

UNIT 15 OPENER



Preteach: Instructional Terms

Drama is a unique category of fiction in which a story is expressed primarily through dialogue and stage direction. Assess students' knowledge of drama by asking students whether they have ever attended a play or performed in one. Point out that many television shows are like plays, and elicit from students the characteristics shared by plays and television shows, such as characters, settings, dialogue, and plot. **Ask:** How is watching a play different from having someone read to you?

Tell students that the passage for this unit is a modified version of a play. This form is a scaled-down version of a drama production called **reader's theater**. In this type of production, the stage is bare, minimal props are used, and the actors wear street clothes. **Ask:** Would putting on a reader's theater be easier or harder than presenting a conventional play?

As students read, they must often decide to evaluate whether statements in a passage are **facts** or **opinions**. Have students give examples of facts and opinions about the school. To determine whether a statement is a fact or an opinion, students need to ask themselves these questions: *Can the statement be proven? Is the statement true?* **Ask:** In what way does knowing whether a statement is a fact or an opinion affect your thinking about that statement? Would your view of a statement change if you thought it was a fact, but found out later that the statement was an opinion?

Another useful strategy for students to learn is to **paraphrase** text as they read. To paraphrase, a reader restates a sentence or section by replacing words and phrases with synonyms. Developing the skill of paraphrasing will help students interact with and improve their understanding of text. When students discover difficult wording, they should use paraphrasing to simplify it. **Ask:** How will paraphrasing help you study for tests?

Homographs are pairs of words that share the same spelling but have different meanings or pronunciations. **Ask:** If I say, "I have a bat in my bedroom," how do you know whether I am talking about an animal or baseball equipment? Point out that the context of the sentence is not helpful in this case. Now ask: If I say, "Michelle's bat broke at the game last night," which type of bat am I talking about? Emphasize that context clues are important for understanding the meaning of homographs.



Scope and Sequence at a Glance

Genre: Fiction

Title: Slip of the Tongue

Cross-Curricular Connection:
Language Arts

Comprehension Strategy: Paraphrase

Comprehension Skill: Identify Facts and Opinions

Vocabulary Strategy: Context Clues (homographs)

Decoding Support: *ci-*, *cy-*, *ce-* at the beginning of 2-syllable words



Summary of Reading Passage

Slip of the Tongue

The play begins with a group of friends discussing a surprise birthday party for their friend Kayla. As the play progresses, it becomes clear that one of the friends, Brittany, has a habit of speaking before thinking and of giving away surprises. Matt and Jasmine devise a plan to use Brittany's bad habit to surprise Kayla. Will the plan succeed, or will Brittany ruin the secret?

Lexile: N/A

Word Count: 889



UNIT 15 OPENER (CONT.)



Learner Vocabulary

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

annoyed Adjective. (1) Bothered or upset.

Verb. (2) Bother or upset someone.

(1) **Annoyed** neighbors complained about the dog's constant barking.

(2) We **annoyed** our teacher by not finishing the project on time.

casually Adverb. (1) Showing little concern. (2) Not formal. (3) In an unplanned way.

(1) They mayor spoke **casually** so as not to alarm the townspeople.

(2) We are allowed to dress **casually** on Fridays.

(3) Mia and Tye meet **casually** throughout the year.

discouraged Adjective. (1) Having lost confidence. Verb. (2) Convinced or talked out of doing something.

(1) Jenna felt **discouraged** after losing her third tennis match.

(2) Mr. Gomez **discouraged** us from touching the wild plants.

embarrassing Adjective. (1) Making one feel clumsy or uncomfortable. Verb. (2) To feel clumsy or uncomfortable.

(1) My **embarrassing** little brother always throws fits in public.

(2) I **embarrassed** myself by tripping on my way to the stage.

enthusiasm Noun. Excitement or great interest.

Huma hopes her **enthusiasm** for animals will help her become a veterinarian.

minute [pronounce as noun meaning sixty seconds] Noun. (1) Unit of time measured in 60 seconds. minute [pronounce as adjective synonym for very small] Adjective. (2) Extremely small; tiny.

(1) Wait a **minute** while I put on my coat and gloves.

(2) Skin cells are so **minute** that they can't be seen by the naked eye.

object [pronounce as verb, with accent on second syllable] Verb. (1) Disagree with or dislike. object [pronounce as noun, with accent on first syllable] Noun. (2) Focus of thought or attention. (3) Anything not living. (4) Something to be reached or achieved. (5) In a sentence, the noun that receives the action of the verb.

(1) Abby will **object** to buying lunch when she can bring it from home.

(2) The **object** of this party is to celebrate Krista's birthday.

(3) In the railroad museum were many **objects** from old trains and railway stations.

(4) The **object** of a baseball game is to score as many runs as possible.

(5) The **object** of the sentence "Zoey loves horses" is the word "horses."

sly Adjective. Clever; tricky; sneaky.

My cat Chester is so **sly** that he opens the cupboard to get his food.



Book Lists

Books of the Same Genre

Students who want to learn more about reader's theater may choose from these selections for further reading.

Stories on Stage: Children's Plays for Reader's Theater by Aaron Shepard. 2005.

Shepard Publications. (All levels.) This book contains scripts and hints for reader's theater productions in the classroom. *Lexile: N/A*

12 Fabulously Funny Fairy Tale Plays by Justin McCory Martin. 2002. **Instructor Books.** (All levels.) This book contains versions

of fairy tales as plays. *Lexile: N/A*

Break a Leg! by Lise Friedman and Mary Dowdle. 2002. **Workman Publishing Company.** (All levels.) This book contains the

essentials of acting and stage production. *Lexile: N/A*

Books with Related Themes

Students drawn to humor may enjoy these books.

Mr. Mysterious and Company by Sid Fleischman. 1997. **Greenwillow Books.**

(Below-level students.) This story follows the Hackett family and their magic show through the old West. *Lexile: 730*

This Island Isn't Big Enough for the Four of Us! by Gery Greer and Bob Ruddick. 1987.

Harper Trophy. (On-level students.) In this story, two zany girls interrupt a boys' camping trip. *Lexile: 750*

LESSON 1 PLANNER

▶ Genre Study

Point out that students are already familiar with drama in the form of television shows. Ask students what elements are needed for a successful play or drama-based television show. Responses should include items such as a *script*, *actors*, *scenery*, and *props*. Explain that an audience is also an important part of a drama.

The unit's selection is a reader's theater production. Most students will not be familiar with this form of drama. Draw a two-column chart on the board. Label one column "Stage Drama" and the other "Reader's Theater." List the characteristics of each as class discussion progresses.

Major characteristics of reader's theater include the following:

- During a performance, actors read lines from the script rather than recite them from memory.
- Actors stand or sit in one place as they read their lines; they do not move about on the stage.
- Actors convey the plot, mood, and theme of the story by using their voices, gestures, and facial expressions; they do not depend on exaggerated movements.
- In reader's theater, the props are simple or nonexistent, but in traditional drama there may be many props.
- In reader's theater, there is little costuming, but costumes may be very elaborate in traditional drama.
- Reader's theater productions typically do not have a set; the stage has chairs and reading stands. In traditional drama, the set may be large and elaborate, filling the entire stage.

▶ Build Background

The subject of this slideshow in the courseware is (mis)communication, including wordplay and cultural differences.

Ask: Why do people enjoy engaging in wordplay? When can playing with words backfire?

The slideshow explains miscommunication. **Ask: How can miscommunication lead to problems or confusion?** Provide students with a short list of slang terms, such as *cool*, *neat*, and *hot*. Ask students what they think of when they hear these words. Point out that many slang terms have more than one meaning. Ask students how the multiple meanings of these words may lead to miscommunication and how the students may be able to avoid any confusion that may arise.

Remind students that although wordplay is fun, it can also lead to miscommunication. Emphasize that it is necessary to develop good communication skills so that important messages are not lost.

▶ Learning Objectives

- Recognize the distinguishing features of reader's theater scripts.
- Recognize the author's purpose in writing reader's theater scripts.
- Learn the meanings of grade-level and content vocabulary words in context.
- Use context clues to determine the meanings of homographs.
- Create sentences demonstrating knowledge of homographs or grade-level vocabulary.

▶ QuickFact: Drama

Although the precise evolution of the different forms of drama—tragedy and comedy—is unknown, we know that drama originated thousands of years ago. Drama has survived and evolved throughout history. Today, touring companies and major dramatic festivals throughout the United States and other countries perform for millions of people each year. Permanent theatrical locations such as Broadway in New York City have entertained as many as 12 million people in one season!





Vocabulary Strategy: Context Clues (Homographs)

Homographs are words that are spelled the same but have different meanings or pronunciations. On the board list the words *minute*, *object*, and *tears*. Ask students how to pronounce each word. Students will probably use multiple pronunciations.

The courseware points out that context clues, the words around the homograph, will help readers choose the correct meaning of the word. Knowing the meaning will help readers determine the correct pronunciation. Write the following sentence on the board: *Jack was content with his birthday present*. Ask students to read the sentence aloud. Then ask students how they know which pronunciation of the words content and present to use.



Differentiated Instruction

ELL: Explain to English language learners that knowing a word's part of speech will help them pronounce the word. In the sentence, "I gave him a present," *present* is a noun. A dictionary will show how to pronounce this word as a noun. However, in the sentence "I want to present the award," *present* is a verb. The dictionary provides a different pronunciation for the verb. Encourage students to analyze words and to use the dictionary to check pronunciations.

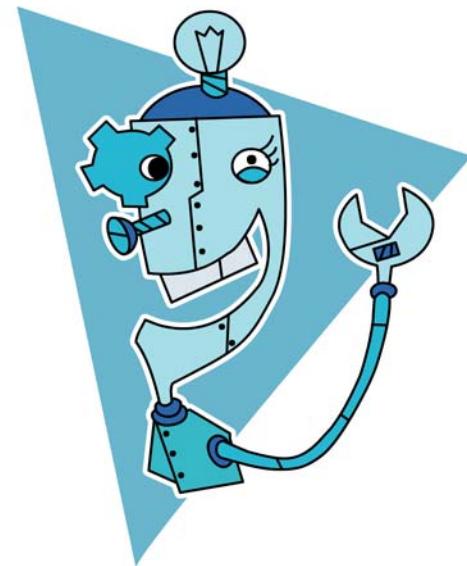
Special Needs: Students may need an introduction to the theater. Walk them through your school auditorium, or use a small puppet stage to familiarize students with the concepts of actors, scenery, curtains, and dialogue. Also consider showing students short clips of stage productions to reinforce these concepts.

Above-level Students: Have students write their own reader's theater scripts. Point out that because staging is minimal in reader's theater, the production relies on the actors to convey the story. For a writer, this means that every line is important. After students have drafted their scripts, allow them to work in pairs to review and help revise each other's work. Invite students to share their plays.



Quick Connect Activities

Review with students the major distinctions between reader's theater and regular theater. In reader's theater, actors use their gestures, voices, and facial expressions to convey character, action, and plot. In general theater, in addition to these elements, productions have sets, costumes, and action. Have students discuss the uses of the two types of theater.



Destination Journal

Have students write a review of their favorite movie, television show, or play. Students should include information about the characters, setting, dialogue, and any other information that will explain why they enjoy their choice.



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 work in small groups to list the ways that a reader's theater production differs from a traditional play.
- Have students write sentences that contain the vocabulary words. For the sentences with homographs, have students trade papers and use context clues to tell which word meanings apply.

LESSON 2 PLANNER

Comprehension Skill: Identify Facts and Opinions

To determine whether a statement is fact or fiction, students are instructed to ask themselves these questions: *Is this statement true? Can it be proven?* If the answer is yes to both questions, the statement is a fact. If the answer is no, the statement may be an opinion. Unlike a fact, an opinion cannot be proven because it expresses a person's beliefs, feelings, or thoughts.

The courseware tells students to be aware of words that signal an opinion, including *believe, think, feel, good, bad, and worst*. Facts are usually quite specific, but general statements are often opinions.

Comprehension Strategy: Paraphrase

Explain to students that paraphrasing is a technique that helps a reader's comprehension. To paraphrase, students should reread a sentence that they do not understand well and use simpler words and phrases to restate it.

Students are instructed to reread their paraphrases to verify that they have not changed a sentence's meaning. Have student pairs exchange paraphrases to perform this check.

Differentiated Instruction

ELL: The title of the reader's theater play in this unit is "Slip of the Tongue." This idiom may need to be interpreted for English language learners. Explain that this phrase refers to a remark that a person makes without thinking, saying something that he or she does not intend to say.

Special Needs: Students may benefit from extra practice with paraphrasing skills. At first, provide students with slightly below-level nonfiction texts to paraphrase. As they progress to higher-level readings, show students how to break sentences into prepositional phrases and other grammatical units. Explain how to paraphrase the units and recombine them to make a sentence.

Above-level Students: Challenge students to have fun with the multiple-meaning homographs in the vocabulary list. Tell them to use at least two homographs in a sentence. Students' sentences should contain context clues that indicate the homograph's meaning and pronunciation. Provide students with an example: She was content with the contents of the package.

Learning Objectives

- Recognize that reader's theater scripts may include both facts and opinions.
- Identify facts and opinions in a reader's theater script.
- Recognize paraphrasing as a strategy to improve reading comprehension.
- Identify a statement that paraphrases a sentence using synonymous phrases.

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:

- Provide students with articles from a local newspaper or a magazine. Have students read the articles and determine which statements are facts and which are opinions.
- Organize students in small groups to paraphrase a page or section from a science or social studies textbook. After students have paraphrased a paragraph or two, ask them to explain how the assignment helped them understand the text.



Story Summary

In Scene 1, Kayla's friends are talking at school before class. They reveal that a surprise party is planned for Kayla after the volleyball game on Friday. Kayla's parents have agreed to get her to the party. The friends hope that the party can stay a surprise.

In Scene 2, Kayla and her friends are at lunch and are discussing the upcoming volleyball game on Friday. Brittany hurts Elena's feelings when she says that Elena was "awful—I mean AWESOME" at the previous match. Brittany apologizes, but her friends are irritated with her for the slip. As the conversation continues, Brittany gives away the ending of a book that Jasmine is reading, annoying Jasmine greatly. After Brittany leaves, the friends talk about a time when she revealed the end of a movie, spoiling the film for those who hadn't seen it.

Despite their irritation with Brittany, the friends agree to find a positive way of coping with her habit. Matt formulates a plan to have Brittany help the friends keep Kayla's party a surprise. Matt and Jasmine agree to ask Brittany to deliberately mislead Kayla into thinking that her party will be on Saturday.

In Scene 3, Brittany tells Kayla that she is looking forward to her birthday party on Saturday, and then pretends that she was not meant to share this. Matt and Jasmine feign anger at her, and Kayla, completely fooled, smiles knowingly.

Scene 4 is at the pizza shop after the game on Friday. Kayla enters and is truly surprised. Kayla comments that she thought the party was meant to be on Saturday. Brittany gets the credit for truly surprising Kayla.



Destination Journal

Ask students to write a journal entry on this topic: **Throughout the play, Brittany makes remarks that ruin surprises and could make other characters feel bad. Do you think that she does this on purpose? Do you think that this is a problem? Could she change this habit? If so, how?**

Another possible topic: **Matt and Jasmine find a way to use Brittany's bad habit for a good cause: to surprise Kayla. Is this a good idea? Explain.**



Learning Objectives

- Read a reader's theater script to build vocabulary, fluency, and comprehension.
- Paraphrase lines from a reader's theater script while reading.
- Distinguish between fact and opinion while reading a reader's theater script.
- Use context clues to determine the meanings of homographs while reading a reader's theater script.
- Demonstrate comprehension of a reader's theater script.



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:

- Organize students in groups and have each group write ten statements—five facts and five opinions. Tell students not to separate the facts from the opinions. Groups should then exchange papers and determine which statements are facts and which are opinions.
- Invite students to paraphrase particular scenes or lines from the reader's theater production. After they write the paraphrases, discuss with students whether it is easier to paraphrase dialogue or factual passages.

LESSON 4 PLANNER

Comprehension Skill: Identify Facts and Opinions

Remind students that signal words and these questions can be used to separate fact from opinion: *Is the statement true? Can it be proven?* Ask students which of the following statements is a fact and which is an opinion: *In 2000, the population of the District of Columbia was 572,059. I think that's a lot of people.* Then ask students to explain their choices.

The courseware exercise will have students sort statements into facts and opinions. Provide students with index cards on which they can write the questions they have learned as well as lists of signal words and judgment words. These cards can then be used as a reference while students work on the exercise.

Comprehension Strategy: Paraphrase

The courseware recalls the steps of writing a paraphrase: reread difficult material, and then restate the material in simpler language. Synonyms can be used in place of difficult words. Students are cautioned to maintain the meaning of the original text when writing a paraphrase.

Differentiated Instruction

ELL: English Language Learners will benefit from using a dictionary and thesaurus as they write paraphrases. Caution these students, however, to be careful when accessing a thesaurus. These references may contain multiple synonyms, but the synonyms may not all relate to the meaning of the word in the text. Remind students to use words with meanings close to the original. If students are unsure of a word, have them consult a dictionary.

Special Needs: Students may need additional help in clarifying the distinction between fact and opinion. Point out that factual statements often include numbers or very specific language. Opinions, on the other hand, typically relate a feeling or thought. Have students evaluate some sample sentences using this information in addition to the signal words and questions they have learned.

Above-level Students: Have students take a portion of a famous speech, such as the Gettysburg Address, and paraphrase it. After they have completed the assignment, have them read the original aloud and then the paraphrase. Ask students how the activity increased their understanding of the speech.

Learning Objectives

- Distinguish facts from opinions in a reader's theater script.
- Identify key characteristics of good paraphrases.
- Write a paragraph that uses synonymous phrases to paraphrase key lines from a reader's theater script.

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 each student write a paragraph telling how to paraphrase text. When students have completed their writing, have them reread their work. Tell students to verify that the paragraph mentions the use of synonyms, similar phrases, and rereading to ensure that a paraphrase retains original meaning of the text.
- Have students write a list of rules for distinguishing fact from opinion. Students should include signal words and judgment words, as well as questions that will determine whether a statement is fact or opinion.

UNIT 15: Slip of the Tongue

Name: _____

Date: _____

 **Comprehension Skill: Using a T-Chart**

Directions: You have learned how to recognize fact and opinion statements in persuasive text. As you read, use the T-Chart below to record statements of fact and statements of opinion found in the text.

Title:	
Statements of Fact	Statements of Opinion