Comprehension

GENRE: BIOGRAPHY

Read the definition of Biography on Student Book page 308. Students should look for important facts about a real person’s life as written by another person. They should distinguish biography from autobiography and be able to identify the topic of a text.

STRATEGY
EVALUATE

Remind students that readers evaluate a text by drawing conclusions about the author’s purpose.

SKILL
AUTHOR’S PURPOSE

An author’s purpose may be to entertain, persuade, or inform. A good reader evaluates the author’s purpose to make sound judgments.

Vocabulary

Vocabulary Words Review the tested vocabulary words: unsuspecting, unfair, ancestors, injustice, avoided, segregation, and numerous.

Story Words Students may be unfamiliar with these words. Pronounce the words and give meanings as necessary.

waning (p. 312): becoming smaller or fewer in number

streetcar (p. 314): a vehicle that holds many passengers and runs on rails through city streets

indignity (p. 314): something that insults a person’s self-respect

bigotry (p. 318): hatred or intolerance toward an entire group of people; prejudice
Preview and Predict

Ask students to read the title, preview the illustrations, and make predictions about the story. What will be the most noteworthy events in Martin’s childhood? Have students write predictions and questions they may have after previewing the story.

Set Purposes

**FOCUS QUESTION** Discuss the “Read to Find Out” question. Remind students to look for the answer as they read.

Point out the Author’s Purpose Map in the *Student Book* and on *Practice Book* page 84. Tell students they will fill it in as they read.

Read *My Brother Martin*

Use the questions and Think Alouds for additional support when teaching the comprehension strategy and skill.

**Main Selection**

Student pages 308–309

*Story available on Listening Library Audio CD*
We were born in the same room, my brother Martin and I. I was an early baby, born sooner than expected. Mother Dear and Daddy placed me in the chifforobe drawer that stood in the corner of their upstairs bedroom. I got a crib a few days afterward. A year and a half later, Martin spent his first night in that hand-me-down crib in the very same room.

The house where we were born belonged to Mother Dear’s parents, our grandparents, the Reverend and
Mrs. A. D. Williams. We lived there with them and our Aunt Ida, our grandmother’s sister.

And not long after my brother Martin—who we called M. L. because he and Daddy had the same name—our baby brother was born. His name was Alfred Daniel, but we called him A. D., after our grandfather.

**Develop Comprehension**

2 **USE ILLUSTRATIONS**

What can you tell about the family from looking at the illustration?
(M. L. is a new baby and is the center of attention. Everyone is smiling and happy to see him. The family seems to be very close and loving.) Do you think the illustration shows M. L.’s family in a realistic way? Explain your answer.
(Yes, the expressions on their faces seem natural in this situation. Their clothing also shows that the event took place many years ago.)

**Cross-Curricular Connection**

**CIVIL RIGHTS MUSIC**

In the 1950s and 1960s, many African Americans worked to gain equality and to have their civil rights protected. Singing songs was often an important way of expressing the personal nature of that struggle. Discuss with students how songs might have inspired or given courage to those who protested against unfair treatment. Play a recording of “We Shall Overcome,” sharing the lyrics and inviting students to sing along. Encourage students to respond to the way the words sound as they are sung.

Work with students to write lyrics for a simple song that addresses their awareness of a current social issue. You might choose a familiar tune to set the words to.
They called me Christine, and like three peas in one pod, we grew together. Our days and rooms were filled with adventure stories and Tinkertoys, with dolls and Monopoly and Chinese checkers.

And although Daddy, who was an important minister, and Mother Dear, who was known far and wide as a musician, often had work that took them away from home, our grandmother was always there to take care of us. I remember days sitting at her feet, as she and Aunt Ida filled us with grand memories of their childhood and read to us about all the wonderful places in the world.

And of course, my brothers and I had each other. We three stuck together like the pages in a brand-new book. And being normal young children, we were almost always up to something.

Our best prank involved a fur piece that belonged to our grandmother. It looked almost alive, with its tiny feet and little head and gleaming glass eyes. So, every once in a while, in the waning light of evening, we’d tie that fur piece to a stick, and, hiding behind the hedge in front of our house, we would dangle it in front of unsuspecting passersby. Boy! You could hear the screams of fright all across the neighborhood!

Then there was the time Mother Dear decided that her children should all learn to play piano. I didn’t mind too much, but M. L. and A. D. preferred being outside to being stuck inside with our piano teacher, Mr. Mann, who would rap your knuckles with a ruler just for playing the wrong notes. Well, one morning, M. L. and A. D. decided to loosen the legs on the piano bench so we wouldn’t have to practice. We didn’t tell Mr. Mann, and when he sat... CRASH! down he went.

Develop Comprehension

3 WRITER’S CRAFT: FORMAL AND INFORMAL LANGUAGE
The author sometimes uses informal language in this selection, as in the phrase “up to something.” How does this affect the tone of her writing? (Sample answer: It makes her writing more personal and helps her portray her childhood more convincingly.)

4 VISUALIZE
Reread the paragraph about the prank with the piece of fur. What details does the author include to help you visualize the scene? (She says that the fur looked almost alive. It has tiny feet, a little head, and gleaming glass eyes. We can imagine the fur looking like a real animal because the prank was pulled at dusk. The word dangle helps to create a mental image of the prank in action.)

ELL

STRATEGIES FOR EXTRA SUPPORT

Question 4 VISUALIZE
Explain to English language learners that a prank is when you do something to someone that makes the person look silly. Help students visualize the prank. Elicit the meaning of the following words and phrases by demonstrating or giving an example: fur piece, gleaming, hiding, hedge, dangle, passersby, and screams of fright. Next, read aloud the paragraph as you act it out.

Vocabulary

Read the sentence that contains the word unsuspecting. What is another way to say that the passersby were unsuspecting? (Sample answers: They did not doubt the animal was alive. They were ready to believe it was alive.)
But mostly we were good, obedient children, and M. L. did learn to play a few songs on the piano. He even went off to sing with our mother a time or two. Given his love for singing and music, I’m sure he could have become as good a musician as our mother had his life not called him down a different path.

But that’s just what his life did.

**Author’s Purpose**

Why does the author choose to tell so much about Martin’s childhood? (The events described on these two pages are things experienced by typical, energetic, and playful children. The author wants us to know that, when they were children, M. L. and his siblings played pranks and did other things that most children do.) Add this information to your Author’s Purpose Map.

**Figurative Language: Similes**

**Explain** Say that authors use a *simile*, a comparison using *like* or *as*, to make descriptions vivid. The clause “like three peas in one pod, we grew together” is a simile. It means that the siblings were very much alike, as three peas in the same pod are alike.

**Discuss** Have students find the other simile on page 312 and discuss its meaning. (“We three stuck together like the pages in a brand-new book” means they were such close friends that they could always be found together.)

**Apply** Challenge students to use *like* or *as* to create similes. Provide sentence frames, and have them fill in the blanks. *I can run as fast as a _______. Tom is like a _______ when he plays football.*
My brothers and I grew up a long time ago. Back in a time when certain places in our country had unfair laws that said it was right to keep black people separate because our skin was darker and our ancestors had been captured in far-off Africa and brought to America as slaves.

Atlanta, Georgia, the city in which we were growing up, had those laws. Because of those laws, my family rarely went to the picture shows or visited Grant Park with its famous Cyclorama. In fact, to this very day I don’t recall ever seeing my father on a streetcar. Because of those laws, and the indignity that went with them, Daddy preferred keeping M. L., A. D., and me close to home, where we’d be protected.

We lived in a neighborhood in Atlanta that’s now called Sweet Auburn. It was named for Auburn Avenue, the street that ran in front of our house. On our side of the street stood two-story frame houses similar to the one we lived in. Across it crouched a line of one-story row houses and a store owned by a white family.

When we were young all the children along Auburn Avenue played together, even the two boys whose parents owned the store.

In a biography, the author usually gives information about the time period and places in which the subject lived. How did the laws in Atlanta at the time affect M. L.’s family? (M. L.’s family avoided the unfairness of Atlanta’s laws as much as possible by staying close to home. Daddy avoided using the streetcars, and they rarely went to the movies or to Grant Park.) Why do you think the author includes this historical information? (It lets us know the reasons why M. L.’s family chose to live the way they did. It shows that the prejudice they experienced was actually part of the legal system and not just the author’s opinion about the way people behaved.)

How does the meaning of the prefix re- help you find the meaning of recall? (The prefix re- means “again” or “back.” For example, review means “look at again.” So, recall means “call again” or “call back.” In this context, the author is thinking about the past, so it must mean “call back a memory” or “remember.”)

Vocabulary

unfair Choose the words or phrases that do not have the same meaning as unfair. (not right, dignity, unjust, upside down, respected)
And since our house was a favorite gathering place, those boys played with us in our backyard and ran with M. L. and A. D. to the firehouse on the corner where they watched the engines and the firemen.

The thought of not playing with those kids because they were different, because they were white and we were black, never entered our minds.

Do you think M. L. and his siblings understood the laws that kept black people separate in Atlanta? Use information from the story to explain your answer. (Daddy protected the children as much as he could, so they may not have felt the effects of the laws. They played with their white neighbors, so the fact that black people were kept separate may not have become obvious to them yet.)

Why do you think the author points out that the children never thought about the color of their friends’ skin? (Suggested answer: She wants the reader to know the children had not yet learned to judge or think differently about someone because of skin color.)

Have students respond to the selection by confirming or revising their predictions.

Based on what they have read so far, can students evaluate the author’s purpose in writing this biography? If not, see the Extra Support on this page.

Stop here if you wish to read this selection over two days.
Well, one day, M. L. and A. D. went to get their playmates from across the street just as they had done a hundred times before. But they came home alone. The boys had told my brothers that they couldn't play together anymore because A. D. and M. L. were Negroes. And that was it. Shortly afterward the family sold the store and moved away. We never saw or heard from them again.

(The author shows us that M. L. was a typical, energetic, fun-loving child. The author tells us how M. L. sees prejudice in action.)

Teacher Think Aloud I know that the author of a biography has a purpose in choosing which parts of the subject's life to include or leave out. Using her memories, this author tells us about the happy, normal childhood that M. L. and his siblings had. How would you evaluate the author's purpose in telling the sad story about losing their friends?

(Encourage students to apply the strategy in a Think Aloud.)

Student Think Aloud I think the author chose to tell us about this painful moment of their childhood because this is the first time M. L. sees and feels prejudice and bigotry for himself. I know that Martin Luther King, Jr. later led the fight against racism and prejudice. The author is telling us why it became important to him. I can add this to my Author's Purpose Map.

Use Visuals Have students look at the illustration on pages 316–317 and answer the following questions: How do M. L. and A. D. look on page 316? How do their friends look on page 317? Why do you think they look that way? Read the text to find the reason. Is the reason in the text the same as yours?
Looking back, I realize that it was only a matter of time before the generations of cruelty and injustice that Daddy and Mother Dear and Mama and Aunt Ida had been shielding us from finally broke through. But back then it was a crushing blow that seemed to come out of nowhere.

“Why do white people treat colored people so mean?” M. L. asked Mother Dear afterward. And with me and M. L. and A. D. standing in front of her trying our best to understand, Mother Dear gave the reason behind it all.

**Develop Comprehension**

**12 DRAW CONCLUSIONS**

How do you think Martin and his brother might be treated differently from their former neighbors as they grow up? (Suggested answer: Martin and A. D. might have to live with the pain of feeling discriminated against because of the color of their skin.)

**13 SUMMARIZE**

How would you summarize Martin’s childhood as the author describes it so far? (Martin grew up in the South in a close, loving family. He, his older sister Christine, and his younger brother A. D. enjoyed their childhood. At first they were sheltered from prejudice and hatred. Then an event involving their white friends showed them what prejudice was like, and their understanding of the world changed forever.)
Her words explained the streetcars our family avoided and the WHITES ONLY sign that kept us off the elevator at City Hall. Her words told why there were parks and museums that black people could not visit and why some restaurants refused to serve us and why hotels wouldn’t give us rooms and why theaters would only allow us to watch their picture shows from the balcony.

But her words also gave us hope.

She answered simply: “Because they just don’t understand that everyone is the same, but someday, it will be better.”

And my brother M. L. looked up into our mother’s face and said the words I remember to this day. He said, “Mother Dear, one day I’m going to turn this world upside down.”

In the coming years there would be other reminders of the cruel system called segregation that sought to keep black people down. But it was Daddy who showed M. L. and A. D. and me how to speak out against hatred and bigotry and stand up for what’s right.

Daddy was the minister at Ebenezer Baptist Church. And after losing our playmates, when M. L., A. D., and I heard our father speak from his pulpit, his words held new meaning.

And Daddy practiced what he preached. He always stood up for himself when confronted with hatred and bigotry, and each day he shared his encounters at the dinner table.

When a shoe salesman told Daddy and M. L. that he’d only serve them in the back of the store because they were black, Daddy took M. L. somewhere else to buy new shoes.
Another time, a police officer pulled Daddy over and called him “boy.” Daddy pointed to M. L. sitting next to him in the car and said, “This is a boy. I am a man, and until you call me one, I will not listen to you.”

These stories were as nourishing as the food that was set before us.

16 DRAW CONCLUSIONS
Given what you know about the laws in Atlanta when M. L. was a child, how do you think the shoe salesman and the police officer may have reacted when Daddy stood up to them? Explain your answer. (Suggested answer: They may have been surprised that a black person was demanding respect, so they were probably angry and may have threatened him.)

17 FIGURATIVE LANGUAGE
What does the author mean when she uses the simile that the “stories were as nourishing as the food that was set before us”? (She means that learning about the importance of standing up for one’s rights helped the children grow just as much as their food did.)

How does the author’s use of this simile help you to understand the plot? (It is a vivid way to tell how important it was for the children to hear the stories. We can tell that they listened carefully to the stories and were strongly influenced by them.)

NELSON MANDELA
Another great civil rights leader is Nelson Mandela, who grew up in a village in South Africa. As a child, he also experienced injustice and decided he would never humiliate or dishonor other people. Mandela fought against apartheid, the laws that kept black South Africans from having the same rights as whites. For speaking out, he was imprisoned for 27 years, but when he was released, apartheid had finally ended and Mandela became the nation’s first black president. His respectful treatment of the white population has made him their hero as well. Have students conduct research about Mandela using print and electronic media. Ask them to tell his story through a written, oral, or visual presentation of their findings.
Years would pass, and many new lessons would be learned. There would be numerous speeches and marches and prizes. But my brother never forgot the example of our father, or the promise he had made to our mother on the day his friends turned him away.

The author shows us that M. L. was a typical, energetic, fun-loving child. The author tells us how M. L. sees prejudice in action. The author tells us when Martin decides he will take action.

Author’s Purpose
To give information about how Martin decided he wanted to change the world.
And when he was much older, my brother M. L. dreamed a dream . . . that turned the world upside down.

**Author's Purpose**
Why does the author echo Martin’s words, “I’m going to turn this world upside down”?

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**Develop Comprehension**

**RETURN TO PREDICTIONS AND PURPOSES**
Review students’ predictions and purposes. Were they correct? What did they find out about Dr. King? (Dr. King had a loving family who taught him to take a stand against bigotry and prejudice.)

**REVIEW READING STRATEGIES**
- In what ways did evaluating the author’s purpose help you to understand this biography?
- Do you understand the strategy of visualizing events as you read? When might you use this strategy again?
- What strategies did you use when you came to difficult words?

**PERSONAL RESPONSE**
Encourage students to discuss and write about a time when they stood up for someone who was being treated unfairly.

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**Explain** Martin Luther King, Jr.’s “I Have a Dream” was the keynote speech of the March on Washington for Jobs and Freedom that took place on August 28, 1963. Delivered on the steps of the Lincoln Memorial to an audience of 250,000 people, the speech has become the most famous public address of 20th century America.

**Discuss** Point out that King’s speech was the first of its kind to be televised. Ask students to predict what differences there may be between watching a speech on television and reading it in a newspaper.

**Apply** Have students use library or Internet resources to obtain a transcript and a video recording of the speech. Have them choose a segment, read it first, and then watch the same segment. Ask them to write about ways in which the words are enlivened by seeing King, hearing his voice, and the reactions of the huge audience.

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**Quick Check**
Can students evaluate the author’s purpose in writing this biography?

During Small Group Instruction
If No
- **Approaching Level** Leveled Reader Lesson, p. 329P

If Yes
- **On Level** Options, pp. 329Q–329R
- **Beyond Level** Options, pp. 329S–329T
Author and Illustrator

THE STORIES OF CHRISTINE AND CHRIS

Have students read the biographies.

DISCUSS

- Why is Christine King Farris an especially qualified person to write about Martin Luther King, Jr.?
- Explain in oral or written responses how an author’s life and times are reflected in a text.
- Have students investigate this author, producing evidence of research, and compare themes, topics, and story elements of various selections.
- Why is it important for Chris Soentpiet and other illustrators to be accurate when illustrating historical stories?

WRITE ABOUT IT

Have students talk about the different ways they can help their community. Ask them to write about something they could do to help make a difference.

Author’s Purpose

Tell students that an author’s personal experiences often affect his or her writing. Ask students to review their Author’s Purpose Maps for clues that tell if Christine King Farris was trying to explain, inform, or persuade. Students may suggest that the author’s love for her brother may have influenced her to want to inform young readers about him.

Author’s Craft

Biography

A biography is the story of someone’s life, told by another person.

- For this selection, Christine King Farris focuses on one part of Martin Luther King, Jr.’s life: his childhood. She deals with a few key childhood events.
- Have students skim the story to identify and discuss key examples of Christine King Farris’s focus, such as “When we were young all the children along Auburn Avenue played together, even the two [white] boys whose parents owned the store.” (p. 314)
- Make sure students understand the author’s views on ethnicity and the historical period here.
- Discuss other biographies students may have read. Do they tell about the person’s entire life or focus on one particular time?

Find out more about Christine King Farris and Chris Soentpiet at www.macmillanmh.com
Comprehension Check

Summarize

Summarize My Brother Martin. State who is telling the story. Explain who Martin is and include the most important events of his childhood.

Think and Compare

1. Why do you think the author wrote about the childhood experiences of her brother? Use your Author’s Purpose Map to answer. Evaluate: Author’s Purpose

2. Reread the last two pages of My Brother Martin. What does the author mean when she says her brother’s dream “turned the world upside down”? Analyze

3. Suppose you had met Rev. Dr. Martin Luther King, Jr. when he was a child. What character traits would you both have in common? Use story details in your answer. Synthesize

4. Why is it important to correct injustice? Use story details and your own experience to support your answer. Evaluate

5. Read “It Took Courage” on pages 306-307. Compare the experiences of Thurgood Marshall and Rev. Dr. Martin Luther King, Jr. How did segregation affect both men? What did they both accomplish? Use details from both selections in your answer. Reading/Writing Across Texts

Strategies for Answering Questions

Author and Me

Model the Author and Me strategy with questions 1 and 2.

The answer is not directly stated in the selection. Students have to think about what they already know and link it to the text.

**Question 1 Think Aloud:** As I review my Author’s Purpose Map, I see that the author wrote about her brother’s childhood because that is when he first experienced prejudice. He could no longer play with his white friends. After that, he began to develop his ideas to change the world.

**Question 2 Think Aloud:** The text tells me that Martin’s dream was big enough to turn the world’s thinking in the opposite direction. He wanted people to change the way they thought about each other. I think Martin’s father helped him believe that anything was possible and became his inspiration.

Focus Question

5. **Text to Text:** Thurgood Marshall could not go to a certain school, and Martin was not allowed in certain public places in his hometown. They both worked to make sure that African Americans had equal rights.
Explain/Model

Tell students that paying close attention to punctuation will help them with proper intonation. Contrast intonation for questions and statements as you model the passage on Transparency 12. Then read one sentence at a time, having students echo-read the sentence, imitating your intonation.

Think Aloud
As I read a sentence, I am going to pay attention to the punctuation. I see that the first sentence ends with a question mark, so I will make my voice go up at the end. The other sentences end with periods, so I will make my voice stay level. I will pause after commas and stop after periods.

Transparency 12

"Why do white people treat colored people so mean?" M. L. asked Mother Dear afterward. And with me and M. L. and A. D. standing in front of her trying our best to understand, Mother Dear gave the reason behind it all.

Her words explained the streetcars our family avoided and the WHITES ONLY sign that kept us off the elevator at City Hall. Her words told why there were parks and museums that black people could not visit and why some restaurants refused to serve us and why hotels wouldn’t give us rooms and why theaters would only allow us to watch their picture shows from the balcony.

But her words also gave us hope.

Fluency Transparency 12 from My Brother Martin, pages 317–318

Practice/Apply Divide students into two groups. The first group reads the passage a sentence at a time. The second group echo-reads. Then groups switch roles. Provide feedback and reinforcement. For additional practice, have students use Practice Book page 85 or the Fluency Solutions Audio CD.
Comprehension

**MAINTAIN SKILL**

**MAKE INFERENCES**

**EXPLAIN/MODEL**

- Readers make **inferences** to understand things the author does not directly state in the story.

- To make inferences, readers can use information from the text, illustrations, and things they already know to help them make connections.

  Lead a class discussion about inferences in “It Took Courage.”

**PRACTICE/APPLY**

Have student partners discuss the story *My Brother Martin*.

- Why do you think the author spends time telling about how she and her brothers played when they were young?

- Why do you think the shop owner’s children suddenly stop playing with M. L. and A. D.?

- What do you learn about the King family? How do you imagine their lives as they continued to grow up? What information in the text helps you decide this?

- What are the author’s views on the ethnicity and the historical period of her subject?

For comprehension practice use Graphic Organizers on *Teacher’s Resource Book* pages 40–64.

**Objective**

- Make inferences about a nonfiction selection

**Skills Trace**

<table>
<thead>
<tr>
<th>Make Inferences</th>
<th>Introduce 179A–B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice/Apply</td>
<td>180–201; Leveled Practice, 46–47</td>
</tr>
<tr>
<td>Reteach/Review</td>
<td>207M–1; 251A–B; 252–265; 271M–1; Leveled Practice, 67–68</td>
</tr>
<tr>
<td>Assess</td>
<td>Weekly Tests; Unit 2 Test</td>
</tr>
<tr>
<td>Maintain</td>
<td>297B; 323B</td>
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Dear Mrs. Parks

by Rosa Parks with Gregory J. Reed

Introduction

In 1955, civil rights activist Rosa Parks was arrested for refusing to give up her seat on a bus to a white person. Her action helped bring about a bus boycott in Montgomery, Alabama. For over a year, thousands of African Americans refused to ride buses in that city. The boycott ended when the U.S. Supreme Court said that separate seating for whites and blacks on the city’s buses was unconstitutional.

The following letters are from a collection of letters between children and Rosa Parks.

**Social Studies**

**Genre**

**Letters** are written messages that people send to each other.

**Text Features**

A **Salutation** is the line in the letter in which the writer greets the person to whom she or he is writing.

The **Body** of a letter is the main part of the letter, containing the message.

**Content Vocabulary**

activist nonviolence unconstitutional

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**Dear Mrs. Parks**

Have students read the bookmark on **Student Book** page 324. Explain that a letter

- sends a specific message to another person;
- can be hand-written or typed;
- may appear in different forms, such as a friendly letter or a business letter.

**Text Features: Salutation and Body**

Point out the salutation in the letter on page 325 and the body of the letter on page 326. Explain that the salutation and body are two different parts of a letter. Letters usually also end with a closing, such as **Yours Truly**, and a signature.

- The **salutation** usually uses the word **Dear** to greet the person to whom the letter is written.

- The **body**, or main part of the letter, is divided into one or more paragraphs.

Have students point out the parts of the three letters. Which part is missing? (the closing)

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**Content Vocabulary**

Review the spelling and meaning of each content vocabulary word for “Dear Mrs. Parks” on **Student Book** page 324: **activist**, **unconstitutional**, and **nonviolence**.

- An **activist** is a person who supports a belief or cause. What would you like to be an activist for?

- Something that is **unconstitutional** is not in keeping with the constitution of a country, state, or group. What is something that would be unconstitutional?

- **Nonviolence** means not using physical force to express anger or disappointment. How can you solve a difficult situation by using nonviolence?
Dear Mrs. Parks,

I live in the New England area, and I always wondered about the South. When you were growing up in Alabama, did you think that things would ever get better for African Americans?

Kelli Hartford, Connecticut

We knew that they had to get better! The South had suffered under the unjust laws of segregation far too long. It was time for something to happen to turn things around.

During my childhood years, I had been bothered by the fact that white children had privileges that I did not. I was deeply hurt by the hate that some white people, even children, felt toward me and my people because of our skin. But my mother and grandmother taught me to continue to respect myself and stay focused on making myself ready for opportunity. They felt that a better day had to come, and they wanted me to be a part of it. But it was up to us to make it better.

As an adult, I would go home thirsty on a hot summer day rather than take a drink from the “colored only” fountain. I would not be a part of an unjust system that was designed to make me feel inferior.

I knew that this type of system was wrong and could not last. I did not know when, but I felt that the people would rise up and demand justice. I did not plan for that point of change to begin with my actions on the bus that evening in 1955. But I was ready to take a stand.

Access for All

1. **CONTENT VOCABULARY**
   - Look at the word *unconstitutional* in the first paragraph. How does the prefix help you understand the word’s meaning? (*Un- means “not”, so *unconstitutional* means “not according to the Constitution.”)

2. **TEXT FEATURE: BODY**
   - What is the body of Kelli’s letter about? (The body of the letter is about Kelli’s interest in what Rosa’s life was like growing up in the South.)
Elizabeth, many times we as adults seek to teach students like you without giving you examples of what the true meanings of words are so that you can learn from them.

Hope is wanting something that means a lot to you. It is like wanting something that you do not have. Hope is something we feel with our hearts. When we hope for something with our hearts, it becomes an expectation. Hope is also something we believe in.

Many people I have known believed in ending racial segregation in this country, and their hope that it could happen influenced their actions and brought about change. A friend of mine, the Reverend Jesse Jackson, says, “We must keep hope alive.” I agree. You can help keep hope alive by believing in yourself. Your hope for yourself and for the future can make this world a better place to live.

Dear Mrs. Parks,

What is hope? I have read that you hope for this world to be a better place to live in, and you haven’t given up. I’m still figuring out what is “hope,” and then maybe I can help “hope” out to make this a better world and be like you.

Elizabeth
Grosse Point, Michigan
Dear Mrs. Parks,

I always like hearing Dr. Martin Luther King, Jr.'s speeches. He was a great man. I wish he was still living. I believe he can straighten out this mess the country is in. Were you ever afraid of him dying and leaving you here?

Wilbur
Kerhonkson, New York

I, too, wish Dr. King was still with us. It has always been very difficult and very painful to think about Dr. King's death. He was a very dear friend of mine. He spoke with authority and conviction. His faith, his words, and his commitment to nonviolence inspired us all in the Civil Rights movement.

You are right in saying that our country has many problems. We have a long way to go. But we can work together, young and old, to achieve Dr. King's dream of equality and justice. I hope that you will keep that dream in your heart and make it your own.

Wilbur
Kerhonkson, New York

**SUGGESTED ANSWERS**

1. They all have a salutation, a body, and a name or signature. **READING LETTERS**

2. Possible response: Students might still sit in the empty seat or speak with the driver or other passengers on the bus. **EVALUATE**

3. Possible response: Martin's sister might say she admires and respects what Rosa Parks has done for the civil rights movement and would like to work with her to continue fulfilling her brother's dream. Students should use details from both texts to show relationships between information and events. **READING/Writing ACROSS TEXTS**
Features of a Poem

One purpose of writing a poem is to express feelings and appreciation about a person.

- It is written in individual lines grouped into stanzas.
- It expresses feelings and emotions.
- It may use rhyme, rhythm, and repetition.
- It works with sounds of words as well as meanings.

My Hero

by Joseph M.

Rosa Parks worked hard.
Her feet ached.
She wanted that seat.
The driver said he’d call the police.
“You may go on and do so,”
Said Rosa Parks,
My hero, Rosa Parks.
She took a stand
By sitting down.
“You may go on and do so,”
Said Rosa Parks.
Your Turn

Write a poem about a person who inspires you. It can be a family member, a friend, or someone famous. Explain why this person has made a difference. Choose language that clearly shows your enthusiasm. Use the Writer’s Checklist to check your writing.

**Writer’s Checklist**

- **Ideas and Content**: Have I made clear why this person is important to me?
- **Organization**: Did I express my ideas in order?
- **Voice**: Have I clearly shown my feelings through my use of **formal and informal language**?
- **Word Choice**: Have I chosen colorful words?
- **Sentence Fluency**: Do the sentences read smoothly when I read my poem aloud?
- **Conventions**: Did I use the right tense for each verb? Did I check my spelling?

**Prewrite**

Read and discuss the writing prompt on page 328. Explain that this poem should introduce someone special to an audience of the student’s teacher and classmates. Have students list people they admire and choose one they would like to introduce.

Display **Transparency 45**. Discuss how Joseph wrote Rosa Parks’s name in the center. Then he wrote reasons why Rosa Parks inspires him around it. Ask students to list their own hero and reasons in a character web.

**Draft**

Display **Transparency 46**. Point out that Joseph started his poem by naming his hero. Then he explained why Rosa Parks has inspired him. Talk about how to improve the draft. Share the mini lesson on **Logical Organization** on page 329B to help students choose appropriate organizational patterns as they draft.

Before students begin writing, present the explicit lesson on **Formal and Informal Language** on page 329A.

**Revise**

Display **Transparency 47**. Discuss the revisions. Students can revise their drafts or keep them to work on later.

If they choose to revise, have them work in pairs to use the Writer’s Checklist on page 329. Ask students to **proofread** their writing. For **Publishing Options**, see page 329A.

For lessons on **Sentence Fluency, Verb Tenses**, and **Spelling** see page 329B and **5 Day Spelling** and **Grammar** on pages 329G–329J.
Formal and Informal Language

EXPLAIN/MODEL

Good writers use formal language to share ideas for special occasions, such as speeches. Formal language is proper and very polite. In speeches, however, writers may also add informal language to create the feeling of a conversation with the audience. Informal language is correct, but casual. Display Transparency 48.

Think Aloud The first sentence uses formal language. It properly introduces Mr. Emanuel and tells who he is. The second sentence is informal. It uses a contraction and everyday language.

Transparency 48

Formal and Informal Language

Formal: I would like to introduce Mr. Emanuel, our music teacher.

Informal: Here’s Mr. Emanuel, our music teacher.

He serves as the head of the music department.

He’s in charge of the music department.

At lunchtime Mr. Emanuel helps kids who want to just fool around with music.

At lunchtime Mr. Emanuel helps students who want to explore music.

(first sentence: formal; second sentence: informal; third sentence: informal; fourth sentence: formal)

PRACTICE/APPLY

Work with students to read the sentences and identify the formal language and the informal language and explain how they know the difference. Then have students identify formal and informal language in other oral writing they have heard, such as speeches or radio ads.

As students revise their speeches, encourage them to include both formal language to properly introduce their heroes and informal language to make their speeches feel like conversations.
Writer’s Toolbox

Writing Trait: Sentence Fluency

Explain/Model  Good writers vary the length of their sentences to create fluency and make their writing more interesting. Have students reread Joseph M.’s poem on page 328. Point out how Joseph used lines of different lengths to make the poem read more smoothly.

Practice/Apply  As students revise their poems, encourage them to vary the length of their sentences. Have them include both short sentences and longer sentences that combine two thoughts.

Logical Organization

Explain/Model  Good writers organize ideas in a logical way, making the writing easier to understand. Point out that Joseph explained who Rosa Parks was in the first line, talked about what she did in the second line, and told how he felt about her in the next line.

Practice/Apply  As students draft their poems, have them think about a logical way to organize their writing. Suggest that they organize their feelings and information about their hero in the same order that Joseph used in his poem.

Verb Tenses: Past and Present

Explain/Model  The tense of a verb tells when in time an action is happening. Present-tense verbs tell about actions that are happening now. Past-tense verbs tell about actions that have already happened. Have students find the words hope and showed in the speech on page 328. Explain that hope is present tense and showed is past tense.

Practice/Apply  Have students identify other past-tense and present-tense verbs on page 328. Remind them to use these verb tenses correctly in their speeches. For a complete lesson, see pages 329I–329J.

Mechanics  Remind students that the form of a verb must agree with the subject of the sentence. Have students check for subject-verb agreement as they proofread.

Spelling Words with Silent Letters

Point out the word straighten in the third sentence of Wilbur’s letter to Rosa Parks on page 327. Explain that the letters gh make no sound. Other words on this page with silent gh include Rights and right. Students need to remember the spelling of words with silent letters. They should use a print or online dictionary to check spelling in their drafts. For a complete lesson on words with silent letters, see pages 329G–329H.

Technology

When students print a copy of their speech, they can use formatting to remind them how to speak. For example, they can type words to say loudly in boldfaced type.
**Objectives**
- Apply knowledge of word meanings and context clues
- Use prefixes to find the meaning of unfamiliar words

**Materials**
- Vocabulary Transparencies 23 and 24
- Leveled Practice Books, p. 87

---

**Review Vocabulary**

**Words in Context**

**EXPLAIN/MODEL**

Review the meanings of the vocabulary words. Display Transparency 23. Model how to use word meanings, structures, context clues, and predictions to fill in the missing words.

**Think Aloud** In the first paragraph, I see the words *grandfather* and *grandmother*. I think that these people are ancestors, based on the definition I learned about people from whom I came. I think the missing word is *ancestors*. When I try it in the sentence, it makes sense.

---

**Vocabulary**

<table>
<thead>
<tr>
<th>Un suspecting</th>
<th>(p. 312) trusting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfair</td>
<td>(p. 314) not fair or just</td>
</tr>
<tr>
<td>Ancestors</td>
<td>(p. 314) people in the past from whom one comes</td>
</tr>
<tr>
<td>Injustice</td>
<td>(p. 317) unfairness</td>
</tr>
<tr>
<td>Avoided</td>
<td>(p. 318) stayed away from</td>
</tr>
<tr>
<td>Segregation</td>
<td>(p. 318) the practice of setting one racial group apart from another</td>
</tr>
<tr>
<td>Numerous</td>
<td>(p. 320) forming a large number; many</td>
</tr>
</tbody>
</table>

---

**ELL**

**Build Vocabulary** Write the following words from the transparency on the board and explain them to help students understand the text: *fair, unaware, boarded,* and *stood her ground*. Remind students to read beyond each missing word to find clues to its meaning.

---

**PRACTICE/APPLY**

Instruct students to complete the remaining sentences on their own. Then have them use context clues to write missing words for items 2–7, exchange papers, check answers, and explain the clues they used.

**Word Sort** Provide students with or have them make vocabulary word cards. First, have the students sort the cards any way they choose. Ask them to explain their method. Then suggest specific ways for students to sort the cards. For example, students may sort by prefix or suffix, part of speech, or number of syllables.
**STRATEGY**
**WORD PARTS: PREFIXES**

**EXPLAIN/MODEL**
Remind students that a prefix is a group of letters that is added to the beginning of a word to make a new word.

Read the paragraphs on Transparency 24, adapted from Student Book page 314. Then model how to figure out the meanings of the italicized words. Reread the first sentence and explain how knowing the meaning of *re-* helps to understand the word *reaction*. Have students figure out the meanings of the remaining italicized words.

**PRACTICE/APPLY**
Have students use a dictionary to write a sentence using a new word that contains the prefix *in-*. Partners can trade sentences to figure out the meaning of the words in context.

**ELI**
**Practice With Prefixes**
On the board, write a list of words with the prefix *in-*: incorrect, incomplete, invisible, and indignity. Discuss the meaning of each word and the prefix *in-*. Repeat the activity with words that have the prefix *re-*: redo, retell, replay, reread, and recall. Remind students of words in which *in* is not a prefix: interested, inside.

**Vocabulary Strategy Transparency 24**

**Transparency 24**
Prefixes
Because of those laws, my family's *reaction* was to avoid *uncomfortable* situations. We rarely went to the picture shows or revisited Grant Park. I never *returned* to the famous Cyclorama.

To this day I don’t *recall* ever seeing my father on a streetcar. He preferred walking, even when it was *inconvenient*. Because of those laws, and the *indignity* that went with them, Daddy preferred keeping M. L., A. D., and me close to home. We were *inseparable* as children, and our home was our fortress, where we felt protected.

**Quick Check**
Do students use context clues and prefixes to understand the meanings of unfamiliar words?

**During Small Group Instruction**
If No → **Approaching Level** Vocabulary, pp. 329N–329O
If Yes → **On Level** Options, pp. 329Q–329R
**Beyond Level** Options, pp. 329S–329T

---

**On Level Practice Book O, page 87**
Circle the phrases in the story that would sound better using the prefixes *un-* or *re-*. Then write the new words below.

"It's terribly not fair, Grandmother!" Cordelia exclaimed. "Wilson School is just three blocks away. Why can't I just keep attending my classes there?"

Cordelia's grandmother looked at the bowl of cold, *uneaten* soup and left Cordelia's question *unanswered*. "Let me *rewarm* that pea soup for you, honey. You'll feel better after you have had your dinner."

"I know you do not like this, Grandmother. Even though you're not saying anything, I know you're terribly *unhappy* with the new laws. So, why can't you admit that scheduling *unacceptable* classes miles away is *unacceptable*?"

Cordelia looked over her glasses at her grandmother. "No use talking about it around our kitchen table, child. But there will be talk all over this great land of ours. And mark my words, Cordelia, these *unfortunate* days will not go *unnoticed*."

<table>
<thead>
<tr>
<th>unfair</th>
<th>rescheduling</th>
</tr>
</thead>
<tbody>
<tr>
<td>unedited</td>
<td>unacceptable</td>
</tr>
<tr>
<td>unanswered</td>
<td>unfortunate</td>
</tr>
<tr>
<td>rewards</td>
<td>unhappily</td>
</tr>
<tr>
<td>unnoticed</td>
<td>...</td>
</tr>
</tbody>
</table>
Objectives
- Decode words with silent letters
- Create words using common prefixes

Materials
- Leveled Practice Books, p. 88
- Teacher’s Resource Book, p. 16

Phonics
Decode Words with Silent Letters

EXPLAIN/MODEL Some words have silent consonants, or letters that are not pronounced. Write **knife** and **write**.

```
knife   write
```

Think Aloud If I say the word **knife**, I hear that the beginning sound is /n/. The letter k is silent. In **write**, the beginning sound is /r/. The w is silent.

PRACTICE/APPLY
Write these words on the board: **kneel**, **wrench**, and **lamb**.

Have students underline the letters that are silent. Ask students if they can think of other words with these silent letters.

Decode Multisyllabic Words Have students use their knowledge of phonics patterns, compound words, and word parts to decode long words. Write these words on the board: **plumber**, **knuckle**, **honor**, **answer**, and **whistle**. Model how to decode **plumber**, focusing on the silent b. Point out that it is similar to the word **lamb**. Then work with students to decode the other words and read them aloud. For additional practice with multisyllabic words, see the decodable passages on **Teacher’s Resource Book** page 16.

Play “Five Questions” Have partners use the Spelling Words to play “Five Questions,” a shortened version of “Twenty Questions.” Player A makes a list of five Spelling Words. Player B must guess the words, asking a maximum of five questions. For instance, Player B might ask: Are you thinking of a word that has a silent b? The first player to guess all five words within the five question limit wins the game.

Quick Check Can students decode words with silent consonants?

During Small Group Instruction
If No → **Approaching Level** Phonics, p. 329M
If Yes → **On Level** Options, pp. 329Q–329R
**Beyond Level** Options, pp. 329S–329T
**Vocabulary Building**

**Oral Language**

**Expand Vocabulary** Work with students to brainstorm qualities about people who made a difference. Have them write “Making a Difference” in the center of a word web. Students should use the selection, dictionaries, thesauruses, and encyclopedias to find words that describe people who make a difference. Examples include courage, activist, dreamer, and nonviolence.

**Vocabulary Building**

**Prefixes** Display the following list of words: cover, do, open, read, and pack. Challenge students to build words by adding one or more prefixes to each word. Allow them to use a dictionary to check their lists. Then have them use each word in a sentence.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>re-</td>
<td>pack</td>
</tr>
<tr>
<td>un-</td>
<td>pack</td>
</tr>
<tr>
<td>pre-</td>
<td>pack</td>
</tr>
</tbody>
</table>

**Apply Vocabulary**

**Write a Journal Entry** Have students use the Vocabulary Words to write journal entries about people who have made differences in their lives, or people whom they admire. Ask students to read their journal entries aloud to a partner.

**Spiral Review**

**Vocabulary Game** Write the vocabulary words on blank index cards; on separate cards write the definitions. Include story words, Spelling Words, or words from previous weeks. Shuffle the index cards, then turn them facedown on a table or desk. Students should play in small groups, taking turns to pick up any two cards and look at them. If the cards are a word and its definition, then the player keeps the “match” and takes another turn. If the cards are not a match, then the player turns the cards facedown again and loses a turn. The object of the game is to find the most pairs.

**Technology**

Vocabulary PuzzleMaker

For additional vocabulary and spelling games go to www.macmillanmh.com
**Spelling Words**

<table>
<thead>
<tr>
<th>hour</th>
<th>answer</th>
<th>knives</th>
</tr>
</thead>
<tbody>
<tr>
<td>lambs</td>
<td>honesty</td>
<td>doubt</td>
</tr>
<tr>
<td>knew</td>
<td>plumber</td>
<td>knead</td>
</tr>
<tr>
<td>wrench</td>
<td>honor</td>
<td>wriggle</td>
</tr>
<tr>
<td>kneel</td>
<td>known</td>
<td>heir</td>
</tr>
<tr>
<td>thumbs</td>
<td>combs</td>
<td>wrinkle</td>
</tr>
<tr>
<td>honest</td>
<td>wrapper</td>
<td></td>
</tr>
</tbody>
</table>

**Review** curl, pearl, shirt  
**Challenge** knuckles, wrestle

---

**Dictation Sentences**

1. We had an **hour** drive.  
2. She has many **lambs** on her farm.  
3. He **knew** exactly what to do.  
4. The tool box had a **wrench**.  
5. He had to **kneel** to see under it.  
6. Not all animals have **thumbs**.  
7. It is good to be **honest**.  
8. Can you **answer** that question?  
9. Abraham Lincoln was known for his **honesty**.  
10. A **plumber** came to fix the pipe.  
11. It was an **hour** to see under it.  
12. What are you **known** for?  
13. We bought **combs** at the store.  
14. Throw away the candy **wrapper**.  
15. We used **knives** to cut the meat.  
16. I **doubt** that I’ll see her tonight.  
17. The baker will **knead** the dough.  
18. The boy would **wriggle** in his chair when he was nervous.  
19. The king’s **heir** is his son.  
20. Try not to **winkle** your shirt.

**Review/Challenge Words**

1. Her hair has a natural **curl**.  
2. Erica wears a **pearl** bracelet.  
3. Jake buttoned his **shirt**.  
4. She rapped her **knuckles** on the desk.  
5. I challenge you to an arm **wrestle**.

Words in **bold** are from the main selection.

---

**Day 1 Pretest**

**ASSESS PRIOR KNOWLEDGE**

Using the Dictation Sentences, say the underlined word. Read the sentence and repeat the word. Have students write the words on **Spelling Practice Book** page 71. For a modified list, use the first 12 Spelling Words and the 3 Review Words. For a more challenging list, use Spelling Words 3–20 and the 2 Challenge Words. Have students correct their own tests.

Have students cut apart the Spelling Word Cards BLM on **Teacher’s Resource Book** page 77 and figure out a way to sort them. Have them save the cards for use through the week.

Use **Spelling Practice Book** page 72 for additional practice.

**For Leveled Spelling Word lists go to www.macmillanmh.com**

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**Day 2 Word Sorts**

**TEACHER AND STUDENT SORTS**

- Review the Spelling Words, pointing out that each word has a silent letter.
- Use the cards from the Spelling Word Cards BLM. Display the key words *lambs, honor, wriggle*, and *knew*. Model how to sort words by silent letters. Place one or two cards beneath the correct key words.
- When students have finished the sort, discuss where the different silent letters tend to appear in the Spelling Words. Then invite students to do an open sort in which they sort all the Spelling Words any way they wish, for example, by parts of speech, by vowel sounds, or by plurals. Discuss students’ various methods of sorting.

---

**Spelling Practice Book, page 71**

<table>
<thead>
<tr>
<th>1. hour</th>
<th>2. lambs</th>
<th>3. know</th>
<th>4. wrench</th>
<th>5. known</th>
<th>6. thumb</th>
<th>7. honest</th>
<th>8. answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. short</td>
<td>24. knuckles</td>
<td>25. wrench</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spelling Practice Book, page 73**

<table>
<thead>
<tr>
<th>1. hour</th>
<th>2. lambs</th>
<th>3. know</th>
<th>4. wrench</th>
<th>5. known</th>
<th>6. thumb</th>
<th>7. honest</th>
<th>8. answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. short</td>
<td>24. knuckles</td>
<td>25. wrench</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Write the spelling words with these spelling patterns.**

- **words with silent h**
  1. hour
  2. lambs
  3. know
  4. wrench
  5. known
  6. thumb
  7. honest
  8. answer
  9. hour
  10. lambs
  11. know
  12. wrench
  13. known
  14. thumb
  15. honest
  16. answer

- **words with silent b**
  1. double
  2. lambs
  3. known
  4. wrench
  5. thumb
  6. honest
  7. answer
  8. hour
  9. lambs
  10. know
  11. wrench
  12. known
  13. thumb
  14. honest
  15. answer
Day 3 Word Meanings

HOMOPHONES

Write the six homophones below on the board. Have students copy them and then write the Spelling Word that sounds the same as its homophone.

1. new ___________ (knew)
2. our ___________ (hour)
3. need ___________ (knead)
4. rapper ___________ (wrapper)
5. air ___________ (heir)

Challenge students to identify six verbs in the lists of Spelling Words, Review Words, and Challenge Words.

Have partners write a sentence for each Spelling Word, leaving a blank space where the word should go. They can exchange papers and fill in the blanks.

Day 4 Review and Proofread

SPIRAL REVIEW

Review the sound /ûr/. Write shirt, curl, and pearl, on the board. Have students identify the /ûr/ spelling in each word.

PROOFREAD AND WRITE

Write these sentences on the board. Have students proofread, circle each misspelled word, and write the word correctly.

1. The plummer forgot to bring hisrench. (plumber, wrench)
2. After you ned the dough, let it rise for one our. (knead, hour)
3. The lam won a medal of onner for its wool. (lamb, honor)
4. Josh’s anser showed dout in his voice. (answer, doubt)
5. Being onest is what Lucinda is nown for. (honest, known)

Day 5 Assess and Reteach

POSTTEST

Use the Dictation Sentences on page 329G for the Posttest.

If students have difficulty with any words in the lesson, have students place them in a list called Spelling Words I Want to Remember in a word study notebook.

Challenge students to search for words that have the same silent letter patterns in their reading this week.

---

Spelling Practice Book, page 74

 Definitions for You

Fill in the word from the spelling list that matches the definition.

1. Response to a question ________
2. A tool for tightening or loosening ________
3. Young sheep ________
4. For untangling hair ________
5. A measurement of time ________
6. To place knees on ground ________
7. To thank or appreciate ________
8. To squint ________
9. A paper covering ________
10. One who inherits ________
11. A line in the skin ________
12. Tools for cutting ________
13. To be truthful ________
14. To be unsure ________
15. Understood ________
16. Not your property ________
17. Fuses pipes ________
18. To press in ________
19. Truth ________
20. Was or is understood ________

---

Spelling Practice Book, page 75

Proofreading

There are six spelling mistakes in the story below. Circle the misspelled words. Write the words correctly on the lines below.

My brother Sam could never make up his mind about what he wanted to be when he grew up. He just knew he wanted to help people.

At one time, he wanted to be a farmer. He liked sheep and he thought he would have liked feeding them. He could have been a shepherd. Sam also liked tools. He liked fixing his bike with a wrench.

When he decided he wanted to be a judge, I was sure that was the perfect job for him. He was always quick to get things done. He could have been a lawyer.

He said, “I think I’m going to make a difference, whether as a shepherd, a plumber, or a judge.”

1. knew 3. wrench 5. honest
2. lambs 4. plumber 6. doubt

Writing Activity

Think about people like Dr. Martin Luther King and others who made a difference. Write a paragraph describing another job that involves helping people. Use at least four spelling words in your paragraph.

---

Spelling Practice Book, page 76

Look at the words in each set below. Some words in each set are spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

1. hit 3. hour 5. true 7. wheat 9. them 11. home
2. bit 4. hour 6. true 8. wheat 10. them
3. hit 5. true

Sample B:

1. hit 3. hour 5. true 7. wheat 9. them 11. home
2. bit 4. hour 6. true 8. wheat 10. them
3. hit 5. true
Verb Tenses

Day 1 Introduce the Concept

INTRODUCE VERB TENSES

Present the following:
- The tense of a verb tells you when in time an action is happening.
- A verb has three basic tenses: past tense, present tense, and future tense.
- A present-tense verb shows that the action is happening now or is happening over and over: Thomas looks at the gray sky.
- The helping verb be (is, am, are) can be added to the -ing form of a verb to show present tense: The dog is wagging its tail.

Day 2 Teach the Concept

REVIEW VERB TENSES

Review what the tense of a verb shows. Ask students what it means if a verb is in the present tense.

INTRODUCE PAST AND FUTURE TENSES

Present the following:
- A past-tense verb shows action that has already happened.
- To form the past tense of most verbs, add -ed. If the verb ends in e, add only d. If the verb ends with a consonant plus y, change the y to i before adding -ed.
- A verb in the future tense shows action that will happen.
- Form the future tense of a verb by adding a helping verb such as will or shall to the main verb.

Grammar Practice Book, page 71

Choose a verb for each sentence. Write the verb in the past tense.
1. We ________ (celebrate) Martin Luther King Jr.’s birthday in January.
2. People ________ (stay) home from school for the holiday. (visit, stay)
3. The students in our school ________ (learn) about Dr. King before the holiday. (learn, earn)
4. We ________ (prepare) a program of events about Dr. King. (repair, prepare)
5. Today my class ________ (perform) a play about his childhood. (perform, inform)
6. James ________ (play) the lead in the show. (play, plays)
7. He ________ (practice) his lines before going onstage. (prevent, practice)
8. He ________ (beg) his Aunt Betty to come to the play. (beg, beg)
9. Our teacher, Mrs. Clark, ________ (wish) us good luck before the play started. (wish, wish)
10. We all ________ (try) our best to make the show a success. (cry, try)

Grammar Practice Book, page 72

Underline the action verb in each sentence. Rearrange the sentence so it talks about the future.
1. The teachers assign a project about the Civil Rights movement.
   The teachers will assign a project about the Civil Rights movement.
2. The students work in pairs.
   The students will work in pairs.
3. All of the classes go to the library.
   All of the classes will go to the library.
   Cordell and Janine will find out about the Voting Rights Act of 1965.
5. Yuonne and Frank learn about educational rights.
   Yuonne and Frank will learn about educational rights.
6. The librarians show us the right books and magazines.
   The librarians will show us the right books and magazines.
7. Juan and Patricia give an oral report.
   Juan and Patricia will give an oral report.
8. Jose and Emil will create a poster.
   Jose and Emil will create a poster.
REVIEW VERB TENSES

Review the differences among present, past, and future tenses of verbs, and how to form each.

MECHANICS AND USAGE: SUBJECT-VERB AGREEMENT

- The form of a present-tense verb must agree with the subject of the sentence.
- With a singular third-person subject, add -s or -es to most verbs to show the present tense: Thomas looks at the gray sky.
- If the subject is I or you, do not add -s or -es to a present-tense verb: I look at the gray sky.
- If the subject is a plural noun or pronoun, do not add -s or -es: Thomas and I look at the gray sky.

REVIEW VERB TENSES

Review past- and future-tense verbs. Ask students to describe the different types of subject-verb agreement in the present tense.

PROOFREAD

Have students correct errors in the following sentences.
1. I run in a race next week. (will run)
2. Yesterday, Sally will fix her lunch. (fixed)
3. Tim still write his name in all capital letters. (writes)
4. Last night, I open an e-mail from my grandparents. (opened)

ASSESS

Use the Daily Language Activity and page 75 of the Grammar Practice Book for assessment.

RETEACH

Write the corrected sentences from the Daily Language Activities and the Proofread activity on the board. In groups, students should identify the nouns, state if they are singular or plural, and identify the action verbs and their tenses. Then have them sort the verbs by tense, noting which verbs are irregular in the past tense.

Also use page 76 of the Grammar Practice Book for reteaching.
Administer the Test

Weekly Reading Assessment, Passage and questions, pages 149–156

ASSESSED SKILLS
• Author’s Purpose
• Vocabulary Words
• Word Parts: Prefixes un- and re-
• Verb Tenses
• Words with Silent Letters kn, mb, wr, h

Administer the Weekly Assessment from the CD-ROM or online.

Fluency

Assess fluency for one group of students per week. Use the Oral Fluency Record Sheet to track the number of words read correctly. Fluency goal for all students: 102–122 words correct per minute (WCPM).

<table>
<thead>
<tr>
<th>Approaching Level</th>
<th>On Level</th>
<th>Beyond Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1, 3, 5</td>
<td>Weeks 2, 4</td>
<td>Week 6</td>
</tr>
</tbody>
</table>

Alternative Assessments

• ELL Assessment, pages 88–89
### Diagnose

<table>
<thead>
<tr>
<th><strong>VOCABULARY WORDS</strong></th>
<th><strong>VOCABULARY STRATEGY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word Parts: Prefixes</strong> un- and re-</td>
<td></td>
</tr>
<tr>
<td>Items 1, 2, 3, 4</td>
<td></td>
</tr>
</tbody>
</table>

**IF...**

0–2 items correct . . .

**THEN...**

Reteach skills using the Additional Lessons page T6.

Reteach skills: Go to www.macmillanmh.com

Vocabulary PuzzleMaker

Evaluate for Intervention.

<table>
<thead>
<tr>
<th><strong>COMPREHENSION</strong></th>
<th><strong>Skill: Author’s Purpose</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items 5, 6, 7, 8</strong></td>
<td></td>
</tr>
</tbody>
</table>

0–2 items correct . . .

Reteach skills using the Additional Lessons page T1.

Evaluate for Intervention.

<table>
<thead>
<tr>
<th><strong>GRAMMAR</strong></th>
<th><strong>Verb Tenses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items 9, 10, 11</strong></td>
<td></td>
</tr>
</tbody>
</table>

0–1 items correct . . .

Reteach skills: Grammar Practice Book page 76

<table>
<thead>
<tr>
<th><strong>SPELLING</strong></th>
<th><strong>Words with Silent Letters</strong> kn, mb, wr, h</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Items 12, 13, 14</strong></td>
<td></td>
</tr>
</tbody>
</table>

0–1 items correct . . .

Reteach skills: Go to www.macmillanmh.com

<table>
<thead>
<tr>
<th><strong>FLUENCY</strong></th>
<th><strong>98–101 WCPM</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0–97 WCPM</td>
</tr>
</tbody>
</table>

98–101 WCPM

0–97 WCPM

Fluency Solutions

Evaluate for Intervention.

---

**Triumphs**

**AN INTERVENTION PROGRAM**

To place students in the Intervention Program, use the Diagnostic Assessment in the Intervention Teacher’s Edition.
**Objective**  
Decode words with silent letters

**Materials**  
• Student Book “It Took Courage”

### DECODE WORDS WITH SILENT LETTERS

**Explain/Model**

- Write the word *write* on the board and read it aloud. Explain that the word *write* begins with the consonant pair *wr*. The letter *w* is silent, so *write* begins with the *r* sound. The rest of the word has the VCe pattern, so the *i* must have a long vowel sound. As you run your fingers under the letters, say: *The sounds in this word are /r/ /ī/ /t/. When I blend the sounds together, I get /rit/. The word is *write*.*

- Repeat the process with the word *kneel*.

- Have students practice blending the words *know, climb, knight,* and *wrist*.

**Constructive Feedback**

Revert to a board and say: *Write the word *know*. The *k* is silent, so you can cover it to keep yourself from pronouncing the /k/ sound. Let’s sound out and say the word together: /nō/, *know*. Repeat as needed with other words with silent letters.

### MULTISYLLABIC WORDS WITH SILENT LETTERS

- Write the word *wrapping* on the board and have students identify the first syllable as containing the silent *w* and having /r/, spelled *wr: wrap*. Have students repeat the syllable, blend, and read the whole word several times.

- Have student pairs work together to practice decoding longer words with silent letters. Write the following words on the board and ask student pairs to copy them onto a sheet of paper. Have them divide each word into syllables and then circle each silent letter. Then ask students to write a sentence for each word.

  - numbed, unknown, knapsack, wrestler
  - combing, kneeling, handwriting, gnat
  - kneaded, designer, shipwreck, wrinkle

- Check each pair or group for their progress and accuracy.

### WORD HUNT: WORDS WITH SILENT LETTERS IN CONTEXT

- Review words with silent letters.

- Have students search “It Took Courage” to find words with silent letters. Ask them to write the words and cross out the letter that is silent. Have students begin with the first page and check their progress. Then have them continue the activity.

- Check to see if students have found such words as *known, whole, fight*. 

---

**Additional Resources**

For each skill below, additional lessons are provided. You can use these lessons on consecutive days after teaching the lessons presented within the week.

- Author’s Purpose, T1
- Word Parts: Prefixes, T6
- Salutation and Body, T10

**Decodable Text**

To help students build speed and accuracy with reading multisyllabic words, use the additional decodable text on pages 16 of the Teacher’s Resource Book.
Objective
Read with increasing prosody and accuracy at a rate of 102–122 WCPM

Materials
• Index cards
• Approaching Practice Book A, page 85

**WORD AUTOMATICITY**

Have students make flashcards for the following words with silent letters: hour, answer, knives, lambs, honesty, doubt, knew, plumber, knead, wrench, honor, wriggle, kneel, known, heir, thumbs, combs, wrinkle, honest, and wrapper. Display the cards one at a time and have students say each word. Repeat twice more, displaying the words more quickly each time.

**REPEATED READING**

Model reading the Fluency passage on Practice Book A page 85. Encourage students to pay attention to the pronunciation of numerous. Have one student begin reading the first sentence, then ask another student to join in so that they are both reading aloud. Continue adding students until all are reading together. If necessary, have readers go back to the beginning and continue reading until all students have read.

During independent reading time, have students work with a partner. One student reads aloud while the other repeats each sentence. Circulate and provide constructive feedback.

**TIMED READING**

At the end of the week, have students do a final timed reading of the passage on Practice Book A page 85. Students should:
- begin reading the passage aloud when you say “Go.”
- stop reading the passage after one minute when you say “Stop.”

Keep track of miscues. Coach students as needed. Help students record and graph the number of words they read correctly.

**Vocabulary**

Objective
Apply vocabulary word meanings

Materials
• Vocabulary Cards

**VOCABULARY WORDS**

Display the Vocabulary Cards for this week’s words: ancestors, avoided, injustice, numerous, segregation, unfair, and unsuspecting. Help students create word webs for each word filled with context clues, related words, and information they know about each word. Include sentences from My Brother Martin to show the words in context.
Vocabulary

**Objective**
Use prefixes to find word meanings

**Materials**
- Student Book "It Took Courage"

**WORD PARTS: PREFIXES**
Help students identify the prefixes in the vocabulary words (un- and in-). Discuss how prefixes change the meaning of each root word. For example, in- changes justice to mean injustice, which means “lack of justice.”

Comprehension

**Objective**
Identify author’s purpose

**Materials**
- Student Book "It Took Courage"
- Transparencies 12a and 12b

**STRATEGY**
**EVALUATE**
Remind students that they should begin evaluating a text by asking themselves questions and trying to identify the reason the author has written it.

**SKILL**
**AUTHOR’S PURPOSE**

**Explain/Model**
- The author’s purpose can be to inform, to persuade, or to entertain.
- Read to see if the author uses facts or humor to make a point. Facts are usually clues that the author’s purpose is to inform. Humor is often a clue that the author’s purpose is to entertain.

Display Transparencies 12a and 12b. Reread the first page. Ask a volunteer to identify some of the facts that the author includes in the second paragraph.

**Think Aloud** I see that this selection has many facts. Usually that means:
- the author wants to inform his or her audience. I will pay careful attention to the facts in the text to understand the author’s purpose.

**Practice/Apply**
Reread the rest of “It Took Courage” with students. After reading, invite students to describe any facts or humor they found in the selection. Discuss with students what each individual (Thurgood Marshall, Ruby Bridges, and Martin Luther King, Jr.) did that took courage.
**Objective**
Read to apply strategies and skills

**Materials**
• Leveled Reader *Harriet Tubman*
• Student Book *“It Took Courage”*

**PREVIEW AND PREDICT**
Have students look at the cover, read the title, and preview the first chapter. Help them set a purpose for reading, such as to learn more about how slaves escaped. Encourage students to write questions they have about the story, and to make predictions about the author’s purpose.

**VOCABULARY WORDS**
Review the Vocabulary Words as needed. Tell students to pay attention to prefixes and note how they change the meanings of words.

**STRATEGY**
**EVALUATE**
Remind students that evaluating what they read can help them understand the author’s purpose.

**SKILL**
**AUTHOR’S PURPOSE**
Remind students to pay attention to the way the author writes and the type of information he or she presents to determine the author’s purpose. Read Chapter 1 with students.

**Think Aloud**  In the beginning of the first chapter, I learn about Harriet Tubman’s childhood and toward the end, about her escape from slavery. I also see that she helped many other slaves to freedom, too. These facts give clues to the author’s purpose. I will add this information to my Author’s Purpose Map.

**READ AND RESPOND**
Have students finish reading the story. Then ask them to think about the information they read in the selection. Have them make judgments about the author’s purpose based on the way the information is presented and support their judgments with evidence from the text.

**MAKE CONNECTIONS ACROSS TEXTS**
Invite students to compare *“It Took Courage”* and *Harriet Tubman*.

- Ask them to compare Harriet Tubman to the people in *“It Took Courage”*.
- Have students compare and contrast the authors’ purposes in writing both selections. Remind them to use details from each text.
Dear Mrs. Parks

by Rosa Parks

On Level Practice Book O, page 85

As I read, I will pay attention to punctuation in each sentence.

Coretta Scott King never planned on being a civil rights leader. She thought she would become a teacher or a singer. Instead, she became a leader in the fight for equal rights. Coretta Scott was born in 1927 in a small town in Alabama. She walked three miles to get to school each morning. And she walked three miles back each afternoon. Every day she watched school buses drive white children to their school.

In those days segregation was the law in the South. African Americans could not go to certain restaurants. They could not drink from certain water fountains. They had to sit in the back of public buses. Black children and white children went to separate schools. Coretta's father Obadiah (oh-buh-DIGH-uh) was the first African American in his county to own his own truck. Some white truckers felt that he was taking away their business. One day the Scotts came home from church to find that their home had burned down.

Comprehension Check

1. Is the author’s purpose to persuade? If not, what is the author’s purpose? Author’s Purpose: No, the author’s purpose is to inform us about the difficulties Coretta Scott faced as a child.

2. Why do you think the Scotts’ house was burned down? Make inferences. This people who thought that Coretta’s father was taking business away from white truckers might have had something to do with the fire.

<table>
<thead>
<tr>
<th>Words Read</th>
<th>Number of Errors</th>
<th>Words Correct Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Read</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Second Read</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Work with students to begin reviewing the Fluency passage on page 85 of Practice Book O. Have one student begin reading aloud. After the student reads the first sentence, ask another student to join in so that they are both reading aloud. Add students until they are reading together. If you reach the end of the passage before all students are reading, have readers go back to the beginning and continue reading.

During independent reading time, students work with a partner. One student reads aloud while the other repeats each sentence. Remind students to pay attention to punctuation. Have students do a timed reading at the end of the week.
Leveled Reader Lesson

Objective
Read to apply strategies and skills

Materials
• Leveled Reader Coretta Scott King
• Student Book My Brother Martin
• Student Book “Dear Mrs. Parks”

PREVIEW AND PREDICT

■ Have students preview Coretta Scott King and tell whether it is an autobiography or a biography and why.
■ Ask students who they think Coretta Scott King is and what they will learn about Coretta Scott King’s goals.

STRATEGY
EVALUATE
Remind students that evaluating what they read can help them understand the author’s purpose.

SKILL
AUTHOR’S PURPOSE
As students read a selection, they should think about the author’s purpose. Is the author telling an entertaining story? Does the selection mainly include information? Is the author trying to persuade readers to think or act in a certain way? Explain that students will fill in clues about the author’s purpose in an Author’s Purpose Map.

READ AND RESPOND
Read Chapter 1. Pause to discuss Coretta’s childhood and early adult years. Have students state the facts that they learned and write them into the Author’s Purpose Map. Read the last sentence of the chapter and ask students what literary technique the author is using.

VOCABULARY WORDS
As they read Coretta Scott King, ask students to point out the vocabulary words as they appear. Discuss how each word is used.

MAKE CONNECTIONS ACROSS TEXTS
Invite students to summarize and draw connections among Coretta Scott King, My Brother Martin, and “Dear Mrs. Parks.”
■ Ask students how the information is presented in each of these selections.
■ Have students compare the author’s purpose in Coretta Scott King to the main points of “Dear Mrs. Parks” and My Brother Martin. Ask them to describe how the purposes are alike and how they are different.
Vocabulary

Objective
Use vocabulary words

Materials
• Student Book “Dear Mrs. Parks”

EXTEND VOCABULARY

Write the vocabulary words on the board (activist, nonviolence, unconstitutional). Help students play a game with the vocabulary words. Divide the class into two teams. Say one of the words and have one player use the word in an original sentence. If the sentence makes sense, the team scores a point and gets to go again. If the sentence doesn’t make sense, give the other team a chance to use the word in a sentence. Each team scores 1 point for every vocabulary word they use correctly.

Text Feature

Objective
Identify the salutation and body of a letter

Materials
• History textbooks

SALUTATION AND BODY

Review the parts of a letter. Remind students that the body of a letter can be used to share or get information, to tell about interesting experiences, or to persuade. Ask: Do the letters in “Dear Mrs. Parks” have a proper salutation? How are the bodies of the letters used?

Have students look through history textbooks and choose a historical figure to whom they would like to write a letter. Ask students to make sure their letters have proper salutations and the body of their letters has a purpose. Invite students to create envelopes and to address their letters.

Revised Reading

Objective
Read fluently with appropriate prosody at a rate of 112–122 WCPM

Materials
• Beyond Practice Book B, p. 85

Work with students to model reading aloud the entire passage on Practice Book B page 85. Encourage them to pay attention to the pronunciation of unfamiliar words. Divide the class into two groups. Have groups alternate reading sentences aloud. One group reads the first sentence. The other group reads the next sentence. The first group reads the third sentence, and so on.

During independent reading time, partners can take turns reading the passage aloud. Remind students to listen for the pronunciation of unfamiliar words.
**Leveled Reader Lesson**

**Objective**
Read to apply strategies and skills

**Materials**
- Leveled Reader *Susan B. Anthony and Elizabeth Cady Stanton: Fighting for Rights*

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**PREVIEW AND PREDICT**

Have students preview *Susan B. Anthony and Elizabeth Cady Stanton: Fighting for Rights*, predict what it is about, and set a purpose for reading.

---

**SKILL**

**AUTHOR’S PURPOSE**

Have a volunteer define the term *author’s purpose* and explain how it can help a reader understand a text. Ask students to think about the parts of a newspaper. What is the purpose of the news section? What is the purpose of the editorial page? What is the purpose of the comics?

---

**READ AND RESPOND**

As students read, they should identify choices the author made when writing the story, such as use of facts, humor, and tone. Have students fill in their Author’s Purpose Map. After reading, have students share questions and personal responses and compare their graphic organizers.

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**VOCABULARY WORDS**

Have students pay attention to vocabulary words as they come up. Have students provide definitions as needed and identify prefixes, when applicable.

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**Self-Selected Reading**

**Objective**
Read independently to analyze author’s purpose

**Materials**
- Leveled Readers or informational trade books at students’ reading level

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**READ TO IDENTIFY AUTHOR’S PURPOSE**

Invite students to choose books for independent reading. As they read, have students list details from the story that help them identify the author’s purpose.

After reading, ask students to share their details with a partner. Were their stories similar? What reasons did the authors have for writing these stories?

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**ELL**

**Partner Activity**
Write a letter on the board addressed to Rosa Parks. Have students copy the letter on their papers. After they have copied down the letter, ask students to label the salutation and body of the letter. Pair students and have them compare their labels. Ask for a volunteer to come to the board and circle the salutation and body.
Academic Language

Throughout the week, the English language learners will need help in building their understanding of the academic language used in daily instruction and assessment instruments. The following strategies will help to increase their language proficiency and comprehension of content and instructional words.

**Strategies to Reinforce Academic Language**

- **Use Context** Academic Language (see chart below) should be explained in the context of the task during Whole Group. Use gestures, expressions, and visuals to support meaning.

- **Use Visuals** Use charts, transparencies, and graphic organizers to explain key labels to help students understand classroom language.

- **Model** Demonstrate the task using academic language in order for students to understand instruction.

**Academic Language Used in Whole Group Instruction**

<table>
<thead>
<tr>
<th>Content/Theme Words</th>
<th>Skill/Strategy Words</th>
<th>Writing/Grammar Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>made a difference (p. 304)</td>
<td>evaluate (p. 307A)</td>
<td>formal and informal language (p. 328)</td>
</tr>
<tr>
<td>civil rights leader (p. 304)</td>
<td>author’s purpose (p. 307A)</td>
<td>stanzas (p. 328)</td>
</tr>
<tr>
<td>speech (p. 305)</td>
<td>entertain (p. 307A)</td>
<td>rhyme (p. 328)</td>
</tr>
<tr>
<td>protests (p. 306)</td>
<td>inform (p. 307A)</td>
<td>rhythm (p. 328)</td>
</tr>
<tr>
<td>activist (p. 324)</td>
<td>persuade (p. 307A)</td>
<td>present tense (p. 329I)</td>
</tr>
<tr>
<td>unconstitutional (p. 324)</td>
<td>humor (p. 307B)</td>
<td>past tense (p. 329I)</td>
</tr>
<tr>
<td>nonviolence (p. 324)</td>
<td>salutation (p. 324)</td>
<td>future tense (p. 329I)</td>
</tr>
<tr>
<td></td>
<td>body (of a letter) (p. 324)</td>
<td>subject-verb agreement (p. 329J)</td>
</tr>
</tbody>
</table>
ELL Leveled Reader Lesson

Before Reading

DEVELOP ORAL LANGUAGE

Build Background  Show pictures of leaders such as Nelson Mandela, César Chávez, and Mother Teresa. Explain why they are leaders and convey the meaning of “making a difference.” Ask students to discuss people who make or have made a difference in their lives.

Review Vocabulary  Write the vocabulary and story support words on the board and discuss their meanings. Model using them in sentences. Example: My ancestors came from Spain. They are my grandparents and their families.

PREVIEW AND PREDICT

Point to the cover photograph and read the title aloud. What do you think Coretta Scott King fought for? Where do you think her ancestors came from? Turn to the Table of Contents and ask students to predict what each chapter is about.

Set a Purpose for Reading  Show the Author’s Purpose Map and remind students they have used this map before. Ask them to make a similar chart to record details that show the author’s purpose.

During Reading

Choose from among the differentiated strategies below to support students’ reading at all stages of language acquisition.

**Beginning**

**Shared Reading**  Do a shared reading of the story. Model using the strategy as you read. Check students’ comprehension and use vocabulary and support words.

**Intermediate**

**Read Together**  Read the first chapter and elicit details about the life of Coretta Scott King. Write responses on the board or on an author’s purpose map. Continue reading the story.

**Advanced**

**Independent Reading**  Have students read the story independently. After reading each day, ask them to fill in an author’s purpose map like the one in their books.

After Reading

Remind students to use the vocabulary and story words in their whole group activities.

Objective

- To apply vocabulary and comprehension skills

Materials

- ELL Leveled Reader

ELL 5 Day Planner

| DAY 1 | • Academic Language  
| DAY 2 | • Oral Language and Vocabulary Review  
| DAY 3 | • Academic Language  
| DAY 4 | • ELL Leveled Reader  
| DAY 5 | • ELL Leveled Reader  

Comprehension Check and Literacy Activities

My Brother Martin 329V