brief discussion about the story and review the main points.
- Record key details from the chapter on the board/chart paper.
 - Clarify any questions students may have about the reading.

Reading Journal

- Direct students to the Reader's Journal in their Activity Books.
 - Remind students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like *Adventures of Don Quixote*.
- Encourage students to reread Chapters 15–16 at home for deeper comprehension and fluency.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Reading |
| Unit/Lesson | U4 L11 |
| Activity Name | Identifying Key Details |
| Proficiency Levels | |
| Entering | Student answers text-dependent wh- questions by highlighting relevant words with 1:1 support. |
| Emerging | Student answers text-dependent wh- questions by highlighting relevant words and phrases with substantial support. |
| Transitioning | Student highlights key details and answers simple text-dependent questions with moderate support. |
| Expanding | Student highlights key details and answers open-ended questions about the text with moderate support. |
| Bridging | Student highlights key details and answers open-ended questions about the text with minimal support. |

End Lesson

12

Persuasive Paragraph

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will engage in a close reading of Chapters 17–18 of *Adventures of Don Quixote* and summarize the chapters' main points.

Writing

Students will plan and draft a persuasive paragraph.

FORMATIVE ASSESSMENT

Reading

Identifying Key Details [Reading Journal]

Writing

Drafting a Persuasive Paragraph [Activity Page 12.2]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Planning a Persuasive Paragraph [Activity Page 12.1]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------|---------|--|
| Vocabulary Building | | |
| My Word Bank— <i>commotion</i> | 5 min. | ☐ My Word Bank |
| Read About It | | |
| Close Reading: Chapters 17–18 | 15 min. | ☐ <i>Adventures of Don Quixote</i> , Chapters 17–18
☐ Reading Journal |
| Write About It | | |
| Writing a Persuasive Paragraph | 10 min. | ☐ Activity Pages 12.1 and 12.2 |

ADVANCE PREPARATION

Vocabulary Building

- Post the following vocabulary word and corresponding definition on the board/chart paper.

Adventures of Don Quixote

My Word Bank

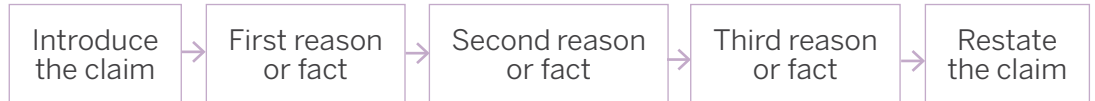
- **commotion:** noise and activity

Read About It

- Post the following sentence summaries on the board/chart paper:
 - (Chapter 17) *Sancho is awakened under “enemy attack.” The citizens of the island were just playing a trick on Sancho, faking a battle. Sancho realizes he has been too ambitious and has sacrificed real happiness for the chance to govern an island. Sancho resigns his position as governor and the people admire him for his honor and dignity.*
 - (Chapter 18) *Sancho and his donkey fall into a deep ditch. Don Quixote saves Sancho, and Don Quixote is happy to have his friend return to the palace. The Duke treats Sancho very well.*
- Pair students for partner reading Chapter 18.

Write About It

- Write the steps of a persuasive essay on the board or on a poster like the following:



FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Demonstrate comprehension of *Adventures of Don Quixote* by answering text-dependent questions and summarizing major story events
- Plan and draft a persuasive paragraph about an interesting character or chapter of *Adventures of Don Quixote*

Language Forms and Functions

I predict that Sancho will decide to _____ because _____.

The attack on Sancho was real/a trick. I know this because...

Sancho got into trouble when he _____. Don Quixote saved him by _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | commotion | |

Lesson 12: Persuasive Paragraph

Vocabulary Building



Primary Focus: Students will write personalized definitions for academic vocabulary words.

MY WORD BANK—*COMMOTION* (5 MIN.)

- Remind students that they will be learning many new words while reading *Adventures of Don Quixote*, and one way to strengthen vocabulary skills is to create a personalized word bank.
- Remind students they will be given vocabulary words and definitions directly related to *Adventures of Don Quixote* to which they will refer throughout the unit.
- Direct students' attention to the My Word Bank section of their Activity Book.
- Remind students that the box on the left on each line contains an important vocabulary word from the lesson and its definition.
 - Remind students that one strategy to remember these new vocabulary words is to create a personalized definition.
 - Point out to students that the title of this is "My Word Bank" because they will write a personalized definition in the box to the right of a given vocabulary word.
- Redirect students' attention to the definitions of the vocabulary word(s) and definition(s) already prepared on the board and then read the word(s) and definition(s) aloud.
- Direct students to write a new definition in their own words in the box to the right.
 - Remind students they only need to write the definitions found in the lesson for the day, as noted in parentheses under the vocabulary word.
- Clarify any questions students may have about the activity.
 - Remind students they are only creating definitions for this lesson's vocabulary word(s).
 - Circulate in the room and monitor students' progress.

Support

Point to the parentheses that indicate the lesson number under the vocabulary word(s).

When introducing vocabulary words, say the words aloud so students can hear the correct pronunciations; afterward, engage the students in a choral pronunciation of each word at least two times.



Writing
Selecting Language
Resources

Entering/Emerging

Provide students one-on-one support by allowing students to draw a corresponding image for the vocabulary definitions.

Transitioning/Expanding

Provide students with light support by asking questions such as “How would you explain this word’s meaning to a friend?”

Bridging

Provide students with support as needed by answering clarifying questions.

Adventures of Don Quixote

My Word Bank

- **commotion:** noise and activity
-

Note: Read the definition for the vocabulary word aloud before allowing students to create their own definition in the My Word Bank section of the Activity Book.

Lesson 12: Persuasive Paragraph

Read About It



Primary Focus: Students will engage in a close reading of Chapters 17–18 of *Adventures of Don Quixote* and summarize the chapters' main points.

CLOSE READING: CHAPTERS 17–18 (15 MIN.)

- Remind the students that in the last chapter, Sancho received a letter from the Duke.
- Ask students what the Duke told Sancho in his letter. (*The Duke warned Sancho of an attack on the island.*)
- Read the title of Chapter 17, “Sancho’s Wisest Decision,” and ask the students to predict what that decision might be.
- Record student predictions on the board/chart paper.
- Tell students to listen for evidence to confirm their predictions.

Teacher Reading Chapter 17

- Explain to students that you will begin reading Chapter 17 aloud while they follow along in their Activity Book.
- Begin reading Chapter 17 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

17. Sancho's Wisest Decision

ON the night of Sancho's seventh day as governor, just when he began to fall asleep, there was a great commotion outside. Bells were ringing and people were shouting, as if the island were going under. Trumpets and drums were heard, too.

Sancho peeked out his bedroom door. About twenty people carrying torches were coming toward his room, shouting, "To arms! To arms, Your Honor! This island is under enemy attack! We need your strength, your ingenuity, your courage to guide us!"

At the door, one said to him, "Take up arms, your Honor, or we'll lose the entire island!"

"Why should I take up arms?" Sancho replied. "I don't know a thing about combat. That's my master Don Quixote's business, not mine."

"Take up arms, Your Grace," said another. "Be our guide and leader."

"All right, all right, I'll take up arms," Sancho reluctantly agreed.

They brought two shields and put the governor between them, like a sandwich, then tied some string around it all. It was impossible for him to move, walk, or even bend his knees! They gave him a lance, which he leaned on for support.

"Lead us, Your Honor. Lead us, Your Honor," they chanted.

"How do you think I can lead you?" Sancho protested. "Like this, the best I can do is stand in front of a door or window to block it."

Argentina Palacios

“Come on, Sir Governor! Fear doesn’t let you move,” someone taunted.

Sancho tried to move but fell down, like a turtle or a snail in his shell. Then those heartless people blew out the torches and ran around, shouting, walking all over him, stabbing the shields as if they were enemies on the attack. It was a frightening and dangerous moment for this simple peasant turned governor.

Poor Sancho prayed, “God Almighty, if you could only finish this fight. I don’t care if the island is lost. All I want is to be free from this agony.”

And then he heard the cries: “Victory, victory! Get up, Sir Governor. Come enjoy our victory. Let’s go divide the booty.”

“We owe it all to you, our courageous governor,” someone whispered in his ear.

“Help me,” Sancho pleaded. “I don’t want any part of any booty. All I want is a friend, if I have any, to bring me something to drink and wipe my face.”

A helping hand wiped his face, gave him a drink, and freed him from the prison of the shields. Then he fainted! The pranksters were beginning to feel sorry for what they had done—had they played too dirty a trick?—when Sancho came to. He asked what time it was. It was almost daybreak.

Silently he got up, dressed, and went to the stables in a hurry, followed by a few curious people. He went straight to his donkey, kissed its face, and said, “My friend and companion, when my only worry was to take care of you, I was a happy man. But I left you. I became too ambitious and uppity, and I became miserable, and I have suffered for it.”

As he talked, he was harnessing the donkey. Still very sore from what had happened to him, he mounted. Then he tearfully addressed the butler, the doctor, and all the others: “Make way, gentlemen; let me go back to my freedom. I was not born to be governor or to defend islands from enemies. I know more about farming than about laws

- Tell the students that one night outside Sancho's room there was a great commotion.
 - Ask students what a *commotion* is. (*noise and activity*)
-



Check for Understanding

Ask students if the attack on Sancho was real or a trick. (*a trick*) Have students **turn and talk** with a peer to explain their thinking. Provide clarification to the group as needed.

- Read aloud the rest of Chapter 17.

Sancho's Wisest Decision

and defense. I also prefer to eat soup than to be subjected to the grip of a doctor who wants to kill me by starving me to death. Please let me go; I have a few broken ribs—the enemy stepped on me last night.”

“Sir Governor, don’t worry,” said the doctor. “I’ll prepare a good medicine for you. And about the food, I’ll let you eat everything you want and as much as you want.”

“It’s too late for that, my friend,” Sancho replied. “Pranks like those are played only once. I am a Panza. In my family, when one says no, it’s no. Let me go; it’s getting late.”

The butler said, “We would let you go, even though we’re sorry to lose you, but every governor must account for his administration.”

“Nobody can ask me for any account,” Sancho snapped, “except the Duke himself or a person *he* names. I’m on my way to see the Duke. Besides, look at me. Look at my clothes. I have only what belongs to me. I have behaved like an angel.”

“The great Sancho is right,” the doctor said. “I think we should let him go. The Duke will be glad to see him.”

They let him go. They even offered him escort and anything he wanted for his trip. His only request was barley for the donkey and half a loaf of bread and a little cheese for himself.

Sancho was a man without schooling, yet he was a wise man. He found out he could not handle the job, and he had the courage to resign.

The villagers, with the Duke’s knowledge and encouragement, had played a lot of tricks on their governor, and they had had fun. At the end, though, his honesty and dignity made them admire Sancho Panza as a human being.

- Have students revisit their predictions about Sancho’s wisest decision.
- Ask students if their predictions were correct based on text evidence.
- Ask students to confirm what Sancho’s wisest decision really was. (*to leave the role as governor of the island*)

Partner Reading Chapter 18

- Place students in prearranged reading pairs.
- Explain that both students will read the first paragraph silently, and then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
 - Model this reading strategy with a student volunteer.
 - Circulate in the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).

18. Knight and Squire Reunited

DARKNESS came while Sancho was still a little way from the palace of the Duke and Duchess. He took a path on the side of the main road, intending to spend the night outdoors and start again in the morning. But the donkey walked up to a canyonlike cave . . . and fell in. Frightened at first and then relieved because neither was hurt, Sancho started thinking. “How are we ever going to get out of here?” he asked himself out loud.

Meanwhile, Don Quixote was restless at the palace. He missed his squire, his friend. His life was too soft. That morning, he went for a ride in the countryside. As he rode, he heard a voice coming from deep down in the earth. The voice seemed familiar. Could it be . . . ?

“Who’s down there? Who’s complaining?” he asked.

“Who could it be but beat-up Sancho Panza!” said the voice. “The unfortunate governor of Baratania Island, formerly the squire of the famous knight Don Quixote de la Mancha.”

This cannot be, Don Quixote thought. Perhaps Sancho was dead and this was his soul speaking. So he said, “If you are a spirit, tell me what you want me to do for you. My profession is to help the needy in this world. I suppose I can also do something for the needy in the other world.”

“Then,” said the voice from below, “you are my master, Don Quixote de la Mancha! I recognize your voice!”

“I am Don Quixote, certainly. Tell me who you are. You have me confused. If you are the soul of my dead squire, Sancho Panza, I can have a few masses said for your eternal peace.”

“Wouldn’t you know it! Master, Knight Don Quixote de la

Knight and Squire Reunited

Mancha, I swear I am your squire, Sancho Panza, alive as can be. I left the governorship—I'll tell you why later—and I fell in this cave, with my donkey. He'll tell you too."

The donkey brayed!

"Oh, yes, I recognize your donkey's bray! Sancho, wait! I'll go back to the palace. I'll be back soon with help!"

After the rescue, a happy pair returned to the palace. The Duke and Duchess were waiting for them. But first things first: Sancho went to the stables to take care of his donkey.

Then he returned to the palace and spoke seriously to the Duke and Duchess:

"I, Your Highnesses, went to govern Barataria Island because you are very generous, not because I deserve it. I went there dressed poorly; dressed poorly I am now. You may want to know if I was a good governor. There are witnesses who can tell you whatever they want. I settled disputes, I resolved doubts; that is, I did my job. While I was governor, I almost died of hunger because the doctor wouldn't let me eat. One night, the enemy came. The citizens are now saying that my bravery brought victory, but they are not truthful. In short, I found out that I cannot carry on my shoulders the obligations and duties of a governor. Yesterday morning, I left the island. It remained exactly as I found it: same streets, houses, roofs, everything there was when I got there."

That was all. Don Quixote was relieved: his beloved squire had spoken well, and he was safe.

"I am sorry you left the governorship so soon," the Duke said. "I can give you another job of less responsibility and more suited to you, if you wish." But Sancho said no, he had had enough.

The Duke and Duchess hugged him and ordered that he be treated very nicely and made comfortable.

- When students have finished reading, hold a brief discussion about the story and review the main points.
 - Clarify any questions students may have about the reading.



Check for Understanding

Have students explain what kind of trouble Sancho had gotten himself into this chapter and how Don Quixote saved him. As needed, redirect students back to specific passages of the text to find this information. Record student responses on the board/chart paper.

Reading Journal

- Remind students that after reading a chapter, one way to keep track of the details they read is to write a summary.
 - Remind students that a summary is a very short version of the text that includes only the most important information.
- Direct students to the Reader's Journal in their Activity Books.
 - Remind students that throughout the unit, they will write a summary after each chapter they read, which will help them understand and remember important details in a long story like *Adventures of Don Quixote*.
- Direct students' attention to sentence(s) written on the board and have them write the sentence(s) summary under the appropriate chapter of their reading journal.
- Circulate in the classroom and answer any questions students may have.

Reading Journal



Reading Reading/Viewing Closely

Entering/Emerging

Offer students one-on-one support by asking questions about the chapters events, and explain to students how the summaries reinforce the events in the chapter.

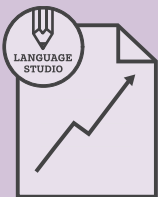
Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

Bridging

Offer students support as needed regarding chapter summaries, and clarify any questions they may have.

Activity Page 12.1



Writing

Entering/Emerging

Provide one-on-one support with choosing their topics and completing sentence frames.

Transitioning/Expanding

Provide moderate support with topic choice and planning.

Bridging

Monitor student planning and provide corrective feedback as needed.

Activity Page 12.2



Lesson 12: Persuasive Paragraph

Write About It



Primary Focus: Students will plan and draft a persuasive paragraph.

WRITING A PERSUASIVE PARAGRAPH (10 MIN.)

- Direct students to the chart on the board/poster.
- Review the correct order of the parts of opinion writing (introduce a claim, first reason or fact, second reason or fact, third reason or fact, restate the claim).
- Explain to students that they are going to write a persuasive paragraph (opinion writing) over the next few lessons and then present it to the group.
- Tell them that they are going to use what they know about the text structure of opinion, writing a claim, and supporting that claim with reasons and facts to plan and draft a paragraph.
- Direct the students to the paragraph frames on Activity Page 12.1.
- Explain how the introduction of the claim, the supporting reasons or facts, and the restatement of the claim will each be a sentence within the paragraph.
- Explain that they can choose their sentences from the ones given or come up with their own.
- Direct the students to begin planning their persuasive paragraphs on Activity Page 12.1 and create a draft paragraph on Activity Page 12.2.
- Encourage students to reread Chapters 17–18 at home for deeper comprehension and fluency.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U4 L12 |
| Activity Name | Planning a Persuasive Paragraph |
| Proficiency Levels | |
| Entering | Student creates an organized plan by dictating frequently used words and phrases and pointing to text evidence with 1:1 support. |
| Emerging | Student creates an organized plan by writing frequently used words and phrases and citing text evidence with substantial support. |
| Transitioning | Student creates an organized plan that includes text evidence and some precise vocabulary with moderate support. |
| Expanding | Student creates an organized plan that includes specific text evidence and precise vocabulary with moderate support. |
| Bridging | Student completes the sentence frames to create an organized plan that includes specific text evidence and precise vocabulary with minimal support. |

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



## 13

# Knight of the White Moon

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will engage in a close reading of Chapters 19–20 of *Adventures of Don Quixote* and summarize the chapters' main points.

**Writing**

Students will edit and revise a persuasive paragraph.

**FORMATIVE ASSESSMENT**

Reading

**Identifying Key Details** [Reading Journal]

Writing

**Editing Checklist** [Activity Page 13.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Reading

**If I Win** [Activity Page 13.1]

## LESSON AT A GLANCE

|                                | Time    | Materials                                                                                                                                                             |
|--------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read About It</b>           |         |                                                                                                                                                                       |
| Close Reading: Chapters 19–20  | 20 min. | <input type="checkbox"/> <i>Adventures of Don Quixote</i> , Chapters 19–20<br><input type="checkbox"/> Activity Page 13.1<br><input type="checkbox"/> Reading Journal |
| <b>Write About It</b>          |         |                                                                                                                                                                       |
| Editing and Revising Paragraph | 10 min. | <input type="checkbox"/> Activity Page 13.2<br><input type="checkbox"/> Activity Pages 12.1 and 12.2                                                                  |

## ADVANCE PREPARATION

### Read About It

- Pair students for partner reading.
- On the board, display *FREEDOM* and *CAPTIVITY*.
- On the board, display *Don Quixote met the Knight of the White Moon and \_\_\_\_\_*.
- Prepare enough copies of Activity Pages 13.1 and 13.2 for each student.

### Write About It

- Arrange for students to have access to Activity Pages 12.1 and 12.2.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Demonstrate comprehension of *Adventures of Don Quixote* by answering text-dependent questions and summarizing major story events
- Analyze and paraphrase dialogue between characters
- Edit and revise a persuasive paragraph

### Language Forms and Functions

I predict that \_\_\_\_\_ because...

Don Quixote/the Knight of the White Moon says \_\_\_\_\_. This shows that...

Don Quixote met the Knight of the White Moon and \_\_\_\_\_.

What does \_\_\_\_\_ mean on the checklist?

Can you remind me how to \_\_\_\_\_ (item on checklist)?

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | antonym<br>captivity             | freedom<br>sane                 |

## Lesson 13: Knight of the White Moon

## Read About It



**Primary Focus:** Students will engage in a close reading of Chapters 19–20 of *Adventures of Don Quixote* and summarize the chapters' main points.

**CLOSE READING: CHAPTERS 19–20 (15 MIN.)**

- Ask students to recall what happened at the end of the last chapter. (*Sancho Panza told the Duke and Duchess that he no longer wished to be governor of the island.*)
- Tell students that during this lesson they will finish reading the book *Adventures of Don Quixote*.
- Explain that the students should make note of how the author brings the action to an end over the last two chapters.
- Tell the students that in Chapter 19, Don Quixote meets another knight.
- Ask the students to predict what will happen and record a few ideas on the board/chart paper.

**Teacher Reading**

- Explain to students that you will begin reading Chapter 19 aloud while they follow along in their Activity Book.
- Begin reading Chapter 19 aloud as students follow along in their books. Monitor that they are tracking the text. As you read, model fluency, thinking aloud, asking questions, making predictions, and examining new vocabulary words.

## 19. The Knight of the White Moon

LIFE at the palace was not satisfying. Don Quixote kept thinking of the needy people in the world who could use his help. One day, he secured permission to leave, and knight and squire took to the road again.

“Freedom, Sancho, is one of the greatest gifts heaven can give a person. Nothing can compare with it, not the riches deep in the earth, nor the riches deep in the sea. One’s freedom, and one’s honor, are as important as life itself. Captivity, on the contrary, is the worst evil that can fall on a person. I am telling you this, Sancho, because you saw and experienced the great life we had at the palace. But I can now tell you that, in the middle of those grand banquets, I felt hungry, because I was not free. Those were not *my* delicacies. Happy is the person who has a piece of bread and only has to thank heaven for it.”

“Well, master,” the practical Sancho said, “we should not be ungrateful to the Duke. His butler gave me this little bag with two hundred gold coins in it. We’re not going to find palaces all over; we may need to stay at a few inns.”

Don Quixote decided to head for Barcelona, a beautiful city by the sea.

One morning, Don Quixote, dressed in full armor, was riding along the beach. Suddenly a knight came toward him, also dressed in full armor, a shining moon painted on his shield. When he was within hearing distance he intoned:

“Famous Don Quixote de la Mancha, knight who has not yet been recognized in all his worth! I am the Knight of the White Moon. No doubt you have heard of my deeds. I am

### The Knight of the White Moon

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here to fight with you, to test the strength of your arms, to make you confess that my lady—anyone I choose for my lady—is infinitely more beautiful than your Dulcinea. If you confess this truth immediately, you will not die at my hand; you will spare me the trouble of killing you. If we fight and I win, I only want you to abandon your armor and stop looking for adventure. I want you to go back to your hometown and live there in peace for an entire year, without touching a sword, because you need to look after your estate and you need to rest. If you win, my head will be at your disposal, and my armor and horse will be yours, and my fame will be added to yours. Tell me what is your wish; I want to finish this business today.”

“How arrogant, that Knight of the White Moon,” Don Quixote thought, “and what a ridiculous cause for a challenge! No beauty comes near Dulcinea’s.” He said calmly and gravely, “Knight of the White Moon, I have not heard of you before, and I will make you vow that you have never seen Dulcinea del Toboso. You would not have made your foolish remarks if you had seen her. I accept your challenge, with one exception: I do not want your fame added to mine, because I don’t know about your deeds. Let’s get on with it, then. Take the side of the field you prefer.”

Don Quixote prayed to God and thought of Dulcinea. He was ready.

They headed toward each other. The Knight of the White Moon had a faster horse; Don Quixote fell off Rocinante without even being touched by his opponent’s lance. Planting his lance on Don Quixote’s helmet, the victor said, “You are beaten, Sir Knight Don Quixote de la Mancha, and you’ll die if you do not confess what we agreed upon.”

Don Quixote would rather die. With a deep voice, as if coming from the other world, he said, “Dulcinea del Toboso is the most beautiful woman in the world, and I am the most unfortunate knight on earth. Her name and her honor are not to suffer because I am weak. Go on, Sir

Knight of the White Moon, drive the lance through; take my life, since you have taken my honor.”

“I shall not!” said the Knight of the White Moon. “Long live the beauty of Doña Dulcinea del Toboso, lady of the brave knight Don Quixote de la Mancha! I am content with the second part of the pledge: Don Quixote shall return to his hometown for a year, or as long as I say, as agreed before the fight.”

“Anything not against my lady Dulcinea del Toboso I will do as a true gentleman,” he replied humbly, sadly.

Don Quixote was numb; Sancho, sad and confused. Was this a bad dream, a nightmare? What was going to happen? One whole year without taking up arms! What about Rocinante? And what about his master? Was he badly hurt? “O God, please let this be only a nightmare,” he prayed.

Don Quixote was bedridden for a few days. He was not wounded, but he was feverish. And in his better moments, one thought kept coming to his mind: Who was the Knight of the White Moon? He had never heard of him. He had no idea that it was none other than his friend Samson Carrasco! The young man, the priest, and the barber had never stopped thinking of ways to make their friend go back to a normal life at home. This time, they had succeeded.

When Don Quixote recovered, it was time to go home. The knight wore regular clothes; his armor was put over Sancho’s donkey. His faithful squire walked all the way home to La Mancha.

- Tell students that at the beginning of this chapter, Don Quixote tells Sancho how he feels about freedom and captivity.
- Direct the students to the words, FREEDOM and CAPTIVITY, written on the board.
- Ask students if they know the meaning of freedom and captivity.
- Tell the students these are antonyms, or opposites. Freedom means to be able to go anywhere and do anything. Captivity means to be imprisoned or held against your will. You are not able to go and do.
- Ask students to find what Don Quixote says about freedom and record statements on the board/chart paper. (e.g., *one of the greatest gifts from heaven, nothing can compare, not riches, as important as life*)
- Ask students to find what Don Quixote says about captivity and record statements on the board/chart paper. (e.g., *the worst evil that can fall on a person*)



### Check for Understanding

Ask students who Don Quixote meets. (*another knight, the Knight of the White Moon*). Remind students that although the Middle Ages have been over for a long time and there are no more knights, Don Quixote seems to meet many throughout the book. Ask students if they think this is another trick played by someone. (*Yes, it is Samson Carrasco again, probably sent by Don Quixote's friends and family to bring him home.*)

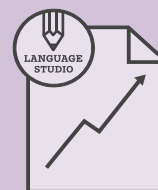
- Direct students to Activity Page 13.1 and ask them to record the statements made by Don Quixote and the Knight of the White Moon.



### Check for Understanding

Ask students text-dependent questions to check listening comprehension. For example: Was Don Quixote wounded during this fight? (*No; Don fell off his horse without being touched.*) What happens at the end of the chapter? (*Don Quixote and Sancho went home.*)

### Activity Page 13.1







- Direct the students to the summary sentence frame on the board: *Don Quixote met the Knight of the White Moon and \_\_\_\_\_*.
- Facilitate a discussion to assist the group in completing the sentence and have the students write it in their Don Quixote Journal under the label, Chapter 19.

### Partner Reading Chapter 20

- Place students in prearranged reading pairs.
- Tell the students that this is a sad chapter, and they should read to find out how Don Quixote's mind changed at the end of his life.
- Explain that both students will read the first paragraph silently, and then one partner will read the paragraph aloud. Next, they will both read the second paragraph silently, and then the other partner will read that paragraph aloud, and so on.
  - Model this reading strategy with a student volunteer.
  - Circulate in the room as students engage in partner reading; clarify any questions students may have while reading (e.g., pronunciations).

## 20. Don Quixote's Last Illness

**I**T may have been heartbreak, or just fate, but Don Quixote developed a very high fever. He was in bed for six days. His friends the priest, the barber, and Samson came to see him many times daily. Sancho, his good friend and faithful squire, never left him for long. They were all trying to cheer him up, but it couldn't be done.

One day, they had to call the doctor. He took Don Quixote's pulse. He told the patient to take care of his spiritual needs, because his life was in danger. Don Quixote took the news calmly, but not so his niece, his housekeeper, and Sancho. On hearing the bad news, they sobbed for a long time.

Don Quixote asked to be left alone. He slept six straight hours. When he woke up, he asked his niece to call his three best friends. He wanted to make confession, he said, and to dictate his last will and testament. But there was no need to call the friends; they walked in.

Don Quixote said to them: "Rejoice, my friends, I am no longer Don Quixote de la Mancha but Alonso Quixano. I now hate tales of knighthood and recognize that reading them put me in danger. My time has come. I want to make confession. Also, bring me a scribe to write my last will and testament."

The friends looked at one another. They had not expected this shocking news. All but the priest left the room, and the confession took place. Then Samson brought the scribe. Sancho, the niece, and the housekeeper could not stop sobbing.

Don Quixote began, "First, it is my will that, out of my estate, my niece pay the salary owed my housekeeper for



*"Master, master, don't die," Sancho said between sobs.*

### Don Quixote's Last Illness

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the length of her service to me, plus a little extra for a new dress. Second, it is also my will that Sancho keep for himself a little money he's holding for me, and that no one ask him to account for it. In my madness, I made him my squire, and was instrumental in getting him an island to govern. Now that I am sane, I would give him an entire kingdom if I could."

Turning to Sancho, he said, "Forgive me, my friend, because I, being crazy, made you seem crazy too."

"Master, master, don't die," Sancho said between sobs. "Don't let yourself die. You taught me to fight for what one believes in! Fight for your life!"

"Sancho is right, dear friend. Listen to him," Samson said.

Don Quixote paid no attention. "I was crazy before, and now I am sane," he said. "I pray that you all forgive me. Please, scribe, let's continue with the will.

"It is my last will that my niece, Antonia Quixano, be the one and only heir of my estate. Should my niece, Antonia Quixano, want to marry, she is to marry a man who is not acquainted with tales of knighthood. If her love knows those books about knights, and she insists on marrying him, my entire estate shall be given to charity. I hereby name the priest and Samson Carrasco executors of my will."

Don Quixote fainted. His loved ones were in turmoil. Yet he lived for three more days, three more days in which he constantly said how much he hated those books that had made him crazy. He also took the last sacraments.

The end was peaceful. Samson Carrasco wrote an epitaph for the grave. It was a poem that said, in part, that Don Quixote was a good man, brave to the last moment, and that he will be remembered forever in the entire world for having lived crazy and died sane.



## Reading Reading/Viewing Closely

### Entering/Emerging

Offer students one-on-one support by asking questions about the chapters' events, and explain to students how the summaries reinforce the events in the chapter.

### Transitioning/Expanding

Offer students light support by asking students to explain how the summaries reinforce the events in the chapter.

### Bridging

Offer students support as needed regarding chapter summaries, and clarify any questions they may have.

- When students have finished reading, hold a brief discussion about the story and review the main points.
  - Clarify any questions students may have about the reading.
- Redirect students' attention to the sentence(s) written on the board and read the sentence(s) summary aloud.
- Ask the students to read the very last line with you aloud: *It was a poem that said, in part, that Don Quixote was a good man, brave to the last moment, and that he will be remembered forever in the entire world for having lived crazy and died sane.*
- Suggest to students that part of this would make a great summary sentence, and ask them to write a shortened version in their Reading Journals under the label, Chapter 20.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                         |
|--------------------|---------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                 |
| Unit/Lesson        | U4 L13                                                                                                  |
| Activity Name      | If I Win                                                                                                |
| Proficiency Levels |                                                                                                         |
| Entering           | Student answers wh- questions to locate dialogue and dictate relevant phrases with 1:1 support.         |
| Emerging           | Student answers wh- questions to locate dialogue and copy relevant phrases with substantial support.    |
| Transitioning      | Student locates dialogue, copies relevant phrases, and explains their importance with moderate support. |
| Expanding          | Student locates dialogue, copies relevant phrases, and explains their importance with minimal support.  |
| Bridging           | Student locates dialogue, copies relevant phrases, and explains their importance independently.         |

## Lesson 13: Knight of the White Moon

# Write About It



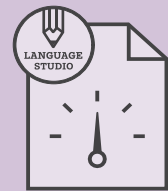
**Primary Focus:** Students will edit and revise a persuasive paragraph.

### EDITING AND REVISING PARAGRAPH (10 MIN.)

- Ask students what kind of writing they engaged in during the last class. (*persuasive writing*)
- Ask students what the purpose of a persuasive paragraph is. (*to convince the reader to agree with your thoughts and opinions*)
- Direct students to the work they began in the previous lesson on Activity Pages 12.1 and 12.2.
- Explain that today students will edit and revise their persuasive paragraphs.
- Have students turn to Activity Page 13.2.
- Review the editing checklist with students.
- Have students use the editing checklist to edit and revise their persuasive paragraphs.
- Encourage students to reread Chapters 19–20 at home for deeper comprehension and fluency.

End Lesson

### Activity Page 13.2



### Writing

#### Entering/Emerging

Provide one-on-one support as the student uses the editing checklist to revise the persuasive paragraph.

#### Transitioning/Expanding

Check over identified errors for corrections prior to releasing the student to revision work.

#### Bridging

Check in with students while they revise their persuasive essays, and encourage them to elaborate with textual evidence.

## 14

# Finalizing Persuasive Paragraphs

**PRIMARY FOCUS OBJECTIVE(S)****Writing**

Students will write a final persuasive paragraph.

**LANGUAGE PROFICIENCY ASSESSMENT**

Writing

**Editing Checklist** [Activity Page 13.2]

## LESSON AT A GLANCE

|                                | Time    | Materials                                                                                        |
|--------------------------------|---------|--------------------------------------------------------------------------------------------------|
| <b>Write About It</b>          |         |                                                                                                  |
| Writing a Persuasive Paragraph | 30 min. | <input type="checkbox"/> Activity Pages 12.1–12.2<br><input type="checkbox"/> Activity Page 13.2 |

## ADVANCE PREPARATION

### Write About It

- Assign each student a partner with whom they will share one statement from their persuasive paragraphs.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                           |                                  |                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"><li>• Edit, revise, and write a final persuasive paragraph</li><li>• Share a persuasive statement with a partner</li></ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                 |                                  |                                 |
| What does _____ mean on the checklist?                                                                                                                       |                                  |                                 |
| Can you remind me how to _____ (item on checklist)?                                                                                                          |                                  |                                 |
| Vocabulary                                                                                                                                                   |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                              | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|                                                                                                                                                              |                                  |                                 |



Activity Pages  
12.1 and 12.2



Activity Page 13.2



Writing

**Entering/Emerging**

Provide one-to-one support as the student uses the editing checklist to revise the persuasive paragraph.

**Transitioning/Expanding**

Check over identified errors for corrections prior to releasing the student to revision work.

**Bridging**

Check in with students while they revise their persuasive essays and encourage them to elaborate with textual evidence.

Start Lesson

Lesson 14: Finalizing Persuasive Paragraphs

# Write About It



**Primary Focus:** Students complete final draft of a persuasive paragraph.

## WRITING A PERSUASIVE PARAGRAPH (30 MIN.)

- Ask students to explain what it is they have been writing about during the last few lessons.
  - » a persuasive paragraph about Don Quixote
- Direct students to the work they began in the previous lesson on Activity Pages 12.1 and 12.2.
- Have students resume their work and explain that they must finish writing, revising, and editing their paragraphs today.
- Explain that they will read aloud their paragraph to the whole group during the next lesson and be prepared to answer questions from their classmates.
- As students complete their final paragraphs, they may practice reading aloud their paragraphs with a peer, in preparation for their presentations.
- Inform students of the partners you have already assigned.
- Have students sit with their partners and share one statement from their persuasive paragraphs.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                               |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                                                       |
| Unit/Lesson        | U4 L14                                                                                                                                        |
| Activity Name      | Editing Checklist                                                                                                                             |
| Proficiency Levels |                                                                                                                                               |
| Entering           | Student makes simple corrections (e.g., format, capitalization, punctuation) with 1:1 support.                                                |
| Emerging           | Student makes simple corrections (e.g., format, capitalization, punctuation) with substantial support.                                        |
| Transitioning      | Student makes simple revisions to improve clarity and cohesion (e.g., adding or changing a word, separating sentences) with moderate support. |
| Expanding          | Student elaborates with textual evidence and improves clarity and cohesion with moderate support.                                             |
| Bridging           | Student elaborates with textual evidence and improves clarity and cohesion with minimal support.                                              |

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

### Support

Provide students with individual support during the editing and revision process as needed.

### Challenge

Students may begin thinking of questions to ask their peers in response to hearing their persuasive paragraphs.

## 15

# Presenting Persuasive Paragraphs

**PRIMARY FOCUS OBJECTIVE(S)****Speaking**

Students will present a persuasive essay.

**Listening**

Students will demonstrate active listening of an oral presentation by asking and answering questions.

**LANGUAGE PROFICIENCY ASSESSMENT****Listening****Learning from Persuasive Paragraphs**

[Activity Page 15.1]

## LESSON AT A GLANCE

|                                                 | Time    | Materials            |
|-------------------------------------------------|---------|----------------------|
| <b>Talk Time</b>                                |         |                      |
| Setting Norms for Behavior and Asking Questions | 10 min. |                      |
| <b>On Stage</b>                                 |         |                      |
| Presenting a Persuasive Paragraph               | 20 min. | ☐ Activity Page 15.1 |

## ADVANCE PREPARATION

### Talk Time

- Prepare the following heading on the board/chart paper: **A Good Audience ...**
- Post the following sentence frames to the board/chart paper to support students in asking questions about presentations:
  - “Why do you believe \_\_\_\_\_?”
  - “What makes \_\_\_\_\_ the most interesting character?”
  - “What would be your second choice for favorite \_\_\_\_\_?”

### On Stage

- Have student names in a hat (or another method) to determine order for student presentations.
- Consider inviting other adults, such as parents or school administrators, for the Persuasive Paragraph presentations.
- Students will need Activity Page 15.1.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Discuss the qualities of a good audience and agree on norms for behavior
- Present a persuasive paragraph about an interesting character or chapter of *Adventures of Don Quixote*
- Demonstrate active listening of oral presentations by asking relevant questions
- Answer questions, referring to the text if/as needed

### Language Forms and Functions

A good audience should...

Why do you believe \_\_\_\_\_?

What makes \_\_\_\_\_ the most interesting character?

What would be your second choice for favorite \_\_\_\_\_?

I learned that...

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 |                                  |                                 |

## Lesson 15: Presenting Persuasive Paragraphs

## Talk Time



**Primary Focus:** Students will demonstrate active listening of an oral presentation by asking and answering questions.

**SETTING NORMS FOR BEHAVIOR AND ASKING QUESTIONS (10 MIN.)**

- Ask students what they have been working on as a final project for their Language Studio on Don Quixote.
  - » persuasive paragraph
- Explain that this lesson will be spent sharing our persuasive paragraphs and asking questions about one another's work.
- Ask students to think about the kinds of behaviors they'd like to see from their classmates during their presentations.
- Ask students to share the qualities of a "good" audience. Some examples may include:
  - Listen silently when the presenter is speaking.
  - Watch the presenter.
  - Be a respectful listener.
  - Clap at the end of a presentation.
- Record student ideas on the board/chart paper.
- Explain to students that these will be our agreed-upon rules for behavior during student presentations.
- Explain that students will also have the responsibility of asking questions about their classmates' paragraphs.

**Support**

Have a student give an example of an appropriate question to ask about a classmate's paragraph.


**Listening  
Listening Actively**
**Entering/Emerging**

Refer student to posted sentence frames asking questions of each presenter. (e.g., Why do you believe \_\_\_\_?)

**Transitioning/Expanding**

Provide student access to posted sentence frames asking questions of each presenter. (e.g., Why do you believe \_\_\_\_?)

**Bridging**

Provide student access to posted sentence frames asking questions of each presenter. (e.g., Why do you believe \_\_\_\_?)

## Activity Page 15.1



### Speaking Presenting

#### Entering/Emerging

Provide students with pronunciation cues as needed during oral presentation. Assist students in answering difficult questions from their peers.

#### Transitioning/Expanding

Assist students in answering difficult questions from their peers.

#### Bridging

Assist students in answering difficult questions from their peers.

## Lesson 15: Presenting Persuasive Paragraphs

# On Stage



**Primary Focus:** Students will present a persuasive paragraph.

### PRESENTING A PERSUASIVE PARAGRAPH (20 MIN.)

- Remind students of our agreed-upon rules for being a “good audience.”
- Ask students for a volunteer to present first. If none, select names from a hat or draw popsicle sticks to determine the order of presentations.
- Tell students that following each presentation, members of the audience will ask the presenter two to three questions.
- Tell students that they will write something new they learned following each presentation on Activity Page 15.1.
- Presenters will answer questions and should use textual evidence as needed.
- **Turn and Talk:** Have students share one thing they learned from listening to the persuasive paragraphs

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                          |
|--------------------|--------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                                |
| Unit/Lesson        | U4 L15                                                                                                                   |
| Activity Name      | Learning from Persuasive Paragraphs                                                                                      |
| Proficiency Levels |                                                                                                                          |
| Entering           | Student uses single words and phrases to describe something they learned with 1:1 support.                               |
| Emerging           | Student uses short phrases and simple sentences to describe something they learned with substantial support.             |
| Transitioning      | Student uses complete sentences to describe something they learned with moderate support.                                |
| Expanding          | Student uses complete sentences and general academic vocabulary to describe something they learned with minimal support. |
| Bridging           | Student independently uses complete sentences and general academic vocabulary to describe something they learned.        |

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





Language Studio 5

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# The Renaissance

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## 1

# Who, What, Where, and When

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will identify important features of the Renaissance from reading, discussion, and information provided by the teacher.

**Speaking**

Students will use a graphic organizer to ask and answer basic questions about the Renaissance.

**FORMATIVE ASSESSMENT**

Listening

**Places, Time, and People** [Activity Page 1.2]

Listening

**The Renaissance** [Activity Page 1.3]

**LANGUAGE PROFICIENCY ASSESSMENT**

Speaking

**Renaissance Chart** [Activity Page 1.4]

## LESSON AT A GLANCE

|                                             | Time    | Materials                |
|---------------------------------------------|---------|--------------------------|
| <b>Building Background</b>                  |         |                          |
| Who, What, Where, and When: The Renaissance | 20 min. | ☐ Activity Pages 1.1–1.4 |
| <b>Talk Time</b>                            |         |                          |
| Tell a Partner About the Renaissance        | 10 min. | ☐ Activity Page 1.4      |

## ADVANCE PREPARATION

### Building Background

- Have a map of the world for display purposes.

### Talk Time

- Be ready to assign partners for Talk Time.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                                    |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Use adjectives to describe images relating to Renaissance art</li> <li>• Analyze relevant information from multiple sources to ask and answer wh- questions about the Renaissance</li> <li>• Synthesize and share newly learned information about the Renaissance</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                          |                                  |                                 |
| <p>I see a/an _____ (adjective) _____ (noun).</p> <p>They are alike/different because...</p> <p>_____ was/were important in the Renaissance.</p>                                                                                                                                                                      |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                            |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                       | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| architect<br>Renaissance<br>sculptor                                                                                                                                                                                                                                                                                  | creativity<br>discovery          | painter<br>scientist<br>writer  |

## Lesson 1: Who, What, Where, and When

## Building Background



**Primary Focus:** Students will identify the most important features of the Renaissance from reading, discussion, and information provided by the teacher.

**WHO, WHAT, WHERE, AND WHEN:  
THE RENAISSANCE (20 MIN.)**

## Activity Page 1.1



## Support

Have students use the sentence starter “They are alike/different because \_\_\_\_\_” when comparing and contrasting the images.

## Challenge

Have students use the complex sentence form “They are alike because \_\_\_\_\_, but they are different because \_\_\_\_\_” when comparing and contrasting the images.

- Direct students to look at Activity Page 1.1 which shows images of three Renaissance artworks.
- Have students identify what they see, using their own words; encourage as much descriptive language as possible.
  - For example, guide students to refer to size, shape, and facial expressions rather than just saying “I see a building” or “There’s a person.”
- **Think-Pair-Share:** Identify what makes the images alike and what makes them different.
- Draw out or explain that the images are all examples of different kinds of art: architecture, sculpture, and painting.
- Explain that all three come from the same time and place, and that the period of history when they were created is called the Renaissance.
- Ask students what they know about the Renaissance. Write their answers on the board.
- Direct students to Activity Page 1.2.
- Explain that the Renaissance began in Italy and then moved northward to other countries such as the Netherlands, Germany, and England.
- Demonstrate on the wall map where these modern-day countries are. Have students point out the countries on the map.
- Have students locate Italy and draw a star to indicate it on Activity Page 1.2. Have them locate the Netherlands, Germany, and the United Kingdom on the activity page as well and shade them.
- Use your finger to sketch arrows on the wall map between Italy and the other three countries.

- Ask students to draw arrows on their own maps from Italy to these other countries. Guide students to explain the reason for the arrows (to show the movement of Renaissance ideas from one place to others).
- Explain that the Renaissance took place mainly between 1300 and 1650.
- Have students mark the timeline with the beginning and endpoints of the period and outline the intervening years with color.
- **Turn and Talk:** Explain to a partner what you did.
- Read aloud the list of names at the bottom of the activity page. Explain that these are some of the important people of the Renaissance. Read the list of names again, having students repeat each name.
- Introduce the terms *sculptor*, *painter*, *writer*, *architect*, and *scientist*. Have students say the words with you. Use simple hand motions to help get across the meaning of each word; holding a paintbrush to signify *painter*, for example.
- Direct students to Activity Page 1.3.
- Read the paragraphs about the Renaissance aloud as students follow along in the activity book.

The Renaissance was a very important time in history. During the Renaissance, many great thinkers were interested in art, science, and knowledge. These men and women created wonderful paintings and sculptures. They built churches and other buildings. They made important scientific discoveries. The people of the Renaissance were sometimes called “humanists,” because they believed in the power of human beings to do remarkable things.

The word Renaissance means “rebirth.” The people who lived during the Renaissance looked back to ancient Greece and ancient Rome. The ancient Greeks and the ancient Romans had also been very interested in art, knowledge, and science. After that time, though, people had been less focused on learning, creativity, and ideas. The people of the Renaissance believed that they were returning to the ideals of Greece and Rome.

- As you read, model fluency and expressiveness.
- Pause once or twice to summarize what you have read.

## Activity Pages 1.2 and 1.3



## Support

Say the names of several of the people in random order and have students use words and hand motions to show each person's main activity.



## Activity Page 1.4



### Reading Reading/Viewing Closely

#### Entering/Emerging

Work with a small group of students to complete the organizer, guiding students through each step and checking that each student has the correct answers before moving on.

#### Transitioning/Expanding

Have students work with a partner to complete the organizer.

#### Bridging

Have students work independently to complete the organizer, and then compare their work with a partner's to make sure they are in agreement.

- Guide students to identify the most important pieces of information in the text.
- Show them how they can use underlining to highlight those pieces of information.
- Direct students' attention to the graphic organizer on Activity Page 1.4.
- Invite student volunteers to read the column headers (who, what, where, when) aloud. Explain that headers like these can help students organize their knowledge about the Renaissance.
  - Add that these types of headers can be used to show knowledge of other time periods or topics as well.
- Tell students that all the information they need to complete the organizer is already on the activity pages.
  - The information about *who* can be found in the list of names at the bottom of Activity Page 1.2.
  - The information about *what* can be found in the paragraph on Activity Page 1.3.
  - The information about *where* can be found in the map on Activity Page 1.2.
  - The information about *when* can be found in the timeline on Activity Page 1.2.
- Explain that it is not necessary for students to list specific names in the *Who* column.
  - You may wish to model how words like *painters* could be used to generalize about the types of people who made the Renaissance famous.
- If needed, model how students can use simple bullet form to fill in the *What* column.
- Have students complete the organizer.



### Check for Understanding

While students are filling out the organizer, check that they are doing the following:

- including job titles such as *painter*, *scientist*, and *sculptor* in the *Who* column
- mentioning the focus on art and knowledge in the *What* column
- identifying the correct places in the *Where* column
- writing the correct dates in the *When* column

## Lesson 1: Who, What, Where, and When

# Talk Time



**Primary Focus:** Students will use a graphic organizer to ask and answer basic questions about the Renaissance.

### TELL A PARTNER ABOUT THE RENAISSANCE (10 MIN.)

- Tell students that they are going to use the graphic organizer they completed on Activity Page 1.4 to help them tell a partner about the Renaissance.
- Explain that one student will ask questions and the other will answer the questions using the information on the chart.
- Ask students to look closely at their graphic organizers.
- Briefly review with students the information included on the chart.
- Model how to ask a question by saying, “Who was important in the Renaissance?”
  - Point out that you began the question with a word from the chart headers, in this case with the word *who*.
  - Then help students answer the question by using information from the chart.
- Have students ask the question, “Who was important in the Renaissance?” chorally for you to answer.
- Have students work in pairs.
  - Assign one to be the asker and the other the answerer.
  - The asker should ask four questions, beginning *Who . . .*, *What . . .*, *Where . . .*, and *When . . .*
  - When all four questions have been asked and answered, have partners switch roles.
- Wrap up by having students describe to their partners what they learned about the Renaissance in this lesson. Have them use their own words.

### Activity Page 1.4





### Speaking Exchanging Information/Ideas

#### Entering/Emerging

Have students answer the questions using words and phrases. Help them expand at least one phrase into a simple sentence.

#### Transitioning/Expanding

Have students answer the questions in simple sentences. Help them expand at least one sentence into a more complex sentence.

#### Bridging

Have students answer the questions in complex sentences.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                     |
| Unit/Lesson        | U5 L1                                                                                                        |
| Activity Name      | Renaissance Chart                                                                                            |
| Proficiency Levels |                                                                                                              |
| Entering           | Student uses familiar words and phrases to answer questions with 1:1 support.                                |
| Emerging           | Student uses models and/or sentence frames to answer questions in simple sentences with substantial support. |
| Transitioning      | Student uses models and/or sentence frames to answer questions in simple sentences with moderate support.    |
| Expanding          | Student answers questions in complex sentences with moderate support.                                        |
| Bridging           | Student answers questions in complex sentences with minimal support.                                         |

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


2

Use a Renaissance Timeline

PRIMARY FOCUS OBJECTIVE(S)

Reading

Students will create a timeline to order important features of the Renaissance.

Speaking

Students will use a timeline to describe the Renaissance.

Reading

Students will read and use speech words with the prefix ex-.

FORMATIVE ASSESSMENT

Reading

Renaissance Timeline [Activity Page 2.1]

Reading

Words with the Prefix ex- [Activity Page 2.2]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Tell a Partner About the Renaissance

[Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|--------------------------------------|---------|---------------------|
| Rewind | | |
| Renaissance Timeline | 10 min. | ☐ Activity Page 2.1 |
| Talk Time | | |
| Tell a Partner About the Renaissance | 10 min. | ☐ Activity Page 2.1 |
| Looking at Language | | |
| Prefix ex– | 10 min. | ☐ Activity Page 2.2 |

ADVANCE PREPARATION

Rewind

- Sketch a timeline on the board showing the years from 1400 to 1650, with the following years marked and labeled: 1400, 1450, 1500, 1550, 1600, 1650.

Talk Time

- Be ready to assign partners for Talk Time.

FEATURES OF ACADEMIC LANGUAGE

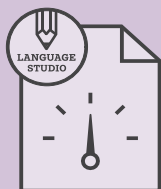
| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Use sequence and temporal words to describe the order of historical events • Identify the meaning of new words using the prefix ex– | | |
| Language Forms and Functions | | |
| <p>_____ happened before/after _____.</p> <p>I put the dot between _____ and _____.</p> <p>First, _____. Next, _____. Last/Finally, _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | exclude | before
after |

Lesson 2: Use a Renaissance Timeline

Rewind



Activity Page 2.1



Support

Have students write the word *before* on the left of the timeline and the word *after* on the right of the timeline to help them remember the meanings.

RENAISSANCE TIMELINE (10 MIN.)

- Direct students to look at Activity Page 2.1.
- Explain that this page shows a timeline that includes the period of the Renaissance.
- Ask students to identify important features of the Renaissance.
 - Have them think in particular about what they learned in the previous lesson.
 - Draw out that the Renaissance was a period of great interest in arts, knowledge, and science, and that it took place many years ago in western Europe.
- Ask students what year is on the left end of the timeline (1400) and which is on the right (1650).
 - Explain that 1400 is the first year on the timeline; it begins the timeline and it is *before* all the other years.
 - Similarly, explain that 1650 is the last year on the timeline; it ends the timeline and is *after* all the other years.
- Review with students by having them name or point to the first year on the timeline and then do the same with the last year.
- Explain that Activity Page 2.1 includes information about some of the important artworks created by people of the Renaissance. Tell students they will learn more about these people and their artworks in future lessons.
- Call students' attention to the box in the upper left. Read the date (1497) and the text aloud. Remind students that Leonardo was a painter and a scientist.

- Explain that students will find where 1497 appears on the timeline and draw a line from the box to that place.
- Call students' attention to the timeline on the board and point out that it is identical to the one on the activity page.
- Think Aloud:
 - *I know that 1497 comes just before 1500, because 1500 comes right after 1499.*
 - *So, I'll put a dot just to the left of 1500.*
 - *I know that 1497 is much closer to 1500 than it is to 1450, so there should be a lot of space between 1450 and 1497.*
 - Mark the dot on the board slightly to the left of 1500.
- On Activity Page 2.1, have students draw a dot representing 1497 and then draw a line from the box about *The Last Supper* to the dot.
- **Turn and Talk:** Have students use words such as *before*, *after*, and *between* to tell a partner where they put the dot, such as *I put the dot between 1450 and 1500.*
- Continue with the other boxes, reading the information in each box aloud. Use Think-Alouds as needed.
- Check that students have completed the page successfully.



Check for Understanding

Ask students whether Michelangelo sculpted *David* before or after 1500. (*after*). If students answer incorrectly, review that *before* is to the left on a timeline and *after* is to the right.

Challenge

Have students identify which event on the timeline took place nearest to the following years: 1400, 1450, 1500, 1550, 1600.



Reading Reading/Viewing Closely

Entering/Emerging

Work 1:1 with students to complete the timeline.

Transitioning/Expanding

Have students work with a partner to complete the timeline.

Bridging

Have students work independently to complete the timeline.

Informal Observation



Speaking Exchanging Information/Ideas

Entering/Emerging

Provide students with the sentence starters

*First, _____; Next, _____;
and Last, _____.*

Transitioning/Expanding

Have students vary the time-order words they use by sometimes saying *next* and sometimes saying *then*.

Bridging

Have students vary the time order words and phrases they use by saying each of the above at least once: *next*, *then*, and *after that*.

Lesson 2: Use a Renaissance Timeline

Talk Time



Primary Focus: Students will use a timeline to describe the Renaissance.

TELL A PARTNER ABOUT THE RENAISSANCE (10 MIN.)

- Explain that students will use the timelines they completed on Activity Page 2.1 to help them tell a partner about when these artworks were created.
- Ask students to look closely at their timelines and identify which event came *first*. (*Donatello sculpts St. George, 1420*)
 - Review that *first* is the one furthest to the left on the timeline.
- Repeat with the event that came *next*. (*Botticelli, Birth of Venus, 1486*)
 - Briefly explain the meaning of *next* in time-order words: the one that comes directly after the one you have just talked about.
 - Show how students can run their fingers from left to right across the timeline to determine which event comes *next*.
- Model by saying the following:
 - *First, Donatello sculpted St. George.*
 - *Next, Botticelli painted Birth of Venus.*
- Ask students what came *last*. (*Shakespeare wrote Hamlet.*)
 - Remind students that they can use the word *last* to describe the work that came after all the others.
- Have students work in pairs.
 - Have one student use the timeline to describe the order in which the artworks were created, using time-order words such as *first*, *then*, *next*, and *last*.
 - When the list is complete, have partners switch roles.
- Wrap up by asking student volunteers to tell the class something relating to Renaissance art that they would like to know more about.



Check for Understanding

Have students find when Michelangelo sculpted *David*. Ask them which event on the timeline came *next*. (*Raphael painted School of Athens*.) If students answer incorrectly, have them review *next* by running their fingers from left to right across the timeline.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U5 L2 |
| Activity Name | Tell a Partner About the Renaissance |
| Proficiency Levels | |
| Entering | Student points to each event and/or dictates single words to describe the order of events with 1:1 support. |
| Emerging | Student uses sequence words (e.g., first, next, last) to describe the order of events with substantial support. |
| Transitioning | Student uses sequence and temporal words (e.g., before, after) to describe the order of events with moderate support. |
| Expanding | Student uses sequence and temporal words to describe the order of events with minimal support. |
| Bridging | Student independently uses a variety of sequence and temporal words to describe the order of events. |

Lesson 2: Use a Renaissance Timeline

Looking at Language



Primary Focus: Students will read and use in speech words with the prefix *ex-*.

PREFIX *EX-* (10 MIN.)

- Write the word *exclude* on the board and read it aloud.
- Circle the prefix *ex-*. Explain that this is a prefix, or a part of a word that goes in front of the main part.
- Ask students what they think the prefix *ex-* might mean.
- Draw out or explain that *ex-* usually means “out of” or “from”. Add that the word *exit* means “a way out” and that remembering the meaning of this word can help them recall the meaning of the prefix.
- Use the word *exclude* in the following oral sentences:
 - *She tried to exclude her sister from the party.*
 - *Please do not exclude anyone when you play ball.*
- Ask students to use what they know about the sentences and the prefix *ex-* to determine the probable meaning of *exclude*.
 - Draw out or explain that *exclude* means “to leave someone out.”
- Have student volunteers use *exclude* in a sentence of their own.
- Ask students to turn to Activity Page 2.2. Read the words aloud along with their definitions.

Activity Page 2.2



excursion – a short journey or trip

excise – to cut out or eliminate

except – not including

exhale – to breathe out

exterior – the outer part

exhausted – very tired

- Have students circle the prefix *ex-* in each word.
- Ask students to relate the definition of the word to the *out of* or *from* meaning of the prefix. For instance, *excise* means to *cut **out*** and an *excursion* is a trip ***away*** from somewhere.
- Have students complete the activity page.
- Ask students to use two of the words in oral sentences of their own.



Check for Understanding

Ask students whether the word *exhale* or the word *except* fits best in the sentence *First, take a deep breath; then, _____. (exhale)* If students answer incorrectly, ask them to review the meanings of the two words.

End Lesson

Support

Provide students with a choice of two or three words for each item, such as by telling students the row or column in which the correct word appears.



Reading Selecting Language Resources

Entering/Emerging

Have students complete the sheet in a small group under your guidance.

Transitioning/Expanding

Have students complete the sheet with the assistance of a partner.

Bridging

Have students complete the sheet independently and compare answers with a partner.

3

Renaissance Artist Skits

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will act out events in the lives of Renaissance artists.

Writing

Students will use sentence frames to compare and contrast various Renaissance art forms.

FORMATIVE ASSESSMENT

Speaking

Three Renaissance Artists [Activity Page 3.1]

Speaking

Skit Performance [Informal Observation]

FORMATIVE ASSESSMENT

Writing

Arts of the Renaissance [Activity Page 3.2]

LESSON AT A GLANCE

| | Time | Materials |
|-------------------------------|---------|---------------------|
| On Stage | | |
| Act It Out | 20 min. | ☐ Activity Page 3.1 |
| Write About It | | |
| Compare and Contrast the Arts | 10 min. | ☐ Activity Page 3.2 |

ADVANCE PREPARATION

On Stage

- Prepare to divide students into groups of three to perform the plays in Act It Out.

Write About It

- Gather various classroom objects, such as markers and colored paper, that are similar in some ways and different in others for the Support activity in Write About It.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Collaborate with peers to perform skits about Renaissance artists, and use gestures, expressive reading, and improvisation to convey meaning
- Compare and contrast Renaissance art forms

Language Forms and Functions

One thing I know about architecture/sculpture/painting is...

_____ and _____ are alike because they both...

_____ and _____ are different because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|--|
| cathedral
guild member | conversation | alike
different
knight
princes
statue
townsperson |

Lesson 3: Renaissance Artist Skits

On Stage



Primary Focus: Students will act out events in the lives of Renaissance artists.

ACT IT OUT (20 MIN.)

- Direct students to look at Activity Page 3.1.
- Read the title of the page aloud (“Three Renaissance Artists”).
- Explain that the three artists discussed on the page all practiced different kinds of art.
 - Explain that one practiced architecture, another sculpture, and the third painting.
 - Have students share anything they know about these three art forms.
- Read aloud the information on Brunelleschi at the top of the first page.

The cathedral in Florence, Italy, had a problem. It had no roof. The building was so big, some people thought it might be impossible to build a roof that would cover it. Filippo Brunelleschi was an architect. He designed buildings—and he had an idea for how to design a roof for the cathedral. Brunelleschi met with the guild members—the people who were in charge of the building.


Check for Understanding

What was Brunelleschi’s job?

- » architect, or designer of buildings

If students are unsure, highlight the appropriate sentence and reread as students follow along.

- Explain that most of the rest of the page consists of a dialogue, or a conversation, and that the conversation is between three people.
- Tell students that the dialogue is written in the form of a play. Point out the following:

Activity Page 3.1


- The people who are in the play are called the *characters*. The characters are played by people called *actors*.
- When the characters speak, their names appear in uppercase letters.
- The words the characters speak appear after the colon.
- Some words are in parentheses; these are stage directions, which tell the actors what to do.
- Read through the dialogue while students follow along, modeling fluency and expression.

GUILD MEMBER #1: Tell us what you have in mind.

GUILD MEMBER #2: Yes, tell us!

BRUNELLESCHI: Sorry! I won't!

GUILD MEMBER #1: What do you mean?

BRUNELLESCHI (displaying an egg): Can any one of you make this egg stand on its head without toppling?

GUILD MEMBER #2: Not me! (BRUNELLESCHI cracks the egg and rests it on its broken end.)

BRUNELLESCHI: There! I did it!

GUILD MEMBER #1: We could have done that!

GUILD MEMBER #2: That's right! Easy as pie!

BRUNELLESCHI: That's my point. If I tell you how to build the roof, you'll just say you knew how to do it all along!

-
- Close by reading the sentence at the top of the second page (In the end, Brunelleschi did build the roof—and the roof is still in place today.) and pointing out that the image shows the cathedral with Brunelleschi's roof.
 - Repeat with the other two parts of the activity, emphasizing that Donatello was a sculptor and Botticelli a painter.
-

Another great Renaissance artist was named Donatello. Donatello was a sculptor. He made statues. One of his most famous statues showed a made-up knight named St. George. St. George once went to a town where a dragon was eating people. The conversation might have gone something like this:

ST. GEORGE: Hello! I am a knight. You don't look very happy. What is going on here?

TOWNSPERSON: Oh, we have a problem with a dragon.

PRINCESS: The dragon always wants to eat people.

TOWNSPERSON: Today, it's her turn to be eaten—even though she's the princess.

ST. GEORGE: That's terrible!

PRINCESS: Yes, we know!

ST. GEORGE: I will fight and kill the dragon for you! After all, I am a very brave knight.

PRINCESS: Good luck!

TOWNSPERSON: You'll need it!

In the end, St. George did kill the dragon to save the princess and the town—and Donatello's statue of the brave knight is famous even today.

Botticelli was the name of a third great Renaissance artist. Botticelli was a painter.

One of his most famous paintings is called *The Birth of Venus*. It shows a goddess from ancient mythology. Botticelli was just a nickname; it means "little barrel" in Italian.

Botticelli was a friend of a wealthy family named the Medicis. They might have had a conversation like this:

MR. MEDICI: Hi, Botticelli. We wanted to talk about something with you.

BOTTICELLI: What is it?

MRS. MEDICI: We love the way you paint! We know that you don't have lots of money.

BOTTICELLI: That's true! I'm not rich.

MR. MEDICI: We thought we would make a deal with you.

MRS. MEDICI: You paint lots of great pictures for us—

MR. MEDICI: And we will pay you lots of money.

MRS. MEDICI: What do you say?

BOTTICELLI: I say it's a deal!

Botticelli was supported by the Medicis for many years. He is still known for his beautiful paintings.

Support

Read the dialogue aloud and have students read with you.

Challenge

Have students identify what emotions the characters might be feeling when they speak their lines.



Reading Exchanging Information/Ideas

Entering/Emerging

Have students read lines in unison with others.

Transitioning/Expanding

Have students read lines on their own.

Bridging

Have students improvise at least one of their lines instead of reading it aloud.

Informal Observation



- Divide students into groups of three. Assign each group a play to perform. Point out that each play has three characters.
 - Instruct students to decide who will play which part.
 - Have students read the parts with expression and fluency. Encourage them to use gestures as appropriate.
 - Have students switch parts and repeat.
- Circulate, listening to groups as they work and offering advice and encouragement when necessary.
- If time permits, have students perform their skit for another group or for the class as a whole.
- Close by having students tell what they enjoyed most about the activity.

Lesson 3: Renaissance Artist Skits

Write About It



Activity Page 3.2



Primary Focus: Students will use sentence frames to compare and contrast various Renaissance art forms.

COMPARE AND CONTRAST THE ARTS (10 MIN.)

- Review that Brunelleschi, Donatello, and Botticelli all practiced different kinds of art.
- Remind students that Brunelleschi was an architect, Donatello a sculptor, and Botticelli a painter. Use gestures as needed to help students remember the meaning of each of these words.
- Say “Botticelli” and have students respond *painter*. Repeat with “Donatello”(*sculptor*) and “Brunelleschi”(*architect*).
- Have students turn to Activity Page 3.2.
 - Read the directions aloud.
 - Explain that students will complete the sentences to tell how these kinds of art are alike and how they are different.
- Guide students to complete the first item as a group (Architecture and sculpture are alike because they both _____.). Point out that the sentence must tell how the two art forms are similar.

- Repeat with the second item (Architecture and sculpture are different because ____). Point out that the wording is different because the sentence tells how the two art forms are different.
- Have students complete the page on their own.
- When students are finished, have them use their own words to tell a partner something about each of the three art forms.



Check for Understanding

Ask students how sculpture and painting are different. (*Possible answer: painting uses a brush and sculpture does not.*) If students are uncertain, have them act out both painting and sculpting and describe what they are doing.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U5 L3 |
| Activity Name | Arts of the Renaissance |
| Proficiency Levels | |
| Entering | Student draws pictures or dictates single words to demonstrate a basic understanding of each art form with 1:1 support. |
| Emerging | Student writes single words or phrases to compare art forms with substantial support. |
| Transitioning | Student writes simple sentences to compare art forms with moderate support. |
| Expanding | Student writes simple and complex sentences to compare art forms with minimal support. |
| Bridging | Student independently writes complex sentences to compare art forms. |

End Lesson

Support

Use classroom objects such as markers or colored paper to model how objects are alike or different.

Challenge

Ask students which two art forms they think are the most alike and why.



Writing

Entering/Emerging

Have students draw small pictures to help them recall the meanings of *architecture* *painting* *sculpture*

Transitioning/Expanding

Offer students moderate support to complete the page as necessary.

Bridging

Have students check their answers with a partner.

4

Art Projects, Day 1

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will begin creating a chart with information about the lives and work of Renaissance artists.

Speaking

Students will begin an art project based on Renaissance themes and discuss their work with classmates.

FORMATIVE ASSESSMENT

Listening

Renaissance Artists Chart (optional)

[Activity Page 4.1]

Speaking

Planning an Art Project [Activity Page 4.2]

FORMATIVE ASSESSMENT

Speaking

Group Work: Planning [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|-----------------------------------|---------|---|
| Building Background | | |
| Begin a Renaissance Artists Chart | 10 min. | <input type="checkbox"/> Activity Page 3.1
<input type="checkbox"/> Activity Page 4.1 (optional)
<input type="checkbox"/> Artists Chart |
| Talk Time | | |
| Create a Work of Art | 20 min. | <input type="checkbox"/> Activity Page 4.2
<input type="checkbox"/> Art materials |

ADVANCE PREPARATION

Building Background

- Prepare a chart on a large sheet of paper for Building Background. Use the model pictured here, with the title “Artists of the Renaissance” and space for information on 10 artists (some of the spaces will not be used). The three artists whose names appear in parentheses will be entered onto the chart today.

| Artists of the Renaissance | | |
|----------------------------|-------------|--------------|
| (Brunelleschi) | (Donatello) | (Botticelli) |
| | | |
| | | |
| | | |

- Hang the chart in a prominent place in the classroom. If possible, keep it up throughout the rest of the unit; if not, store it in a safe place and be sure to hang it again when it is needed for future lessons.
- Prepare to assign partners for the end of the Building Background activity.

Talk Time

- Prepare a variety of art and building materials for Talk Time, including:
 - colored paper
 - markers/crayons
 - watercolor sets
 - clay/plasticene
 - craft sticks
 - tape and glue
- Prepare to divide students into small groups (three or four students each) for the Talk Time activity.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|--|
| <ul style="list-style-type: none">• Recall and discuss previously learned information about the lives and work of Renaissance artists• Define a sequence of steps and procedures to plan an art project• Contribute to conversations and express ideas by asking and answering questions, building on responses, and adding relevant information | | |
| Language Forms and Functions | | |
| <p>Brunelleschi/Donatello/Boticelli was a _____. He made _____.</p> <p>_____ was the last artist to be born.</p> <p>When was _____ born/When did _____ die?</p> <p>What do you think about _____?</p> <p>I am making a/an _____. I like this because _____.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| cathedral
guild member | | knight
princes
statue
townsperson |

Lesson 4: Art Projects, Day 1

Building Background



Primary Focus: Students will begin creating a chart with information about the lives and work of Renaissance artists.

BEGIN A RENAISSANCE ARTISTS CHART (10 MIN.)

- Direct students to look at Activity Page 3.1.
- Review the names of the three artists described in this set of pages and the type of art they are best remembered for doing, as follows:
 - What did _____ do? What did he make?
 - Encourage students to respond in simple sentences, such as *Donatello was a sculptor. He made statues.*
- Display the chart you created, and read the title with students.
 - Explain that in this lesson, students will fill in information about the three artists they studied in the previous lesson.
 - Add that as they learn about new artists later on in the unit, they will include the information about them as well.
- You may choose to distribute Activity Page 4.1 at this point in the lesson. This activity page allows students to make their own charts with the information about Renaissance artists you are placing in the classroom chart. That will give students quick access to the information in later lessons.
 - However, you can also choose not to use Activity Page 4.1 and simply record all the information in the classroom chart.
 - If you do choose to use Activity Page 4.1, have students copy the information onto their own charts as you write it on the classroom chart.
- Write the name *Brunelleschi* at the top of the first column of the classroom chart. Below that, write the dates 1377–1446 and explain that these are the years when Brunelleschi was alive.

Activity Page 3.1



Activity Page 4.1



Support

Ask guiding questions when students are identifying information from the activity page, such as “What did he do?” and “What is the name of a famous work?”

Challenge

For each artist, have students think of one piece of information they would like to know, such as where he lived or what the name of another of his works is. Help them find this information using library materials or the Internet.



Speaking Exchanging Information/Ideas

Entering/Emerging

Have students ask questions using the sentence frames, *When was _____ born/When did _____ die?*

Transitioning/Expanding

Have students ask questions using the sentence starters, *When _____?* and *What _____?*

Bridging

Have students create their own questions based on the information in the chart.

- **Think-Pair-Share:** Ask students to review Activity Page 3.1 and provide information about Brunelleschi.
 - Write their ideas in bullet form on the chart below Brunelleschi's name and dates.
 - Be sure to include the information that he designed the roof for the cathedral in Florence.
- Repeat in the next two columns with Donatello (1386–1466) and Botticelli (1445–1510), including information on *St. George* (statue by Donatello) and *Birth of Venus* (painting by Botticelli).
- Ask "Which artist died in 1466?" (*Donatello*)
 - If necessary, model how you found this information, or have a student show how the information could be obtained from the dates listed in the chart.
 - Repeat with "Which artist painted *Birth of Venus*?" (*Botticelli*)
- Have students work in pairs to ask and answer questions in this way as time permits.



Check for Understanding

Which artist was the last to be born? (*Botticelli*). If students answer incorrectly, guide them to locate the birthdates of the three artists.

- Display the chart in a prominent place in the room. Remind students that they will be adding to the chart in upcoming lessons.

Lesson 4: Art Projects, Day 1

Talk Time



Primary Focus: Students will begin an art project based on Renaissance themes and discuss their work with classmates.

CREATE A WORK OF ART (20 MIN.)

- Tell students that they will begin creating an art project of their own.
- Remind students that Brunelleschi was an architect, Donatello a sculptor, and Botticelli a painter. Tell students that they will be creating a simple building, sculpture, or painting/drawing.
 - If there are not sufficient materials to allow students a choice of activities, provide them with crayons and markers and have them make drawings.
- Make it clear that students will not have the chance to finish the artwork during this time, but that they will be able to complete their work in a future lesson.
- Divide students into groups of three or four students.
- Have students turn to Activity Page 4.2. Explain that students will use this activity page as a planner for their work.
- Read the directions aloud.

Circle what you plan to create.

a building a sculpture a painting a drawing

Answer the questions.

What material or materials will you use?

First, I will . . .

Next . . .

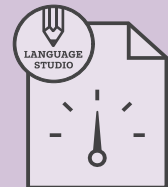
Then . . .

This is a sketch of what my final product will look like.

Informal Observation



Activity Page 4.2



Support

Have students report on their work using sentence frames such as *I am making a/an _____ and I like this because _____.*

Challenge

Ask students how their project is similar to and different from the projects of other people in their group.



**Speaking
Exchanging
Information/Ideas**

Entering/Emerging

Help students talk about their work using sentence frames.

Transitioning/Expanding

Help students talk about their work using simple prompts.

Bridging

Help students talk about their work using their own words.

- Tell students that a sketch is a very simple drawing that should not take long to create.
- Model a sketch on the board by sketching several fish, a couple of trees, or some other simple drawing.
- Show students some of the materials they will be able to use. Invite them to handle the materials briefly, and talk informally to their group members about what they might like to create.
- Have students fill in the information on Activity Page 4.2 based on the materials they chose and the conversations they had.
- Tell students that they should continue to talk to the people in their groups as they work. Model saying statements like “Now I’m going to draw a bird in this corner of the paper” and “I need a little bit of glue to hold the roof together.”
- As students work, circulate through the room.
 - Check that they are engaged in conversation about their projects.
 - Encourage students to ask each other questions about their projects as well as make comments.



Check for Understanding

Have students tell you whether their project is a sculpture, a piece of architecture, or a painting/drawing. If students are uncertain, review the definitions of all three art forms.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Speaking |
| Unit/Lesson | U5 L4 |
| Activity Name | Group Work: Planning |
| Proficiency Levels | |
| Entering | Student expresses agreement or disagreement with 1:1 support. |
| Emerging | Student makes a suggestion with substantial support. |
| Transitioning | Student provides reasons to support their suggestions and/or adds on to others' suggestions with moderate support. |
| Expanding | Student provides reasons to support their suggestions and/or adds on to others' suggestions with minimal support. |
| Bridging | Student provides reasons to support their suggestions and/or adds on to others' suggestions independently. |

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

## 5

# Leonardo da Vinci

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will read about Leonardo da Vinci and learn words relating to art and science.

**Writing**

Students will use conjunctions in oral and written sentences.

**FORMATIVE ASSESSMENT**

Writing

**Conjunctions** [Activity Page 5.2]

**LANGUAGE PROFICIENCY ASSESSMENT**

Listening

**Leonardo da Vinci** [Activity Page 5.1]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                  |
|----------------------------|---------|------------------------------------------------------------------------------------------------------------|
| <b>Vocabulary Building</b> |         |                                                                                                            |
| Leonardo da Vinci          | 15 min. | <input type="checkbox"/> Activity Page 5.1                                                                 |
| <b>Write About It</b>      |         |                                                                                                            |
| Using Conjunctions         | 15 min. | <input type="checkbox"/> Activity Page 5.2<br><input type="checkbox"/> Earlier Activity Pages as necessary |

## ADVANCE PREPARATION

### Vocabulary Building

- Post the following sentence starters on the board:
  - Leonardo liked \_\_\_\_\_.
  - Leonardo was interested in \_\_\_\_\_.

### Write About It

- Post the following sentences on the board:
  - I like to play baseball.
  - I like to play soccer.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Define and use general academic and domain-specific vocabulary words to describe Leonardo da Vinci's contributions to art and science
- Describe images relating to Renaissance art and science
- Use common conjunctions to signal relationships between ideas

### Language Forms and Functions

The subject of the painting is \_\_\_\_\_.

As an artist, Leonardo da Vinci painted a \_\_\_\_\_ called \_\_\_\_\_.

As a scientist, Leonardo da Vinci \_\_\_\_\_.

I like \_\_\_\_\_. I don't like \_\_\_\_\_.

### Vocabulary

| Tier 3<br>Domain-Specific Words                                              | Tier 2<br>General Academic Words                 | Tier 1<br>Everyday Speech Words |
|------------------------------------------------------------------------------|--------------------------------------------------|---------------------------------|
| anatomy<br>canvas<br>engineering<br>fresco<br>geology<br>oil paint<br>optics | experiment<br>hypothesis<br>landscape<br>subject | paintbrush                      |

Start Lesson

## Lesson 5: Leonardo da Vinci

# Vocabulary Building



**Primary Focus:** Students will read about Leonardo da Vinci and learn words relating to art and science.

### Activity Page 5.1



### LEONARDO DA VINCI (15 MIN.)

- Have students turn to Activity Page 5.1.
- Explain that this page will give information about a very famous figure of the Renaissance, a man named Leonardo da Vinci.
  - Explain that “da Vinci” means “from Vinci,” the town where Leonardo was born.

- Give your own name in this style (first name, then *da*, and then the name of the town where you are from), as in “Jean da Chicago” or “Lou da New Orleans.”
- Invite students to express their own names using this convention.
- Read the opening paragraph aloud while students follow along.

---

Leonardo da Vinci was a great painter. He was also a great scientist and inventor. He was born in 1452 in what is now Italy, and he died in France in 1519.

---

- Have students look closely at the two images on the first page. Explain that these are paintings made by Leonardo.
  - Ask students to describe what they see in each picture, using who/what/where/when vocabulary when possible. (*“some people are sitting at a table” rather than “there are some people in the picture”*)
  - Read aloud the first paragraphs of the activity page, which deal with Leonardo’s life as an artist. Have students follow along.
- 

Two of Leonardo’s greatest paintings are the Mona Lisa and The Last Supper. The Mona Lisa is one of the most famous paintings in the world. It shows a French noblewoman. Over the years, many people have been fascinated by the way the woman is smiling. Today, Mona Lisa hangs in a museum in France. The Last Supper shows a story from the life of Jesus. In this painting, Jesus is telling his friends that one of them will betray him and that he will soon be killed. Leonardo painted The Last Supper directly on a wet plaster wall of a church in Italy. The painting has faded and suffered other damage over time.

---

- Read aloud the list of art words and their definitions at the top of the second page.
- 

paintbrush – a tool used to spread paint

canvas – a surface to be painted on

oil paint – a type of paint often used during the Renaissance

fresco – a method of painting on a hard, wet surface

subject – the person or thing a painting is mostly about

landscape – trees, grass, sky, and other natural features in a painting



### Speaking Reading/Viewing Closely

#### Entering/Emerging

Have students express their ideas using simple words and phrases. Guide them to turn one phrase into a simple sentence.

#### Transitioning/Expanding

Have students express their ideas using phrases and simple sentences. Guide them to turn one simple sentence into a more complex sentence.

#### Bridging

Have students use complex sentences to express their ideas.



## Support

Have students use sentence starters such as *Leonardo liked \_\_\_\_\_* or *Leonardo was interested in \_\_\_\_\_*.

## Challenge

Have students use different forms of the vocabulary words in their sentences (such as *paintbrushes* and *geologist*).



## Writing

### Entering/Emerging

Offer 1:1 help to students as they complete the paragraph.

### Transitioning/Expanding

Have students complete the paragraph with the help of a partner.

### Bridging

Have students read their completed paragraphs aloud to a partner, and ask them to check each other's work for errors or anything that is unclear.



## Check for Understanding

Who is the subject of the painting *Mona Lisa*?

» a French noblewoman

- Ask students to say two things they learned about Leonardo and his life as a painter.
  - Encourage them to use the words in the list given at the top of the second page.
  - Model if needed by saying, "Leonardo painted a fresco called *The Last Supper*."
- Repeat with the information on the second part of Activity Page 5.1, explaining that this part of the lesson deals with what Leonardo did as a scientist.

Leonardo was also a scientist and a builder. He designed war machines and weapons for an Italian nobleman. One of these machines looked a lot like a modern tank. He was also very interested in flight. At one point, he tried to build a flying machine. Unfortunately, it didn't work very well. According to stories, his assistant broke his leg when he tried it out! Leonardo was interested in many different parts of science. He was curious about how the human body worked, for instance. He made many sketches of the outside and the inside of the body. He studied rocks and the Earth, too, and he was deeply interested in light.

- As before, have students do the following:
  - describe the pictures
  - follow along as you read aloud
  - listen to the words and their meanings
    - geology – the study of rocks and the Earth
    - anatomy – the study of the body
    - optics – the study of light
    - engineering – the study of design and building
    - experiment – a test in science to see how or why something happens
    - hypothesis – an idea about why something works the way it does
  - say two things about Leonardo as a scientist, using the words when possible



### Check for Understanding

What was Leonardo studying when he was drawing pictures of the human body?

» anatomy

## LANGUAGE PROFICIENCY ASSESSMENT

### Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                                      |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Listening                                                                                                                            |
| Unit/Lesson        | U5 L5                                                                                                                                |
| Activity Name      | Leonardo da Vinci                                                                                                                    |
| Proficiency Levels |                                                                                                                                      |
| Entering           | Student identifies one of da Vinci's contributions by pointing to relevant text or stating a single word or phrase with 1:1 support. |
| Emerging           | Student uses a key word or phrase from the text to describe one of da Vinci's contributions with substantial support.                |
| Transitioning      | Student uses sentence starters to describe one of da Vinci's contributions with moderate support.                                    |
| Expanding          | Student describes da Vinci's contributions with minimal support.                                                                     |
| Bridging           | Student independently describes da Vinci's contributions at length.                                                                  |

Lesson 5: Leonardo da Vinci

# Write About It



**Primary Focus:** Students will use conjunctions in oral and written sentences.

## USING CONJUNCTIONS (15 MIN.)

- On the board, write the following sentences and read them with students.
  - I like to play baseball.
  - I like to play soccer.
- Explain that you can use the word *and* to combine these sentences into a single sentence.
- Write the following sentence and read it aloud, emphasizing *and*.
  - I like to play baseball, *and* I like to play soccer.
- Explain that the word *and* is a conjunction and that a conjunction is a word that combines two sentences.
- Tell students that *and* is usually used to combine sentences that are alike in some way.
- Change *I like to play soccer* to *I don't like to play soccer*. Then write the following sentence on the board, emphasizing *but*.
  - I like to play baseball, *but* I don't like to play soccer.
- Explain that *but* is a conjunction like *and*. Add that *but* is usually used when two things are different in some way.
- Have students read both sentences aloud, emphasizing the word *and* in the first and *but* in the second.
- Have students turn to Activity Page 5.2.
- Read aloud the title and the opening text.

### Activity Page 5.2



#### Conjunctions

Some words in English are called conjunctions. These words can join two sentences.

- Have students read the sample conjunctions aloud.
- Walk students through the examples at the bottom of the first page.



### Check for Understanding

Have students orally combine the sentence *I am awake* with the sentence *My sister is asleep* using the conjunction *but*.

» I am awake, but my sister is asleep.

- Read the directions at the top of the second page aloud.
- Explain that students will need to use the given conjunction to write a single sentence.
- Model the new sentence using the first example if you feel it is necessary.
  - » *Leonardo painted the Mona Lisa, and Leonardo painted The Last Supper.*
- Have students complete the rest of the page independently.
- When students are finished, read aloud the directions on the next activity page.
- Tell students that they may use previous activity pages to help them remember facts and details.
- Have students complete the paragraph. Have them circle conjunctions where they appear.

End Lesson

### Challenge

Ask students to use the word *while* to join two sentences about the Renaissance (Example: *Leonardo painted The Last Supper while he lived in Italy.*).

### Support

Review information from previous lessons with students and highlight important facts and details for them to use in their paragraphs.

## 6

# Michelangelo and Raphael

**PRIMARY FOCUS OBJECTIVE(S)****Reading**

Students will read about Michelangelo and Raphael and compare their lives and works.

**Speaking**

Students will role-play an interview with a Renaissance artist.

**FORMATIVE ASSESSMENT**

Reading

**Michelangelo and Raphael** [Activity Page 6.1]

Speaking

**Interview: Role-Play** [Informal Observation]

**FORMATIVE ASSESSMENT**

Reading

**Compare and Contrast Michelangelo and Raphael**  
[Activity Page 6.2]

## LESSON AT A GLANCE

|                                | Time    | Materials                                                                                |
|--------------------------------|---------|------------------------------------------------------------------------------------------|
| <b>Building Background</b>     |         |                                                                                          |
| Michelangelo and Raphael       | 20 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 6.2 |
| <b>On Stage</b>                |         |                                                                                          |
| Interview a Renaissance Artist | 10 min. |                                                                                          |

## ADVANCE PREPARATION

### On Stage

- Prepare to divide students into pairs for the On Stage activity.
- Provide paintbrushes or other art materials to use as props for the On Stage activity.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use a Venn diagram to compare and contrast the lives and works of Michelangelo and Raphael
- Describe images relating to Renaissance art
- Role-play an interview with a Renaissance artist, using academic and domain-specific vocabulary.

### Language Forms and Functions

I learned that Michelangelo/Raphael...

The image shows that...

Michaelangelo and Raphael both \_\_\_\_\_.

Unlike Michaelangelo, Raphael \_\_\_\_\_.

Did you \_\_\_\_\_? Were you \_\_\_\_\_?

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words             |
|---------------------------------|----------------------------------|---------------------------------------------|
| Pope<br>sculpted                | figure<br>image<br>lifelike      | bullet form<br>ceiling<br>painted<br>statue |

## Lesson 6: Michelangelo and Raphael

## Building Background



**Primary Focus:** Students will read about Michelangelo and Raphael and compare their lives and works.

## MICHELANGELO AND RAPHAEL (20 MIN.)

## Activity Page 6.1



## Support

Have students reread the bullet about Michelangelo's arguments with the Pope before you ask the question.

- Direct student to Activity Page 6.1.
- Explain that this page provides information about two more Italian artists of the Renaissance.
  - Explain that one was named Michelangelo, and that he was a painter and a sculptor.
  - Explain that the other was named Raphael, and that he was primarily a painter.
- Explain that the information on this page is given in bullet form.
  - Bullet form gives important facts in a short, concise way.
  - The statements are not usually complete sentences.
  - Bullet form is a good way of taking notes.
- Read through the bullets in the left column, which tell about Michelangelo.

Michelangelo:

- born 1475, died 1564
- worked for the Medici family
- sculpted lifelike figures
- sculpted the *Pieta*, a statue showing Jesus and his mother, Mary
- sculpted *David*, a statue showing a hero from the Bible
- had big arguments with the Pope
- painted the ceiling of the Sistine Chapel in Rome using images from the Bible

**Note:** You may need to explain that the Pope was the leader of the most important church in western Europe during the Renaissance and that he was an important person.



### Check for Understanding

Ask students if Michelangelo was a painter, a sculptor, or both.  
» both

If students are uncertain, review the bullets about him and highlight the words *sculpted* and *painted*.

### Challenge

Have students use at least one complex sentence that includes a conjunction from the following list: *and*, *but*, *so*, *or*.

- Ask students to tell a partner something they learned about Michelangelo from the information on the page, using the sentence starter *I learned that \_\_\_\_\_*.
- Ask students if they think Michelangelo was easy to get along with or hard to get along with and why they think so.
  - » hard to get along with; he feuded with the Pope
- Draw students' attention to the images on the left on the second page.
- Ask students to describe what they see. Encourage them to use complete sentences.
- Repeat with the information on Raphael in the right column, asking if Raphael was easy or hard to get along with.
  - » easy

#### Raphael

- born 1483, died 1520
- worked for several rich people
- painted lifelike figures
- got along very well with the Pope
- painted many different pictures of Jesus and his mother, Mary
- painted a fresco called *The School of Athens*, using images from ancient Greece
- studied ancient Roman buildings and statues



## Activity Page 6.2



### Reading Reading/Viewing Closely

#### Entering/Emerging

Have students work in a small group. Guide them to complete the Venn diagram together.

#### Transitioning/Expanding

Have students work with a partner to complete the Venn diagram.

#### Bridging

Have students check another student's work to make sure all the items are in the appropriate part of the diagram.

- Direct student to Activity Page 6.2.
- Explain that this figure is called a Venn diagram.
  - Tell students that Venn diagrams are helpful in determining how two or more things are alike and how they are different.
  - Call attention to the labels on the circles: Things that are true about Michelangelo, Things that are true about Michelangelo and Raphael, Things that are true about Raphael.
  - Move your finger in circles to model how one circle represents things that are true about Michelangelo, and the other represents things that are true about Raphael.



### Check for Understanding

Ask students where they would put things that were true of both Michelangelo and Raphael. (*in the middle*) If students are uncertain, have them outline the two circles and locate the part that is inside both.

- Read the directions aloud.

Complete the diagram to show the similarities and the differences between Michelangelo and Raphael. In the center of the diagram, write the ways in which they are alike. In the rest of the circles, write how they are different.

- Point out that two pieces of information are already in the diagram.
  - Read aloud the ages for both artists when they died (Michelangelo 89, Raphael 37).
  - Show students where they can find this information on the first page of Activity Page 6.1.
  - Point out that one lived a very long time, and the other died when he was much younger. Establish that this is an important difference between Michelangelo and Raphael.
  - Note that the information is written in bullet form, like the information on Activity Page 6.1.

- Ask students to look closely at Activity Page 6.1 and find something that is the same for both Michelangelo and Raphael.
  - Offer prompts as needed, such as *What did they both do?* or *Who did they both work for?*
  - Encourage students to reply in full sentences, such as *They both were painters* or *They both worked for the Pope.*
  - Have students write one of these ideas in the central overlapping area of the diagram.
- Have students complete the diagram by adding at least five facts about the artists in the appropriate place.
- Circulate, asking students why they put certain details in a specific part of the diagram.

## LANGUAGE PROFICIENCY ASSESSMENT

### Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------|
| Language Domain    | Reading                                                                                                                     |
| Unit/Lesson        | U5 L6                                                                                                                       |
| Activity Name      | Compare and Contrast Michelangelo and Raphael                                                                               |
| Proficiency Levels |                                                                                                                             |
| Entering           | Student dictates words and phrases from Activity Page 6.1 with 1:1 support.                                                 |
| Emerging           | Student copies words and phrases from Activity Page 6.1 with substantial support.                                           |
| Transitioning      | Student paraphrases details from Activity Page 6.1 with moderate support.                                                   |
| Expanding          | Student paraphrases details from Activity Page 6.1 and explains how the artists are alike and different with light support. |
| Bridging           | Student paraphrases details from Activity Page 6.1 and explains how the artists are alike and different independently.      |

## Informal Observation



## Support

Review question form with students and have them use sentence starters, such as *Did you \_\_\_\_\_?* and *Were you \_\_\_\_\_?*

### Lesson 6: Michelangelo and Raphael

# On Stage



**Primary Focus:** Students will role-play an interview with a Renaissance artist.

## INTERVIEW A RENAISSANCE ARTIST (10 MIN.)

- Explain that an interview is a conversation between two people in which one person asks questions and the other answers.
- Model by having a student come to the front of the room. Explain that you will interview the student.
- Ask the student three simple questions, such as *Where do you live?*, *Do you have a pet?*, and *What sport do you like best?* Have the student answer the questions.
- Have another volunteer come forward. Tell the volunteer that they will pretend to be Michelangelo.
- Hand the volunteer a paintbrush or other art material, and have the volunteer pretend to paint or sculpt. Then say the following:
  - “Michelangelo! May I interview you, please?”
  - “What kind of art do you make?”
  - “Did you live a long time, or a short time?”
- Help the students answer the questions in the role of Michelangelo. Invite the student to get help from the rest of the class as needed, or provide assistance yourself.



## Check for Understanding

Ask students to imagine they are Raphael. Ask them if they were best known as a sculptor or as a painter.

» a painter

If students answer incorrectly, have them review the information about Raphael on Activity Page 6.1.



Speaking  
Exchanging  
Information/Ideas

**Entering/Emerging**

Have students answer in single words and simple phrases. Encourage them to express at least one answer as a complete sentence.

**Transitioning/Expanding**

Have students answer in phrases and simple sentences. Encourage them to express at least one answer as a more complex sentence.

**Bridging**

Have students answer in complex sentences. Encourage them to use conjunctions where possible.

- Explain that students will work with a partner.
  - One student will play the role of either Michelangelo or Raphael.
  - The partner will ask questions using the information on Activity Page 6.1.
  - The student playing the role of the artist will answer the questions to the best of their ability, also using Activity Page 6.1 for support.
  - After asking and answering five questions, the roles reverse.
  - Encourage students to act in ways that the artists might have acted, such as by pretending to paint while the interview is going on or using a friendly or unfriendly voice for Raphael or Michelangelo.
- Move through the room, listening as students ask and answer the questions. Listen for the following:
  - proper question form
  - accurate answers to the questions
  - appropriate turn-taking in the interview
- Wrap up by inviting students to share questions and answers they especially liked.

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

## 7

# Art Projects, Part 2

## PRIMARY FOCUS OBJECTIVE(S)

### Speaking

Students will continue and complete the art projects begun in Lesson 4 and talk about their work with classmates.

### Listening

Students will add information to the chart begun in Lesson 4.

### Reading

Students will understand how pronouns refer to nouns in a text.

## FORMATIVE ASSESSMENT

Listening

**Renaissance Artists Chart (optional)**

[Activity Page 4.1]

Listening

**Leonardo da Vinci** [Activity Page 5.1]

Listening

**Michelangelo and Raphael** [Activity Page 6.1]

Reading

**Artists of the Renaissance** [Activity Page 7.1]

## LANGUAGE PROFICIENCY ASSESSMENT

Speaking

**Ask and Answer Questions** [Informal Observation]

## LESSON AT A GLANCE

|                            | Time    | Materials                                                                                                                                         |
|----------------------------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Talk Time</b>           |         |                                                                                                                                                   |
| Art Project Completion     | 10 min. | <input type="checkbox"/> Art materials                                                                                                            |
| <b>Building Background</b> |         |                                                                                                                                                   |
| Three More Artists         | 10 min. | <input type="checkbox"/> Activity Page 4.1 (optional)<br><input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1 |
| <b>Rewind</b>              |         |                                                                                                                                                   |
| Pronoun Reference          | 10 min. | <input type="checkbox"/> Activity Page 7.1                                                                                                        |

## ADVANCE PREPARATION

### Talk Time

- Prepare to divide students into groups of three to four students for the Talk Time activity. Note that these groups do not need to be the same groups as you used in Lesson 4.
- Prepare a variety of art and building materials for Talk Time, including:
  - colored paper
  - markers/crayons
  - watercolor sets
  - clay/plasticene
  - craft sticks
  - tape and glue

### Building Background

- Display the chart you began in Lesson 4 for the Building Background activity.

## Rewind

- Display the pronoun bank on the board and leave room for additional pronouns students suggest for Rewind.

| Pronoun Bank |    |     |      |       |     |     |     |      |
|--------------|----|-----|------|-------|-----|-----|-----|------|
| I            | me | my  | you  | your  | she | her | he  | his  |
| him          | it | its | they | their | we  | us  | our | them |

- Write or project the following sentences on the board for Rewind:
  - In Milan, Leonardo was kept busy working on all kinds of projects, including designing a whole new plan for the city. But did he ever find time to paint?
  - It took months, but eventually Michelangelo did go back to Rome. When he arrived, the pope had a job waiting for him. The pope had decided that the tomb could wait. Instead, he wanted Michelangelo to paint the ceiling of the Sistine Chapel.
  - So he had to complete the grueling work on his own. From a scaffold high above the floor, Michelangelo had to bend and reach to paint the ceiling above his head. His neck and back ached terribly; his eyes grew strained.
  - Raphael was another talented artist of the period. He was born Raffaello Sanzio in 1483 CE. He was younger than both Leonardo and Michelangelo. Raphael lost both of his parents at an early age. By 11, he was on his own, working as an apprentice in a busy art studio.
  - However, Raphael's painting is different. He presents natural human figures that are so lifelike, it is as if they could step out from the painting.

## FEATURES OF ACADEMIC LANGUAGE

### Discourse Features

- Use the present progressive tense to share project plans
- Demonstrate active listening by asking and answering wh- questions
- Identify important information in familiar texts about Renaissance artists
- Identify pronouns and the nouns they refer to in the text

### Language Forms and Functions

What is \_\_\_\_\_?

How did you \_\_\_\_\_?

My work is most like Boticelli's/Donatello's/Brunelleschi's because...

One important fact about \_\_\_\_\_ is...

\_\_\_\_\_ (pronoun) refers to \_\_\_\_\_ (noun) in the text.

### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 | noun<br>pronoun                  |                                 |

Start Lesson

## Lesson 7: Art Projects, Part 2

# Talk Time



**Primary Focus:** Students will continue and complete the art projects begun in Lesson 4 and talk about their work with classmates.

### ART PROJECT COMPLETION (10 MIN.)

- Remind students that they began an art project several days earlier.
- Go around the room asking students to say a few words about the project they began.
  - Encourage them to use the present progressive tense, such as in “I am making a building” or “I am painting a picture.”



## Activity Page 4.2



## Informal Observation



- When everyone has had a turn, check that students have been listening by asking students to point to someone who is making a building . . . someone who is making a sculpture . . . someone who is painting a forest.
- Explain that students will have a chance to complete their art projects during this class session.
  - Tell students that they will present their projects to the class during the next lesson.
  - Let students know that they will say a few words about their project and then answer questions from the rest of the class.
  - Have students get their projects or distribute them if you have collected them after Lesson 4.
- Remind students that they wrote a plan for their art project on Activity Page 4.2.
  - Have them look closely at this sheet to review what they planned to do.
  - Explain that they may make small changes to their original plan if they want, but that there is no time to make major changes.
- Have students work in groups of three to four students. These do not have to be the groups they worked in during Lesson 4, although it is fine if some students are together again.
- Review with students that they need to talk to each other about their projects as they work on them.
- Tell them that this time they will focus on asking and answering questions instead of making comments.
- Model some questions students might ask, such as the following:
  - “What kind of building is that?”
  - “What’s in the corner of your picture?”
  - “How did you make that line in the clay?”
- You may also model how students can answer questions by having a student with demonstrated fluency ask you one of these questions. Answer in complete sentences, such as:
  - “This building is a school.”
  - “I’m painting a bird in the corner of my picture.”
  - “I used a craft stick to make the line.”

- Tell students they need to ask at least two questions of each student in their groups.
- Have students gather the materials they need to complete their projects.
- Circulate as students work, checking that they are engaged in conversation.
- Ask questions yourself as appropriate.



### Check for Understanding

Ask students to tell you if their work is most like Botticelli's (painting), Donatello's (sculpture), or Brunelleschi's (architecture). If students cannot answer, review what each of these artists were famous for.

- Give students warnings when there are ten minutes remaining in the time allotted for the activity and again when there are five minutes remaining.
- Ask students to put their completed projects in a safe place. You may wish to provide a shelf or a cart to store them until the next lesson.

## LANGUAGE PROFICIENCY ASSESSMENT

### Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------|
| Language Domain    | Speaking                                                                                                     |
| Unit/Lesson        | U5 L7                                                                                                        |
| Activity Name      | Ask and Answer Questions                                                                                     |
| Proficiency Levels |                                                                                                              |
| Entering           | Student use familiar words and phrases to answer questions with 1:1 support.                                 |
| Emerging           | Student uses models and/or sentence frames to answer questions in simple sentences with substantial support. |
| Transitioning      | Student uses models and/or sentence frames to answer questions in simple sentences with moderate support.    |
| Expanding          | Student answers questions in complex sentences with moderate support.                                        |
| Bridging           | Student answers questions in complex sentences with minimal support.                                         |

### Support

Give students the question starter *What is \_\_\_\_\_?* to guide them in asking questions.



### Speaking Exchanging Information/Ideas

#### Entering/Emerging

Give students a choice of possible answers, such as "the colors or the animals" when asked *What do you like best about your picture?*

#### Transitioning/Expanding

Help students answer questions in simple but complete sentences.

#### Bridging

Have students use complex sentences to answer questions.

## Activity Page 4.1



## Activity Pages 5.1 and 6.1



## Challenge

Have students not only give the most important piece of information about Leonardo but also explain why they think this information is so important.

### Lesson 7: Art Projects, Part 2

# Building Background



**Primary Focus:** Students will add information to the chart begun in Lesson 4.

## THREE MORE ARTISTS (10 MIN.)

- Display the chart you began with students in Lesson 4.
- Have students read the title chorally (“Artists of the Renaissance”).
- Point to the three names in the first row of the chart and have students read the names.
- **Think-Pair-Share:** Have students recall one fact or detail about each artist.
- Read the information on the chart one item at a time.
  - For each item, have students put their thumbs up if they think the fact is very important and thumbs down if they think it is less important.
- Explain that students have learned about three new artists since they created the chart.
- Have students recall the three artists they learned about in the previous two lessons.
  - Write the names of the three artists on the board as students name them: Raphael, Michelangelo, and Leonardo.
- Have students locate their Activity Page 5.1, which gives information on Leonardo, and Activity Page 6.1, which gives information on Michelangelo and Raphael.
- Play a brief game of “Who Am I?” Give the following clues and have students identify which of the three artists you are thinking of. Encourage them to use the information in their activity sheets.
  - “I was also a scientist.”
    - » Leonardo
  - “I painted a huge ceiling.”
    - » Michelangelo
  - “I studied the human body.”
    - » Leonardo

- “I worked very well with the Pope”
    - » Raphael
  - “I got very angry with the Pope.”
    - » Michelangelo
- 



### Check for Understanding

---

Give students the clue, “I was a sculptor and a painter.” Have students identify the correct artist.

- » Michelangelo
- 

- Explain that you will now add information about these three artists to the chart.
- **Turn and Talk:** Have students review their information and decide on the most important fact about Leonardo.
  - Have volunteers share their answers.
  - Add four to five pieces of information about Leonardo to the chart.
  - Be sure to include that Leonardo was both a scientist and an artist, and that he painted the *Mona Lisa* and *The Last Supper*.
- Repeat with Michelangelo and Raphael, being sure to include Michelangelo’s *David* and the painting of the Sistine Chapel ceiling along with Raphael’s *The School of Athens*.
- If you had students begin Activity Page 4.1 in an earlier lesson, have them add information about these three artists to their charts.
- Briefly review the new information with students. Point out that they now have information on six artists.
- Be sure to leave the chart where it is or store it in a safe place; you will need it again in Lesson 12.



Speaking  
Reading/Viewing Closely

### Entering/Emerging

Have students express their ideas in simple phrases. Guide them to formulate at least one complete sentence.

### Transitioning/Expanding

Have students express their ideas in simple sentences. Guide them to formulate at least one complex sentence.

### Bridging

Have students express their ideas in complex sentences.

### Activity Page 7.1



## Lesson 7: Art Projects, Part 2

# Rewind



**Primary Focus:** Students will understand how pronouns refer to nouns in a text.

### PRONOUNS AND NOUNS IN CONTEXT (10 MIN.)

- Remind students that pronouns are a part of speech that refers to nouns.
- Ask students, "What are nouns?" Provide them the answer if they are unable to identify the part of speech.
- Point to objects in the classroom (board, a student, markers) and explain that all these things are nouns.
- When students have clear understanding of nouns, ask students to brainstorm any pronouns they may already know.
- Write student responses on the board.
- Refer to the pronoun bank on the board and add any additional pronouns not given by students.

#### Pronoun Bank

|     |    |     |      |       |     |     |     |      |
|-----|----|-----|------|-------|-----|-----|-----|------|
| I   | me | my  | you  | your  | she | her | he  | his  |
| him | it | its | they | their | we  | us  | our | them |

- Direct students to Activity Page 7.1.
- Students should follow along as you read the sentences aloud.
- Refer to the following sentences on the board:
  - In Milan, Leonardo was kept busy working on all kinds of projects, including designing a whole new plan for the city. But did he ever find time to paint?
  - It took months, but eventually Michelangelo did go back to Rome. When he arrived, the pope had a job waiting for him. The pope had decided that the tomb could wait. Instead, he wanted Michelangelo to paint the ceiling of the Sistine Chapel.

- So he had to complete the grueling work on his own. From a scaffold high above the floor, Michelangelo had to bend and reach to paint the ceiling above his head. His neck and back ached terribly; his eyes grew strained.
- Raphael was another talented artist of the period. He was born Raffaello Sanzio in 1483 CE. He was younger than both Leonardo and Michelangelo. Raphael lost both of his parents at an early age. By 11, he was on his own, working as an apprentice in a busy art studio.
- However, Raphael's painting is different. He presents natural human figures that are so lifelike, it is as if they could step out from the painting.
- **Model:** For sentence 1, draw an arrow from the pronoun to the noun, indicating how pronouns refer back to nouns.
- Have students complete the rest on their own activity pages.
- Then, for sentences 2-5, invite students to come to the board and draw the arrows.

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



Reading Understanding Cohesion

Entering/Emerging

Have students work in pairs. Encourage them to focus on the painter's names and the pronouns that point back to them, using the pronoun bank as a guide.

Transitioning/Expanding

Encourage students to refer to the pronoun bank as a guide. Offer 1:1 support as needed.

Bridging

Offer 1:1 support as needed.

Support

Encourage students to refer to the pronoun chart on the board.

8

Art Project Presentation

PRIMARY FOCUS OBJECTIVE(S)

Writing

Students will form regular verbs in the past tense and read and write sentences containing these verb forms.

Speaking

Students will present the art projects begun in Lesson 4 and ask and answer questions about their work.

FORMATIVE ASSESSMENT

Speaking

Art Project Presentations [Informal Observation]

FORMATIVE ASSESSMENT

Writing

Past Tense [Activity Page 8.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Looking at Language | | |
| Past Tense | 15 min. | <input type="checkbox"/> Activity Page 8.1 |
| On Stage | | |
| Project Presentation | 15 min. | <input type="checkbox"/> Activity Page 8.2
<input type="checkbox"/> Art projects from the previous lesson |

ADVANCE PREPARATION

Looking at Language

- Prepare a chart with the following words in a list for Looking at Language:
 - walk
 - cook
 - turn
 - watch
 - mail
 - move
 - bake
 - like
- Prepare to divide students into partners for Looking at Language.

Talk Time

- Prepare to distribute art projects for Talk Time.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Form regular verbs in the past tense to describe the lives and works of Renaissance artists
- Demonstrate active listening by asking and answering wh- questions about art projects

Language Forms and Functions

Today, I _____. Yesterday, I _____.

Leonardo da Vinci _____ the Mona Lisa.

This is a _____.

I used a _____ (marker, pencil, etc.) to _____ (action).

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | past tense
expression | |

Start Lesson

Lesson 8: Art Project Presentation

Looking at Language



Primary Focus: Students will form regular verbs in the past tense and read and write sentences containing these verb forms.

PAST TENSE (15 MIN.)

- On the board, write the following two sentences:
 - Some artists paint pictures.
 - Some artists painted pictures.
- Ask students to read the sentences silently and to explain how they are different.
- Draw out that *paint* and *painted* are not exactly the same word. Say the words clearly and carefully to help students hear as well as see the difference.

- Circle the *ed* in *painted*. Then draw a box around the words *paint* and *painted*. Ask students to explain what the difference is in meaning between the two words.
- Draw out or explain that *paint* refers to something that is happening now, whereas *painted* refers to something that happened in the past, or a while ago.
- Write the word *now* beside the first sentence and the phrase *in the past* beside the second sentence.
- Say, “Which is correct: *Some artists paint pictures today*, or *Some artists paint pictures last year*? Why?”
 - » Some artists paint pictures today; paint tells about now.
- Say, “Which is correct: *Some artists paint pictures during the Renaissance* or *Some artists painted pictures during the Renaissance*?”
 - » Some artists painted pictures during the Renaissance; the Renaissance was a long time ago and painted tells about the past.
- Tell students that many words can be changed from the present (“now”) form to the past form by adding the letters *ed* at the end. Explain that the past form is often called *past tense*.
- Display the list of words you prepared before the lesson. Read the words aloud with students.
- Point to the first word. Say, “Today, I walk to school.” Have students repeat the sentence.
- Add *ed* to *walk* and have students read the new word *walked*. Say, “Yesterday, I walked to school.” Emphasize the difference between *walk* and *walked* as you say *walked*.
- Repeat for the words *cook*, *turn*, and *watch*, developing simple sentences for each beginning, *Today, I _____* and *Yesterday, I _____*.



Check for Understanding

Ask students how they can change the word *mail* to make it refer to the past. (*add a final ed; mailed*) If students are uncertain, review the first four examples with them.

- Explain that when a word ends in ‘e’, it is not necessary to add *ed* to make it refer to the past; simply adding a final ‘d’ will do. Model by changing *move* to *moved*, using the sentences *Today, I move some furniture* and *Yesterday, I moved some furniture*.

Support

Give students the sentence starters, *Today, I like _____* and *Yesterday, I liked _____*.

Challenge

Have students think of five words whose past tense forms do *not* involve adding *ed* or *d*. Examples include *go/went*, *make/made*, *see/saw*, *read/read*, *run/ran*, and *give/gave*.

Activity Page 8.1



Challenge

Have students use two of the listed words in the same sentence.



Writing Exchanging Information/Ideas

Entering/Emerging

Ask guiding questions that include the listed words, such as *Who painted the Mona Lisa?* Leonardo _____.

Transitioning/Expanding

Provide prompts that do not include the listed words, such as *What did Michelangelo do?* He _____.

Bridging

Provide prompts that simply name an artist, such as *Donatello* _____.

- Point to the word *bake* and have students read it aloud. Say *Today, I bake some bread. Yesterday, I . . .* Stop and have students fill in the rest of the sentence (*baked some bread*). Write the final 'd' after *bake*.
- Invite students to come up with sentences of their own for *like* and *liked*, the final word on the chart.
- Distribute Activity Page 8.1. Read the introduction aloud.

You can add *-ed* to many English words to show that something happened in the past. Remember that if the word already ends in 'e' you only need to add a 'd'. Examples: climb → climbed; live → lived

- Walk students through the examples (stay, plant, race, love, jump, sketch), showing how the base word becomes a past tense form when the 'ed' or the 'd' is added.
- Have students think of simple sentences to go with each form of the word, such as *Today, I climb a ladder/Yesterday, I climbed a ladder*.
- Have students complete the top of the page independently. Ask them to check their work with a partner and work out any disagreements.
- Review the correct answers with students.
- Read aloud the directions in the middle of the page (Read the sentence. Circle the correct word.) Remind students that the base form of these words refers to now, or the present time, while the form with the final 'ed' or 'd' refers to the past.
 - Tell students to think carefully about whether the statement is about the past or the present.
 - Model by saying, "The first sentence tells about the Renaissance artists. I know the Renaissance artists are not alive today, so it makes sense to use the past-tense form."
- Have students work with a partner to complete the bottom of the page.
- Have students turn to the second page of Activity Page 8.1.
- Read the directions and words aloud.

Write three sentences about Renaissance artists. Include at least one of the following words in each sentence:

| | | | |
|---------|----------|----------|--------|
| painted | sculpted | worked | lived |
| talked | invented | designed | argued |

- Check to make sure students understand what the words mean.
- Check that students recognize that the words are already in past-tense form.
- Have students write their sentences and share them with a partner.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Writing |
| Unit/Lesson | U5 L8 |
| Activity Name | Past Tense |
| Proficiency Levels | |
| Entering | Student answers wh- questions to dictate the past tense form of each verb with 1:1 support. |
| Emerging | Student answers wh- questions and writes the past tense form of each verb with substantial support. |
| Transitioning | Student writes the past tense form of each verb with moderate support. |
| Expanding | Student writes the past tense form of each verb with minimal support. |
| Bridging | Student writes the past tense form of each verb independently. |

Lesson 8: Art Project Presentation

On Stage



Primary Focus: Students will present the art projects begun in Lesson 4 and ask and answer questions about their work.

PROJECT PRESENTATION (15 MIN.)

Activity Page 8.2



- Remind students that during the last lesson they completed the art projects they were working on.
- Explain that today they will present their work.
- Have students turn to Activity Page 8.2.
- Tell students that this is a rubric, and that a rubric tells how students will be graded on their work.

| | Excellent
3 points | Good
2 points | Needs work
1 point |
|--|-------------------------------|--------------------------|-------------------------------|
| I spoke clearly and loudly. | | | |
| I spoke with expression. | | | |
| I shared three facts about my artwork. | | | |
| I answered all questions. | | | |

- Walk students through the rubric, pointing out that there are four things that are expected of them and that their work will be assessed as either excellent, good, or needs work.
 - Model speaking in a soft, hurried voice. Say that someone who spoke that way would probably receive 1 point (“needs work”) in the first category.
 - Model speaking strongly and confidently. Explain that someone who spoke that way would receive 3 points (“excellent”) in that category.
- Review that students asked each other questions about their work in the previous lesson. Explain that now anyone will have a chance to ask those kinds of questions, not just people who happen to be in the same group.

- Tell students to begin by thinking carefully about their work and to write down three things they would like other people to know about it.
- Model by sketching a horse on the board and saying:
 - “One thing I would like people to know is that this is a horse named Star. So I’ll say, *This is a horse named Star.*”
 - “I would also like people to know that Star can run extremely fast. So I’ll say, *Star is a very fast runner!*”
 - “I need one more piece of information about my picture. I’ll say this: *I used a (red marker) to draw my picture.*”



Check for Understanding

Ask students if you should include the piece of information that you have a pet cat at home and why. (*No; it does not have anything to do with your artwork.*) If students do not know the answer, review with them that the information needs to be about their artwork.

- **Turn and Talk:** Have students discuss their work and help each other determine the three things they want to share.
- Have students record their ideas on paper.
- Ask students to come up one at a time.
 - They should state their three facts about their work.
 - Then they should call on two to three students who will ask questions about their work.
 - They should answer the questions to the best of their ability.
- Help students as needed with vocabulary and sentence structure. Take notes on how well they carry out their tasks.
- Close by congratulating the students on their hard work.

End Lesson



Writing Exchanging Information/Ideas

Entering/Emerging

Have students write words and simple phrases about their work. Guide them to extend the phrases into sentences.

Transitioning/Expanding

Have students write more complex phrases and simple sentences about their work. Guide them to make the sentences more complex.

Bridging

Have students write complex sentences about their work.

Informal Observation



9

Review the Artists

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will review information about the Renaissance artists they have already studied.

Speaking

Students will use words with the prefix *ex-* in speech.

FORMATIVE ASSESSMENT

Speaking

Words with the Prefix *ex-* [Activity Page 9.2]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Using the Best Word [Activity Page 9.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---------------------|
| Rewind | | |
| Review Artists | 15 min. | ☐ Activity Page 9.1 |
| Looking at Language | | |
| Prefix ex– | 15 min. | ☐ Activity Page 9.2 |

ADVANCE PREPARATION

Rewind

- Display the chart you began with information about Renaissance artists; at this point there should be information about six artists in all.
- Prepare to divide students into pairs for Rewind.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> • Distinguish shades of meaning among similar words • Choose the best word to complete a sentence and provide justification for the choice • Use words with the prefix ex– in speech | | |
| Language Forms and Functions | | |
| <p>The difference between _____ and _____ is...</p> <p>_____ is a better fit for the sentence because...</p> <p>I get exhausted when _____.</p> <p>I would like to go to _____ if I went on an excursion.</p> | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | excursion
exterior
excise | sketch
draw
exhale
exhausted |

Lesson 9: Review the Artists

Rewind



Primary Focus: Students will review information about the Renaissance artists they have already studied.

REVIEW ARTISTS (15 MIN.)

- Call students' attention to the Renaissance Artists Chart.
- Say the name *Brunelleschi* and ask students to say something about what he accomplished (such as “was an architect” or “showed people how to build a roof”).
- Ask a student to name another person from the chart.
- Have that student call on someone else in the class to give a piece of information about that person.
- Continue until all six artists currently on the chart have been mentioned.
- Tell students that some words have meanings that are similar but not exactly the same.
- Write the words *jog* and *run* on the board. Read them aloud.
- Explain that both words refer to running, but that *jog* means “running slowly.”
 - Model running quickly in place, or ask a student to do it. Explain that this is an example of the word *run*.
 - Model jogging in place, or have a student do it. Explain that this is an example of the word *jog*.

Challenge

Have students give a piece of information purely from memory, without looking at the chart.

Support

Help students distinguish these words by using gestures, such as (for *hot*) wiping your forehead or pretending to wince when you dip your finger in a cup of coffee.

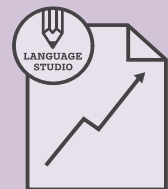


Check for Understanding

Have students jog in place. If students run fast or do not run at all, review the meaning of *jog*.

- Repeat with *draw* and *sketch*, drawing a careful picture on one part of the board and a hurried sketch on the other.
- Point out that *sketch* means a quick drawing. You would use it to describe the second picture, but not the first.
- Tell students that there are many other examples in English of words that are similar but not exactly alike.
- Write *warm* and *hot* on the board and read them aloud.
- **Turn and Talk:** Ask students to determine the difference between the two words.
- Draw out or explain that both words refer to a high temperature, but that *hot* means “very warm.”
- Explain that when writing and speaking, it is a good idea to choose the word that has a meaning closest to what you want to say.
- Have students turn to Activity Page 9.1.
- Read aloud the directions at the top of the page: *Choose the best word to complete the sentence. Circle it.*
- Have students look at the first example. Have a volunteer read the sentence.
- Point out that both words have similar meanings, because each tells about a way of talking, but that one describes what Michelangelo and the Pope did better than the other.
- **Think-Pair-Share:** Have students determine which word is a better fit for the sentence.
- Draw out or explain that *yelled* is better than *whispered* because we know that the Pope and Michelangelo argued frequently, and people often yell when they are arguing because they are angry.
- Have students complete the page with a partner.
- Ask partners to compare their answers with another pair.
 - If they disagree about one or more of the answers, have them explain their points of view and see if they can come to a conclusion.

Activity Page 9.1





**Listening
Exchanging
Information/Ideas**

Entering/Emerging

Use simple language and gestures to preteach the meanings of the words used as possible answer choices.

Transitioning/Expanding

Ask guiding questions to help students understand the meanings of the words used as possible answer choices.

Bridging

Have students explain the meanings of the words used as possible answer choices.

- When everyone is finished, review the answers. Use the following explanations as needed:
 - We describe great art as not just nice, but beautiful. *Beautiful* means very, very nice.
 - *Huge* means very, very big. The roof was not just big; it was huge.
 - We would use *young* to describe a person's age. We would use *new* to describe a thing, such as a new bike.
 - *Carved* means to cut carefully. *Sliced* means to turn into slices, like cheese or meat. To make a sculpture, you carve rather than slice.
 - Botticelli was a painter, so he made *paintings*.
 - Michelangelo took several years to paint the Sistine Chapel.
 - Vinci was the name of the town. Today we call the country where he was born Italy.
- If time permits, have students draw a picture to go with one or more of the sentences and tell a partner about their work.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Listening |
| Unit/Lesson | U5 L9 |
| Activity Name | Using the Best Word |
| Proficiency Levels | |
| Entering | Student acts out the meaning of each word with 1:1 support. |
| Emerging | Student distinguishes between shades of meaning by identifying the more extreme version of each word with substantial support. |
| Transitioning | Student distinguishes between shades of meaning by describing how each word is different with moderate support. |
| Expanding | Student distinguishes between shades of meaning by describing how each word is different with minimal support. |
| Bridging | Student independently distinguishes between shades of meaning by describing how each word is different. |

Lesson 9: Review the Artists

Looking at Language



Primary Focus: Students will use words with the prefix *ex-* in speech.

Support

Provide sentence starters as needed, such as *I get exhausted when _____*.



Speaking Reading/Viewing Closely

Entering/Emerging

Have students use simple phrases to answer the questions. Help them to extend the phrases into simple sentences.

Transitioning/Expanding

Have students use simple sentences to answer the questions. Help them to make the sentences more complex.

Bridging

Have students use complex sentences to answer the questions.

PREFIX *EX-* (15 MIN.)

- Write the letters 'ex' on the board.
- Ask students to tell what those letters usually mean when they come at the beginning of a word and serve as a prefix. (*out of or away from*)
- Review the words *exhale* (to breathe out) and *exhausted* (meaning *very tired*).
- Ask students to take a deep breath and hold it.
- After a few seconds, say "Exhale!" Remind students that this word means *breathe out*.
- Repeat several times, varying the length of time you have students hold their breath.
- Have students use the word *exhale* in a sentence.
- Ask students to run in place briefly. Then tell them to stop.
- Say, "You must be exhausted." Have students repeat the sentence.



Check for Understanding

Ask students to suppose they have just run ten miles. Would they be exhausted? Why or why not? (*Yes; it's a long way to run.*) If students answer incorrectly, review the meaning of *exhausted*.



- Ask, “What else makes you exhausted?”
- **Turn and Talk:** Talk about what makes you exhausted. Be sure to use the word *exhausted* in the sentence.
- Have students look at Activity Page 9.2.
- Read the information at the top of the page aloud.

Remember that the prefix *ex-* often means out of or from.

- Review the six words *excursion*, *except*, *exterior*, *excise*, *exhale*, *exhausted* and their meanings with students.
- Read the directions aloud.

Read the questions. Talk about them with your partner. Use the word when you are speaking.

- Then read aloud question 1.
- **Turn and Talk:** Have students discuss the question, giving time for each student to speak.
- Have students find a new partner and discuss question 2.
- Continue until all questions have been discussed.
- Circulate, listening to students and offering help as needed. Check that:
 - students use the *ex-* words as they speak
 - students understand the meanings of the words.
- Wrap up by reviewing the meaning of *ex-* as a prefix.

End Lesson

10

Women in the Renaissance

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will read to learn about the roles of women in the Renaissance and contrast the role of women with the role of men.

Writing

Students will write and share a news article about a woman of the Renaissance.

FORMATIVE ASSESSMENT

Reading

Renaissance Women [Activity Page 10.1]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

News Article Planning Sheet [Activity Page 10.2]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Building Background | | |
| Renaissance Women | 15 min. | <input type="checkbox"/> Activity Page 10.1 |
| Write About It | | |
| News Article | 15 min. | <input type="checkbox"/> Activity Page 10.1
<input type="checkbox"/> Activity Page 10.2 |

ADVANCE PREPARATION

Building Background

- Display the chart you began with information about Renaissance artists; at this point there should be information about six artists in all.

Write About It

- Have a news article from a newspaper or the Internet ready to share with students for Writing.
- Prepare a *wh*- Questions chart with the five *wh*- words listed: *who*, *what*, *where*, *when*, *why*.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Compare and contrast the roles of men and women in the Renaissance
- Discuss characteristics of news articles
- Ask and answer wh- questions to plan a news article about a woman of the Renaissance

Language Forms and Functions

During the Renaissance, women were expected to _____.

While men _____, women _____.

Wealthy women had more opportunities because...

They were both _____. That's one way they were alike.

Yesterday, the famous artist _____ inspired with her _____ paintings.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| Latin
self-portrait | despite
noble
norms | wealthy
news article |

Lesson 10: Women in the Renaissance

Building Background



Primary Focus: Students will read to learn about the roles of women in the Renaissance and contrast the role of women with the role of men.

RENAISSANCE WOMEN (15 MIN.)

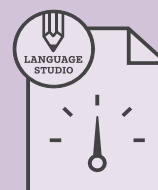
- Tell students that the people they have put on the Renaissance Artists chart so far are all alike in some important ways. Ask students what makes them all alike.
- Draw out or explain that all of them are artists, that all of them were Italian, that all of them lived during the Renaissance, and in particular that all of them were men.
- **Turn and Talk:** Ask students why they think all of the artists on the chart so far were men.
- Ask volunteers to share the results of their discussions.
- Explain that in this lesson, students will learn about women during the Renaissance.
- Have students turn to Activity Page 10.1.
- Read the first two paragraphs aloud.

Although many Renaissance women ran a household as expected by the cultural norms of the day, some women became powerful and influential despite all that stood in their way.

Renaissance women inspired writers to create poetry, sculptors to fashion statues, and artists to paint beautiful portraits. However, the sculptor's chisel and the painter's brush were mostly kept out of the hands of women. Although Renaissance men believed they could do almost anything, they didn't think the same of women. Men of the Renaissance believed that a young woman born into a noble, wealthy family had three duties: (1) she should marry a rich man from an important family; (2) she should be loyal to that husband; and (3) she should give him sons.

Some women overcame the obstacles of their time and became respected artists in their own right.

Activity Page 10.1



- Ask students if the information helps them answer the question you posed above regarding why none of the figures on the chart were women.
- Have them put their thumbs-up if this answer makes sense to them and thumbs-down if it does not.
- Ask students what they have learned about the roles of women as compared to men.
- Ask students which activities on the list they would most enjoy.

Many times the opportunity to become an artist was only given to wealthy women.

- Emphasize that *wealthy* means *rich*.
- Ask students why they think wealthy women had more opportunities than women who had less money.
- Have students turn to the second part of Activity Page 10.1. Read the introductory text aloud.

Here are some facts about three Renaissance women who were involved in art. Each of them lived in Italy.

- Then read aloud the information on Isabella d'Este while students follow along. Tell students that the dates indicate when she was born and when she died.
-

Isabella d'Este (1474–1539) knew Latin and Greek by the time she was six. She governed her town when her husband was away and after he died. She built a special room where she kept an art collection. She wanted Leonardo to paint her picture, but he never did it. He said he was too busy doing math problems!

- Point out that the first paragraph about Isabella d'Este refers to her by her full name.
- Ask students what the first word in every paragraph after that is. (*she*)
- Remind students that the word *she* is a pronoun, which means that it stands for a noun. In this case, the word *she* refers to Isabella d'Este.
- Review that there is no need to write Isabella's name again because we already know who the author is talking about.
- Check students' comprehension by asking the following:
 - Was Isabella ever married?
 - » yes
 - Was she famous for being an artist?
 - » no
 - Did Leonardo ever paint her portrait?
 - » no
- Continue on to Sofonisba Anguissola. As before, point out the use of *she*.

Sofonisba Anguissola (1532–1625) was the oldest of seven children. She was very interested in art when she was a girl. She especially liked the works of Michelangelo. She taught three of her younger sisters to paint, too. She made many self-portraits and pictures of family life.

- Ask the following comprehension questions:
 - What was she most famous for?
 - » being an artist
 - How many children were in her family?
 - » seven
 - Who was her favorite artist?
 - » Michelangelo
- Repeat with Lavinia Fontana.

Support

Provide sentence starters for questions such as *What did she _____?* or *What was her _____?*

Challenge

Ask students to explain which of these three women they would most like to meet and why.



Speaking Reading/Viewing Closely

Entering/Emerging

To reinforce use of pronouns, say sentence pairs about students like, *Julio has brown shoes. He is 10 years old.* Have students repeat the sentences.

Transitioning/Expanding

Say sentence pairs such as *Julio has brown shoes. He _____.* Have students complete the second sentence.

Bridging

Have students create and say sentence pairs about classmates using the format given above (*Julio . . . He . . .*).

Lavinia Fontana (1552–1614) was the daughter of a famous painter. She became a great painter herself. Some members of the Pope's family paid her to paint!

She used bright colors in her paintings. She married another artist, but he was not as well known as she was.

- This time, invite students to ask their own questions about Lavinia's life and works.
- Encourage other students to answer the questions.
- **Turn and Talk:** Ask students to choose two of these women and discuss how they were alike and how they were different.
- Model as needed by saying the following:
 - *Isabella d'Este was someone who collected art.*
 - *Lavinia Fontana was someone who made art.*
 - *They were both interested in art. That's one way they are alike.*
 - *One was an artist and the other wasn't. That's one way they are different.*
- Ask each pair to share with the class the most interesting similarity and the most interesting difference they came up with.

Lesson 10: Women in the Renaissance

Write About It



Primary Focus: Students will write and share a news article about a woman of the Renaissance.

NEWS ARTICLE (15 MIN.)

- Ask students what a news article is.
 - Draw out or explain that a news article tells about something important or interesting that happened in the world.
 - Invite students to tell briefly about news articles they have read or seen.
- Display the news article you got from the Internet or a newspaper.
 - Read the headline aloud.
 - Summarize the contents of the article.
- Display the *wh*– Questions chart you prepared.
- Explain that news articles usually answer five important questions: *who*, *what*, *where*, *when*, and *why*. Touch the words as they appear on the chart as you say them.
- Give examples of two or three of the *wh*– words based on the news article you summarized. For example, if an article were about the opening of a new community center, you might say the following:
 - Who is the article about? *It is about the mayor and some of the leaders of the community.*
 - What did they do? *They built a new community center.*
 - Where did they build it? *On the corner of Grand Ave. and Seventh Street.*
- Tell students that they will be writing a news article about one of the three Renaissance women they just learned about. They will write about something interesting or important that one of the women did.

Activity Page 10.2



Writing Exchanging Information/Ideas

Entering/Emerging

Guide students to work in a small group to plan and write a news article under your leadership.

Transitioning/Expanding

Have students work with partners to plan and write their news articles.

Bridging

Have students consult with others who are writing about the same person.

Challenge

Have students include in their news articles at least one detail about the woman they chose that appears in the artwork on Activity Page 10.1.

- Remind students that they can get information on these women from Activity Page 10.1.
- Have students turn to Activity Page 10.2.
- Read the title aloud: News Article Planning Sheet.
- Have students read in unison the five *wh*- words on the left: *who, what, where, when, why*.
- Tell students that they should choose a woman to write about and then fill out the page.
- Model by saying the following:
 - *I choose Lavinia Fontana. That answers the question who. I'll write her name in the blank next to the word who.*
 - *I think I'll write about how she used bright colors in her paintings. That will answer the question what. I'll write that on the line.*
 - *Next, I have to answer the question where. I know that all the women in this lesson lived in Italy. So, where would be Italy.*
- Point out that students may not know all the answers to the questions. Tell them they should make their best guesses if an answer is not given in the text.
- Then explain that students will turn their Activity Page 10.2 into a news article.
- Model by saying, *I need a headline for my article.*
 - *It should grab the reader.*
 - *I think I'll write Famous Artist Lavinia Fontana Uses Bright Colors!*
 - Write that headline on the board or simply say it aloud.
- Next, read aloud or write the opening sentence of the article as follows:
 - *Yesterday evening, the famous artist Lavinia Fontana inspires with her brightly colored paintings. . . .*
- Have students complete Activity Page 10.2, and then turn the information on the page into a brief news article complete with a headline.
- Have students share their articles in a small group if time permits.
- Wrap up by asking what students enjoyed most about this activity.



Check for Understanding

Ask students to show you how they answered the question *who* in their news article.

» *they should indicate the name of the woman in question*

If students answer incorrectly, review the meanings of the five *wh*- words.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U5 L10 |
| Activity Name | News Article Planning Sheet |
| Proficiency Levels | |
| Entering | Student dictates single-word responses to each wh-question with 1:1 support. |
| Emerging | Student copies key words and phrases from Activity Page 10.1 to respond to each wh- question with substantial support. |
| Transitioning | Student paraphrases information from Activity Page 10.1 to respond to each wh- question with moderate support. |
| Expanding | Student paraphrases information from Activity Page 10.1 to respond to each wh- question with minimal support. |
| Bridging | Student paraphrases information from Activity Page 10.1 to respond to each wh- question independently. |

End Lesson

11

The Northern Renaissance

PRIMARY FOCUS OBJECTIVE(S)**Reading**

Students will read to learn about two artists of the Northern Renaissance and make and describe drawings in the styles they used.

Writing

Students will read and write sentences that use linking verbs.

FORMATIVE ASSESSMENT

Writing

Linking Verbs: to be [Activity Page 11.2]

LANGUAGE PROFICIENCY ASSESSMENT

Reading

Two Northern Artists [Activity Page 11.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Building Background | | |
| The Northern Renaissance | 20 min. | <input type="checkbox"/> Activity Page 1.2
<input type="checkbox"/> Activity Page 11.1
<input type="checkbox"/> Markers, crayons
<input type="checkbox"/> Colored pencils
<input type="checkbox"/> Drawing paper |
| Looking at Language | | |
| Linking Verbs | 10 min. | <input type="checkbox"/> Activity Page 11.2 |

ADVANCE PREPARATION

Building Background

- Prepare to distribute drawing paper along with markers, crayons, and colored pencils.

Looking at Language

- Post the following sentences:
 - *Holbein was an artist.*
 - *Holbein and Bruegel were artists.*
- On a second sheet of large paper, post the following sentences:
 - *Bruegel is still famous today.*
 - *Bruegel and Holbein are still famous today.*

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Use general academic and domain-specific vocabulary to compare and contrast Renaissance artists Pieter Bruegel and Hans Holbein
- Draw a picture in the style of Brugel or Holbein and write a sentence to describe it
- Write sentences that include past and present forms of the irregular verb *to be*

Language Forms and Functions

Both Bruegel and Holbein _____.

Neither Bruegel nor Holbein _____.

I think your drawing is based on _____ work because...

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| mythology
in the style of | famous
portrait | royalty
both
neither |

Start Lesson

Lesson 11: The Northern Renaissance

Building Background



Primary Focus: Students will read to learn about two artists of the Northern Renaissance and make and discuss drawings in the styles they used.

THE NORTHERN RENAISSANCE (20 MIN.)

- Ask students to turn to Activity Page 1.2 and look at the map they colored earlier in the unit.
- Have students locate Italy. Point out that all the artists that students have studied thus far were Italian.
- Review with students that the Renaissance began in Italy, but that it spread to other countries later in the era.
- Have students find Germany and the Netherlands on the map.
 - Ask them to move their fingers along the arrow they drew during Lesson 1 to show how Renaissance ideas moved from Italy to these countries.

- Explain that many great painters and other artists of the Renaissance period lived in these two countries.
- Have students turn to Activity Page 11.1.
- Read the first two sentences aloud.

Several great artists of the Renaissance lived in Germany or the Netherlands. Two of the most famous were Pieter Bruegel and Hans Holbein.

- Call students' attention to the graphic organizers in the middle of the page.
 - Explain that this kind of organizer is good for taking notes.
 - Add that the information in the organizer is not in sentence form, and that this is all right where notes are concerned.
- Walk students through the two organizers.
 - Point out that the name of each artist appears in the middle of the organizer.
 - Tell students that each piece of information goes in its own box near the name of the person it applies to.
- Read the information on each artist aloud

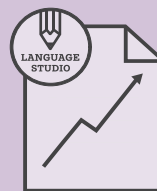
For Bruegel:

Lived in the Netherlands
 Lived from 1525 to 1569
 Traveled to Italy to learn about painting
 Painted some figures from mythology
 Best known for pictures of ordinary people in everyday life
 His sons, grandsons, and great-grandsons were painters too!

For Holbein:

Grew up in Germany
 Lived from 1497 to 1543
 Famous for painting portraits
 Painted royalty and other leaders

Activity Page 11.1



Challenge

Ask students which piece of information about Bruegel they found most interesting and why. Repeat with Holbein.

Support

Model the meanings of *both* and *neither* by using students as examples. For instance, say Both Kim and Abdul have dark hair. Neither of them has green eyes.



Writing Reading/Viewing Closely

Entering/Emerging

Have students write single words and phrases to tell about their pictures. Provide them with words and syntax to turn their ideas into simple sentences.

Transitioning/Expanding

Have students write simple sentences to tell about their pictures. Guide them to combine their ideas to make a complex sentence.

Bridging

Have students write complex sentences and read and understand the complex sentences of other Bridging students.

Also worked in Switzerland and England

His father, brother, and uncle were artists, too!

- You may need to explain that a portrait is a picture of a person and that *mythology* means the stories a culture tells about its gods.



Check for Understanding

Ask students to name one fact about Bruegel that was NOT true about Holbein.

» Possible answers: coming from the Netherlands; having children who were artists; painting figures from mythology.

If students cannot answer correctly, review each statement about Bruegel and have students determine whether it applies to Holbein as well.

- Have students look closely at the two paintings reproduced at the bottom of the page.
- Tell them that one of the works was painted by Bruegel, and the other was painted by Holbein.
- Ask them to use the information in the graphic organizers to determine which painting was by which artist.
 - Draw out or explain that the portrait was by Holbein, who frequently painted portraits, and that the image of the wedding was by Bruegel, who often painted scenes from everyday life.
- Have students look at the second page of Activity Page 11.1.
- Read the directions aloud: For each statement, write the correct word in the blank.
- Have students read the four words in the Word Bank: *Bruegel*, *Holbein*, *Both*, *Neither*. Explain that *both* means that the statement fits Bruegel and Holbein, and that *neither* means that it does not fit either one of them.
- Have students complete the first two items as a class.
- Then have students complete the page on their own.
- Circulate as students work, checking their answers and asking where they got their information.
- Go over the items with students when they are finished, helping them correct mistakes and showing them where the relevant information can be found.
- Distribute paper and markers or crayons.

- Tell students they should make a simple drawing in the style of either Holbein or Bruegel.
 - You may need to explain that “in the style of” means “similar to the work that they did.”
 - Review that Bruegel often painted pictures from mythology and of ordinary people in their daily lives, while Holbein was best known for his portraits.
- Have students make a drawing and write a sentence or two that describes it.
- **Turn and Talk:** Students talk to each other about their work and guess which artist the drawing is based on.
- Wrap up by discussing the similarities and differences between Holbein and Bruegel, focusing in particular on the different subjects they painted.

LANGUAGE PROFICIENCY ASSESSMENT

Reading

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Reading |
| Unit/Lesson | U5 L11 |
| Activity Name | Two Northern Artists |
| Proficiency Levels | |
| Entering | Student dictates words from the word bank to compare and contrast Bruegel and Holbein with 1:1 support. |
| Emerging | Student copies words from the word bank to compare and contrast Bruegel and Holbein with substantial support. |
| Transitioning | Student refers to text evidence to explain how Bruegel and Holbein were alike and different with moderate support. |
| Expanding | Student refers to text evidence to explain how Bruegel and Holbein were alike and different with light support. |
| Bridging | Student refers to text evidence to explain how Bruegel and Holbein were alike and different with minimal support. |

Lesson 11: The Northern Renaissance

Looking at Language



Primary Focus: Students will read and write sentences that use linking verbs.

LINKING VERBS (10 MIN.)

- Display the sheet of paper with the following sentences:
 - *Holbein was an artist.*
 - *Holbein and Bruegel were artists.*
- Read the sentences with students.
- **Turn and Talk:** Students compare and contrast the sentences.
- Ask the following guiding questions:
 - *How many artists does the first sentence tell about? (one)*
 - *The second sentence? (two)*
 - *Are the sentences telling about the past or about now? (the past)*
 - *Which sentence uses the word were? (the second) The word was? (the first)*
- Explain that *was* and *were* both tell about the past. Add the following:
 - *Use was when you are talking about one person or thing.*
 - *Use were when you are talking about more than one person or thing.*
- Reread the sentences, emphasizing *was* and *were*.
- Repeat for the following two sentences, which you wrote on a second large sheet of paper:
 - *Bruegel is still famous today.*
 - *Bruegel and Holbein are still famous today.*
- Draw out that these sentences tell about now rather than the past and that the first uses *is* while the second uses *are*.
- Explain that *is* and *are* both tell about now. Add the following:
 - *Use is when you are talking about one person or thing.*
 - *Use are when you are talking about more than one person or thing.*

- Tell students that *is*, *are*, *was*, and *were* are all forms of the verb *to be*. Explain that these verbs are examples of *linking verbs*, which show a relationship between the two parts of the sentence.
- Have students turn to Activity Page 11.2.
- Walk students through the chart at the top of the page.

| | In the past (then) | In the present (now) |
|-------------------------------|--------------------|----------------------|
| One person or thing | was | is |
| More than one person or thing | were | are |

- Emphasize that when deciding which form of *to be* they should use, students need to check two things:
 - whether they are discussing the past or the present
 - whether they are talking about one person or thing or more than one person or thing
- Read the first item aloud: *Holbein's father _____ an artist*
- Guide students to complete the item using the following:
 - *This sentence tells about Holbein's father.*
 - *Is that one person or more than one person?* (one person)
 - *Is that in the present or in the past?* (in the past)
 - *Use your chart. Which word should you write in the blank?* (was)
- Have students complete the second item on their own.
- Check that students write the correct word. (were)



Check for Understanding

Ask students how they knew the answer to the second item.

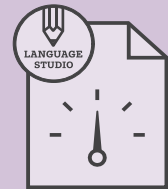
» *it tells about more than one person, and it describes the past*

If students answer incorrectly, review the information in the chart with them.

- Have students complete the first part of Activity Page 11.2 independently.
- Review the directions for the second part of Activity Page 11.2.
- Have students complete the activity.

End Lesson

Activity Page 11.2



Writing
Exchanging
Information/Ideas

Entering/Emerging

Work 1:1 with students to write their three sentences on Activity Page 11.2.

Transitioning/Expanding

Have students work with partners to write their three sentences on Activity Page 11.2.

Bridging

Have students read their sentences to a partner. Have partners check that each sentence makes sense and contains one of the key words.

12

Completing the Renaissance Artists Chart

PRIMARY FOCUS OBJECTIVE(S)

Listening

Students will complete the chart begun in Lesson 4.

Writing

Students will begin planning their characters for a Renaissance Meet and Greet activity.

FORMATIVE ASSESSMENT

Listening

Renaissance Artists Chart (optional)

[Activity Page 4.1]

Listening

Game “Name the Artist” [Informal Observation]

Listening

Game “Guess My Name” [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Writing

Meet and Greet: Planning Sheet [Activity Page 12.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| Building Background | | |
| Finish the Chart | 15 min. | <input type="checkbox"/> Activity Page 4.1 (optional)
<input type="checkbox"/> Activity Page 10.1
<input type="checkbox"/> Activity Page 11.1 |
| Write About It | | |
| Plan for Meet and Greet | 15 min. | <input type="checkbox"/> Activity Page 12.1 |

ADVANCE PREPARATION

Building Background

- Display the chart you began in Lesson 4 for the Building Background activity.
- Have a small playground ball ready for Building Background.

FEATURES OF ACADEMIC LANGUAGE

| Discourse Features | | |
|--|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> • Recall and share important facts about Renaissance artists • Demonstrate active listening by asking and answering wh- questions about artists • Select a Renaissance artist and answer questions to plan for a Meet and Greet activity | | |
| Language Forms and Functions | | |
| _____ was from _____.
_____ was a/an _____.
I will be _____ because I like _____. | | |
| Vocabulary | | |
| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
| | | meet and greet |

Lesson 12: Completing the Renaissance Artists Chart

Building Background



Primary Focus: Students will complete the chart begun in Lesson 4.

Activity Page 4.1



Informal Observation



Support

If students have difficulty remembering the names of the artists, point to one of the artists on the chart and guide students to say the name as they toss the ball to the next player.

FINISH THE CHART (15 MIN.)

- Display the chart you began with students in Lesson 4 and updated in Lesson 7, which should now have six names on it.
- Have a volunteer read the title (“Artists of the Renaissance”).
- Point to the three names in the first row of the chart and have students read the names.
- **Turn and Talk:** Have students recall one fact or detail about each artist.
- Repeat with the second row of artists.
- Tell students they will play a quick recall game.
- Use the playground ball. Toss it to a student and say “Michelangelo.”
- The student catches the ball and tosses it to a classmate, saying the name of a different artist appearing on the chart.
- Continue until everyone has had a turn to catch and throw the ball at least once.
 - It is fine to repeat names, but students cannot say the name of the artist that has just been mentioned.
 - For example, if one student says “Raphael,” the next student must name an artist other than Raphael, such as “Botticelli” or “Leonardo.”
 - The student after that, however, may say “Raphael.”

- Put the ball away and ask students to name the following:
 - an architect (*Brunelleschi*)
 - a painter (*possible answers: Raphael, Michelangelo, Leonardo, Botticelli*)
 - a sculptor (*possible answers: Donatello, Michelangelo*)
 - an artist (*any person on the chart*)
 - an Italian (*any person on the chart*)
 - a man (*any person on the chart*)
- Remind students that they have recently learned about some artists who were not male and some artists who did not come from Italy.
- Help students recall the four artists they learned about in the previous two lessons.

Write the names of the artists on the board as students name them:

- Sofonisba, Lavinia Fontana, Bruegel, and Holbein.
- Have students locate their Activity Page 10.1, which gives information on the two women artists, and Activity Page 11.1, which gives information on the two artists of the Northern Renaissance.
- Explain that you will now add information about these four artists to the chart.
- **Think-Pair-Share:** Have students reread the information on Activity Page 10.1 and decide on two important facts about each of the women artists.
 - Have volunteers share their answers.
 - Add four to five pieces of information about each artist to the chart.
- Repeat with Activity Page 11.1 and the two Northern Renaissance artists.



Check for Understanding

Ask students what makes Sofonisba and Lavinia Fontana different from the other artists on the chart.

» They are women.

If students answer incorrectly, touch each artist's name in turn and ask if they were a man or a woman.

Challenge

Have stronger students say not only the name but also one fact about the artist as they toss the ball. For example, "Leonardo was from Italy" or "Donatello was a sculptor."

Activity Pages 10.1 and 11.1



Informal Observation



Speaking Exchanging Information/Ideas

Entering/Emerging

Have students express their questions in words and phrases. Guide them to formulate complete sentences, such as, "Were you a painter?"

Transitioning/Expanding

Have students express their questions in simple sentences. Guide them to formulate complex sentences, such as, "Were you a painter and a sculptor?"

Bridging

Have students express their questions in the form of complex sentences, such as, "Were you an Italian painter?"

- If you had students begin Activity Page 4.1 in an earlier lesson, have them add information about these four artists to their charts.
- Briefly review the new information with students. Point out that they now have information on ten artists and that the chart has been completed.
- Play a brief game of "Guess My Name." Tell students you will think of one of the artists whose names appear on the board.
- Explain that students will ask simple questions to help determine the artist you have in mind.
- Tell students that each question must have either *yes* or *no* as the answer.
- Model by asking questions like the following, which you may wish to write on the board:
 - "Were you a woman?"
 - "Did you live in Italy?"
 - "Were you a painter?"
 - "Were you a sculptor?"
- Have students ask questions of their own. Answer *yes* or *no*. Guide them to identify the correct artist. Repeat with another artist.
- If time permits, invite students to think of an artist and have a partner ask questions to identify them.
- Students may be interested to know that a variation of this game is called "Botticelli" and is named after the Renaissance painter.
- Leave the chart where it is; you will need it again in the second part of the lesson.

Lesson 12: Completing the Renaissance Artists Chart

Write About It

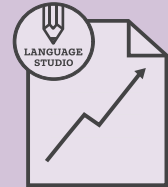


Primary Focus: Students will begin planning their characters for a Renaissance Meet and Greet activity.

PLAN FOR MEET AND GREET (15 MIN.)

- Tell students that they will be taking part in a Renaissance Meet and Greet. Write this phrase on the board and have students read it.
- Explain that students will do the following:
 - choose one of the artists on the renaissance artists chart
 - pretend to be that artist
 - talk briefly to the rest of the class about what the artist did
- Tell students that in the rest of the lesson they will begin planning what they will do during the Meet and Greet.
- Have students turn to Activity Page 12.1.
- Point out that the activity page begins with a list of the ten artists whose names appear on the Renaissance Artists Chart, along with a word or phrase that tells what they are most famous for.
- Explain that students should begin by choosing an artist that they would like to pretend to be.
 - Tell students that they should choose someone that they remember something about and that they found interesting for some reason.
- Give students two to three minutes to think about the question.
 - Remind them to review the information on the chart.
 - Encourage them to talk with nearby students about the different choices.
- Have students make their choices and fill in the correct name in the blank on Activity Page 12.1.
- Ask students to explain why they chose this person and to write this information next to the word *because*.

Activity Page 12.1



Challenge

Have students list two different reasons for choosing their artist.



Writing Exchanging Information/Ideas

Entering/Emerging

Ask simple *who* questions about the artists, such as, *Who was an architect?* or *Who lived in Germany?*

Transitioning/Expanding

Ask *who* and *what* questions about the artists, including the questions above, along with others like, *What did Botticelli do?*

Bridging

Ask *who*, *what*, and *where* questions about the artists, including the ones above, along with others such as, *Where did Holbein live?*

Support

Read aloud the information on the chart for each of the artists, reading slowly and carefully and providing time for students to write down what they think is most important.

- You may wish to model this process by using the following examples:
 - *I will be Brunelleschi because I like building things.*
 - *I will be Holbein because I like portraits.*
 - *I will be Michelangelo because he could do both sculpture and painting.*
- Call students' attention to the graphic organizer on the second part of Activity Page 12.1.
- Review with students that they saw a graphic organizer like this when they learned about Bruegel and Holbein.
- Have students write the name of the artist in the center of the organizer.
- Read the direction line aloud: Fill in the boxes to tell about the artist you chose.
 - Have students choose four pieces of information about their chosen artist.
 - To find information, they may use the class chart along with their entries in the Activity Pages about the artists.
- Have students write one piece of information in each box. They may write in complete sentences or use note form.
- **Turn and Talk:** When students are finished, have them use the information they listed in the graphic organizer to tell their neighbor what they already know about their artist.



Check for Understanding

Ask students to share one piece of information about their artist with the class as a whole. If students cannot do this, review the information they wrote in the graphic organizer and help them read one of the entries aloud.

- Wrap up by telling students that they will do more planning about the Meet and Greet in the next few lessons.

LANGUAGE PROFICIENCY ASSESSMENT

Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Writing |
| Unit/Lesson | U5 L12 |
| Activity Name | Meet and Greet: Planning Sheet |
| Proficiency Levels | |
| Entering | Student answers simple yes/no and wh- questions to complete the graphic organizer with 1:1 support. |
| Emerging | Student answers wh- questions and copies relevant information from notes and texts to complete the graphic organizer with substantial support. |
| Transitioning | Student paraphrases relevant information from notes and texts to complete the graphic organizer with moderate support. |
| Expanding | Student paraphrases relevant information from notes and texts to complete the graphic organizer with light support. |
| Bridging | Student paraphrases relevant information from notes and texts to complete the graphic organizer with minimal support. |

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



## 13

# Shakespeare

**PRIMARY FOCUS OBJECTIVE(S)****Listening**

Students will read to learn about Shakespeare and use time-order words to talk about his life and work.

**Writing**

Students will develop a script telling what they will say during the Renaissance Meet and Greet.

**FORMATIVE ASSESSMENT**

Listening

**William Shakespeare** [Activity Page 13.1]

**FORMATIVE ASSESSMENT**

Writing

**Meet and Greet Script** [Activity Page 13.2]

## LESSON AT A GLANCE

|                                   | Time    | Materials                                                                                  |
|-----------------------------------|---------|--------------------------------------------------------------------------------------------|
| <b>Building Background</b>        |         |                                                                                            |
| Shakespeare                       | 15 min. | <input type="checkbox"/> Activity Page 1.2<br><input type="checkbox"/> Activity Page 13.1  |
| <b>Write About It</b>             |         |                                                                                            |
| Write a Script for Meet and Greet | 15 min. | <input type="checkbox"/> Activity Page 12.1<br><input type="checkbox"/> Activity Page 13.2 |

## ADVANCE PREPARATION

### Write About It

- Be sure the Renaissance Artists Chart is displayed in a prominent position.

## FEATURES OF ACADEMIC LANGUAGE

| Discourse Features                                                                                                                                                                                                                                                                                                                            |                                  |                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------|
| <ul style="list-style-type: none"> <li>• Use sequence and temporal words to discuss Shakespeare's life and work</li> <li>• Explain the meaning of a Shakespearean quotation</li> <li>• Discuss the characteristics of a script</li> <li>• Apply newly learned language skills to write a script for the Renaissance Meet and Greet</li> </ul> |                                  |                                 |
| Language Forms and Functions                                                                                                                                                                                                                                                                                                                  |                                  |                                 |
| <p>_____ was written before/after _____.</p> <p>First, _____. Next, _____. Last/Finally, _____.</p> <p>My name is _____. I am famous for _____. I lived in _____, and I was born in _____.</p>                                                                                                                                                |                                  |                                 |
| Vocabulary                                                                                                                                                                                                                                                                                                                                    |                                  |                                 |
| Tier 3<br>Domain-Specific Words                                                                                                                                                                                                                                                                                                               | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
| cauldron                                                                                                                                                                                                                                                                                                                                      | course<br>toil<br>script         | countrymen                      |

## Lesson 13: Shakespeare

## Building Background



**Primary Focus:** Students will read to learn about Shakespeare and use time-order words to talk about his life and work.

## SHAKESPEARE (15 MIN.)

- Ask students if they have ever heard of a man named William Shakespeare.
  - Invite students to tell something about Shakespeare if they are familiar with him.
  - You may wish to note that students might be familiar with his play *A Midsummer Night's Dream* from an earlier unit.
- Explain or draw out that Shakespeare was a playwright, or a person who wrote plays. You may need to tell students that a play is a show with live actors that is given in a theater.
- Add that Shakespeare's plays are some of the most famous ever written.
- Tell students that Shakespeare lived at the end of the Renaissance and that he lived in England.
- Have students turn to Activity Page 1.2. Have them look at the map, locate Italy, and locate England.
- Ask students to move their fingers along the arrow they drew during Lesson 1 to show how Renaissance ideas moved from Italy to England.
- Have students turn to Activity Page 13.1.
- Read the introductory text aloud.

Shakespeare wrote more than 35 plays. He also wrote many poems. Some of his most famous plays are listed here, along with a famous quotation from each one.

## Activity Page 1.2



## Activity Page 13.1



- Invite students to read the names of the plays. (*Hamlet*, *Macbeth*, *Julius Caesar*, *A Midsummer Night's Dream*, and *Romeo and Juliet*)
- You may wish to explain that they are all fictional, but that *Julius Caesar* is based on the life of a real person who was once emperor of Rome.
- Review with students the years the plays were most likely completed. (*Hamlet* 1603, *Macbeth* 1606, *Julius Caesar* 1599, *A Midsummer Night's Dream* 1595, *Romeo and Juliet* 1591)
  - Explain that no one knows for certain which years some of the plays were finished and that these represent the best guesses of scholars.
- Ask students which of the plays was most likely written *first*.
  - Have students answer in a complete sentence, such as *First, Shakespeare wrote Romeo and Juliet.*
  - Provide sentence frames as needed.
- Continue with which play was written *next*.
- Keep going until all five plays have been listed; the last one should be introduced with the word *last*.
- Introduce the words *after* and *before*.
  - Use an example from ordinary life to demonstrate the meanings of these words, such as explaining that breakfast comes *before* lunch, while dinner comes *after* lunch.
- Ask students to name a play that was written *before* 1600 (example: *Romeo and Juliet*) . . . *after* 1600 (*Macbeth*) . . . *before* *Julius Caesar* (example: *A Midsummer Night's Dream*) . . . *after* *Julius Caesar* (example: *Hamlet*).



### Check for Understanding

Have students name a play that was written *before* *Hamlet*. (Possible answer: *Julius Caesar*) If students answer incorrectly, review the meaning of *after* and *before*.

### Support

Have students draw a horizontal line on a sheet of paper. Have them draw a vertical tick mark in the middle of the line, as follows:

-----|-----  
 Have them label the left side of the line *before* and the right side *after*.

- **Turn and Talk:** Have students ask and answer questions in this form, using *after* and *before*.
- Call students' attention to the quotations column on Activity Page 13.1.

---

Hamlet: "To be or not to be, that is the question . . ."

Macbeth: "Double, double toil and trouble / Fire burn and cauldron bubble."

Julius Caesar: "Friends, Romans, countrymen, lend me your ears."

A Midsummer Night's Dream: "The course of true love never did run smooth."

Romeo and Juliet: "A rose by any other name would smell as sweet."

---

Choose one of the quotations above. Circle it. Then write what you think it means.

---

### Challenge

Ask students to commit the line to memory and to deliver it from the front of the room to model the experience of being on a stage.

- Explain that Shakespeare wrote many famous lines, and that these are some of the most famous from these plays.
- Read the first example, from *Hamlet*, aloud. Use a conversational voice. Have students repeat in unison.
- Shake your head and point out that plays are meant to be dramatic, and that a conversational voice is not a good one to use in a play.
- Read the line again, this time in a dramatic voice. It is fine to exaggerate the drama, as for example by saying the following: *To BE* (pause) *or NOT to be* (pause)—*THAT* (pause) *is the question*.
  - Have students repeat in unison, using a similar tone.
- Invite individual students to read the line using their own dramatic voices.
- Repeat with the other four quotations. Review or explain the meanings of words students may not know or that may be used in unfamiliar ways, including the following:
  - *toil*: work
  - *cauldron*: a large pot used over an open fire
  - *countrymen*: people from the same country as you
  - *course*: path

- Remind students that Shakespeare wrote long ago.
  - Emphasize that language has changed since his time.
  - Explain that even native English speakers sometimes need help understanding what Shakespeare meant.
- Direct students' attention to the bottom of Activity Page 13.1. Read the directions: Choose one of the quotations above. Circle it. Then write what you think it means.
- On the board, write the following:
  - "All the world's a stage, and all the men and women merely players."
- Read the quotation aloud. Tell students that this quotation comes from *As You Like It*, one of Shakespeare's plays.
- Explain that you will express the quotation in your own words. Use the following Think-Aloud:
  - *I know that a stage is a place where people act out plays.*
  - *So "All the world's a stage" means that the world is like a play.*
  - *Shakespeare is saying that we are in a play.*
  - *The word merely means just, and players are actors.*
  - *So, Shakespeare is saying that all of us are actors.*
  - *I'll put Shakespeare's ideas into my own words.*
  - *I'll say, "Life is like a big play, and all the people in the world are the actors."*
- Have students choose one of the five quotations on Activity Page 13.1 and circle it.
- Then have them write what they think the quotation means in their own words at the bottom of the page.
- Have students find others who have chosen the same quotation and compare their ideas.
- Wrap up by asking volunteers to share their work.



### Speaking Exchanging Information/Ideas

#### Entering/Emerging

Have students respond to before/after questions by simply naming a play that answers the question, as in, *Hamlet* for a play written after *Julius Caesar*.

#### Transitioning/Expanding

Have students respond with a sentence, such as, *Hamlet* was written after *Julius Caesar*.

#### Bridging

Have students answer before/after questions in two ways, such as, *Hamlet* was written after *Julius Caesar* and *Julius Caesar* was written before *Hamlet*.

### Lesson 13: Shakespeare

# Write About It



**Primary Focus:** Students will develop a script for what they will say during the Renaissance Meet and Greet.

#### WRITE A SCRIPT FOR MEET AND GREET (15 MIN.)

- Remind students that they will soon be taking part in the Renaissance Meet and Greet.
- Have students look at Activity Page 12.1.
  - Go around the room, asking students to identify the person they have chosen to portray and saying one important fact about that person.
- Tell students that during this lesson they will develop a script that will tell them what they are going to say about their artist.
  - You may wish to explain that a script is a word that comes from the theater; scripts give the lines for a play that the actors will read.
- Model writing a script as follows, explaining that you will suppose you are taking on the part of Shakespeare.
  - *First, I'll introduce myself so everyone will know who I am pretending to be. I'll say Hello, everybody! My name is William Shakespeare!*
  - *I'll write that on the board. It will be part of my script. Writing it down will help me remember.*
  - *Next, I'll say in a few words what I am famous for. Let's see . . . Shakespeare wrote plays. I'll say I am famous for writing plays.*
  - *I'll write that on the board, too.*
  - *It would probably be a good idea to tell a little about when I lived and where I lived. How about this: I lived in England, and I was born in 1564.*
  - *I'll add that to my script.*
- Read aloud what you have so far, running your finger under the words as you do.

#### Activity Page 12.1

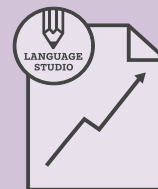


- Invite students to suggest other important ideas, such as the year when Shakespeare died, the fact that he also wrote poems, or the names of some of his most important plays.
  - Add three to four more lines to the script based on their ideas, using full sentences.
  - End by writing *Nice to meet you!*, *See you next time!*, or some other closing.
  - Reread the entire script.
- Explain that you might still want to make some changes, but that what you have written is a good beginning.
- Remind students that they studied the differences between the words *is*, *was*, *were*, and *are* in an earlier lesson.
  - Underline these words as they appear in your script, such as *I was born . . .*
  - Have students explain why you used that particular word instead of the other alternatives.
  - Tell students that they should pay close attention to using the correct forms of *to be* in their work.
- Repeat with past tense, underlining examples of verbs (such as *lived*) where the past tense is formed using an added *ed* or *d* and having students explain how and why the words are in that format.
- Repeat with conjunctions, underlining *and* in “I lived in England, and I was born in 1564” along with any other examples.
  - Tell students that they will be expected to use past tense forms correctly and that their scripts should include at least one conjunction.
- Have students turn to Activity Page 13.2.
- Read the directions aloud: Write what you plan to say. Use the checklist to help.
- Have students look at the second part of Activity Page 13.2.
  - Explain that this is a checklist that students can use to make sure they included everything that was important.
  - Review the items on the checklist.

## Challenge

Have students locate each of these uses on their own.

## Activity Page 13.2





## Support

Use a flowchart or other simple graphic organizer to help students order their ideas.



## Writing Exchanging Information/Ideas

### Entering/Emerging

Have students start by using phrases in their scripts and guide them to use complete sentences by working with them one on one.

### Transitioning/Expanding

Have students start by using simple sentences in their scripts. Model in a small group how they can make some of their sentences more complex.

### Bridging

Have students use complex sentences in at least half the sentences they write for their scripts.

I have included a greeting.

I have given the artist's name.

I have explained why this artist is famous.

I have explained where the artist lived.

I have explained when the artist lived.

I have mentioned at least one famous work the artist created.

I have included at least one other fact about the artist.

I have included a closing sentence.

I have used at least one form of to be correctly.

I have used at least one past tense verb with final *-ed* or *-d*.

I have included at least one conjunction, such as *and*, *so*, or *but*.



## Check for Understanding

Ask students to name two things they must be sure to include in their scripts. (*Sample answers: the name of the person they have chosen and where that person lived.*) If students are uncertain, review each item on the checklist in turn.

- Have students write their scripts on the first page of Activity Page 13.2.
  - Remind them to use the information from Activity Page 12.2, along with other sources of information such as the Renaissance Artists Chart.
- When they are done, have them use the checklist on the second page of Activity Page 13.2 to make sure they included what they needed to include.
  - Have them check each box when they know they included the corresponding item.
  - If they did not include an item, have them revise their work to include it.
- Have students share their completed script with a partner.
- Encourage partners to tell if parts of the script are unclear.
- Have students make revisions as needed based on comments from partners.

## LANGUAGE PROFICIENCY ASSESSMENT

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool    |                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------|
| Language Domain    | Writing                                                                                                      |
| Unit/Lesson        | U5 L13                                                                                                       |
| Activity Name      | Meet and Greet Script                                                                                        |
| Proficiency Levels |                                                                                                              |
| Entering           | Student answers wh- questions and uses sentence starters to dictate simple sentences with 1:1 support.       |
| Emerging           | Student answers wh- questions and uses sentence starters to write simple sentences with substantial support. |
| Transitioning      | Student uses sentence starters to write simple and complex sentences with moderate support.                  |
| Expanding          | Student uses sentence starters to write complex sentences with light support.                                |
| Bridging           | Student writes complex sentences with minimal support.                                                       |

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

14

Getting Ready for Meet and Greet

PRIMARY FOCUS OBJECTIVE(S)**Speaking**

Students will use cause and effect words to talk about Shakespeare's life and work.

Listening

Students will make final preparations for their role in the Renaissance Meet and Greet.

FORMATIVE ASSESSMENT

Listening

Ask and Answer Activity [Informal Observation]

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

Cause and Effect [Activity Page 14.1]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|--|
| Building Background | | |
| Shakespeare, Part 2 | 15 min. | ☐ Activity Page 14.1 |
| On Stage | | |
| Prepare for Meet and Greet | 15 min. | ☐ Activity Page 13.2
☐ Activity Page 14.2 |

ADVANCE PREPARATION

On Stage

- Provide simple props and costume materials for use in On Stage, including:
 - paintbrushes
 - paint sets
 - markers
 - colored paper
 - clay or plasticene
 - hats
 - strips of cloth
- Prepare to divide students into groups of three or four for the On Stage activity.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Identify and discuss cause and effect relationships in a text about Shakespeare
- Demonstrate active listening of oral presentations by asking relevant questions

Language Forms and Functions

_____ (effect) because _____ (cause).

_____ (cause), so I _____ (effect).

I found _____ most interesting because _____.

I would like to meet _____ in real life because _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|------------------------------------|
| Globe Theatre
royalty | cause
effect
job | actor
performed
play
roof |

Lesson 14: Getting Ready for Meet and Greet

Building Background



Primary Focus: Students will use cause and effect words to talk about Shakespeare's life and work.

SHAKESPEARE, PART 2 (15 MIN.)

- Remind students that in the previous lesson they learned about a man named William Shakespeare.
- Ask the following quick questions to determine what students recall about Shakespeare. Have students answer *yes* or *no*.
 - *Was Shakespeare a painter?* (no)
 - *Did he live in Italy?* (no)
 - *Did he write plays?* (yes)
 - *Did he live at the beginning of the Renaissance?* (no)
 - *Was he from England?* (yes)
- Invite students to share other details they remember about Shakespeare, such as the names of the plays.
- Write the phrase “Cause and Effect” on the board and read it aloud.
- Explain that the reason something happens is called the *cause*. Add that what happens is sometimes called the *effect*.
 - Tap the words *cause* and *effect* on the board as you say them.
- **Support:** To provide a visual clue for students, sketch the following diagram on the board and label it:



- Pick up a marker. Then let go of it as students watch what happens.

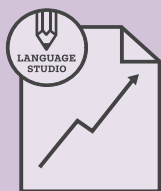
- Say the following:
 - *What happened to the marker?* (it fell)
 - *Why did the marker fall?* (because it was dropped)
- Explain that the *cause* was letting go of the marker and that the *effect* was that the marker fell.
- On the board, write the words *because* and *so*. Read them aloud.
- Explain that you can use these two words to show cause and effect. Model as follows, saying and then writing the two sentences and underlining the words *because* and *so*:
 - *The marker fell because I let go of it.*
 - *I let go of the marker, so it fell.*
- Point out that when you use *because*, the cause comes after the word *because*, but when you use *so*, the effect comes after the word *so*.
- Say that your throat is dry. Then cough.
 - Have students identify the cause (dry throat) and the effect (coughing).
 - Guide students to combine the two ideas into a sentence with *because* (I coughed *because* my throat was dry.), and then again with *so* (My throat was dry, *so* I coughed.).



Check for Understanding

Stretch and yawn and say, *I'm tired!* Have students determine whether being tired is the cause or the effect, and whether yawning is the cause or the effect. (*being tired is the cause; yawning is the effect*) If students answer incorrectly, review the meaning of *cause* and *effect*.

Activity Page 14.1



- Have students turn to Activity Page 14.1.
- Read aloud the information about Shakespeare.

Shakespeare's father was a merchant. The family had some money when Shakespeare was young, but when Shakespeare got older his father lost his job. Although Shakespeare attended elementary school, there was not enough money for college.

When Shakespeare was 18, he married a woman named Anne Hathaway. They had three children. They lived mostly in a small town called Stratford-on-Avon. Shakespeare also spent time in London, the biggest city in England.

Shakespeare became an actor and then a playwright. He belonged to a group of actors called The King's Men. This group often put on plays for royalty. They also performed at a theater called the Globe Theatre. Seats for rich people at the Globe Theatre were covered with a roof. Seats for poor people had no roof at all!

-
- Ask students which piece of information they found the most interesting. Have them explain why they think this information is especially interesting, using the word *because*.
 - Read aloud the directions at the bottom of Activity Page 14.1.
-

Read the sentences. Write *C* for the cause. Write *E* for the effect. Then join the sentences using the words *because* or *so*.

- Read aloud the first item below the directions.
-

Shakespeare did not go to college.

Shakespeare's father lost his job.

Use *because*.

Challenge

Ask students what else they would like to know about Shakespeare. Help them use library or Internet resources to find the answers to their questions.



Reading Reading/Viewing Closely

Entering/Emerging

Work 1:1 with students to complete Activity Page 14.1.

Transitioning/Expanding

Have students work with a partner to complete Activity Page 14.1.

Bridging

Have students complete Activity Page 14.1 independently and then check their answers with a partner, discussing any disagreements.

- Use the following Think-Aloud to model how to determine cause and effect.
 - *Shakespeare did not go to college. I have to decide if that was a cause or if that was an effect.*
 - *If it was a cause, then it made something else happen.*
 - *If it was an effect, then it happened because something else happened.*
 - *The other sentence tells how Shakespeare's father lost his job.*
 - *It looks as if the first thing that happened was that Shakespeare's father lost his job. That was the cause.*
 - *That meant that Shakespeare could not go to college. There was not enough money to send him. That was the effect.*
- Have students write *E* in the blank next to the first statement and *C* in the blank next to the second statement.
- Model how to join the sentences using *because*.
- Have students write the sentence. Check their work.
- Have students complete the remaining items.
- Wrap up by asking volunteers to share their answers with the class.

LANGUAGE PROFICIENCY ASSESSMENT

Speaking

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|---|
| Language Domain | Speaking |
| Unit/Lesson | U5 L14 |
| Activity Name | Cause and Effect |
| Proficiency Levels | |
| Entering | Student identifies cause and effect and dictates joined sentences with 1:1 support. |
| Emerging | Student identifies cause and effect and writes joined sentences with substantial support. |
| Transitioning | Student identifies cause and effect and writes joined sentences with moderate support. |
| Expanding | Student identifies cause and effect and writes joined sentences with minimal support. |
| Bridging | Student identifies cause and effect and writes joined sentences independently. |

Lesson 14: Getting Ready for Meet and Greet

On Stage



Primary Focus: Students will make final preparations for their role in the Renaissance Meet and Greet.

PREPARE FOR MEET AND GREET (15 MIN.)

- Remind students that the Renaissance Meet and Greet will make up the next lesson.
- Explain that students will take turns coming to the front of the room and telling about themselves in the role of the artists they chose.
- Tell students that after they read from their scripts, they will take questions from the audience and answer the questions to the best of their ability, using the information they have.
 - Explain that students will have an opportunity to practice asking and answering questions during this lesson.
- Tell students that in addition to practicing asking and answering questions, students will have an opportunity do the following today:
 - Look over their scripts (Activity Page 13.2) and make any final changes they think are necessary.
 - Make or find any props, or objects that will help students convey information about the artists (such as a paintbrush or a lump of clay).
 - Make or find any simple costume materials to help convey information about their chosen artist.
- Have students turn to Activity Page 14.2.

Challenge

Have students summarize the information in their scripts, rather than reading from them directly.

Activity Page 14.2



- Explain that this page gives the rubric for grading the Meet and Greet for each student.
 - Walk students through the information on the page.

| | Excellent
3 points | Good
2 points | Needs work
1 point |
|--|-----------------------|------------------|-----------------------|
| I spoke clearly and loudly. | | | |
| I spoke with expression. | | | |
| I included all the information in my script. | | | |
| I answered all the questions I was asked. | | | |
| I asked at least one question. | | | |

- Remind them to speak clearly and to use complete sentences where possible.
- Invite students to ask any questions they may have about the rubric.
- Call groups of three to four students to the front of the room or to a table where they can work with you.
 - Remind students who are not working with you that they may be revising their scripts or working on props and costumes for their role in the next lesson's Meet and Greet.
- Tell students that they will practice reading their scripts with the other members of their group as an audience.
 - You may wish to tell students that this kind of practice is called a *rehearsal*.
- Have one student read aloud their script while the other group members listen.
- Offer feedback as needed, such as the following:
 - *Your voice was loud and clear. Try reading the beginning with a little more expression, like this: _____.*
 - *I liked what you said about _____ because it was funny/interesting/informative.*
 - *It was a little bit hard to hear you; let's try having you talk a little louder.*

Informal Observation



- Invite other group members to offer feedback as well, reminding them that feedback should be constructive.
- After the first student has finished, model asking one to two questions about the content of the presentation, such as the following:
 - *What was most interesting to you about this person?*
 - *Would you like to meet your artist in real life? Why?*



Check for Understanding

Be sure students offer appropriate answers to the questions they are asked. If they do not, help them to understand the question by rephrasing it or using gestures to assist.

- Have other group members offer questions as well, which the student should answer.
- Repeat, giving each student a chance to present and to answer at least one to two questions from you or group members.
- Continue until you have worked with all groups.

End Lesson



**Listening
Exchanging
Information/Ideas**

Entering/Emerging

Have students answer questions in single words and phrases. Guide them to use simple sentences where possible.

Transitioning/Expanding

Have students answer questions in complex phrases and single sentences. Guide them to use more complex sentences where possible.

Bridging

Have students use complex sentences in their answers to questions.

15

Renaissance Meet and Greet

PRIMARY FOCUS OBJECTIVE(S)**Listening**

Students will present and ask and answer questions in the Renaissance Meet and Greet.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Renaissance Meet and Greet [Informal Observation]

LESSON AT A GLANCE

| | Time | Materials |
|----------------------------|---------|---|
| On Stage | | |
| Prepare for Meet and Greet | 30 min. | <ul style="list-style-type: none"><input type="checkbox"/> Simple prop and costume materials<input type="checkbox"/> Activity Page 13.2<input type="checkbox"/> Activity Page 14.2<input type="checkbox"/> Activity Page 15.1 (optional) |

ADVANCE PREPARATION

On Stage

- Provide simple props and costume materials for use in On Stage, including:
 - paintbrushes
 - paint sets
 - markers
 - colored paper
 - clay or plasticene
 - hats
 - strips of cloth
- Determine the order in which students will present.
- If possible, bring in and play Renaissance music to help set a mood while students prepare.

FEATURES OF ACADEMIC LANGUAGE

Discourse Features

- Deliver an oral presentation about an artist in the Renaissance Meet and Greet
- Demonstrate active listening by asking and answering questions
- Share what was enjoyable and challenging about the Renaissance Meet and Greet

Language Forms and Functions

Why did you choose _____?

What did you find most interesting about _____?

I chose this artist because...

I would/would not like to meet _____ in real life because _____.

Vocabulary

| Tier 3
Domain-Specific Words | Tier 2
General Academic Words | Tier 1
Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| | | |

Lesson 15: Renaissance Meet and Greet

On Stage



Primary Focus: Students will present and ask and answer questions in the Renaissance Meet and Greet.

PREPARE FOR MEET AND GREET (30 MIN.)

- Tell students that the Renaissance Meet and Greet will make up the entire lesson.
- Have students turn to Activity Page 14.2.
 - Review the rubric with students and invite any further questions.

| | Excellent
3 points | Good
2 points | Needs work
1 point |
|--|-------------------------------|--------------------------|-------------------------------|
| I spoke clearly and loudly. | | | |
| I spoke with expression. | | | |
| I included all the information in my script. | | | |
| I answered all the questions I was asked. | | | |
| I asked at least one question. | | | |

- Give students time to gather props and costumes as needed.

Informal Observation



Activity Page 13.2



Support

Rephrase questions, using gestures and simpler language, as needed to aid in understanding.

Activity Page 15.1



- If you have access to recorded music of the Renaissance, play it as students are getting ready. Explain that this is the type of music Renaissance artists like Sofonisba and Michelangelo might have enjoyed.
- Be sure students have their scripts (Activity Page 13.2) where they can easily be found.
- When all preparations are complete, use a dramatic voice to announce that the Renaissance Meet and Greet is about to begin.
 - Shut off the music or turn it down.
 - Talk briefly to students about being a good audience.
- Have students come to the front of the room one by one.
 - Each student reads from or paraphrases the script they wrote.
 - After the closing, invite two to three students to ask questions of the type you modeled in the previous lesson
 - » such as, *What was most interesting to you about this person?* or *Would you like to meet your artist in real life? Why?*
 - Have the presenters answer the questions to the best of their ability.
 - Keep track of who asks the questions as well as how well the questions are answered.
- After each student has presented, lead a round of applause and say, “Thank you to the great artist (Bruegel), played here by _____.”
- Continue until each student has had an opportunity to present.
- If time permits after all students have completed the Meet and Greet, have students turn to Activity Page 15.1.
- Explain that students can fill out this page to tell what they enjoyed and did not enjoy about the Meet and Greet.
- Collect students’ papers when they are finished writing.

LANGUAGE PROFICIENCY ASSESSMENT

Listening

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool | |
|--------------------|--|
| Language Domain | Listening |
| Unit/Lesson | U5 L15 |
| Activity Name | Renaissance Meet and Greet |
| Proficiency Levels | |
| Entering | Student answers basic wh- questions by repeating lines from their script and providing single-word responses with 1:1 support. |
| Emerging | Student answers basic wh- questions in simple sentences and phrases with substantial support. |
| Transitioning | Student answers wh- questions in complete sentences with moderate support. |
| Expanding | Student answers open-ended questions in complete sentences with light support. |
| Bridging | Student answers open-ended questions in detailed, complete sentences with minimal support. |

~~~~~  
End Lesson



Writing  
Exchanging  
Information/Ideas

### Entering/Emerging

Work 1:1 with students to answer the questions on Activity Page 15.1.

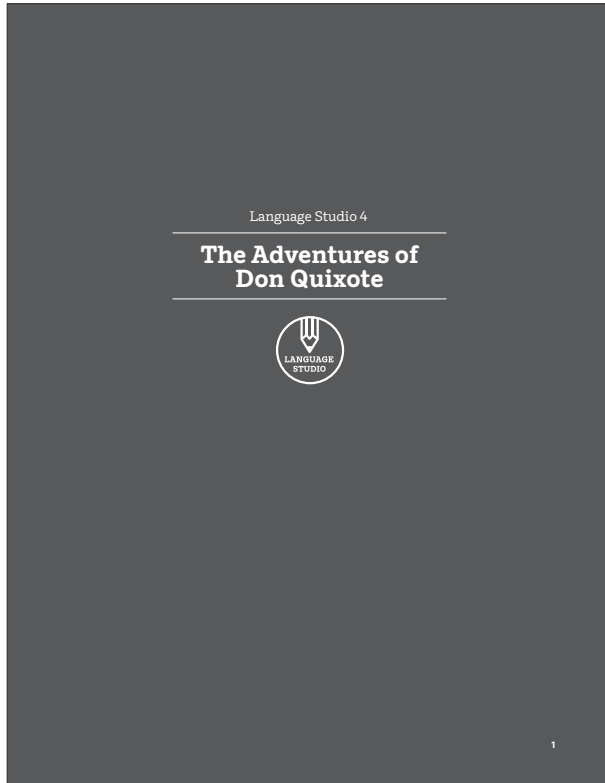
### Transitioning/Expanding

Have students work with a partner to help each other answer the questions on Activity Page 15.1.


### Bridging

Have students ask a partner to check their answers to the questions on Activity Page 15.1 to make sure they are understandable.

## ACTIVITY BOOK ANSWER KEYS



3. Why do you think the man is wearing armor?  
Answers will vary, but may include he's a knight; he's a soldier; he's going to battle.
4. What is the man holding?  
Answers will vary, but may include a sword, a lance.
5. What do you see around the man?  
Answers will vary, but may include grass, dirt, hills, mountain, sand.




NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**1.2** ACTIVITY PAGE

**LANGUAGE STUDIO 4: DON QUIXOTE**

**What Do You See?**

*Directions: Work with a partner to make image observations and answer the following questions about Don Quixote.*




1. What animal do you see? horse
2. What is the man wearing?  
Answers will vary, but may include armor and helmet.

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ACTIVITY PAGE

**3.1**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



**LANGUAGE STUDIO 4: DON QUIXOTE**

**Subject/Verb Agreement**

*Directions: Choose the correct action verb and write it in the blank to create a subject-verb agreement sentence.*

1. Don Quixote reads books about knights. (read/reads)
2. The niece and the housekeeper wait for him to come home. (wait/waits)
3. The innkeeper asks Don Quixote a question. (ask/asks)
4. The mule drivers attack him. (attack/attacks)
5. The farmer and boy stand on the road. (stand/stands)
6. The boy hopes the beating will end. (hope/hopes)
7. The horse runs through the woods. (run/runs)
8. The servants throw stones at Don Quixote. (throw/throws)

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ACTIVITY PAGE

4.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 4: DON QUIXOTE

Who Is Sancho Panza?

Directions: Use the graphic organizer to identify characteristics that describe Sancho Panza.

Sancho Panza's Role in the Story Will Be...

Answer the following questions to make predictions about what Sancho Panza's role will be:

1. I think Sancho Panza will

2. I think this because

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ACTIVITY PAGE

4.2

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 4: DON QUIXOTE

What Are Modal Verbs?

Modal Verbs

Directions: Modal Verbs: can, could, may, might, must, shall, should, will, would

Something is likely to happen.	The rain <b>should</b> fall after dark.
Someone is able to do something.	My mom <b>could</b> pick me up after school.
Advice	You <b>must</b> study hard for the spelling test.
Opinion	Our team <b>may</b> be the best in the conference.

Expressing Opinions Using Modal Verbs

can    could    may    must    might    shall    should    will    would

Use a modal verb from the word bank to complete the sentences.  
**Answers will vary, but may include:**

1. Don Quixote **should** have read books about a variety of topics.  
2. Stories about dragons, monsters, and wizards **might** be true.  
3. A knight **will** want a strong and powerful horse.  
4. Don Quixote's armor **should** be protective.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

4.2

ACTIVITY PAGE

LANGUAGE STUDIO 4: DON QUIXOTE

CONTINUED

5. The innkeeper **could** dub the man who wants to be a knight.  
6. The mule drivers **should** have ignored Don Quixote.  
7. Sancho Panza **may** become a knight after he is trained.  
8. The housekeeper **could** be worried about Don Quixote.

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ACTIVITY PAGE

5.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

LANGUAGE STUDIO 4: DON QUIXOTE

Where's the Evidence?

Where's the Evidence?

Directions: Read the statements below to locate the claim's supporting evidence. Follow the example guidelines in the box below: Underline the claim (opinion) once and the evidence (facts) twice. If there isn't any evidence, write NE on the line next to the statement. Put a squiggly line under any modal verbs you may notice.

Example: Don Quixote can become a good knight. NE

1. Being a knight would be cool because knights carry swords. \_\_\_\_\_  
2. Don Quixote is a nosy character. NE  
3. Don Quixote may be crazy because he fights imaginary things such as giants. \_\_\_\_\_  
4. Being a squire could be better than being a knight. NE  
5. Sancho Panza is a good friend because he tries to stop Don Quixote from making mistakes. \_\_\_\_\_  
6. Don Quixote is foolish, not brave. NE  
7. Don Quixote is unwise because he meddles in other people's business. \_\_\_\_\_  
8. Don Quixote is the most confused man ever! NE

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ACTIVITY PAGE

6.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 4: DON QUIXOTE

Changing Words with the Suffix -ness

Directions: Add the suffix -ness to the following words and then write a sentence reflecting its definition.

1. dark darkness

Sentences will vary.

2. strange strangeness

Sentences will vary.

3. forgive forgiveness

Sentences will vary.

4. quick quickness

Sentences will vary.

5. sweet sweetness

Sentences will vary.


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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



12.1

ACTIVITY PAGE

LANGUAGE STUDIO 4: DON QUIXOTE

Planning a Persuasive Paragraph

Directions: Use the template to plan your persuasive paragraph.

Sentence 1: Introduce the claim

The most interesting character in *Adventures of Don Quixote* is \_\_\_\_\_.

OR

The best chapter in *Adventures of Don Quixote* is \_\_\_\_\_.

You must support this by using something specific from the book.

Sentence 2: First reason or fact

One reason I think \_\_\_\_\_ is interesting is because \_\_\_\_\_.

OR

I really like chapter \_\_\_\_\_ because \_\_\_\_\_.

You must support this by using something specific from the book.

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Sentence 3: Second reason or fact

I also believe \_\_\_\_\_ is \_\_\_\_\_ (smart, funny, clever, etc).

OR

Chapter \_\_\_\_\_ also includes \_\_\_\_\_ (another reason you like it)

You must support this by using something specific from the book.

Sentence 4: Third reason or fact

In addition, \_\_\_\_\_ is \_\_\_\_\_ (another adjective or describing word)

OR

Another reason I enjoyed chapter \_\_\_\_\_ is because \_\_\_\_\_.

You must support this by using something specific from the book.

Sentence 5: Restate the claim

I will never forget \_\_\_\_\_ from *Adventures of Don Quixote* because \_\_\_\_\_.

OR

I will remember chapter \_\_\_\_\_ in *Adventures of Don Quixote* because \_\_\_\_\_.


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RJ

ACTIVITY PAGE

LANGUAGE STUDIO 4: DON QUIXOTE

Reading Journal

Adventures of Don Quixote

Chapter Summaries

Directions: Write a summary to keep track of important information after reading each chapter.

Chapter 1

Don Quixote reads about knights and prepares to become one even though his equipment and horse are old.

Chapter 2

Don Quixote leaves his home and finds a country inn where, in spite of several misunderstandings, the innkeeper pretends to dub him as a knight.

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Don Quixote leaves home and goes to a country inn where he gets into a fight with a group of mule drivers.

#### Chapter 3

Don Quixote overhears fighting on his way home. He tries to save a young boy (who had done his work poorly) from being beaten by his boss. Even though he tries to do what he thought would help, bad things happen. He should learn not to meddle in other people's business.

#### Chapter 4

Don Quixote and his neighbor, Sancho Panza, travel and because of misunderstandings, fight windmills and some innocent people they meet on the road.



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**RJ** ACTIVITY PAGE  
CONTINUED

### LANGUAGE STUDIO 4: DON QUIXOTE

#### Chapter 5

Answers will vary, but may include: Don Quixote mistakes the barber's basin for a helmet; soon after, he releases criminals being taken to jail. As a result of his meddling, the criminals throw stones at him and Sancho Panza, and the guards beat them both.

#### Chapter 6

Answers will vary, but may include: both Don Quixote and Sancho Panza return to their homes. Sancho Panza goes willingly; however, Don Quixote must be kidnapped while he is sleeping by the priest and barber. Sancho Panza misunderstands a joke and believes he will become governor of an island.

#### Chapter 7

Answers will vary, but may include: Don Quixote and Sancho Panza are separated from one another because people believe Sancho Panza is a bad influence on Don Quixote. Sancho Panza goes to see Don Quixote at home after one month's time to tell him that many people are talking about him in the land—that is, he's famous.

#### Chapter 8

Don Quixote and Sancho Panza leave home to search for Dulcinea. When Sancho identifies one of three ordinary farm girls as Don Quixote's secret love, Don Quixote believes that an enchanter or wizard has cast another spell.



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**RJ** ACTIVITY PAGE  
CONTINUED

### LANGUAGE STUDIO 4: DON QUIXOTE

#### Chapter 9

Don Quixote duels a man named Samson Carasco, who is disguised as a knight.

Don Quixote and Sancho Panza meet another knight and his squire in the woods.

#### Chapter 10

Don Quixote wants to fight two lions, but when the driver opens a cage, the lion stays inside.

When they meet a driver with lions, Sancho Panza is frightened that Don Quixote wants to fight them because he thinks Don Quixote would be killed.

#### Chapter 11

Answers will vary, but may include: Master Peter, the puppeteer, puts on a show in honor of Don Quixote and Sancho. Don Quixote is confused and believes the puppet show is real and that he must save Dona Melisendra from the Moors. Don Quixote destroys all the puppets and Master Peter is furious. Don Quixote pays for the damage, not realizing that Master Peter is actually the escaped convict from earlier in the story.

#### Chapter 12

Answers will vary, but may include: Don Quixote sees a beautiful woman with a hunting party. Don Quixote instructs Sancho to offer this woman their services. The Duke and Duchess play along, pretending Don Quixote is a famous knight. The Duke and Duchess are amused by their house guests and tells Sancho that he will be the governor of one of the Duke's islands.



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**RJ**  
CONTINUED  
ACTIVITY PAGE

#### LANGUAGE STUDIO 4: DON QUIXOTE

#### Chapter 13

Answers will vary, but may include: everyone at the palace plays tricks on Don Quixote and Sancho. Countess Trifaldi and the bearded ladies convince Don Quixote that a wizard has cast a terrible spell upon them. The pretend ladies take Don Quixote and Sancho on a pretend flying horse ride.

#### Chapter 14

Answers will vary, but may include: Sancho Panza prepares to leave and govern the Duke's island. Don Quixote shares plenty of advice with Sancho.

#### Chapter 15

Answers will vary, but may include: the villagers greet Sancho Panza—their new “governor.” There is a great celebration. The citizens of the island bring a case before Sancho to be settled. Sancho surprises and impresses the villagers with his reasoning and good sense.

#### Chapter 16

Answers will vary, but may include: Sancho is taken to his “palace” on the island. The doctor plays tricks on Sancho and will not allow Sancho to eat the feast spread out before him. Sancho receives a letter from the Duke, warning that the island may come under attack.



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**RJ**  
CONTINUED  
ACTIVITY PAGE

#### LANGUAGE STUDIO 4: DON QUIXOTE

#### Chapter 17

Answers will vary, but may include: Sancho is awakened under “enemy attack.” The citizens of the island were just playing a trick on Sancho, faking a battle. Sancho realizes he has been too ambitious and has sacrificed real happiness for the chance to govern an island. Sancho resigns his position as governor and the people admire him for his honor and dignity.

#### Chapter 18

Answers will vary, but may include: Sancho and his donkey fall into a deep ditch. Don Quixote saves Sancho, and Don Quixote is happy to have his friend return to the palace. The Duke treats Sancho very well.

## Chapter 19

Answers will vary, but may include: Don Quixote is not satisfied with life in the palace. Don Quixote and Sancho leave, happy with their freedom to once again seek adventure. The Knight of the White Moon (their friend Samson) challenges Don Quixote to a fight. Don Quixote loses the fight and must return home for one year with no adventures.

## Chapter 20

Answers will vary, but may include: Don Quixote develops a high fever and becomes very sick. During his final days, Don Quixote is surrounded by his friends and loved ones. Don Quixote comes to realize that the books about knights turned him into a crazy man, and he apologizes to his friends and to Sancho for his crazy behavior. Don Quixote dies with his friends and loved ones nearby.

## The Renaissance



### ACTIVITY PAGE

## 1.4

NAME: \_\_\_\_\_  
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### LANGUAGE STUDIO 5: RENAISSANCE

#### Renaissance Chart

Directions: Fill in information to answer the questions Who, What, Where, and When about the Renaissance. Use Activity Pages 1.1, 1.2, and 1.3 to help.

Who	What	Where	When
Possible answers: painters, writers, artists, sculptors, scientists, humanists, architects.	Possible answers: a focus on art, knowledge, and the capacity of humans to do remarkable things.	Possible answers: Italy, Germany, England, the Netherlands, Europe.	Possible answer: between 1300 and 1650.



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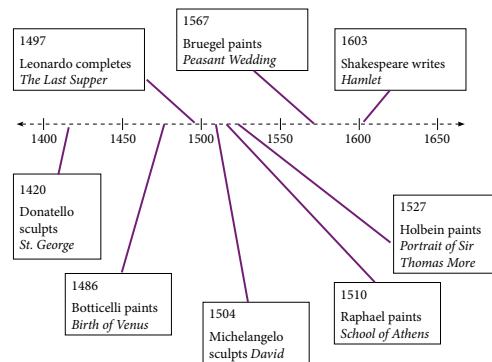
## 2.1

### ACTIVITY PAGE

### LANGUAGE STUDIO 5: RENAISSANCE

#### Renaissance Timeline

Directions: Read the boxes to learn when important artworks of the Renaissance were created. Then draw a line from each box to the position on the line that shows the year of each work.







## LANGUAGE STUDIO 5: RENAISSANCE

## Words with the Prefix ex-

The prefix *ex-* often means *out of* or *from*.

Here are some *ex-* words:

<b>excursion</b> – a short journey or trip	<b>excise</b> – to cut out or eliminate
<b>except</b> – not including	<b>exhale</b> – to breathe out
<b>exterior</b> – the outer part	<b>exhausted</b> – very tired

Directions: Read the sentences. Write the correct word in the blank.

- My favorite Renaissance artists are all painters except for Donatello.
- After he finished painting *The Last Supper*, Leonardo da Vinci was probably exhausted!
- When my friends were in France, they went on a short excursion to see the *Mona Lisa*.
- Some workers painted the exterior of the cathedral in Florence, Italy.
- Ed was so impressed when he saw Michelangelo's *David*, he held his breath and almost forgot to exhale!
- Shakespeare did not like a scene he had written for *Hamlet*, so he decided to excise it.



## LANGUAGE STUDIO 5: RENAISSANCE

## Arts of the Renaissance

Directions: Complete the sentences to tell how the arts of the Renaissance are alike and how they are different.

<b>Architecture</b> (Example: Brunelleschi)	<b>Sculpture</b> (Example: Donatello)	<b>Painting</b> (Example: Botticelli)
------------------------------------------------	------------------------------------------	------------------------------------------

- Architecture and sculpture are alike because they both Possible answers: are forms of art; involve making things in three dimensions.
- Architecture and sculpture are different because Possible answer: architecture is about making a place to live or visit, but sculpture is about something you can only see or feel.
- Architecture and painting are alike because they both Possible answers: are forms of art; can be used to make beautiful things.
- Architecture and painting are different because Possible answers: architecture is three-dimensional but painting is two-dimensional.
- Sculpture and painting are alike because they both Possible answers: are types of art; usually produce something fairly small.
- Sculpture and painting are different because Possible answers: they use different raw materials; sculpture uses clay or stone but painting uses paint.



## LANGUAGE STUDIO 5: RENAISSANCE

## Planning an Art Project

Directions: Circle what you plan to create. Then answer the questions.

a building                      a sculpture                      a painting or drawing

Answer the questions.

What material or materials will you use? \_\_\_\_\_

First, I will \_\_\_\_\_.

Next, \_\_\_\_\_.

Then, \_\_\_\_\_.

Answers will vary.

This is a sketch of what my final product will look like.

Directions: Use the conjunctions to make sentences about the Renaissance.

- Leonardo painted the *Mona Lisa*.  
He painted *The Last Supper*.  
Use the conjunction **and**. Leonardo painted the *Mona Lisa*, and he painted *The Last Supper*.
- Brunelleschi was an architect.  
Donatello was a sculptor.  
Use the conjunction **but**. Brunelleschi was an architect, but Donatello was a sculptor.
- Botticelli died.  
Donatello was born.  
Use the conjunction **after**. Botticelli died after Donatello was born.
- The Renaissance began in Italy.  
Leonardo grew up.  
Use the conjunction **where**. The Renaissance began in Italy where Leonardo grew up.



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**5.2**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 5: RENAISSANCE

5. The Medicis were rich.  
They paid Botticelli to make art.

Use the conjunction **so**. The Medicis were rich, so they paid  
Botticelli to make art.

6. Leonardo's assistant got hurt.  
Leonardo made him try to fly.

Use the conjunction **when**. Leonardo's assistant got hurt when  
Leonardo made him try to fly.

Directions: Write a short paragraph about the Renaissance. Include at least two conjunctions from the list on the first page.

Answers will vary.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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ACTIVITY PAGE

**8.1**

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### LANGUAGE STUDIO 5: RENAISSANCE

#### Past Tense

You can add *-ed* to many English words to show that something happened in the past. Remember that if the word already ends in *e* you only need to add a *d*.

Examples: *climb* → *climbed*      *live* → *lived*

Directions: Write each word in its past tense form.

stay stayed      love loved  
plant planted      jump jumped  
race raced      sketch sketched

Directions: Read the sentence. Circle the correct word.

- The Renaissance artists (live, lived) many, many years ago.
- Artists (create, created) many wonderful things during the Renaissance.
- People today (love, loved) to go to see the *Mona Lisa*.
- (Look, Looked) at that amazing sculpture by Donatello!
- Raphael, Botticelli, and Michelangelo all (work, worked) in Italy.

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ACTIVITY PAGE

**9.1**

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### LANGUAGE STUDIO 5: RENAISSANCE

#### Using the Best Word

Directions: Choose the best word to complete the sentence. Circle it.

- Michelangelo and the Pope sometimes (yelled, whispered) at each other.  
Both words tell about ways of talking. Which one is best?
- Botticelli created some pictures that were very (nice, beautiful).  
Both words are *positive* words. Which one is best?
- Brunelleschi built a (big, hug) roof over a cathedral.  
Both words mean *large*. Which one is best?
- Raphael died when he was (young, new).  
Both words tell about something that hasn't been around very long. Which one is best?
- Donatello (carved, sliced) statues out of stone.  
Both words mean *cut*. Which one is best?
- The Medici family gave Botticelli money to make (drawings, paintings).  
Both words are kinds of art. Which one is best?
- Painting the Sistine Chapel ceiling took Michelangelo several (weeks, years).  
Both words tell about time. Which one is best?
- Leonardo was called da Vinci because of the (town, country) where he lived.  
Both words tell about places. Which one is best?

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**9.2**

ACTIVITY PAGE

### LANGUAGE STUDIO 5: RENAISSANCE

#### Words with the Prefix *ex-*

Remember that the prefix *ex-* often means *out of* or *from*.

Here are some *ex-* words:

<b>excursion</b> – a short journey or trip	<b>excise</b> – to cut out or eliminate
<b>except</b> – not including	<b>exhale</b> – to breathe out
<b>exterior</b> – the outer part	<b>exhausted</b> – very tired

Directions: Read the questions. Talk about them with your partner. Use the word when you are speaking.

- Where would you like to go if you went on an *excursion*?  
**Possible answers: to the zoo, the beach, or the movies**
- What part of the school day would you like to *excise* from the schedule?  
**Answers will vary.**
- If you built a house, how would you decorate the *exterior*?  
**Possible answer: with green and red paint**
- What activities might make you *exhausted*? **Possible answers: running a mile, carrying a heavy backpack, playing a whole game of soccer**
- What happens inside your chest when you *exhale*?  
**Possible answer: the space gets smaller**
- Complete the sentence: I like all animals *except* \_\_\_\_\_,  
because **Possible answer: bees; they sting**


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ACTIVITY PAGE

10.2

NAME: \_\_\_\_\_  
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LANGUAGE STUDIO 5: RENAISSANCE

News Article Planning Sheet

Directions: List the Who, What, Where, When, and Why for your news article.

Who? Answers will vary.  
  
Answers will vary.  
  
What? Answers will vary.  
  
Answers will vary.  
  
Where? Answers will vary.  
  
Answers will vary.  
  
When? \_\_\_\_\_  
  
Why? \_\_\_\_\_  
  
\_\_\_\_\_

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ACTIVITY PAGE

12.1

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_



LANGUAGE STUDIO 5: RENAISSANCE

Meet and Greet: Planning Sheet

Directions: Use this sheet to help you plan who you will be for the Meet and Greet. Complete the sentence below the table.

Here are the ten Renaissance artists who appear on the Renaissance Artists chart.

Brunelleschi architect	Donatello sculptor	Botticelli painter	Leonardo painter and scientist	Michelangelo painter and sculptor
Raphael painter	Sofonisba painter	Lavinia Fontana painter	Bruegel painter	Holbein painter

For the Renaissance Meet and Greet, I will be Answers will vary.  
because Answers will vary.

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ACTIVITY PAGE

11.2

NAME: \_\_\_\_\_  
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LANGUAGE STUDIO 5: RENAISSANCE

Linking Verbs: to be

	In the past (then)	In the present (now)
One person or thing	<b>was</b>	<b>is</b>
More than one person or thing	<b>were</b>	<b>are</b>

Directions: Write the correct word in the blank. Choose from the following: is, are, was, were.

1. Holbein's father was an artist.  
2. Bruegel's sons were artists.  
3. My friend is at the art museum right now.  
4. Isabella d'Este was an art collector.  
5. Some Renaissance women are well known today.  
6. Leonardo and Michelangelo were Italians.

Directions: Write at least three sentences about the Renaissance. Use is, are, was, or were in each sentence.

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12.1

NAME: \_\_\_\_\_  
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LANGUAGE STUDIO 5: RENAISSANCE

Meet and Greet: Planning Sheet

Directions: Use this sheet to help you plan who you will be for the Meet and Greet. Complete the sentence below the table.

Here are the ten Renaissance artists who appear on the Renaissance Artists chart.

Brunelleschi architect	Donatello sculptor	Botticelli painter	Leonardo painter and scientist	Michelangelo painter and sculptor
Raphael painter	Sofonisba painter	Lavinia Fontana painter	Bruegel painter	Holbein painter

For the Renaissance Meet and Greet, I will be Answers will vary.  
because Answers will vary.

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NAME: \_\_\_\_\_  
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**12.1**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 5: RENAISSANCE

Directions: Fill in the boxes to tell about the artist you chose.

Here is some important information about this person:

Answers will vary.	Answers will vary.
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>Name of Artist:</p> <p style="font-size: 1.2em; color: purple;">Answers will vary.</p> </div>	
Answers will vary.	Answers will vary.

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**14.1**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 5: RENAISSANCE

#### Cause and Effect

Directions: Read the information about Shakespeare.

Shakespeare's father was a merchant. The family had some money when Shakespeare was young, but when Shakespeare got older his father lost his job. Although Shakespeare attended elementary school, there was not enough money for college.

When Shakespeare was 18, he married a woman named Anne Hathaway. They had three children. They lived mostly in a small town called Stratford-on-Avon. Shakespeare also spent time in London, the biggest city in England.

Shakespeare became an actor and then a playwright. He belonged to a group of actors called The King's Men. This group often put on plays for royalty. They also performed at a theater called the Globe Theatre. Seats for rich people at the Globe Theatre were covered with a roof. Seats for poor people had no roof at all!

Directions: Read the sentences. Write C for the cause and write E for the effect. Then join the sentences using the words because or so.

1. Shakespeare did not go to college. E

Shakespeare's father lost his job. C

Use because.

Shakespeare did not go to college because Shakespeare's  
father lost his job.

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2. Shakespeare was an actor. C

He often spent time in London. E

Use so.

Shakespeare was an actor, so he often spent time in London.

3. Some important people gave money to The King's Men. C

The King's Men performed for royalty. E

Use so.

Some important people gave money to The King's Men,  
so The King's Men performed for royalty.

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**14.1**  
CONTINUED

ACTIVITY PAGE

### LANGUAGE STUDIO 5: RENAISSANCE

4. Shakespeare is very famous today. E

He wrote some of the greatest plays in the English language. C

Use because.

Shakespeare is very famous today because he wrote some of  
the greatest plays in the English language.

5. Tickets for seats under the roof cost more at the Globe Theatre. E

Seats under the roof were protected from the rain. C

Use either so or because.

Tickets for seats under the roof cost more at the Globe Theatre  
because seats under the roof were protected from the rain; or  
Seats under the roof were protected from the rain, so tickets  
for seats under the roof cost more at the Globe Theatre.

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Lesson 1 (Knight on horse): Album/Prisma/Album/Shutterstock; (Knight on horse): Album/Prisma/Album/Shutterstock; Lesson 4 (Knight with shield): Thea Kilrose; Lesson 7 (Girls on donkeys): Thea Kilrose; Lesson 8 (Lion in cage): Thea Kilrose; Lesson 10 (Men fake horse): Thea Kilrose; Lesson 12 (Man feasting): Thea Kilrose; Lesson 13 (Old man bed): Thea Kilrose

### Language Studio 5

Lesson 1 (Venus): JTB Photo / JTB Photo / SuperStock; (Cathedral of Florence): SuperStock / SuperStock; (St. George Statue): St. George in a Niche with Relief of St. George Slaying the Dragon Below (marble) (post-restoration, see also 87899), Donatello, (c.1386-1466) Museo Nazionale del Bargello, Florence, Italy / Bridgeman Images; Lesson 3 (Cathedral of Florence): SuperStock / SuperStock; (St. George Statue): St. George in a Niche with Relief of St. George Slaying the Dragon Below (marble) (post-restoration, see also 87899), Donatello, (c.1386-1466) Museo Nazionale del Bargello, Florence, Italy / Bridgeman Images; (Venus): JTB Photo / JTB Photo / SuperStock; Lesson 5 (Mona Lisa): SuperStock / SuperStock; (The Last Supper): Universal Images Group / Universal Images Group / SuperStock; (Flying Machine): Science and Society / Science and Society / SuperStock; (Armored Cart): Culver Pictures, Inc. / Culver Pictures, Inc. / SuperStock; (Mechanical Wing): Science and Society / Science and Society / SuperStock; Lesson 6 (David): Circa Images / Glasshouse Images / SuperStock; (Madonna Grand Duke): Iberfoto / Iberfoto / SuperStock; (Sistine Chapel): F1 ONLINE / F1 ONLINE / SuperStock; (School of Athens): Album / Oronoz / Album / SuperStock; Lesson 10 (Isabella d'Este): Album / Joseph Martin / Album / SuperStock; (Sofonisba Anguissola): Fine Art Images / Fine Art Images / SuperStock; (Lavinia Fontana): Self Portrait at the Spinnet, 1578 (oil on canvas), Fontana, Lavinia (1552-1614) / Accademia di San Luca, Rome, Italy / Bridgeman Images; Lesson 11 (Sir Thomas More): Fine Art Images / Fine Art Images / SuperStock; (Peasant Wedding): SuperStock / SuperStock

