

# UNIT 01 OPENER

## ▶ Preteach: Instructional Terms

**Narrative fiction** is a form of reading that will be familiar to students. Narrative fiction tells a story. **Fiction** is writing that springs from an author's imagination. It includes **characters**, **setting**, and **a plot**. Fiction can include some facts and realistic people, but some part of the story, such as a character, place, or event, is imaginary and made up by the author. **Ask: Describe fictional characters, places, or events in a story you have read.**

Narrative fiction almost always has a clear beginning, middle, and end. The unfolding of events in the story is called the plot.

Readers can learn a great deal about the characters in fiction by noticing details about their looks, speech, and behavior. In a well-written story, the reader learns about the challenges facing characters and sees what actions the characters take to overcome them. The problems faced by the characters are usually resolved by the time the story ends.

The third component of narrative fiction is the setting. Quite simply, this is the time and place in which the story takes place. Like other elements of fiction, this can be based on real life and can contain imaginary components.

As students read narrative fiction and other genres, they will better understand what they are reading if they interact with the text by asking questions. Invite students to begin reading with a set of questions in mind, such as these: Who is the main character? What happens to the character? Where does the story take place? As students read and find answers, they will also formulate new questions.

The vocabulary strategy involves using context clues to determine the meaning of idioms. Idioms are phrases such as "have a heart" that have a special meaning on their own. They cannot be defined word-for-word; they must be studied as a unit. The context clues surrounding an idiom will help readers know what they mean, just as context clues help readers learn the meaning of individual words.

**Challenge students to determine the meaning of "in the pink" in the following sentence: "I knew that he was in the pink when he said that he had gotten over his cold and was ready to take the test he had missed."**

## ▶ Scope and Sequence at a Glance

**Genre:** Narrative Fiction

**Title:** I Will Be Stronger Than the Fear in My Heart

**Cross-Curricular Connection:**  
Language Arts

**Comprehension Strategy:** Ask and Answer Questions

**Comprehension Skill:** Recognize Literary Elements (Plot, Setting, and Character)

**Vocabulary Strategy:** Context Clues (Idioms)

**Decoding Support:** VCCV Pattern for Syllabication

## ▶ Summary of Reading Passage

### *I Will Be Stronger Than the Fear in My Heart*

Nadja Khan is a new student in the fifth grade. Her family has moved to a new town. She arrives in English class on the day that Mr. Michaels begins teaching about poetry. The teacher reads poetry to the class and then challenges students to write their own poems. In class the next day, Mr. Michaels asks Nadja to read what she has written.

**Lexile:** 570

**Word Count:** 605



## UNIT 01 OPENER (CONT.)

 **Learner Vocabulary**

Introduce the lesson's vocabulary words by reading the following sentences aloud. After you read each sentence, repeat the vocabulary word and read its definition.

**arrive** Verb. Reach a certain place.

Jake **arrived** home just in time for dinner.

**bathe** Verb. (1) Wash over, as with light. (2) Give a bath. (3) Take a bath.

(1) The sun is **bathing** the leaves with golden light.

(2) We use shampoo when **bathing** our dog Spike.

(3) After **bathing**, be sure to dry yourself.

**pencil** Noun. Wooden tool used for writing and drawing.

The artist drew a picture with her **pencil**.

**poem** Noun. Spoken or written piece usually containing rhyme and rhythm.

We wrote a class **poem** about the wind.

**shelter** Noun. (1) Protection. (2) Place where one can keep covered or find safety. (3) Place where a homeless animal or person can stay.

(1) Children ran into the library to find **shelter** from the rain.

(2) My family hid in our basement **shelter** during the storm.

(3) Keisha adopted a kitten from the local animal **shelter**.

**tense** Adjective. (1) Tight and stiff. (2) Anxious or worried.

(1) Mia's legs were **tense** after she finished the race.

(2) Troy always feels **tense** before giving a speech.

 **Quick Connect Activities**

Draw a series of six houses on the board or on paper. Write a vocabulary word on each house. Write definitions for the vocabulary words on index cards. Have students tape the definitions to the houses of the words that they define. After assigning the definitions, have students use each word in a sentence. Students may work in teams for this exercise.

 **Destination Journal**

Asking questions is one of the major skills that this unit addresses. Have students write a reflective paragraph about how asking questions helps people understand ideas and get to know other people. After students have completed the paragraph, have them draft a set of questions that a reader should have in mind when beginning to read a homework assignment and another set of questions for reading fiction for pleasure.

 **Book Lists****Books of the Same Genre**

Students who enjoy this genre might choose from these selections for further reading.

***A Voyage from Cambodia in 1975* by Clare Pastore. 2001. Berkley Jam Books.**

(Below-level students.) Chantrea Conway leaves Cambodia to make her new home in America.

*Lexile: 590*

***The Squeaky Wheel* by Robert Kimmel Smith. 1990. Yearling Books.** (On-level students.)

Mark has trouble making friends in a new neighborhood. *Lexile: 610*

***Amelia's Road* by Linda Jacobs Altman. 1993. Lee & Low Books.** (Above-level students.) The

daughter of migrant farm workers dreams of living in one place. *Lexile: 660*

**Books with Related Themes**

Students who are fascinated by writing and poetry may find these books intriguing.

***Walking on the Boundaries of Change* by Sara Holbrook. 1998. Boyds Mills Press.**

(Below-level students) These poems touch on issues faced by young adults. *Lexile: 560*

***Louisa May and Mr. Thoreau's Flute* by Julie Dunlap and Marybeth Lorbiecki. 2002. Dial Books for Young Readers.** (On-level students.)

Louisa May Alcott is inspired by her famous neighbor to write her first poem. *Lexile: 620*

***Bronx Masquerade* by Nikki Grimes. 2002. Dial Books.** (Above-level students.) Students

learn about one another as they listen to one another's poetry. *Lexile: 670*



## LESSON 1 PLANNER

## Lesson 1: Genre and Vocabulary Study

### Genre Study

Assess students' prior knowledge of narrative fiction by asking them whether they know the difference between fiction and nonfiction. When they have demonstrated knowledge of the distinction, open a discussion of narrative fiction; that is, fiction that tells a story. Like all fiction, narrative fiction is made up to some extent. Ask students to describe books or stories of narrative fiction that they have enjoyed.

Elicit from students the major characteristics of narrative fiction.

- It is just one type of fiction.
- It typically has a clear beginning, middle, and end.
- It has a clear setting, characters, and plot (problem and solution).
- It has an ending that typically involves the resolution to the problem.

Discuss reasons that authors would write narrative fiction. These include the following:

- To entertain
- To transport readers to another time or place
- To show readers how different characters face challenges.
- To touch readers' emotions or feelings
- To capture imaginations with the power of words

**Share the Pen:** Begin writing a piece of narrative fiction, either on the board or on a large sheet of paper. Start by writing out the names of characters and the setting, and then outline the plot. Begin with a sentence such as "The fifth graders could not figure out how to solve their problem."

### Build Background

The subject of this slide show in the courseware is the power of poetry. Determine students' current knowledge of this genre. **Ask: What do you know about poetry? Have you ever tried to write poetry? Why do some people love poetry and others not like it at all?**

Remind students that poetry tries to convey feelings and uses highly descriptive language.

### Learning Objectives

- Recognize distinguishing features of fiction texts, including setting, character, and plot.
- Recognize the author's purpose in writing fiction texts.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use context clues to determine the meanings of common idioms.
- Create sentences demonstrating knowledge of idioms, context clues, or grade-level vocabulary.

### QuickFact: Poetry

Poetry is an ancient art form. In many ancient cultures, poems were the lyrics to songs; dance was also associated with the songs. Some of the oldest stories available to us today are poems that relate how heroes performed mythic deeds. These were recorded in Babylonia, Greece, India, France, and other countries.



## LESSON 1 PLANNER (CONT.)

## Lesson 1: Genre and Vocabulary Study

### ▶ Vocabulary Strategy: Context Clues (Idioms)

Idioms are phrases that have a meaning all their own; they usually mean something different as a phrase than each word would on its own. The courseware will point out that idioms make writing more lively and fun to read than it would be without them.

Context clues will help readers figure out idioms such as "paint us a picture" and "new kid on the block." Challenge students to interpret other idioms that they commonly use.

### ▶ Differentiated Instruction

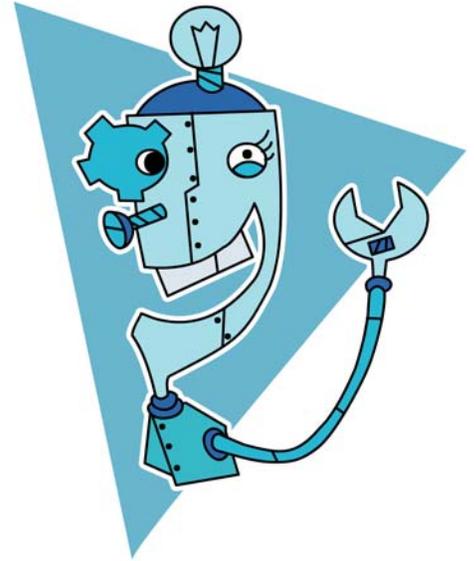
**ELL:** English language learners will find idioms especially challenging. Point out that many idioms are listed with their key word in the dictionary; show students how to determine the key word and look it up in a dictionary. You may also want to point out to students that idioms are like vocabulary words—students need to memorize their meanings in order to use them correctly.

**Special Needs:** Create a matching exercise in which students must associate the elements of narrative fiction with their definitions. List plot, characters, and setting in one column, and then write short definitions of each in a second column. In a third column, write examples of each element. Have students draw lines connecting the name, definition, and example for each term.

**Above-level Students:** Challenge students to make up phrases that they think would make appropriate idioms for happiness, illness, intelligence, or laziness. Point out that many idioms are comparisons, such as "as happy as a clam." Encourage students to similarly phrase their idioms. After students have written the idioms, have them trade their phrases with a partner and see whether the partner can interpret them correctly.

### ▶ Quick Connect Activities

- Have students write a poem that expresses their mood today. Begin by asking them to list adjectives or phrases that describe how they feel. Then have students link the phrases into lines and stanzas.
- Ask students to find a poem in a school or library book. Have students read the poem and write in their journals what they think of it.



### ▶ Destination Journal

Have students write in their journals on the topic of what it is like to be in a new place. Challenge them to think about what it would be like to be the new student in your school. Ask how they would feel and what they would need to know in order to make friends.

### ▶ Lesson Resources: Assessment Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students write a short explanation of what an idiom is and "translate" a few of their favorite idioms into standard English.
- Challenge students to name the main parts of a narrative fiction passage. Then have them name the characters, describe the setting, and tell the plot of a story that they have read.

## LESSON 2 PLANNER

## Lesson 2: Comprehension Skill and Strategy

### ▶ Comprehension Skill: Recognize Literary Elements (Plot, Setting, and Character)

Students are told the distinguishing features of fiction texts, including the plot (what happens in a story, the problem and events that lead to the resolution of the story), the setting (where and when a story takes place), and the characters (people in the story).

In recounting the story of Lulu, the courseware shows students the elements of fiction and how to note details that help readers understand each element. They are also told that each narrative fiction story has a beginning, a middle, and an end.

### ▶ Comprehension Strategy: Ask and Answer Questions

Explain to students that asking themselves questions before they read will help them understand what they read. **Ask: What kinds of questions might you have about a story called "The New Home"?**

The courseware will show students how to preview text as a way of formulating questions. Students will also learn the connection between questioning and the elements of fiction; that is, they will formulate questions about the plot, characters, and setting.

### ▶ Differentiated Instruction

**ELL:** These students may need help with the structure of questions. Point out to students that in English, questions usually begin with the word *who*, *what*, *why*, *where*, *when*, or *how*. To differentiate a written question from a statement, a question mark is used at the end of a sentence.

**Special Needs:** Encourage students to write their questions as they begin reading. You may supply a form that asks students to write a question based on the title, the first paragraph, and any illustrations. As students read, they can write answers to the questions.

**Above-level Students:** Have students note the kinds of questions used by expert interviewers. Have them watch a television interview or read an interview in a magazine or newspaper. Ask students to describe the questions and note which ones are most effective at getting answers.

### ▶ Learning Objectives

- Recognize literary elements in narrative fiction texts, including plot, setting, and character.
- Identify literary elements in narrative fiction texts, including plot, setting, and character.
- Recognize that asking appropriate questions before reading is a strategy to improve reading comprehension.
- Determine appropriate questions before reading to improve comprehension of narrative fiction texts.

### ▶ Assessment: Toolkit

Check the **Practice** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students reflect on what intrigues them about stories and compose a list of questions a reader should ask **before reading**. Then have students interview one another using this list of questions and write a short report about what motivates this person to read.
- Have students determine the beginning, middle, and end of a story that the class has read together. Students may work in small groups to do this, and then share their thoughts with the class.
- Have students write a quick character sketch of a favorite fictional character.



## LESSON 3 PLANNER

## Lesson 3: Summary and Journal Writing

 Story Summary

Nadja Khan is a new student in the fifth-grade class. She is nervous about meeting her new classmates, and they are curious about her. She arrives during her English class, in which Mr. Michaels is introducing the group to poetry.

Although the class seems reluctant to learn about poetry at first, Mr. Michaels reads it aloud anyway. His excitement rubs off on the class, and the students begin to enjoy poetry.

For homework, the students are to write a poem about something they are afraid of. Nadja writes seven pages of poetry that night!

In class the next morning, Mr. Michaels asks students to read their poems aloud. Some of the poems are funny. Nadja is asked to read her poem, which is about moving to a new city, and ends with the words "I will be stronger than the fear in my heart."

The class claps in approval of Nadja's work, and Mr. Michaels praises it. Near the end of the period, he announces that there will be a poetry contest and that the best poem will be on the title page of the school yearbook.

Maya, a girl who had introduced herself to Nadja the day before, writes a note to Nadja asking whether she would like to write poetry together after school. Nadja is happy to accept the invitation.

 Destination Journal

- Ask students to write in their journals on this topic: In the story, Nadja uses poetry to express her feelings about moving from one place to another. Is it a good idea to express one's feelings in writing? Why or why not? How did writing poetry and reading it aloud change how the class viewed Nadja?
- Have students write an evaluation of the story. Do they find the plot, characters, and setting realistic? Which part is the beginning? Which part is the middle? Which part is the end? Is this a good example of narrative fiction? Why or why not?

 Learning Objectives

- Read a fiction text to build vocabulary, fluency, and comprehension.
- Generate appropriate questions while reading to improve comprehension of a fiction text.
- Recognize literary elements including plot, setting, and character while reading a fiction text.
- Use context clues while reading to determine the meaning of common idioms.
- Demonstrate comprehension of a fiction text.

 Assessment: Toolkit

Use the **Comprehension Quiz** to assess students' understanding of the passage.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Before reading the story, have students preview the title and first paragraph. Have them write a list of questions that they hope the story will answer.
- After students have read the story, have them discuss who the main and supporting characters are and describe the plot and the setting. What makes this story narrative fiction?
- Have students find idioms in the story and explain what they mean, using context clues from the story.

## LESSON 4 PLANNER

## Lesson 4: Comprehension Skill and Strategy

### ▶ Comprehension Skill: Recognize Literary Elements (Plot, Setting, and Character)

In the courseware, students encounter the features of fiction texts, including the characters, plot, and setting. The courseware introduces the idea of a main character, a person who is at the center of the plot.

As students work through the practice activity, reinforce the idea that all fiction will have a plot, setting, and characters. Point out that in each activity passage, one feature is stronger than the others.

### ▶ Comprehension Strategy: Ask and Answer Questions

Point out to students that after they finish reading a passage, they should consult their prereading questions. If they cannot answer the questions, they may need to review sections of the narrative.

The courseware points out that students should also ask themselves questions after they read a passage. These questions should center on their feelings about the characters and events in the story. This is also a good time to reflect on the meaning or lesson of the story.

### ▶ Differentiated Instruction

**ELL:** Find a list of idioms on the Internet or in a teacher's guide for teaching English. Pair an English learner with a fluent speaker, and have the fluent speaker acquaint the learner with the meaning of the idioms. Suggest that the learner keep a list of the phrases and review them regularly.

**Special Needs:** These students may be surprised that the poems in the story do not rhyme. Point out that the poems in the story are meant to convey feelings and images and that not all poems need to rhyme.

**Above-level Students:** Challenge students to write their own poems about how they think Nadja must feel at the end of the story. Ask them to explain their choices of feelings and images as they present their poems to the class.

### ▶ Learning Objectives

- Identify literary elements in a new fiction text including plot, setting, and character.
- Identify appropriate questions after reading to improve comprehension of a fiction text.
- Generate appropriate questions after reading to improve comprehension of a fiction text.
- Evaluate the usefulness of after-reading questions and answers as a strategy to improve comprehension.

### ▶ Assessment: Toolkit

Check the **Practice** and **Apply** activities in this lesson for results you can assess.

Before students take the lesson tests provided in the courseware, check their confidence in the skills:

- Have students write a paragraph on how asking questions will help a reader understand narrative fiction.
- Invite students to guess how one of the stories they have read would have ended if any of the key elements (the plot, characters, or setting) had been different. Challenge them to outline the change in the ending.
- Have students determine the beginning, middle, and end of the story in the courseware. Also ask them to name the main character.



UNIT 01: I Will Be Stronger Than the Fear in My Heart

Name: \_\_\_\_\_ Date: \_\_\_\_\_

 **Comprehension Skill: Using a Sequence Chain**

**Directions:** You have learned how to use sequence to help you understand narrative text. As you read, use the **Sequence Chain** below to help you understand the main events in a narrative. Write each important event in the correct order in the sequence chain below.

**Title:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_