Novel Study:
The Lion, the Witch and the Wardrobe

Teacher Guide
Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

**Notice:** These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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Grade 5 | Unit 10

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THE LION, THE WITCH AND THE WARDROBE

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End-of-Year Assessment
Introduction

This introduction includes the necessary background information to be used in teaching the unit Novel Study: The Lion, the Witch and the Wardrobe. The Teacher Guide for Novel Study: The Lion, the Witch and the Wardrobe contains fourteen daily lessons. Each lesson will require ninety minutes. Lesson 14 is devoted to students’ presentations of their final projects. This unit also contains an End-of-Year Assessment, which is intended to take no longer than three days total.

INSTRUCTIONAL MATERIALS

Along with this Teacher Guide, you will need:

- Activity Pages for Novel Study: The Lion, the Witch and the Wardrobe
- Digital Components for Novel Study: The Lion, the Witch and the Wardrobe
- Exit Tickets for Novel Study: The Lion, the Witch and the Wardrobe
- Character Cards for Novel Study: The Lion, the Witch and the Wardrobe
- Family Support Letter for Novel Study: The Lion, the Witch and the Wardrobe

You will also need classroom copies of The Lion, the Witch and the Wardrobe by C.S. Lewis.

Also, students will need art supplies such as poster board, construction paper, color markers, scissors, glue, and computer access to build their final projects.

WHY THE LION, THE WITCH, AND THE WARDROBE IS IMPORTANT

Published in 1950, The Lion, the Witch and the Wardrobe tells the story of four young children—Peter, Susan, Edmund, and Lucy—who evacuated from London during the Blitz in 1940, and on exploring the country house in which they are sent to, they discover a magical world called Narnia at the back of a wardrobe. And thus begins an engaging tale that explores topics of courage, justice, new birth, good versus evil, and redemption.

By reading this classical literary text, students will have the opportunity to infer multiple themes, analyze the relationships of and conflicts among the characters, and examine plot elements and the influence of setting, including historical and cultural settings on the plot. As students analyze the texts, they will be able to describe how the author uses imagery, literal, and figurative language such as similes and metaphors to gain a greater understanding of the text. One critical element to analyzing The Lion, the Witch and the Wardrobe is considering how biblical allegories were used by C.S. Lewis to convey messages. Thus, analysis of the author’s purpose for these allegories involves multiple lessons.
The Lion, the Witch and the Wardrobe

with content that references the Bible. For more information on religious source material in reading/language arts, consult the program guide.

The text that students will be reading and discussing in this unit provides opportunities for students to build content knowledge and draw connections to social studies. You may build on class discussions to support students in making cross-curricular connections to the strand of Geography and History from the Social Studies TEKS. This content is not a replacement for grade-level social studies instruction.

Prior Knowledge

Students who have received instruction in the program in Grades K–4 and up to this point in Grade 5 will have some pertinent background knowledge for this unit. These students may have gained relevant background knowledge during the following units:

- Exploring Art: The Beauty We See (Grade K)
- Fairy Tales and Tall Tales (Grade 2)
- Land of Opportunity (Grade 2)
- Classic Tales: The Wind in the Willows (Grade 3)
- Ancient Rome (Grade 3)
- Novel Study: Number the Stars (Grade 4)
- The Renaissance: Art and Culture (Grade 5)
- World War II (Grade 5)
Things to Know

• *The Lion, the Witch and the Wardrobe* is a fictional novel, which includes many fantasy characters such as fauns, minotaurs, unicorns, giants, dwarfs, etc. Fantasy characters are common in fantasy genre novels, and they are not real. The magical world of Narnia, where the story takes place, is a biblical allegory and connects to topics such as courage, justice, new birth, good versus evil, and redemption. The “Deep Magic” in Narnia has nothing to do with incantations and spells. Instead, it is more of a parallel to faith or the deeply spiritual nature of the allegory. The reference to the Emperor-over-the-sea can be seen to represent God. Fantasy characters and worlds open opportunities to explore complex topics such as bravery, friendship, hope, gluttony, good versus evil, childhood, and forgiveness.

• Students will complete daily Exit Tickets to show their understanding of the learning objectives. The Exit Tickets should be prepared in advance. Prepare to collect the Exit Tickets after students complete them, then redistribute them the following day for student review.

**CORE CONTENT OBJECTIVES**

The following Core Content Objectives are addressed in this unit:

• Establish purpose for reading a novel
• Analyze the author’s purpose
• Analyze character relationships and interactions
• Make inferences using evidence from the text
• Summarize the plot in a way that maintains meaning and logical order
• Make predictions using evidence from the text
• Identify and infer the main themes of the story
• Visualize and illustrate the setting
• Identify and understand the elements of a plot, including setting, rising action, climax, falling action, and resolution
• Generate questions before, during, and after reading to deepen understanding
• Synthesize information to create new understanding
• Connect the text to personal experiences
• Develop engaging ideas to craft a project based on thoughts and ideas from a double entry journal
• Present information using appropriate media

### CORE VOCABULARY FOR NOVEL STUDY: THE LION, THE WITCH AND THE WARDROBE

The following list contains all the core vocabulary words in *The Lion, the Witch and the Wardrobe* unit as they appear in the novel and the lessons. Bold-faced words in the list have an associated activity or are directly referenced within the instruction. The inclusion of words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to be able to use some of them in conversation.

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<td><strong>melancholy</strong></td>
<td><strong>mantle</strong></td>
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<td><strong>a trifle</strong></td>
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<td><strong>vermin</strong></td>
<td><strong>shrieker</strong></td>
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<td><strong>gluttony</strong></td>
<td><strong>sceptre</strong></td>
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<td><strong>plucked</strong></td>
<td><strong>perish</strong></td>
<td><strong>dismay</strong></td>
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<td><strong>self-indulgence</strong></td>
<td><strong>crimson</strong></td>
<td><strong>shorn</strong></td>
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<td><strong>chattering</strong></td>
<td><strong>velvet</strong></td>
<td><strong>rable</strong></td>
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<td><strong>thicket</strong></td>
<td><strong>muzzle</strong></td>
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<td><strong>campaign</strong></td>
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<tr>
<th><strong>coward</strong></th>
<th><strong>renounced</strong></th>
<th><strong>campaign</strong></th>
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**Conflict**
### Writing

In this unit, students use graphic organizers such as double entry journals, charts for making predictions and generating questions, and Venn diagrams to support notetaking, analysis, and synthesis. They write daily Exit Tickets to practice and demonstrate their ability to make inferences, make predictions, identify and explain literary themes, explain the author’s purpose, summarize the plot, and analyze character relationships and conflicts. All of these daily writing activities enhance both their reading comprehension and their writing skills. These writing activities also support and scaffold instruction for the culminating task of the unit. Students use the notes and writing activities completed throughout the unit to create and share a presentation using the novel. They will use their journals, notes, and activity pages as a basis for the presentation that will highlight important themes, moments, and characters from the novel.

The following activity may be added to students’ writing portfolios to showcase student writing within and across units:

- **The Lion, the Witch and the Wardrobe** Presentation (assessed by teacher using the Grade 5 *The Lion, the Witch and the Wardrobe* Presentation Rubric)

In Grade 5, students will write legibly in cursive to complete assignments. Students should be able to use their knowledge of letter connections, appropriate spacing, and letter height to ensure legibility for the reader. In order to master these skills, encourage students to complete activities in cursive throughout the unit.

### TEKS 5.2.C

Write legibly in cursive
The Wardrobe

PRIMARY FOCUS OF LESSON

Reading
Students will make connections to and establish a purpose for reading The Lion, the Witch and the Wardrobe. TEKS 5.6.A; TEKS 5.6.E; TEKS 5.9.A
Students will analyze the influence of the relationships among characters on the plot. TEKS 5.8.B
Students will explain the influence of the setting on the plot. TEKS 5.8.D

Writing
Students will write a response about a character and support it with text evidence. TEKS 5.2.C; TEKS 5.7.C

FORMATIVE ASSESSMENT

Activity Page 1.1 Understanding Key Details Explain how the setting influences the introduction and rising action of the story. TEKS 5.8.D
Explain how relationships and conflicts among characters influence the introduction and rising action of the story. TEKS 5.8.B

Activity Page 1.3 Character Analysis Based on the conversations among characters, write a response to analyze the character’s motivations and relationships. TEKS 5.2.C; TEKS 5.7.C

TEKS 5.6.A Establish purpose for reading assigned and self selected texts; TEKS 5.6.E Make connections to personal experiences, ideas in other texts, and society; TEKS 5.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales; TEKS 5.8.B Analyze the relationships of and conflicts among the characters; TEKS 5.8.D Analyze the influence of the setting, including historical and cultural settings, on the plot; TEKS 5.2.C Write legibly in cursive; TEKS 5.7.C Use text evidence to support an appropriate response.
# Lesson 1 The Wardrobe

## Lesson At A Glance

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<td>Preview Core Vocabulary</td>
<td>Whole Group</td>
<td>5 min.</td>
<td>- The Lion, the Witch and the Wardrobe by C.S. Lewis</td>
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<td>- half sheet of paper for each student</td>
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<td>- sticky notes for each student</td>
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<td>- Activity Pages 1.1–1.4</td>
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<td>Preview the Text</td>
<td>Whole Group</td>
<td>5 min.</td>
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<td>Read Chapters 1 and 2</td>
<td>Whole Group/Independent/Partner</td>
<td>30 min.</td>
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<td>Author’s Craft: <em>Similes</em></td>
<td>Partner</td>
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<td>Word Work: <em>Row</em></td>
<td>Whole Group/Partner</td>
<td>5 min.</td>
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<tr>
<td><strong>Writing (30 min.)</strong></td>
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<tr>
<td>Analyzing Thoughts, Actions, and Motivations</td>
<td>Whole Group</td>
<td>5 min.</td>
<td>- Digital Component 1.8</td>
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<td>- sticky notes for each student</td>
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<td>Character Analysis</td>
<td>Whole Group/Independent/Partner</td>
<td>25 min.</td>
<td>- Activity Page 1.4</td>
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ADVANCE PREPARATION

Reading

• Activity Page 1.1, for Chapter 1, will begin with teacher modeling and then be completed collaboratively. Prepare responses for Activity Page 1.1.

• Prepare to project or draw Digital Component 1.5.

• Prepare to project or display the images shown in Digital Components 1.1, 1.2, 1.4, 1.6, and 1.7.

• Prepare half sheets of paper for each student to preview the novel. Students will use this half sheet of paper to score each element of the novel.

• Prepare music for students to walk around to when selecting a partner.

• Prepare for students to work with a partner during various parts of the Reading portion of the lesson. Partners may be assigned, or students may pair up with a classmate for the activity.

Writing

• Prepare to project or draw Digital Component 1.8.

Note: This text contains archaic/old language and includes words that may have been commonplace at the time but are not used in the same context we use today. As these words are encountered, define the word in the context it is used in the book. For example, the word *queer* is used in the first two chapters, which meant strange, odd, and otherworldly. Explain to students that the meaning of these words can change over time and are not used in the same way today.
**Reading**

- Students will be identifying key details and information about the story. Provide Character Cards 1.1, 1.2, 1.3, 1.4 and 1.5 and Digital Component images 1.6 and 1.7 for students to reference regarding the characters and setting.

- Write the words *what* and *why* on the board or chart paper.

- Write the focus question on the board or chart paper: *How do details about the characters and setting provide clues to what the story is about?*

- Write this question for previewing the text on the board or chart paper: *Based on the structure of literary texts, what can you predict about how character relationships influence the problem or the resolution of this story?*

- Provide the sentence starters for students to access when discussing key details in the text and completing Activity Page 1.1.
  - I think the character ___ is ___ because ___.
  - This detail influences the plot because ___.
  - I predict that ___ will be an important message in this novel because ___.
  - Based on what I have read on page ___, I think _(character)_ is ___ because ___.
  - Based on Chapters 1 and 2, _(character)_ is ___ because they ___ on page ___. This shows that ___.

**Writing**

- Provide sentence starters for the character analysis activity:
  - One trait of ___ is ___ because ___.
  - ___ wants to ___.
  - ___ has a ___ relationship with others because ___.
  - My evidence for this is ___.
CORE VOCABULARY

row, n. an argument or quarrel
wardrobe, n. a tall cabinet for clothes
pitter-patter, n. the sound of quick steps
muffler, n. scarf
packets, n. packages
inquisitive, adj. curious
melancholy, adj. sad
mantelpiece, n. the structure surrounding a fireplace
cloven, adj. split in two
allegory, n. a literary device or story in which characters or events are symbols representing ideas or qualities such as good, evil, truth; it can often have a moral lesson

Vocabulary Chart for “The Wardrobe”

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<th>Vocabulary Type</th>
<th>Tier 3 Unit-Specific Words</th>
<th>Tier 2 General Academic Words</th>
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<tbody>
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<td></td>
<td>muffler</td>
<td>melancholy</td>
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<td>packets</td>
<td>cloven</td>
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<td></td>
<td>mantelpiece</td>
<td>allegory</td>
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<tr>
<td>Spanish Cognates for Core Vocabulary</td>
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Lesson 1: The Wardrobe

Reading

Primary Focus:
Students will make connections to and establish a purpose for reading *The Lion, the Witch and the Wardrobe.*

Students will analyze the influence of the relationships among characters on the plot.

Students will explain the influence of the setting on the plot.

PREVIEW CORE VOCABULARY (5 MIN.)

- Preview the core vocabulary words before reading Chapters 1 and 2.
- Have students reference Activity Page 1.4 while they read each word and its meaning.
- *Think-Pair-Share:* Ask students to share a quick connection (or story) using one of the vocabulary words. Have students use the word in a sentence correctly with their partner.

CORE CONNECTIONS: INTRODUCE THE NOVEL WITH HISTORIC ANALYSIS (10 MIN.)

- Make sure that each student has a copy of the novel *The Lion, the Witch and the Wardrobe.*
- Read the title to students. Then, ask the students to infer the novel’s genre. After giving students time to think, direct them to share their choices and their reasoning with a partner.
- Provide students with time to raise their hands and share out their responses.

**TEKS 5.6.A** Establish purpose for reading assigned and self selected texts; **TEKS 5.6.E** Make connections to personal experiences, ideas in other texts, and society; **TEKS 5.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales; **TEKS 5.8.B** Analyze the relationships of and conflicts among the characters; **TEKS 5.8.D** Analyze the influence of the setting, including historical and cultural settings, on the plot.
• Explain to students that the novel is fiction, more specifically a fantasy. Remind students that a fantasy includes make-believe elements.

• Ask students to share some of the characteristics of the fantasy genre with a partner. Then, have a few volunteers share characteristics of fantasy aloud to the class.  

  TEKS 5.9.A  

  » animals as characters, supernatural elements and powers, myths, fantasy worlds, chronological or narrative structure, themes about adventure and bravery

• Ask students how fantasy stories are similar to myths. Have a few volunteers share aloud to the whole class.

  » Both fantasy stories and myths contain mythical creatures and supernatural things. However, myths are often associated with a certain culture or have a cultural significance for a large group.

• Describe to students that even though the text is fictional, they will still discover some historical references. Explain to students that, within the text, there are references to the air raids in World War II. Remind students that the air raids in World War II, or the Blitz, were a series of attacks on towns and cities within Britain, like London. The German Air Force began these aerial bombings in 1940. Direct students’ attention to Digital Components 1.1 and 1.2 to show maps of Europe and the countries involved in World War II as well as the view of London seen from the air from a German bomber during the raid.

• Think-Pair-Share: Direct students to share about the purpose for reading a fictional text about an actual event. Ask for a few volunteers to share their thoughts.

  ◦ After discussing, tell students that a fictional text about an actual event can help us to relate to people of that time period.

• Explain to students that this novel unit will help them grow in their reading abilities and enjoyment of authentic texts. The author’s blend of elements of fantasy and historical fiction creates an engaging adventure for the reader.

• Ask students to identify a fictional story they have read that used symbolism to teach them a lesson.

  » Students may reference fables, fairy tales, folktales, legends, poetry, short stories or novels they have read throughout their education. See the unit introduction for a list of specific grades and units.

TEKS 5.9.A Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.
• Tell students that the author, C.S. Lewis, purposely wrote this novel with biblical allegories. He used allegories as a creative way to represent ideas. Define allegories as a type of literary device in which a collection of symbols together tell a story. In this case, the symbols are associated with the Bible and will be used to consider important literary themes, such as bravery, friendship, hope, childhood, forgiveness, and good versus evil.

• Explain that, in addition to growing in their reading abilities during this unit, students will develop their skills in reading, writing, speaking and listening, and language by analyzing character relationships, plot elements, and author’s craft. Direct students’ attention to Digital Component 1.3 (The Lion, the Witch and the Wardrobe Presentation Rubric).

• Have students take out Activity Page 1.2. Explain to students that their culminating task will be to create and present a digital slideshow based on their reading of the novel. Tell students that they will be collecting information and taking notes through various graphic organizers and journal entries throughout the unit that will feature key elements of the novel using quotations, drawings, symbols, and their own annotations and interpretations. They will use their notes as a basis for the presentation that will highlight the important events in the plot, themes, and characters from the novel.

• Briefly go over the descriptions and qualifications in the Presentation Rubric. Explain to students that they will go over the rubric and the instructions for their final project in more detail in future lessons, once they have read more of the novel.

  **Note:** If computers are not available to create a digital slideshow presentation, students may create a poster that includes the same elements.

**PREVIEW THE TEXT (5 MIN.)**

• Explain to students that they will now preview the book, The Lion, the Witch and the Wardrobe.

• Instruct students that they will be doing a quick preview of the novel in which they will rate it on the elements written on the board: Title, Cover, Back Cover, Summary, First Page, Overall. After studying each of the elements of the novel, each student should consider if it was interesting or catchy and, most importantly, if it makes them want to read the novel.
• Ask them to score each element on a scale of 0–5, with 5 being the highest and 0 being the lowest. For “Overall,” have students add the scores.

• Have students share and explain their scores with a partner.

• Display Digital Component 1.4. Briefly review the structure of literary texts by describing each plot element.

• Tell students that they will be focusing on how character relationships and conflicts influence the plot of the story throughout this unit. It will be helpful to think about the what of the story, as well as the why.

• Point to the word what that is written on the board or chart paper. Tell students that they will need to think about what is happening in the story, or the events of the plot, including the big problems of the story and how they are solved. They will notice how characters’ responses to events then cause later events.

• Point to the word why that is written on the board or chart paper. Explain that after thinking about what is happening, students will need to think about why characters respond the way they do. Tell students that the reason why a character behaves a certain way is called their motivation. Just as in real life, characters may have more than one reason why they are motivated to act a certain way.

• Think-Pair-Share: Direct students to tell a partner about a time when they worked hard at something and explain their motivation for working hard at it. Remind students that motivation is the reason why they wanted to behave a certain way.

• Tell students that they will think about characters’ motivations as they analyze how character relationships and conflicts influence the plot throughout the unit.

• Prompt students to make predictions about the text. Ask students: Based on the structure of literary texts, what can you predict about how character relationships influence the problem or the resolution of the story? Ask a few volunteers to share their predictions. Encourage other students to privately respond to the students’ predictions with a thumbs-up or a thumbs-down held up to their chest.

• Introduce the characters students will meet in Chapters 1 and 2. Direct their attention to Character Cards 1.1, 1.2, 1.3, 1.4, and 1.5. Introduce the students to Peter, Susan, Edmund, Lucy, and Tumnus.
READ CHAPTERS 1 AND 2: “LUCY LOOKS INTO A WARDROBE” AND “WHAT LUCY FOUND THERE” (30 MIN.)

• After previewing the text, distribute a sticky note and Activity Page 1.1 to students, and prepare to project a class copy of Digital Component 1.5.

• Explain to students that in each lesson they will use sticky notes to write the focus question of the lesson. Then, they will take notes and complete text-based activities to address the focus question. They will keep their sticky notes, graphic organizers, and activity pages in a reading journal.

• Direct students’ attention to the focus question written on the board: How do details about the characters and setting provide clues to what the story is about?

• Instruct students to write the question on their sticky notes. Ask for a volunteer to read the question aloud.

• Explain to students that good readers will analyze key details to better understand the text. In the beginning of a new story, they should pay especially close attention to details about the setting and characters. Authors usually provide the details early on in stories to help us understand the rest of the story. Also, these key details can help us predict what the story is about.

• Tell students that as they read the first two chapters, their thinking will evolve, or change. Explain to students that the graphic organizer, Activity Page 1.1, will help them analyze details in the story. Then, they will make inferences about the major themes of the story. Remind students that a theme is a lesson or message that the story teaches the reader, not just a topic.

• Tell students that for the first chapter of The Lion, the Witch and the Wardrobe, the teacher will model reading the text and identifying key details about the characters and setting. Then, students will work together to analyze why these details matter, or how they influence the plot. Tell students that they will take notes and analyze the key details on Activity Page 1.1.

• Begin reading aloud Chapter 1 for students.

• Pause after reading the first paragraph, which begins with “Once there were four children...”
• **Think-Aloud:** After reading this paragraph, I think I noticed some key details. The text describes four children: Peter, Susan, Edmund, and Lucy. It also talks about the Professor. I will add these characters to my chart under “Character(s).” I will leave room beside the characters’ names so I can add more details about them as I read more of the story. The text also describes the setting. I know that the children were sent away from their home in London because there is a war going on, and now they live in the country with the Professor. I will add these details to my chart under “Setting(s).”

• Write this information on the class copy of the graphic organizer. Direct students to fill out their Activity Page 1.1 with this information as well.

• Ask for volunteers to share any other key details about the characters and setting they read in this paragraph of the story.
  
  » the appearance of the Professor; Lucy being afraid of the Professor; and Edmund laughing at the Professor

• Have students note all of this information in their graphic organizers. Tell students that they will analyze the influence of these details after reading Chapter 1.

• Continue reading, and stop before the paragraph that begins with “Everyone agreed...”

• **Think-Pair-Share:** Ask students to turn to a partner to discuss: From what we have read so far in Chapter 1, which sentence from the text best shows Edmund’s personality? Peter’s personality? Ask students to share their answers. Then, add the information to the class copy of the graphic organizer. Direct students to fill out their Activity Page 1.1.

  » details about the large size of the house; the surrounding mountains and woods; interactions of the characters that show their personalities, such as Peter wanting to explore the house, Edmund complaining, Susan remaining optimistic, and Lucy being afraid of trouble

• Continue reading through to the end of paragraph 25 until “the light of the lamp-post.”

• Ask students the following questions and tell them to add details to Activity Page 1.1:

  1. **Literal.** How does the change of setting in paragraphs 23–25 affect the text?
    
    » Possible answer: The setting changes to a snowy forest that Lucy entered through the back of a wardrobe. This introduces a conflict because Lucy must find her way back to the Professor’s house.

  

  Explain to students that *chap* (paragraph 13) is a noun that means a man or a boy.
2. **Inferential.** Revisit paragraph 21. What details in paragraphs 23–25 support the idea that Lucy is curious?

   » Lucy decided to enter Narnia despite her fear; Lucy can be adventurous, even though she seemed to be afraid earlier in the story.

- Show students the image of the wardrobe, Digital Component 1.6, for them to reference when describing how the story has developed.

- If needed, follow up student responses with prompting. For example, ask the following questions: *How would you describe Lucy now that we have read more information? How do you think the change in setting will impact the plot or story?*

   » Possible answers: The children will go on an adventure; Lucy will become lost; the professor will come looking for Lucy.

- Provide students with two minutes to add these details to the appropriate columns in their graphic organizers.

- Finish reading the rest of Chapter 1.

- **Think-Aloud:** Now that I have read and taken note of the key details the author included about the characters and setting, I need to consider why these details are important. Surely, the author included them for a purpose. What influence could these details have on the plot of the story?

- Ask the following discussion questions. Tell students to record their thinking on Activity Page 1.1 in the “Influence on Plot” column.

1. **Literal.** Why did the children get sent to this big house in the country?

   » They had to leave their home in London because there were air raids happening there during World War II.

2. **Inferential.** Why is it important that the house is so large and has many empty rooms? What influence could this have on the plot?

   » The children are going to explore the house and the woods, and maybe they will get into some trouble.

3. **Inferential.** Why is Lucy interested in the wardrobe?

   » Lucy is inquisitive or curious to know what is inside.

4. **Evaluative.** When Lucy went into the wardrobe, she made sure to leave the door open. What does this tell you about Lucy’s character?

   » Lucy is wise and responsible.
5. **Inferential.** Think about the words the author used to reveal the characters’ personalities. Based on Chapter 1, what can you predict about how the characters will act throughout the novel?
   
   » Answers may vary but could include: Maybe the Professor knows about Narnia; Peter is going to be adventurous and maybe the leader; Edmund is going to complain and maybe get into trouble; Susan seems like she will be the one who takes care of others; Lucy is going to learn to be brave.

- Direct students to read Chapter 2 independently. Tell students to continue writing key details about the characters and setting on Activity Page 1.1.
- Provide students with time to complete Activity Page 1.1.
- Facilitate and monitor students as they complete Activity Page 1.1. Pull small groups for students who need additional support.
- After students have completed their independent reading of Chapter 2, ask the following discussion questions.

1. **Literal.** What does Tumnus refer to Lucy as?
   
   » Daughter of Eve

   **Note:** Tell students this was an example of a biblical allegory. Remind students that, in Chapter 2, Tumnus references “Son of Adam” and “Daughter of Eve.” Remind students how they explored artistic representations of Adam and Eve in Kindergarten Unit 11, *Exploring Art: The Beauty We See.*

2. **Inferential.** What is the most likely reason Tumnus referred to Lucy as a Daughter of Eve?
   
   » Answers may vary but may explain how the children parallel all of humanity.

3. **Literal.** In Chapter 2, paragraph 50, Tumnus says, “And if she is extra and specially angry, she’ll turn me into stone and I shall be only a statue of a faun in her horrible house…” Based on this quote, how does Tumnus most likely feel about the White Witch?
   
   » He is afraid of her because he knows her true intentions regarding humans.

4. **Inferential.** If the Pevensie children represent humanity, what might the White Witch symbolize?
   
   » evil
• Tell students that they will now share their ideas with a partner about how the key details about the characters and setting might influence the plot of the story.

• Direct students to walk around the classroom to music. Stop the music and instruct students to freeze. Then tell students to pair up with their closest classmate.

• Instruct student partners to work together to complete the “Influence on Plot” column of Activity Page 1.1. While partners are working, ask the following guiding questions:
  ◦ What does the author reveal to us about the characters in Chapters 1 and 2? How do you think this will influence the plot?
  ◦ What does the author reveal to us about the setting? How do you think this will influence the plot?

• Facilitate and monitor student discussions. Pull a small group of students who are struggling to provide support as needed.

• Have students work with a partner to infer some themes that might be important in this novel. Tell them to work together to answer the question at the bottom of Activity Page 1.1. Remind them that if they can infer a topic, such as friendship or bravery, they should think about what kinds of problems are likely to happen in order to infer the themes. Remind students that a theme is a lesson or message that the story teaches the reader, not just a topic.

  » i.e., You should not be selfish; you must have courage in order to succeed.

• Remind students to keep Activity Page 1.1 in their reading journals.

**AUTHOR’S CRAFT: SIMILES (5 MIN.)**

• Tell students that Chapters 1 and 2 contain similes.

• Ask students to recall what the purpose of a simile is.
  » A simile uses the words *like* or *as* to compare two different things.

• Direct students to think about the simile: “looked just as if he had been doing his Christmas shopping.” Ask students, “What is the most likely reason the author used this imagery?” Prompt students to determine that the author’s purpose was to provide an image of Tumnus in a snowy scene, holding packages. This makes Tumnus seem like a human, relatable to Lucy and the reader. His act of shopping for presents indicates that he was generous, perhaps even kind. Christmas shopping is something that children can relate to and gives Tumnus a trustworthy quality in Lucy’s eyes.

**Support**

Create a T-chart with information about England and information about Narnia that students can reference to help understand the world. For example: In England (at the Professor’s house), it is raining, but in Narnia, it is snowing. In England, animals do not talk, but in Narnia, Tumnus can talk to Lucy.

**Challenge**

Visualize and draw Tumnus’s house, using details from the text to create your picture.
• Think-Pair-Share: Direct students to think about the simile: “sobbing as if its heart would break.” What is the most likely reason the author uses a simile to describe Tumnus’s crying? Have students discuss this with a partner.

• Allow partners to share their analysis of the simile.

WORD WORK: ROW (5 MIN.)

• In the story, you heard the word row.

• Row is a multiple-meaning word. You may have heard it used to describe things in a line.

• In this chapter, row has a different meaning. It means “a serious disagreement.” It is a synonym for the word argument.

• There was a row about who was the winner of the game.

• What part of speech is the word row the way it is used in this chapter?
  » noun

• Think-Pair-Share: Our novel, The Lion, the Witch and the Wardrobe, takes place during World War II. With a partner, discuss World War II using the word row.

Exit Ticket

What do Lucy’s words and actions in Chapter 2 show about her relationship with Tumnus?

» e.g., Lucy walks arm-in-arm with Tumnus and spends time with him in his home, enjoying delicious tea, eggs, and toast; she thought he had wonderful tales to tell; she comforts him when he gets upset about not being good; she convinces Tumnus not to let the White Witch harm her; they shake hands as Lucy departs. This shows that they are forming a friendship and that she trusts his words. She most likely thinks that Tumnus is honest and kind. TEKS 5.8.B

TEKS 5.8.B Infer multiple themes within a text using text evidence.
Lesson 1: The Wardrobe

Writing

Primary Focus: Students will write a response about a character and support it with text evidence. 

TEKS 5.2.C; TEKS 5.7.C

ANALYZING THOUGHTS, ACTIONS, AND MOTIVATIONS (5 MIN.)

• Tell students that in literature, authors often use animals as symbols. A hawk symbolizes wisdom, a badger symbolizes friendliness, a fox symbolizes slyness and cunning, and a rabbit symbolizes compassion. Each child picked a different animal they wanted to see in the woods.

• Ask students to predict how they think each child will display the thoughts, actions, and/or motivations of the animal they picked in the rest of the story.

  » Answers may vary, but a sample response may be “Peter chose a hawk. I predict he will be wise and guide the children. Lucy chose a badger. I predict she will be kind and friendly to the animals in Narnia. Edmund is sly like a fox. I predict he will do something sneaky to hurt his siblings. Susan is compassionate like a rabbit. I predict she will take care of her siblings.”

CHARACTER ANALYSIS (25 MIN.)

• Explain to students that they will each write a character analysis response about one of the four Pevensie children. They will need to pay close attention to all of the details the author wrote about that character, including their words, actions and thoughts. They will need to use these details to make inferences about the character’s motivations and relationships with others.

• Direct students to look at Activity Page 1.3. Show students where they will write their chosen character’s name at the top, then record details about their thoughts and actions in the chart. Remind them that they will need to provide text evidence for each inference. After planning their inferences and evidence, they will write a character analysis paragraph on the lines below the chart.

• Display Digital Component 1.8. Model completing the graphic organizer on Activity Page 1.3 about Tumnus.

  ◦ Think-Aloud: In Chapter 2, paragraph 50, Tumnus decides not to bring Lucy to the White Witch. I will write that in the “Evidence” column next to “Actions.” This makes me think that Tumnus wants to protect Lucy. I will write that in the “Inference” column next to “Actions.”

ELPS 5.F, ELPS 5.G

Activity Page 1.3

TEKS 5.2.C Write legibly in cursive; TEKS 5.7.C Use text evidence to support an appropriate response.
• Remind students that motivations tell what the character wants, and relationships refer to how the character interacts with other characters. Remind students that relationships can involve conflicts. Tell them to think about how the character treats others, and how others treat them in return.

• Tell students that after they complete the chart, they will write a paragraph in response to the prompt at the bottom of Activity Page 1.3. Read the prompt aloud: Based on the conversations among characters, write a response to analyze the character’s motivations and relationships.

• Students are expected to write legibly in cursive.

• Facilitate and monitor as students complete the character analysis on Activity Page 1.3. Pull a small group to support students as needed.

Check for Understanding

Ask students to explain why it is important to analyze the characters at the beginning of a novel.
Lucy and Edmund

**PRIMARY FOCUS OF LESSON**

**Reading**
Students will analyze the relationships and conflicts between Edmund and the other characters. **TEKS 5.8.B; TEKS 5.6.H**
Students will make inferences about the author’s word choice to support their understanding of Edmund’s conflicts and his relationships. **TEKS 5.6.F**

**Writing**
Students will complete a Venn diagram comparing and contrasting Lucy and Edmund’s interactions, thoughts, and feelings during their visits to Narnia. **TEKS 5.2.C; TEKS 5.6.G; TEKS 5.8.D**

**FORMATIVE ASSESSMENT**

**Activity Page 2.1**
Double Entry Journal Use a double entry journal to make inferences about a character’s motivations, conflicts, and relationships. **TEKS 5.6.F; TEKS 5.6.H**

**Exit Ticket**
Identify one example of persuasion in either Chapter 3 or 4. Explain how the persuasive behavior influenced a conflict between two characters. **TEKS 5.6.H; TEKS 5.8.B**

**Activity Page 2.2**
Venn Diagram Complete a Venn diagram comparing and contrasting Lucy and Edmund’s interactions, thoughts, and feelings during their visits to Narnia. **TEKS 5.2.C; TEKS 5.6.G; TEKS 5.8.D**

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**TEKS 5.8.B** analyze the relationships of and conflicts among the characters; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.8.D** Analyze the influence of the setting, including historical, and cultural settings on the plot; **TEKS 5.6.H** Synthesize information to create new understanding.
# LESSON AT A GLANCE

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<td>Author’s Craft: Word Choice</td>
<td>Partner</td>
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| **Writing (30 min.)** |                   |        |                                                  |
| Character Venn Diagram | Independent/Whole Group | 30 min. | Activity Pages 1.1, 2.1, 2.2, Digital Component 2.2 |
ADVANCE PREPARATION

Reading

• Prepare to review the Exit Ticket from Lesson 1.
• Prepare to project a class copy of Digital Component 2.1.
• Prepare to show Character Card 2.1 (the White Witch) and Character Card 2.2 (Ginarrbrik the Dwarf) for students to better visualize. Ginarrbrik the Dwarf will be discussed later on in the novel, so this is just for a quick reference.
• Prepare to show students Digital Component 2.2 of the White Witch with Edmund for students to better visualize the scene.

Writing

• Prepare to project or draw Digital Component 2.3.

Universal Access

Reading

• Students will be analyzing Edmund’s motivations to determine how it will affect his relationship with his siblings. Provide students with the Character Cards 1.1, 1.2, 1.3, and 1.4 to reference when discussing the children’s relationships. Allow students to discuss the children’s relationships prior to Edmund’s trip to Narnia.
• Provide a sentence starter for students to access when discussing character relationships based on the text evidence:
  • Edmund’s relationship with _____ will be affected because _____.
  • Edmund’s relationship with _____ will not be affected because _____.
  • Edmund’s conflicts will cause _____.

Writing

• Provide sentence starters in order to compare and contrast Edmund and Lucy’s conflicts and relationships:
  • ________’s main conflict in the story so far is ________.
  • ________’s actions in Chapters ____ and ____ are important to the plot of the story because ________.
**CORE VOCABULARY**

- *batty, adj.* crazy; very impressive
- *flung, v.* threw
- *hoax, n.* deception
- *spiteful, adj.* cruel
- *sulking, v.* pouting
- *dominions, n.* colonies
- *mantle, n.* sleeveless cloak worn by women
- *snappishly, adv.* in an irritable way

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<td>Vocabulary</td>
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<td>Spanish Cognates for Core Vocabulary</td>
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Lesson 2: Lucy and Edmund

Reading

Primary Focus:
Students will analyze the relationships and conflicts between Edmund and the other characters. **TEKS 5.8.B; TEKS 5.6.H**

Students will make inferences about the author’s word choice to support their understanding of Edmund’s conflicts and his relationships. **TEKS 5.6.F**

**LESSON 1 REVIEW (5 MIN.)**

- Have students take out their copy of *The Lion, the Witch and the Wardrobe*.
- Remind students that in Lesson 1, they used a focus question to establish their purpose for reading the text. Their purpose for Chapters 1 and 2 was to analyze details in the text about the characters and setting in order to determine what the story is about.
- Ask students to review their Activity Page 1.1 in their reading journals from the previous lesson.
- Explain to students that they will review the details they have discovered thus far in the novel.
- Direct students to walk around to find a partner. When they have found a partner, students may give each other a high five or fist bump. Then, tell student pairs to share information about the characters and their impact on the plot.
- Direct students to repeat this method of finding a partner two more times. The second time, tell students to share information about the setting and its impact on the plot. The final time, tell students to share information about the messages or themes they infer will be incorporated in the novel.

**TEKS 5.8.B** Analyze the relationships of and conflicts among the characters; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.6.H** Synthesize information to create new understanding.
PREVIEW CORE VOCABULARY (5 MIN.)

• Preview the core vocabulary words from Chapters 3 and 4.
• Allow students to reference the vocabulary words in the glossary, Activity Page 1.4, while providing their meanings.
• Pause after each word. Instruct students to draw a quick and small sketch next to the word in the glossary.

LESSON INTRODUCTION (5 MIN.)

• Tell students that in today’s lesson they will analyze details about Edmund’s motivations and determine their impact on Edmund’s relationships and conflicts.
• Explain to students that they will begin by analyzing Edmund’s motivations in a double entry journal. They will make connections or react to their text evidence. Then, they will analyze these details and determine how Edmund’s relationships with his siblings will be affected.
• Tell students that sometimes character relationships and their conflicts need to be inferred by a character’s actions, thoughts, or feelings. Explain that conflicts are a result of a disagreement or opposition amongst characters.
• Show students Character Card 2.1 of the White Witch. Tell students that the White Witch will be introduced in this chapter.
  ◦ Direct students to make observations about the White Witch from this image. Ask students to predict if the White Witch will have positive or negative character relationships based on the image.
• Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. They will then use their graphic organizers for the lesson, which is in this case a double entry journal with two columns, to choose a quote or situation from the text that addresses the focus question.
• Direct students to write down the focus question for the lesson on a sticky note: How was Edmund’s journey through the wardrobe different from Lucy’s? What does this reveal about each character?
READ CHAPTERS 3 AND 4: “EDMUND AND THE WARDROBE” AND “TURKISH DELIGHT” (30 MIN.)

• Distribute Activity Page 2.1 to students and prepare to project a class copy of Digital Component 2.1.

• Explain to students that they will write text details and their reactions or evaluations in a double entry journal, Activity Page 2.1.

• Have students turn to Chapter 3 and begin reading it aloud until paragraph 24, where it says, “I know you’re here.”

• Think-Aloud: The focus question asks me to look for evidence that reveals key details about Edmund’s motivations and relationships. While reading, I noticed that Edmund went through the door, not to find a good hiding place but to tease his sister. This makes me think he has a lot of conflicts in his relationships with his siblings as a result of his motivations. I also found a detail about Edmund’s actions. The text says he “shut the door, forgetting what a very foolish thing this is to do.” When I read that he shut the door, it made me think about how this careless action could affect his relationship with Lucy, who is also in Narnia. I am going to write “shut the door” in my text evidence and “careless” as my evaluation and reaction of Edmund’s actions.

• While conducting the Think-Aloud, write responses on the class copy of the double entry journal.

• Direct students to write this in their double entry journals as well on Activity Page 2.1.

• Continue reading, then pause at the sentence, “He did not like the way she looked at him.”

• Before reading on, ask students to visualize Edmund meeting the White Witch. Ask a few volunteers to describe what they see.
  » Edmund has his hand behind his back; he is standing close to a tree like he is hiding; he has his hand up to his mouth; he saw a reindeer, the harness, the sledge; Edmund thought her face was beautiful but did not like the way she was looking at him.

• Then, show students Digital Component 2.2 (the White Witch with Edmund). Point out how Edmund’s character looks standing next to the White Witch. Ask students to share details of Edmund’s character based on the image.
  » miserable; scared

Support

Define sledge as a vehicle on runners that is pulled over snow or ice. Tell students that sledge is a British word for a sled.
• **Think-Pair-Share:** Ask students to turn to a partner to discuss evidence from the text they just read that reveals key details about Edmund’s thoughts, feelings and interactions with the White Witch. Ask students to share their reactions to this text evidence. Ask for student volunteers to share their evidence and reactions with the class. Direct students to fill out their double entry journals, Activity Page 2.1.
  
  » “I’m—I’m—my name’s Edmund,” said Edmund rather awkwardly,” which shows how Edmund’s encounter with the White Witch was intimidating.

• Direct students to independently read the rest of Chapter 3. Tell students to write text details and their reactions or evaluations in their double entry journals, Activity Page 2.1. Remind students to find text evidence that addresses the focus question: *How was Edmund’s journey through the wardrobe different from Lucy’s? What does this reveal about each character?*
  
  ◦ During this time, walk around and check for students who need further assistance. Pull a small group of students who need help determining text evidence relative to the focus question.

• After students have completed their independent reading, ask for several volunteers to share the text evidence they recorded in their journals and their reactions to or evaluations of it.

• After discussing several key details, ask the following discussion questions:

  1. **Literal.** Why did the children look strangely at Lucy when she told them she was gone for hours and hours?
     
     » Lucy was not gone for that long in their world, even though she felt like she was gone for many hours in Narnia.

  2. **Literal.** Why did Lucy want to check in the wardrobe?
     
     » Lucy wanted to prove to herself if Narnia was real.

  3. **Inferential.** What is the most likely reason Edmund follows Lucy into the wardrobe?
     
     » Edmund followed Lucy into the wardrobe to tease Lucy about Narnia and to prove that it did not exist.

• Tell students to independently read Chapter 4. Tell students to write text details and their reactions or evaluations in their double entry journals, Activity Page 2.1. Remind students to find text evidence that addresses the focus question: *How was Edmund’s journey through the wardrobe different from Lucy’s? What does this reveal about his character?*

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**Support**

Read the text with a small group of students who need further assistance. Stop after every two or three paragraphs to discuss the text evidence and their evaluations and reactions.

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**Challenge**

Have partners write an advertisement about Narnia. Ask one partner to create their advertisements based on Lucy’s thoughts, feelings, and interactions, and the other partner to create theirs based on Edmund’s thoughts, feelings, and interactions.
○ During this time, walk around and check for students who need further assistance. Pull a small group of students who need help determining text evidence.

• After students have completed their independent reading, ask for several volunteers to share the text evidence they recorded in their journals and their reactions or evaluations of it.

• After discussing several key details, ask students to recall Edmund’s actions in relation to the Turkish Delight. Tell students that, in Lewis’s biblical allegory, Edmund’s actions may represent what happened in the Bible in the book of Genesis. Eve took and ate the fruit from the tree of the knowledge of good and evil, which she was forbidden to eat. Eve’s choice resulted in the fall of human nature, and Edmund’s choice will impact the rest of the story.

• After discussing several key details, ask the following discussion questions:

1. **Evaluative.** Why does the Queen likely refer to Edmund as “My poor child” and change the way she spoke to him?
   » The Queen decided to use Edmund to trick the other children to go to her castle.

2. **Inferential.** What is the most likely reason Edmund tells Lucy that she can’t always believe what Tumnus says?
   » Edmund is showing loyalty to the White Witch because he wants more Turkish Delight, so he wants to convince the other children to go to her castle.

3. **Inferential.** If the Pevensie children represent humanity and the White Witch symbolizes evil in Lewis’s biblical allegory, what might be the author’s purpose for the story of Edmund and the Turkish Delight?
   » Answers may vary but could include a discussion about Edmund representing a betrayer character. Alternatively, Edmund could represent what the Bible says about temptation faced by Eve in the Garden of Eden. In this case, the Turkish Delight would represent the apple from the tree of the knowledge of good and evil in the Bible.

• Conclude by directing students to answer the prompt at the bottom of Activity Page 2.1. Tell students to use their double entry journal to predict how Edmund’s motivations will impact his conflicts and relationships with his siblings.
   » Answers may vary, but a sample response may be that Edmund will make Lucy mad when she finds out about his encounter with the White Witch.

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**Support**

Explain to students that *flushed* (paragraph 44) is an adjective that means red and hot, typically used when describing someone’s face.
• After students have written their predictions on Activity Page 2.1, direct them to share their predictions with a partner. Tell students to discuss and identify any conflicts they predict may happen based on Edmund’s motivations.
  » i.e., Edmund is going to betray his siblings and convince them to go to the White Witch’s castle for his selfish reasons.

• When finished with their discussion, remind students to keep their focus question sticky note and double entry journal, Activity Page 2.1, in their reading journals.

CONNECTIONS (10 MIN.)

• Explain to students that different characters are trying to persuade Edmund and Lucy in The Lion, the Witch and the Wardrobe. Have students think of a time when they were trying to persuade someone.

• Direct students to share their examples with a partner. Tell students to include the methods they used to try and persuade the other person and whether or not they were effective.

• Distribute Lesson 2 Exit Ticket. Direct students to identify and write one example of persuasion from either Chapter 3 or 4. Then have students explain how the persuasive behavior influenced a conflict between two characters.

AUTHOR’S CRAFT: WORD CHOICE (5 MIN.)

• Tell students that an author’s word choice refers to their specific selection of words that helps influence a reader’s understanding of the text.

• Explain that some factors influence an author’s choice of words. These factors can include the word’s definition, the word’s connotation (or implied meaning), and the word’s tone.

• Read the following sentence from Chapter 4: “‘Yes please, your Majesty,’ said Edmund, whose teeth were chattering.” Point out the word chattering to students.

• Explain to students that the author specifically chose the word chattering to help the reader understand Edmund’s feelings. Chattering, which means clicking your teeth together over and over, implies that someone is fearful. This would then help the reader understand that Edmund was feeling nervous around the Queen.
• Ask students to explain how understanding the word *chattering* impacts their understanding of Edmund’s statement, “Yes please, your Majesty.”
  » Understanding that Edmund is chattering, or nervous, helps us understand that Edmund must treat the Queen with respect so she does not harm him.

• Ask students to explain how Edmund obeying the Queen will create conflict.
  » Edmund must obey the Queen, which means he will deceive his siblings and bring them to the Queen’s castle.

• Direct students to search for a specific word at the end of Chapter 3 or the beginning of Chapter 4 that the author chose to influence the students’ understanding of Edmund’s thoughts, feelings, or actions. Ask student volunteers to share their word and how it helps them understand Edmund’s character. Then ask students to explain how Edmund’s thoughts, feelings, or actions could impact his relationship with his siblings.

**Check for Understanding**

How can a character’s motivations contribute to conflict in their relationships?
Lesson 2: Lucy and Edmund

Writing

Primary Focus: Students will complete a Venn diagram comparing and contrasting Lucy and Edmund’s interactions, thoughts, and feelings during their visits to Narnia.  **TEKS 5.2.C; TEKS 5.6.G; TEKS 5.8.D**

CHARACTER VENN DIAGRAM (30 MIN.)

- Direct students’ attention to Digital Component 2.3, and have students take out Activity Page 2.2.
- Explain to students that they will use a Venn diagram to compare and contrast Lucy’s and Edmund’s interactions, thoughts, and feelings during their visits to Narnia.
- Tell students that authors create relationships between characters in a text by developing their interactions. Good readers can identify the relationships between characters by comparing and contrasting the characters’ thoughts, feelings, and interactions.
- Explain that the overlapping portion of the circles represents details that are similar or alike between the two characters. Explain that the part of the circle that does not overlap represents details about the characters that are different or not alike.
- Write **Lucy** on the line above the left circle and **Edmund** on the line above the right circle on the class copy, and have the students do the same on their copies.
- Tell students that they can use the text evidence they found from Chapters 1 through 4 to complete the Venn diagram. Remind students that they wrote text evidence about Lucy on Activity Page 1.1 and about Edmund on Activity Page 2.1.
- Model identifying a detail about Lucy and Edmund that is similar or alike, and record it on the Venn diagram. (Example: Lucy and Edmund both explored Narnia independently and have a desire to return) Record this on the class copy, Digital Component 2.3, and ask students to do the same on their copies, Activity Page 2.2.

**TEKS 5.2.C** Write legibly in cursive. **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.8.D** Analyze the influence of the setting, including historical and cultural settings, on the plot.
• Ask a student volunteer to share a detail about Lucy, Edmund, or both without identifying who. Ask students to vote whether the detail is about Edmund, Lucy, or both. To vote, tell students to give a thumbs-up for Lucy, a thumbs-down for Edmund, and a thumb in the middle for both. Record relevant answers on the class copy and ask students to do the same on their copies.

• Instruct students to complete with a partner the remainder of the Venn diagram with at least three more details for each section.
  ◦ Facilitate, monitor, and assist students as needed while they are completing the activity page. Pull a small group of students who need additional assistance.

• Once students have completed their Venn diagrams, gather them together to review the activity page. Ask volunteers to share some of the differences and similarities between Lucy and Edmund. Provide immediate feedback and clarification as needed.

• After discussing the characters, direct students to independently answer the question on the bottom of the Venn diagram, Activity Page 2.2. (How did Edmund and Lucy’s thoughts, feelings, and interactions impact their relationship?) Students are expected to write legibly in cursive.

• Remind students to keep their Activity Page 2.2 in their reading journals.

Check for Understanding

How do the different experiences of Lucy and Edmund impact their relationship with one another?
Logic

PRIMARY FOCUS OF LESSON

Reading
Students will analyze the relationships and conflicts of the Pevensie children and their impact on the plot. TEKS 5.7.D; TEKS 5.8.B; TEKS 5.8.C
Students will explain how the connections between ideas in The Lion, the Witch and the Wardrobe and the Bible contribute to the author’s message.

Writing
Students will compose a persuasive letter with multiple pieces of text evidence to persuade Edmund to stop trusting the White Witch.

FORMATIVE ASSESSMENTS

Activity Page 3.1 Plot Diagram Use a graphic organizer to identify events that demonstrate the introduction and rising action of the plot. Then analyze the character interactions that took place in those events. TEKS 5.8.C

Exit Ticket Explain how Edmund’s dishonesty has impacted the plot. TEKS 5.8.B; TEKS 5.8.C

Activity Page 3.2 Edmund’s Plans Write a plan, as if you were a forest creature, to persuade Edmund to stop trusting the White Witch. TEKS 5.2.C; TEKS 5.6.F; TEKS 5.12.C

TEKS 5.7.D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; TEKS 5.8.B Analyze the relationships of and conflicts among the characters; TEKS 5.8.C Analyze plot elements, including rising action, climax, falling action, and resolution; TEKS 5.6.E Make connections to personal experiences, ideas in other texts, and society; TEKS 5.8.A Infer multiple themes within a text using text evidence; TEKS 5.10.A Explain the author’s purpose and message within a text; TEKS 5.2.C Write legibly in cursive; TEKS 5.6.F Make inferences and use evidence to support understanding; TEKS 5.12.C Compose argumentative texts, including opinion essays, using genre characteristics and craft.
# LESSON AT A GLANCE

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ADVANCE PREPARATION

Reading
- Prepare to review the Exit Ticket from the previous lesson.
- Prepare to project or draw Digital Component 1.4.
- Prepare for students to work in assigned small groups for the lesson review.
- Prepare for students to work with a partner for Chapters 5 and 6. Partners may be assigned, or students may pair up with a classmate for the activity.

Writing
- Prepare some examples of feedback students can provide each other, such as “well organized,” “persuasive opening,” “good closing,” and/or “convincing reasons.”

Universal Access
Reading
- Students will be identifying actions and reactions between characters. Provide Character Cards 1.1, 1.2, 1.3, and 1.4 of the four siblings for students to reference when discussing each character.
- Provide sentence starters for students to access when discussing the characters in the text:
  - Edmund’s conflicts with his siblings impacted the plot because ___.
  - The conflicts amongst the children impacted the plot because ___.

Writing
- Provide students with sticky notes to draw their steps of the plan. Then, work together to discuss and organize their sticky notes in order.
**CORE VOCABULARY**

- **sulky, adj.** moody
- **spite, n.** hurt, malice
- **jeering, v.** mocking or ridiculing
- **inclined, v.** willing
- **camphor, n.** a crystalline substance with a potent smell
- **wrenched, v.** jerked, twisted
- **premises, n.** house or building
- **harboring, v.** sheltering or hiding
- **alighted, v.** descended or landed
- **conflict, n.** disagreement
- **fraternizing, v.** being friendly with someone they are not supposed to be associated with

### Vocabulary Chart for “Logic”

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<td>fraternizing</td>
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Lesson 3: Logic

Reading

Primary Focus:
Students will analyze the relationships and conflicts of the Pevensie children and their impact on the plot.  

Students will explain how the connections between ideas in The Lion, the Witch and the Wardrobe and the Bible contribute to the author’s message.

LESSON 2 REVIEW (5 MIN.)

• Have students take out their copy of The Lion, the Witch and the Wardrobe.
• Remind students that in Lesson 2 they discussed Edmund’s character traits and experiences. Then, they compared Edmund’s and Lucy’s interactions, thoughts, and feelings when entering Narnia in a Venn diagram.
• Ask students to review their Exit Ticket from the previous lesson.
• Put students into previously prepared small groups.
• Direct students to discuss the characters Edmund and Lucy. Then, tell students to predict what will happen when Edmund and Lucy return from Narnia and encounter their siblings, Peter and Susan.
• Use this time to meet with students about their Lesson 2 Venn diagrams to help clarify their understanding of each character.

PREVIEW CORE VOCABULARY (5 MIN.)

• Preview the core vocabulary words from Chapters 5 and 6 prior to reading.
• Tell students that they will work with a partner to “hunt” for the vocabulary words in the text. Then, partners should discuss what they think each word means. Remind them to read the sentences before and after each word to find context clues. Then, students should check the glossary, Activity Page 1.4, for the definition of each word.
• Choose to facilitate while students work or pull a small group to preview vocabulary with students who would benefit from more support.

LESSON INTRODUCTION (10 MIN.)

• Tell students that in today’s lesson they will analyze plot elements while reading Chapters 5 and 6.
• Tell students to take out Activity Page 3.1.
• Direct students’ attention to Digital Component 1.4 and review aloud the parts of the plot with them. Explain to them that sometimes the five parts are mixed up within the plot, depending on how the story was written.
• Think-Aloud: “I know that the rising action is the part of the story when the problem starts and, usually, gets worse. From what I have read so far, I know that Lucy found a magical land called Narnia, but her siblings don’t believe her. The White Witch has cast a spell on Narnia. Edmund also entered Narnia, where the Witch tried to tempt Edmund into betraying his siblings.”
• Call on volunteers to come to the board and write the characters and setting next to “Introduction.” Have them write the problem of the story next to “Rising Action.”
• Tell students that today they will practice analyzing the plot by using Activity Page 3.1 to identify the plot elements. Explain that because they have not read the entire novel yet, they will identify only the parts that they have read so far: the introduction and the beginning of the rising action. Tell them that they will continue analyzing the plot as they read the novel.
• Have students use the information written on the board to fill in the “Introduction” and “Rising Action” sections on the activity page. Inform them that they can add more details if they wish. Facilitate, monitor, and assist students as needed while they are working.
• Tell students that they will also analyze how the characters’ actions, conflicts, and relationships impact the plot. For example, a character’s action might lead to an event in the story.
• Think-Pair-Share: Direct students to brainstorm with a partner about ways that character actions and relationships can impact the plot, or events of the story.
   » i.e., A character’s action led to a consequence they experienced; a character’s action solved a problem; a character’s relationship with another character created or solved a problem.
• Distribute sticky notes to students. Remind them that in each lesson they will use the sticky notes to write the focus question of the lesson. Have students write the focus question: How do a character’s actions impact the plot?

• Tell students to think about what they read in Chapter 2, paragraph 52, when Tumnus allowed Lucy to go back home instead of bringing her to the White Witch. The story would go very differently if Tumnus had decided to bring Lucy to the Witch.

• Ask students to discuss with a partner why Tumnus’s actions in Chapter 2, paragraph 52, are important to the plot. Remind them to think about how the story would be different if Tumnus had made a different decision.

  » If Tumnus had brought Lucy to the Witch, she would be stuck in Narnia, and her siblings would not know where she was; the problem of the story would be different.

• Remind students that they should be on the lookout for clues to answer the focus question as they read.

READ CHAPTERS 5 AND 6: “BACK ON THIS SIDE OF THE DOOR” AND “INTO THE FOREST” (35 MIN.)

• Show students Character Cards 1.1, 1.2, 1.3, and 1.4 of the four siblings for students to reference. Ask for volunteers to recall information about Peter, Susan, Lucy, and Edmund thus far in the story.

• Read Chapter 5 and pause after paragraph 8: “That’s the worst of young kids, they always—”

• After reading Chapter 5, paragraphs 1 through 8, ask students the following questions:

  1. **Literal.** What actions tell us that Edmund is not a trustworthy character?
     
     » Edmund lied to his siblings about going to Narnia; he said Lucy was just pretending.

  2. **Inferential.** Why does the author use words like *superior* and *nastier* to describe Edmund?
     
     » It shows who Edmund is at the beginning of the story, and perhaps sets up for his character to change by the end.

  3. **Inferential.** Why do you think Edmund decided to lie and say that Lucy was just pretending, instead of telling the truth?
Edmund wants to seem like he is wiser than his little sister; Edmund might be considering taking his siblings to the Witch; Edmund is selfish and wants to be Prince of Narnia.

4. **Evaluative.** How is the conflict between Peter and Edmund important to the plot of the story?

   » The conflict is a main part of the rising action of the story. His siblings might find out he was lying and get upset with him, or Edmund might trick his siblings into meeting the White Witch. These could lead to the climax of the story.

   • Read Chapter 5, from paragraph 9, “Look here...,” through paragraph 45, “end of that conversation.”
   
   • After reading Chapter 5, from paragraph 9 through paragraph 45, ask students the following questions:

1. **Inferential.** Based on Peter and Susan’s conversation with the Professor, do you think he believes Edmund or Lucy? Why?

   » The Professor believes Lucy because he convinces the children that Lucy is more trustworthy, and he questions why they automatically assume that Narnia does not exist.

2. **Evaluative.** What message or life lesson do you think the author wants us to take away from this conversation between Peter, Susan, and the Professor?

   » You should trust a person based on their character, not just what they say; you should give people a chance if they have proven themselves trustworthy.

   • Have students independently read from Chapter 5, paragraph 46, “After this...,” through the end of Chapter 6. Allow students to read with a partner or in a small group if needed.

   • After students have read the end of Chapter 5 and all of Chapter 6, ask students the following questions:

1. **Inferential.** What conflicts do you anticipate since the children learned about Edmund’s lie?

   » His siblings will be angry at him; his siblings will not trust him; Edmund will be angry at his siblings for saying mean things to him.

2. **Literal.** How did the actions of Tumnus earlier in the story impact the events of the rising action?

   » Tumnus chose to help Lucy instead of bringing her to the White Witch. This caused the Witch to take him as prisoner. Now, the children must go on a journey to rescue him.
3. Evaluative. What is the author’s main message in Chapter 6?
   » The children must trust the robin to lead them in the right direction; Edmund does not trust the robin; Edmund is not sure if the Queen is on the “right” or the “wrong” side.

4. Evaluative. The setting of Tumnus’s house changes from being warm and inviting the first time Lucy entered Narnia to now being destroyed. How does this change in setting influence the story?
   » This shows that the White Witch is destroying Narnia; It shows that the Witch is dangerous and should not be trusted; It shows that Narnia is not always cheerful, and there are bad people there, too.

• Have students add character interactions and events from Chapters 5 and 6 to the plot diagram on Activity Page 3.1. Inform them that they can add more details if they wish. Facilitate, monitor, and assist students as needed while they are working.

• Tell students to look back at the focus question and think about what they learned about how characters’ actions impact the plot. Remind students to put their focus question sticky notes in their reading journals when they are finished.

**WORD WORK: FRATERNIZING (5 MIN.)**

• In the story, Tumnus was accused of fraternizing.

• Say fraternizing with me.

• When someone is fraternizing, they are being friendly with someone they are not supposed to be associated with.

• Example: During the rising action of the story, Tumnus is arrested by the White Witch for fraternizing with Lucy.

• Use a Synonyms and Antonyms activity for follow-up. Agree/Disagree: Determine if you agree that the following are synonyms, or have similar meanings, or if you disagree and think that the following are antonyms, or mean the opposite, of the word fraternizing.

  • associating (agree—synonym)
  • ignoring (disagree—antonym)
  • shunning (disagree—antonym)
  • mingling (agree—synonym)
Check for Understanding

Ask students how Edmund’s relationship and conflict with Lucy impact the plot of a story. With Peter?
Lesson 3: Logic

Writing

Primary Focus:
Students will compose a persuasive letter with multiple pieces of text evidence to persuade Edmund to stop trusting the White Witch.

TEKS 5.2.C; TEKS 5.6.F; TEKS 5.12.C

PERSUASIVE PLANS (30 MIN.)

• Explain to students that at the end of Chapter 6, Edmund was trying to convince his siblings that Tumnus should not be trusted over the Queen (the White Witch). Ask for a few volunteers to share why Edmund is trying to convince his siblings of this.

• Remind students that they just found evidence in the text about Edmund’s actions (lying) and his siblings’ reactions. They determined the negative impact this had on Edmund’s relationship with his siblings. Edmund, however, must try to convince his siblings to go to the White Witch’s castle.

• Ask students to think how Edmund’s actions, like talking to the White Witch and lying to his siblings, would impact his relationship with the forest creatures in Narnia, such as Tumnus. Prompt students to think whether the forest creatures would like or dislike Edmund and why.

• Think-Pair-Share: Tell students to imagine they were a forest creature that observed Edmund’s interaction with the White Witch. Have students brainstorm, as if they were a forest creature, ways they would convince Edmund to stop trusting the White Witch. Write down student reasons on the board.

• Direct students’ attention to Activity Page 3.2. Tell students they will write to persuade Edmund to stop trusting the White Witch as if they were a forest creature. Remind students that they recently learned that Edmund does not have a good relationship with his siblings at this point in the story. Guide them to think about the siblings’ relationship and how this will impact their persuasive writing. Students are expected to write legibly in cursive.

1. Tell students that they must include more than one piece of text evidence by writing a quote or details from the text with the page number in parentheses.

2. Facilitate, monitor, and assist students as needed while they are completing the activity page.

TEKS 5.2.C Write legibly in cursive; TEKS 5.6.F Make inferences and use evidence to support understanding; TEKS 5.12.C Compose argumentative texts, including opinion essays, using genre characteristics and craft.
• Once students have completed their plans, tell students to leave them out on their desks. Distribute a sticky note to each student to put alongside the plans.

• Direct students to silently walk around the classroom while looking at their peers’ plans. As they walk around, students may pause to provide positive feedback by writing a quick note on their peers’ sticky notes. Remind students to point out positive elements of their peers’ writing, such as “good opening” or “has a good flow.”

• Distribute the Exit Tickets. Direct students to use their evolving knowledge of Narnia and the characters to explain how Edmund’s dishonesty is impacting the plot. Facilitate and monitor as students complete the Exit Ticket.

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**Check for Understanding**

How can a character’s relationships and conflicts with other characters impact their future actions?

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**End Lesson**

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**Support**

Have students write the steps of their persuasive writing plans on separate sticky notes. Discuss the order and flow of their steps, and have students rearrange the sticky notes, if necessary, in an order that makes sense.

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The Beavers

PRIMARY FOCUS OF LESSON

Reading
Students will make inferences about the Pevensie children and use evidence to support their understanding of the children’s relationships and conflicts.

- **TEKS 5.6.F**
  Students will analyze the relationships of and conflicts among the Pevensie children.

- **TEKS 5.8.B**
  Students will analyze how plot elements are influenced by the children’s relationships and conflicts.

Writing
Students will practice summarizing the text in a way that maintains meaning and logical order.

- **TEKS 5.2.C; TEKS 5.7.D**

FORMATIVE ASSESSMENT

Exit Ticket
Write an inference about how Edmund’s disappearance will influence the story events in the next chapters. **TEKS 5.6.F**

Activity Page 4.1
**Summary** Summarize the first eight chapters in sequential order.

**TEKS 5.2.C; TEKS 5.7.D**

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**TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.8.B** Analyze the relationships of and conflicts among the characters; **TEKS 5.8.C** Analyze plot elements, including rising action, climax, falling action, and resolution; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.7.D** Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
## Lesson 4: The Beavers

### Lesson At A Glance

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<td>Preview Core Vocabulary</td>
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<td>Read Chapters 7 and 8</td>
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<td>Chain of Events</td>
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ADVANCE PREPARATION

**Reading**

- Prepare to review the Exit Ticket from the previous lesson.

- Prepare by drawing Digital Component 4.2 on four separate pieces of chart paper. Draw the four-square graphic organizer to fit the whole paper. On each graphic organizer, in the oval that says “character,” write one of the children’s names (Peter, Susan, Edmund, or Lucy). Hang these four chart papers around the room with enough space for student pairs to fill them out.

- Prepare to arrange students into pairs to fill out the four-square graphic organizers.

- Prepare Character Card 4.1 and 4.2 to show students images of the Beavers and Aslan for reference.

**Writing**

- Prepare for students to sequence their chain of events by drawing a horizontal line on the dry erase board. If not big enough, use a long piece of tape on the floor.

- Prepare to arrange students into pairs and assign each pair a chapter from 1 through 8.

- Prepare two half sheets of paper for student partners to write main events.

**Universal Access**

**Reading**

- Students will be identifying text evidence that helps them learn more about the characters. Prepare a list of elements that students can focus on when they are identifying text evidence, such as dialogue between the characters, the characters’ thoughts, and the characters’ actions toward each other.

**Writing**

- Students will determine important events in the story and place them in logical order. Provide students with transition words to help them summarize the text in a way that maintains meaning and logical order.
**CORE VOCABULARY**

**earnestly, adv.** seriously, sincerely

**contentment, n.** happiness

**shudder, v.** shake, shiver

**treacherous, adj.** traitorous, dangerous

**stratagem, n.** a plan, a scheme

**prophecy, n.** a prediction

**festoons, n.** garlands

**a trifle, adv.** a little, somewhat

---

**Vocabulary Chart for “The Beavers”**

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<th>Tier 2 General Academic Words</th>
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<td>earnestly contentment shudder treacherous stratagem prophecy</td>
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<tr>
<td>Spanish Cognates for Core Vocabulary</td>
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<td>Multiple-Meaning Vocabulary Words</td>
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<tr>
<td>Sayings and Phrases</td>
<td>a trifle</td>
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</tbody>
</table>
Lesson 4: The Beavers

Reading

Primary Focus:
Students will make inferences about the Pevensie children and use evidence to support their understanding of the children’s relationships and conflicts. **TEKS 5.6.F**

- Students will analyze the relationships of and conflicts among the Pevensie children. **TEKS 5.8.B**
- Students will analyze how plot elements are influenced by the children’s relationships and conflicts. **TEKS 5.8.B; TEKS 5.8.C**

### LESSON 3 REVIEW (5 MIN.)

- Have students take out their copy of *The Lion, the Witch and the Wardrobe*.
- Remind students that in Lesson 3 they analyzed the characters’ relationships and conflicts and their impact on the plot.
- Direct students to take out Activity Page 3.1 and to review the details from the story’s introduction and rising action thus far.
- Distribute a dry erase marker and dry erase board to each student.
- Tell students that they will review information about the character’s relationships and how they impacted the plot from Lesson 3.
- Provide students with some character clues. Direct students to write the name of the character(s) on their dry erase boards that matches the description and to justify their responses with a partner.
  - Clue #1: These characters are struggling to decide which sibling they should trust. Explain why they are struggling.
    - Peter and Susan. They are struggling because Edmund has proven to be dishonest in the past, and Lucy has always been genuine. However, the idea of Narnia seems too difficult to believe.
  - Clue #2: This character deceived his siblings. Explain how this could impact his future in Narnia.
    - Edmund; this could impact Edmund’s ability to convince his siblings to see the
Lesson 4 The Beavers

White Witch.

- Clue #3: This character is insistent that the siblings must try to rescue Tumnus. Explain why Peter and Susan are willing to help Tumnus without meeting him.

  » Lucy; Peter and Susan are willing to help Tumnus because they trust Lucy.

**PREVIEW CORE VOCABULARY (5 MIN.)**

- Tell students that they will work with a partner to preview the vocabulary from Chapters 7 and 8 prior to reading.
- Direct students to use the glossary, Activity Page 1.4, to learn the definition for each word. Then, tell students to create a hand movement or gesture to represent each of the vocabulary words.

**LESSON INTRODUCTION (5 MIN.)**

- Tell students that, in today’s lesson, they will infer details about the four children as the plot develops. They will use their inferences to analyze the characters’ relationships and conflicts and their impact on the plot.
- Remind them that inferences are what readers figure out based on an experience. Tell students that when an author implies information but doesn’t directly state it, the reader has to find clues to get some answers. Then, the reader can add those clues to what they already know or have read to infer, or find out, an answer or answers.
- Show students Character Card 4.1 of the Beavers. Tell students that these characters will be introduced in Chapter 7, titled “A Day with the Beavers.”
  - *Think-Pair-Share:* Based on what you’ve read in Chapters 1 through 6, the image of the Beavers, the title of the chapter, and the structure of narrative texts, predict whether you think these characters will be on Tumnus’s side or the White Witch’s side.

  » Answers may vary, but a sample response may be that the Beavers are on Tumnus’s side because they look like sweet animals, and Tumnus mentioned that the other animals in Narnia are also afraid of the White Witch. The title also suggests that the children happily spent the day with the Beavers.

- Tell students that today they will look at the children’s dialogue, feelings, and actions as the plot develops. They will use this information and their background knowledge to make inferences about the characters’ relationships.
• Distribute sticky notes to students. Remind them that in each lesson they will use their sticky note to write the focus question of the lesson. Have students write the focus question: *How do character relationships and conflicts impact the plot?*

• Remind students that they should be on the lookout for clues to answer the focus question as they read.

• Explain to students that after they read Chapters 7 and 8, they will work with a partner to find text evidence about each character. Then, as a class, they will discuss the evidence and their background knowledge to analyze the characters’ relationships and conflicts.

**READ CHAPTERS 7 AND 8: “A DAY WITH THE BEAVERS” AND “THE FIGHT AT THE LAMPPOST” (40 MIN.)**

• Project a class copy of Digital Component 4.1.

• Direct students’ attention to Digital Component 4.1, which describes the steps to make an inference. Tell students that they will use the following steps in order to describe the characters:

1. Find text evidence about the character.

2. Think about their own background knowledge and the structure of narrative texts.

3. Make an inference about the character by drawing their own conclusions.

• Explain to students that they will read Chapters 7 and 8 independently and pause at various points to discuss. After reading, they will find text evidence about the Pevensie children’s relationships and analyze how these relationships impact the plot.

• Direct students to read Chapter 7 and to pause after reading “found themselves looking down on a fine sight” (paragraph 39). Ask students the following questions:

1. **Inferential.** Why does Susan suggest going back home?
   - Susan is worried about following the mysterious animal that turns out to be a beaver.

2. **Evaluative.** How does Peter reassure the other children when deciding whether they should follow the beaver? Why is this important?
   - Peter tells the other children that they can all stay close together. This is important because Peter believes they will all help to protect each other even though the reader is aware that Edmund is trying to deceive everyone.

Support

Explain to students that *stratagem* (paragraph 11) is a noun that means a plan.
3. **Inferential.** What is the most likely reason the children decided to trust the beaver?

» The beaver tells him that he is friends with Tumnus, then proves it by showing Lucy’s handkerchief. Lucy was most trusting and may have trusted the beaver right away. However, the older kids may have felt they had no choice but to trust him after seeing the handkerchief and learning about spies in the woods.

4. **Inferential.** Why is it important that the children discover the beaver and Tumnus are friends?

» This is important because it encourages the children to follow the beaver and learn more about Aslan.

5. **Inferential.** Why do you think Edmund is reluctant to trust the beaver? Why do you think the other children trust the beaver?

» Edmund is reluctant to trust the beaver because the beaver is on Tumnus’s side rather than the White Witch’s side. He remembers how nice the witch was to him and perhaps still thinking about the Turkish Delight.

6. **Literal.** How did each of the children first react upon hearing the name Aslan?

» Edmund felt a mysterious horror; Peter felt brave and adventurous; Susan felt as if music floated by her; and Lucy felt as if it was the beginning of the holidays or summer.

• Direct students to continue reading the rest of Chapter 7 and to pause before Chapter 8. Ask students the following questions:

1. **Evaluative.** How do the children feel when they are at the Beavers’ home? Find evidence in the text to support your answer.

» Peter, Susan, and Lucy feel comfortable and welcomed in the home. Peter helped Mr. Beaver catch fish, and Susan and Lucy helped Mrs. Beaver to prepare the table and food for the meal. The children also “gave a long sigh of contentment” (Chapter 7, paragraph 50) after eating their meal and sipping their tea. Edmund does not enjoy his time at the Beavers’ home.

2. **Literal.** Why was the beaver pleased it was snowing again?

» The beaver was pleased because the new snow covered up all of their tracks, which would prevent the White Witch from finding them.

• Direct students to read Chapter 8 and to pause after reading paragraph 44: “Your lives wouldn’t be worth a shake of my whiskers!”
• Explain to students that as they read Chapters 7 and 8, they encountered the character Aslan. Display Character Card 4.2 of Aslan.

• Tell students that the character of Aslan was purposefully included by C.S. Lewis as a part of his biblical allegory. Explain to students that Aslan is a lion. Remind students that lions are often called “King of the Jungle.” Then explain that, in the Bible, Jesus was referred to as the King of kings.

• Think-Pair-Share: Ask students to turn to a partner to discuss: What is the most likely reason the author made Aslan a lion?
  » He is good; he is beautiful; he is true; he is brave; Lions are kings of the jungle, and the author wanted to symbolize that Aslan was king of all of Narnia.

• After the Think-Pair-Share, ask students the following comprehension questions:

  1. Inferential. Why does Lucy feel like it is her fault that the Queen has captured Tumnus?
  » Lucy feels like it is her fault because Tumnus let her go and did not take her to the Queen.

  2. Inferential. Who do you think Aslan is? Why do you think Peter is longing to see Aslan?
  » Aslan is a ruler or a king that can help others. Peter is longing to see Aslan because he wants Aslan’s help to save Tumnus. He sees him as the ultimate authority in Narnia.

  3. Evaluative: Why would the author refer to the children as Sons of Adam and Daughters of Eve?
  » Peter, Edmund, Susan, and Lucy are the four children in the prophecy, which could mean that they take the throne at the end of the story.

• Direct students to continue reading the rest of Chapter 8. Ask students the following questions:

  1. Evaluative. Who is Aslan, and why is he important?
  » Aslan is the king. He is important because he can help them rescue Tumnus and defeat the White Witch.

  2. Inferential. When did the children notice Edmund was missing? What are the children’s reactions when they find out Edmund has left?
The children first noticed Edmund was missing during a moment of silence after the beaver described the prophecy. Susan regrets ever coming to Narnia, Peter comes up with a plan to form search parties, and Lucy is in disbelief that Edmund would go to the White Witch.

3. **Literal.** Why was it important to know when Edmund left?

> It is important to find out when Edmund left so they can determine if he knows about their plans with Aslan.

4. **Evaluative.** Why is it important to the plot that Edmund goes missing? What is the author’s purpose for structuring the story this way?

> It is important to the plot that Edmund goes missing because Edmund is likely going to the White Witch’s castle. This will cause more of a problem because the children will likely go there, as well, to save Edmund. The author’s purpose for structuring the story this way is to build tension in the story as the problem grows worse and worse.

- After reading Chapters 7 and 8, remind students of the focus question: *How do character relationships and conflicts impact the plot?* How are (Peter’s or Edmund’s) actions in Chapters 7 and 8 important to the plot? Tell students that they will now make inferences about the four children to discover how their relationships have evolved since arriving at the Professor’s house.

- Tell students that they will write text evidence on four-square graphic organizers about each of the children’s relationships with their siblings. Then, they will use this text evidence and their background knowledge to determine how their relationships have impacted the plot.

- Direct students’ attention to the four chart papers displayed around the classroom. Point out to students that each chart paper has a four-square graphic organizer drawn on it. Tell students that there is one chart paper for each of the children (Peter, Susan, Edmund, and Lucy).

- **Display Digital Component 4.2.**

- Show students that on each graphic organizer there are four boxes. Three of the boxes are for text evidence about the characters’ relationships. Tell students to use the characters’ words, feelings, and actions to infer details about their sibling relationships. For example, tell students to think “What do Edmund’s actions show about his relationship with Lucy?” Tell students they will walk around with a partner to each graphic organizer and write their text evidence about the children in these boxes accordingly.

- **Think-Aloud:** I will model how to write text evidence about one of the children.
I recall Peter saying “...let’s give it a try. All keep close together.” when they all encountered the mysterious animal (the beaver) at the beginning of Chapter 7. I think this text evidence will be important for me to infer more about Peter’s character relationships because he is protecting all of his siblings. I will write this down on Peter’s four-square chart paper under “Words.”

- **Think-Pair-Share:** Instruct students to look for another piece of text evidence for Peter in Chapter 7. Then have them share their ideas with a partner. Ask partners to determine the category of the four-square graphic organizer where they should write the evidence. Ask for a few student volunteers to share their text evidence. Write student responses on the chart paper for Peter’s four-square graphic organizer.

- Provide ten minutes for students to walk around and fill out the graphic organizers on the chart paper. Tell them to write a minimum of two pieces of text evidence on each graphic organizer.
  - Facilitate and monitor students as they walk around to each graphic organizer.

- Once students have added their text evidence to all of the graphic organizers, come back as a class to discuss. Review the evidence students put on each chart. Discuss background knowledge students may have for the various pieces of evidence on the chart and their inferences. Then, have students describe how the characters’ relationships impact the plot. Write this information down in the fourth box of the graphic organizer.

- **Think-Aloud:** I remember writing that Peter said “...let’s give it a try. All keep close together.” This reminds me of when I stay close to a friend when I visit a new place. This makes me feel safe. I think Peter tries to protect his siblings from danger. I think this could affect the plot because Peter will try to solve the problem and save his siblings from the White Witch. I will write this down in the box that says “Impact on Plot.”

- **Think-Pair-Share:** Ask students to share their background knowledge and inferences about each character and their relationships. Remind students to think about the focus question (*How do character relationships and conflicts impact the plot?*) when making their inferences. Ask for a few volunteers to share their inferences.

  » Peter is an adventurous character that assumes the leadership role over his siblings in Narnia. His feelings toward Edmund are becoming more negative. He will attempt to lead the way as the children solve their problems against the White Witch.

  » Susan is nervous and apprehensive about being in Narnia but willingly goes along because it is the right thing to do. Her siblings trust her but know she is less
adventurous than the others. Susan will be the voice of reason with her siblings when encountering the White Witch.

» Lucy has a trusting relationship with her siblings, except Edmund. Peter and Susan place a lot of faith in Lucy as she guides them to save her friend, Tumnus.

» Edmund has become more deceitful and selfish as he leaves his siblings behind. His actions impact the plot because he is leading the children to the White Witch.

- Write student inferences and analyses on the four graphic organizers.
- **Think-Pair-Share:** Direct students to look at their sticky notes with the focus question: *How do character relationships and conflicts impact the plot?* Tell students to share which of the four children’s actions have most impacted the plot of the story and why.
  - Tell students that the characters’ interactions with one another have impacted the problem of the story, which is a part of the rising action.
  - Direct students to turn to the plot diagram, Activity Page 3.1, in their reading journals. Direct students to fill in more details about the character interactions and rising action from Chapters 7 and 8.

- After completing the Plot Diagram, Activity Page 3.1, pass out the Lesson 4 Exit Ticket. Direct students to think about the characters’ development as the plot evolved. Tell students that a character’s development can provide clues about their actions in the future. By looking at what a character has already done or said, the reader can predict what they will do next. Tell students to write how they think Edmund’s disappearance will influence the story events in the next chapters.

- Remind students to put their focus question sticky notes in their reading journals when they are finished.

**AUTHOR’S CRAFT: METAPHORS (5 MIN.)**

- Tell students, “In the story, you heard the snow described as a ‘thick white blanket.’”

- Explain to students that a *metaphor* is comparing two unlike things by saying they are the same.

- Provide further explanation of a *metaphor* by providing the following example: If your mom says to you, “Your room is a disaster area,” she is using a metaphor because she is comparing two things that are not alike by saying they are the same.
- Ask students: What is the most likely reason the author uses this imagery of a “thick white blanket?”

  » Thick white blanket impacts the story’s plot because the heavy snow covered everything, including Edmund’s tracks. This impacts the siblings’ ability to find him.

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**Check for Understanding**

Ask students to explain the impact Lucy’s conflicts with her siblings has on the rising action of the story.

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**Lesson 4: The Beavers**
Writing

Primary Focus: Students will practice summarizing the text in a way that maintains meaning and logical order.  

TEKS 5.2.C; TEKS 5.7.D

CHAIN OF EVENTS (15 MIN.)

- Tell students that they will now summarize the first eight chapters of The Lion, the Witch and the Wardrobe.

- Explain to students that a summary is a brief retelling of the story’s main events, or most important parts. When summarizing, the main events must be sequenced, or put in order. Remind students that their plot diagram includes the important details of the text thus far.

- Tell students that they will work with a partner to determine the main events from an assigned chapter that they have read so far. Then, as a class, they will sequence the events from Chapters 1 through 8 by creating a chain of events.

- Divide students into pairs. Distribute two half sheets of paper to each student pair. Assign each student pair a chapter from 1 through 8.

- Direct students to write down two main events from their assigned chapter on the half sheets of paper provided. Tell students to use their plot diagrams, Activity Page 3.1, to help them determine main events. When done, tell students to place their paper in order on the chain of events line previously drawn on the board or on the floor.

- After all student pairs have placed their main events on the chain of events line, gather together as class. Read through the sequencing of events and discuss with students about any events that should be rearranged. Discuss with students if any other main events need to be added to the chain as well.

Support

Have Character Cards from Chapters 1 through 8 printed and cut out for students. Direct students to put the Character Cards in order based on when each character was introduced in the story. Use this as a reference for writing their summary.

TEKS 5.2.C Write legibly in cursive; TEKS 5.7.D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
SUMMARIZING (15 MIN.)

• Explain to students that they will use the chain of events they created to independently write a summary of Chapters 1 through 8. Review that summarizing is retelling the story’s main events in their own words.

• Direct students’ attention to Digital Component 4.3, Transition Words. Explain to students that transition words can help them when writing their summaries. Transition words are used to connect ideas in a logical and sequential order. Tell students that the words first, next, and last are examples of transition words. Ask for a few volunteers to share some other examples of transition words.

• Model how to write a sentence using transition words: “First, the children arrived at the Professor’s house.” Emphasize using a comma after the transition word.

• Distribute Activity Page 4.1. Direct students to write their summary of The Lion, the Witch and the Wardrobe thus far. Students are expected to write legibly in cursive.
  ◦ Facilitate, monitor, and assist students as needed while they are completing the activity page.

• Remind students to keep their Activity Page 4.1 in their reading journals.

Check for Understanding

Why is it important to maintain logical order when writing a summary?
Betrayal

PRIMARY FOCUS OF LESSON

Reading
Students will evaluate Edmund’s motivations and conflicts, and analyze their impact on the plot.  \textit{TEKS 5.6.G; TEKS 5.8.C}

Students will evaluate details by taking notes and visualizing Edmund’s path to the White Witch’s castle.  \textit{TEKS 5.6.G; TEKS 5.7.D; TEKS 5.7.E}

Writing
Students will use text evidence to support their analysis of Edmund’s relationship and conflict with another character.  \textit{TEKS 5.2.C; TEKS 5.7.C}

FORMATIVE ASSESSMENT

Exit Ticket
Explain Edmund’s motivation for betraying his siblings.  \textit{TEKS 5.7.C}

Activity Page 5.1
Visualizing Evaluate text evidence and draw their visualizations of Edmund’s route to the White Witch’s castle.  \textit{TEKS 5.6.G; TEKS 5.7.E}

Activity Page 5.2
Relationships Use text evidence to explain the relationship between two characters in the novel.  \textit{TEKS 5.2.C; TEKS 5.7.C}

\textit{TEKS 5.6.G} Evaluate details read to determine key ideas;  \textit{TEKS 5.8.C} Analyze plot elements, including rising action, climax, falling action, and resolution;  \textit{TEKS 5.7.D} Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;  \textit{TEKS 5.7.E} Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;  \textit{TEKS 5.2.C} Write legibly in cursive;  \textit{TEKS 5.7.C} Use text evidence to support an appropriate response.
# Lesson 5 Betrayal

## Lesson at a Glance

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<td>Read Chapter 9: The Motivation</td>
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ADVANCE PREPARATION

Reading

• Prepare to review the Exit Ticket from Lesson 4.

• Prepare by drawing Digital Component 5.2 on chart paper in order to write student responses about Edmund’s motivation for betraying his siblings.

• Prepare by drawing Digital Component 5.3 on chart paper in order to write student responses and visualizations of Edmund’s journey.

• Prepare Digital Component 5.4 and Character Card 5.1 for students to reference.

Writing

• Prepare to distribute Activity Page 5.2 to students and display a class copy of Digital Component 5.5.

• List the following character relationships and conflicts on the board or chart paper:

  1. Edmund and Susan
  2. Edmund and Lucy
  3. Edmund and the White Witch

Universal Access

Reading

• Provide students with Digital Component 5.4 (Edmund looking at the White Witch’s castle) to reference when visualizing details of Edmund’s journey.

Writing

• Write the following questions on the board for reference during the writing segment: *What do character interactions reveal about their relationships? Why did the author use character relationships and conflicts to teach the reader a lesson?*
**CORE VOCABULARY**

**turret, n.** small tower  
**threshold, n.** a strip of wood at the entrance of the doorway  
**stammered, v.** stuttered  
**reckoned, v.** considered  
**schemes, n.** plans  
**ventured, v.** traveled  
**gloating, v.** taking pleasure in your own success  
**lithe, adj.** graceful

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Lesson 5: Betrayal

Primary Focus:
Students will evaluate Edmund’s motivations and conflicts, and analyze their impact on the plot.  
Students will evaluate details by taking notes and visualizing Edmund’s path to the White Witch’s castle.

LESSON 4 REVIEW (5 MIN.)

• Have students take out their copy of The Lion, the Witch and the Wardrobe, and Activity Page 4.1 from their reading journals.

• Remind students that in the previous lesson they wrote summaries of Chapters 1 through 8.

• Ask students to review their Exit Ticket from the previous lesson.

• Tell students to share their summaries with a partner. After reading their summaries, tell students to provide constructive feedback to their partner.
  ◦ Direct students’ attention to Digital Component 5.1 (Praise and Encourage). Explain that providing constructive feedback can help praise others for their successes and encourage them in ways to improve.
  ◦ Tell students to think of one thing to praise and one thing to encourage in their partner’s summaries.

PREVIEW CORE VOCABULARY (5 MIN.)

• Preview the core vocabulary words from Chapter 9.

• Allow students to reference the vocabulary words in the glossary, Activity Page 1.4, while providing their meanings.

• Pause after each word. Instruct students to draw a quick and small sketch next to the word in the glossary.

TEKS 5.6.G Evaluate details read to determine key ideas; TEKS 5.8.C Analyze plot elements, including rising action, climax, falling action, and resolution; TEKS 5.7.D Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order; TEKS 5.7.E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson they will focus on evaluating details and using text evidence. First, they will evaluate details to determine a character’s motivation. Then they will evaluate details to visualize the setting.

- Explain that a character’s motivation, or reasons for doing something, can cause an action and/or can be affected by an action.

- Remind students that cause (why something happens) and effect (what happens as a result) can be shown in different ways. One way to demonstrate cause and effect is through a character’s actions (what happens) and his motivation (why it happened). Readers, oftentimes, have to infer a character’s motivation by using clues like text evidence.

- Tell students that in today’s lesson they will determine Edmund’s motivation for betraying his siblings. They will look for text evidence that demonstrates his motivation for leaving his siblings to go to the White Witch, such as his words, actions, and feelings. Then, they will analyze how Edmund’s actions impact the plot.

- Explain to students that they will also evaluate details, or text evidence, to visualize Edmund’s path to the White Witch’s castle as he betrays his siblings.

- Tell students that visualizing is the process of creating pictures of the story in their minds as they read important details, or evidence, from the text.

- Distribute sticky notes to students. Remind them that in each lesson, they will use the sticky notes to write the focus question of the lesson. Have students write the focus question: How can I evaluate a character’s motivation to better understand the plot?

- Remind students that they should be on the lookout for clues to answer the focus question as they read.

- Explain to students that while they read Chapter 9, they will work together to find text evidence to evaluate Edmund’s motivation for betraying his siblings. Then, after reading, they will work with a partner to find text evidence to visualize Edmund’s path.
READ CHAPTER 9: “IN THE WITCH’S HOUSE,” THE MOTIVATION (15 MIN.)

- Put up the previously drawn motivation chart of Digital Component 5.2.
- Tell students that they will read Chapter 9 aloud. While reading, pause to write Edmund’s actions, words, and feelings that demonstrate his motivation for betraying Peter, Susan, and Lucy.
- Direct students’ attention to the motivation chart hanging up. Explain to students that after they write the evidence, they will discuss and evaluate the text evidence to determine Edmund’s motivations.
- Begin reading aloud Chapter 9 until the end of the first paragraph (“the others a mysterious and lovely feeling”). Remind students to think about their focus question while reading: How can I evaluate a character’s motivation to better understand the plot?
  - Think-Aloud: I read about some of Edmund’s feelings that I can evaluate to determine his motivation for betraying his siblings. The text evidence said, “He kept on thinking that the others were taking no notice of him.” I am going to write this down on my motivation chart under text evidence. When I evaluate this, I am going to think about how this evidence shows me why Edmund betrayed his siblings. I think Edmund’s motivation was that he wanted attention and felt ignored by his siblings. I am going to write down “wanted attention” under motivation.
  - Think-Pair-Share: Direct students to look for text evidence to evaluate Edmund’s motivation from the first paragraph as well. Tell students to explain their text evidence to their partner. Then, tell students to evaluate how the evidence shows Edmund’s motivation to betray his siblings (or why he betrayed his siblings).
    - Ask for a few volunteers to share their responses. Write student responses on the class copy of the motivation chart.
- Direct students to continue reading Chapter 9 until the end of the fifth paragraph (“only the shadows were rather confusing”). Remind students to think about their focus question while reading: How can I evaluate a character’s motivation to better understand the plot?
  - Think-Pair-Share: Direct students to look for text evidence to evaluate Edmund’s motivation from the second through fifth paragraphs as well. Tell students to explain their text evidence to their partner. Then, tell students to evaluate how the evidence shows Edmund’s motivation to betray his siblings (or why he betrayed his siblings).
    - Ask for a few volunteers to share their responses. Write student responses on the class copy of the motivation chart.
- Discuss with students the trends they notice with Edmund’s motivations.
READ CHAPTER 9: “IN THE WITCH’S HOUSE,” THE ROUTE (20 MIN.)

- Explain to students that in the beginning of Chapter 9, Edmund described his motivation for betraying his siblings. Now, at the end of Chapter 9, they will read about and visualize his journey to the White Witch’s castle.
  - Show students Digital Component 5.4 (Edmund looking at the White Witch’s castle). Tell students that Edmund will travel from the Beavers’ house to get to the White Witch’s castle, as shown in this image.

- Tell students that they will pause while reading to find text evidence about Edmund’s route, or path. When searching for text evidence to visualize, they will look for descriptive words.

- Display the visualization graphic organizer for Edmund’s route, Digital Component 5.3, and distribute Activity Page 5.1.

- Explain to students that they will work with a partner to find the evidence and draw their visualizations for Edmund’s route on Activity Page 5.1.

- Begin reading Chapter 9 from the beginning of the sixth paragraph (“He would never have found his way...”) until “been Peter’s fault.” Remind students to think about their focus question while reading: How can I evaluate a character’s motivation to better understand the plot?

  - Think-Aloud: We already know that Edmund was walking on the dam alongside the river. As we continued reading Chapter 9, I saw details such as “a smaller river flowing into the great one lower down.” Later on, it says “turned to follow it up.” I will write this under the text evidence category on our graphic organizer. When I picture this in my mind, I can see two rivers connecting with the larger river turning north. I will draw this quick visualization on the graphic organizer.

- Direct students to write this evidence and draw the visualization on their own graphic organizers, Activity Page 5.1.

- Ask students to find more text evidence in this section of the reading that describes Edmund’s route. Ask for a few student volunteers to share their text evidence. Write student responses on the class graphic organizer. Direct students to write their evidence on their own graphic organizers.

  - Think-Pair-Share: Using the text evidence on their graphic organizer, ask students to visualize what it looks like in their mind. Then share their visualizations with a partner.

    - Ask for a few student volunteers to share their mental images. Quickly sketch it on the class graphic organizer. Direct students to draw their own visualizations on their graphic organizers.

- Direct students to continue reading the rest of Chapter 9 with a partner. As they read the chapter, remind them to evaluate the details from the text.
write down descriptions of Edmund’s route, and visualize and draw what it looks like in their minds.

• After students have finished reading the rest of Chapter 9, gather together. Ask students the following questions:

1. **Literal.** What were the three reasons Edmund went to the Witch’s house? What made Edmund keep going instead of turning back to the Beavers’ house? What made Edmund’s journey so difficult?

   » Edmund wanted more Turkish Delight, to become a prince and to pay Peter back for calling him a beast. His journey was difficult because he forgot his coat, it was snowing, and it was night time which made it difficult to see.

2. **Evaluative.** What did Edmund believe about how the White Witch would treat his brother and sisters?

   » Edmund believed the White Witch would treat his siblings decently, but not as nice as she treated him.

3. **Inferential.** What is the most likely reason the Witch reacts to Edmund in anger?

   » The Witch reacts to Edmund in anger because she wanted him to return with all of his siblings.

4. **Literal.** Show students Character Card 5.1. Who is this character? Why do you think Edmund was especially shocked upon meeting this wolf?

   » This is the wolf, Maugrim, the Chief of the Witch’s Secret Police. Edmund was especially shocked upon meeting Maugrim because Edmund thought he was a stone statue.

• After discussing, remind students to keep their focus question sticky notes and Activity Page 5.1 in their reading journals *(How can I evaluate a character’s motivation to better understand the plot?)*.

• Explain to students that Edmund’s betrayal and his journey to the Queen’s castle still contribute to the rising action of the plot, or the problem. Direct students to take out the plot diagram, Activity Page 3.1. Direct students to add character interactions and details to the plot diagram. Remind students to include details about Edmund’s betrayal and his journey to the castle.

• Direct students to answer the Lesson 5 Exit Ticket question. How does the interaction between Edmund and the White Witch show that Edmund may not get what he wants?

   ◦ Facilitate, monitor, and assist students as needed while they are completing the exit ticket. Pull a small group of students to assist them with their exit ticket as needed.
CONNECTIONS (5 MIN.)

• Ask students: What other stories have you read where the character(s) have a conflict similar to Edmund’s and his siblings?
  » Answers may vary, but students should identify a scenario in which betrayal caused the conflict between characters.

• Use these questions to guide discussion about betrayal in other texts.
  ◦ Whose actions most influenced the conflict?
  ◦ What were their motivations?
  ◦ How were the motivations of one character interpreted by the others?
  ◦ How did the conflict make the characters feel?
WORD WORK: GLOATING (5 MIN.)

- In the story, you heard the sentence, “And he stood there gloating over the stone lion.”
- Say gloating with me.
- Gloating means to take pleasure in your own success.
- When he won the basketball game, he gloated with a smirk.

- **Use a Making Choices activity for follow-up.** Say, “I am going to describe some different situations. Raise your hand if what I describe is something someone would have gloated about; keep your hand down if what I describe is not something someone would have gloated about.”
  - Winning a game against opponents who are older
    - Hands up
  - Losing in a race against a friend
    - Hands down
  - Dropping your ice cream on the ground
    - Hands down
  - Learning that you just won one billion dollars
    - Hands up

- Ask students to analyze how the word gloating helps them to understand Edmund and his impact on the plot.
  - The word gloating shows that Edmund is self-centered. This impacts the plot because Edmund is making choices that only benefit himself, which will ultimately cause a conflict amongst his siblings.

Check for Understanding

Ask students to explain how evaluating a character’s motivations helps the reader understand the plot.
Lesson 5: Betrayal

Writing

Primary Focus: Students will use text evidence to support their analysis of Edmund’s relationship and conflict with another character. TEKS 5.2.C; TEKS 5.7.C

 RELATIONSHIPS (30 MIN.)

• Direct students’ attention to Digital Component 5.5, and have students take out Activity Page 5.2.

• Explain to students that they will use a relationship chart graphic organizer to analyze the relationship between the characters.

• Explain to students that it is important to examine relationships between characters when reading. Characters’ actions advance a plot by driving the story forward through their decisions, choices, and behaviors. Evaluating these details, as well as the character’s relationships, helps readers understand the characters and plot in order to use this information to predict future story events.

• Tell students that they will think about the relationships Edmund has with other characters in the novel, including Peter and the White Witch. Each relationship can be examined to learn more about the story and its characters.

• Model with students how to examine the conflict between Edmund and Peter by answering the questions on the relationship chart. Have the students read the questions on the chart and share text evidence from Chapters 1 through 9.

  ◦ Who is this relationship between?
    » Edmund and Peter.
  ◦ How are the motivations of each character alike and different?
    » They are different because Edmund is selfish and is motivated by his own rewards whereas Peter is protective and wants to take care of his family. They are similar because they both are strong, adventurous characters.
  ◦ How do the characters feel about each other?
    » Edmund does not like Peter because Peter keeps reprimanding him. Peter does not like Edmund because he keeps lying and tricking them.

TEKS 5.2.C Write legibly in cursive. TEKS 5.7.C Use text evidence to support an appropriate response.
Why do the characters need each other?

- Edmund needs Peter in order to complete the White Witch’s wish. Peter needs Edmund because he is a part of their family.

Describe the relationship. Is it positive or negative? Both? Explain.

- Their relationship is positive and negative. It is positive because they are family. It is also negative because they both do not feel good about the other.

Tell students that they will now practice analyzing another relationship conflict from the novel. Direct them to choose one of the following relationships to analyze: Edmund and Lucy, Edmund and Susan, or Edmund and the White Witch.

Direct students to answer the questions on their relationship charts, Activity Page 5.2, using text evidence from any part of the novel they have read so far. Students are expected to write legibly in cursive.

- Facilitate, monitor, and assist students as needed while they are completing the activity page.

Gather students together after they have had time to complete their activity pages to share information about the relationship they analyzed. Ask for student volunteers to read aloud their answers to the questions and discuss the relationships in the novel so far. Discuss with the class the following questions:

- What do we learn when we read about the relationships among characters? Why do authors use character relationships and conflicts to teach a lesson?

Remind students to keep their Activity Page 5.2 in their reading journals.

Check for Understanding

Why is it important to examine the relationship between Edmund and the other characters in the story? How does this help the reader understand the plot?
Father Christmas

PRIMARY FOCUS OF LESSON

Reading
- Students will infer multiple themes within *The Lion, the Witch and the Wardrobe* by using text evidence. TEKS 5.8.A
- Students will evaluate key details read to determine key ideas within *The Lion, the Witch and the Wardrobe*. TEKS 5.6.G
- Students will explain the author’s purpose and message within *The Lion, the Witch and the Wardrobe*. TEKS 5.10.A

Writing
- Students will compose an informational paragraph that conveys information about the theme of *The Lion, the Witch and the Wardrobe* to explain the author’s message, using a clear central idea and text evidence for support. TEKS 5.2.C; TEKS 5.12.B; TEKS 5.10.A

FORMATIVE ASSESSMENT

Activity Page 6.1
- Infer multiple themes from the novel, and support them with evidence from the text. TEKS 5.8.A

Exit Ticket
- What are the author’s main messages in the novel *The Lion, the Witch and the Wardrobe*? Support your response with evidence from the text. TEKS 5.10.A

**TEKS 5.8.A** Use text-based evidence to infer themes; **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.10.A** Explain the author’s purpose and message within a text; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.12.B** Compose information texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
## LESSON AT A GLANCE

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ADVANCE PREPARATION

Reading

• Prepare to review the Exit Ticket from the previous lesson.

• Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the story so far. Use this time to meet with students about their Exit Tickets from Lesson 5 individually or in small groups as needed to ensure students’ understanding of using text evidence.

• Prepare to display the Theme Anchor Chart (Digital Component 6.1) and the Multiple-Choice Question (Digital Component 6.2).

• Write the following prompt for the close reading on the board or chart paper: Find quotes and ideas that connect to one of these topics for the theme of The Lion, the Witch and the Wardrobe: good versus evil, courage, justice, or betrayal.

• Prepare to distribute one sticky note to each student.

• What are the author’s main messages in the novel The Lion, the Witch and the Wardrobe? Hint: Consider what themes you uncovered today and how these connect to the author’s message.

Writing

• Prepare to project or draw Activity Page 6.2 on chart paper for students to refer back to during the unit to model how to make and confirm predictions.

• Prepare for students to work with a partner. Partners may be assigned, or students may pair up with a classmate for the activity.

Universal Access

Reading

• Write a list of common themes in literature on the board or chart paper: courage, hope, betrayal, good versus evil. Explain to students how one work can develop multiple themes at the same time.

• Prepare definitions and pictures to go with each of the major themes:
  ◦ Good versus evil—A struggle between a force that is good and a force that is bad (The White Witch and Aslan)
  ◦ Courage—Doing what is right, even when you are afraid (The children following the Beavers)
  ◦ Betrayal—To break the trust of a person, group, or country (Edmund leaving the Beavers’ House)
  ◦ Hope—Feeling excited about a future event or object (Father Christmas)
• Use the sentence stems to help students make connections to the theme and books they have already read this year:

  ◦ *Don Quixote* (Unit 4) demonstrated the theme of ________ when the main character _________. *(Possible theme: courage)*

  ◦ Oberon in *A Midsummer Night’s Dream* (Unit 6) demonstrated the theme of ________ when he _________. *(Possible theme: betrayal)*

  ◦ *The Personal Narrative of Shinpei Mykawa* (Unit 1) demonstrated the theme of ________ when Shinpei _________. *(Possible theme: hope)*

**Writing**

• Prepare theme examples for the Theme activity:

  ◦ How to infer a theme:
    ▪ Find a topic.
      • Example: Hope
    ▪ Now, where do we see hope in the text?
      • Lucy begins to lose hope on the journey, but then they find a place to rest.
    ▪ What is the author’s main message?
      • Example: You shouldn’t give up hope when times are hard.
  ◦ The main message in the story is _________. In paragraphs ___ and ___.

CORE VOCABULARY

- Preview the vocabulary words before reading the text. In addition to the preview, vocabulary can be added to a bulletin board so that students can review as needed throughout the unit.

**scramble, v.** climb over rough or difficult terrain  
**bramble, n.** prickly bush or shrub  
**frowsty, adj.** dirty and musty-smelling  
**solemn, adj.** serious in mood or tone  
**cordial, n.** a healing medicine  
**bundling, v.** covering in warm clothing; leaving in a hurried way  
**plaguey, adj.** annoying and bothersome  
**mercy, n.** a helpful item or event given by another person or divine being  
**courage, n.** the strength to do something that frightens you  
**betrayal, n.** to break the trust of a person, group, or country

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Lesson 6: Father Christmas

Reading

Primary Focus:
Students will infer multiple themes within The Lion, the Witch and the Wardrobe by using text evidence. **TEKS 5.8.A**
Students will evaluate key details read to determine key ideas within The Lion, the Witch and the Wardrobe. **TEKS 5.6.G**
Students will explain the author’s purpose and message within The Lion, the Witch and the Wardrobe. **TEKS 5.10.A**

**LESSON 5 REVIEW (5 MIN.)**

- Have students take out their copy of The Lion, the Witch and the Wardrobe.
- Have students break into the previously prepared small groups.
- Remind students that in Lesson 5, they evaluated key details to understand the impact of Edmund’s betrayal on the plot and to understand his route to the White Witch’s castle.
- Ask students why it is important to use key details.
  - Key details support an inference and proves that an idea about a text makes sense.
- Ask students to refer to their reading journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the characters and their relationships introduced in the novel so far and any important events.
- Use this time to meet with students about their Lesson 5 Exit Tickets individually or in small groups as needed to help clarify their understanding of using text evidence.
- Have students return to their individual seats.

**TEKS 5.8.A** Use text-based evidence to infer themes; **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.10.A** Explain the author’s purpose and message within a text.
LESSON INTRODUCTION (10 MIN.)

• Explain to students that in today’s lesson they will practice inferring themes.

• Inferring themes is important because it helps readers understand the big messages or lessons that the author wants them to take away from the text.

• Tell students that today they will be inferring themes to help understand the message that C.S. Lewis wanted to tell them.

• Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. This question will help them complete activities in the lesson and give them important quotes to use when completing their Exit Ticket. Have students write the focus question: Find quotes and ideas that connect to one of these topics for the theme of The Lion, the Witch and the Wardrobe: courage, hope, or betrayal.

• Remind students that they should be on the lookout for clues to answer the focus question as they read.

• Tell students that in order to understand the theme in a text, they must understand an important topic in the text. Then they use this topic to determine the theme.

• Ask students if they recall what the topic of a story means?

  » Student answers may include what the story is mainly about, what the author wants you to know the most, or the central idea.

• To find a topic in a text, it is important to look for an idea that is seen over and over again in the text.

• Authors often have many messages for the readers, so there can be many different themes in a novel.

• Tell students if an idea keeps repeating itself in a text that they, as readers, should think about why that is so.

• Ask students why an author would keep repeating the same idea in a text.

  » To get the reader to understand, to inform the reader, to make an idea stand out for the reader, or to further explain a topic.

• Remind students that authors use themes to teach a lesson or get a message across to the reader.

• Tell students to look at Digital Component 6.1 (Theme Anchor Chart).

• Ask students to follow along as the rest of the bullet points on the anchor chart are read aloud. Explain to students that you will use these topics to find themes in the novel.
• Have students take out Activity Page 6.1. Have a volunteer read the headings on the chart. Explain that topics are the subject matter addressed in the story. Students may think of them as central ideas. They are typically one word and will tell students an idea that is seen over and over again in the story.

• C.S. Lewis provides many messages in The Lion, the Witch and the Wardrobe, but for today, these are examples of central ideas that can focus our thinking: hope, courage, and betrayal. The theme of a story will be the message or lesson the author wants the reader to understand about that topic.

• Direct students to notice there is room to record other topics if they find them while reading and time allows.

• Work with students to complete the betrayal section, and record on the class copy of the activity page.

• Explain to students that they will work to complete the sections of hope and courage during their reading. Remind them that if there is time, novels contain multiple themes that can be identified using key details about character relationships or conflict. They can create their own topics that could include friendship, gluttony, childhood, forgiveness, and good versus evil.

• Tell students that the class will complete the final column, labeled “Theme” together, so they will only need to fill out the “Topic” and “Evidence” sections.

• Inform students that in today’s lesson they will be reading Chapter 10. They will be looking at topics that are important in The Lion, the Witch and the Wardrobe. Then, they will look for parts of the story that can help them infer a theme based on the topic.

READ CHAPTER 10: “THE SPELL BEGINS TO BREAK” (40 MIN.)

• Preview the vocabulary terms that students will see in Chapter 10. Direct students to use the glossary, Activity Page 1.4, to learn the definition for each word.

• Have students take out their copies of The Lion, the Witch and the Wardrobe. Remind students of the focus question for this lesson: Find quotes and ideas that connect to one of these topics for the theme of The Lion, the Witch and the Wardrobe: courage, hope, or betrayal.

• Explain to students that they will be looking out for these themes and others they might find as they read Chapter 10 today. They can record their ideas on the sticky note while reading.
• Tell students that they will begin reading Chapter 10 with a partner. Partners should take turns reading Chapter 10 from “Now we must go...” through “all carrying their loads over their shoulders” (paragraph 18). As they read, remind them to look for topics that help them infer themes of the story that they can record on Activity Page 6.1 in the “Topic” column.

• After students have read Chapter 10 from the beginning through “all carrying their loads over their shoulders” in paragraph 18, ask the following discussion questions:

1. **Literal.** What kept the children and the Beavers from getting a quick start on their journey?
   - Mrs. Beaver is taking time to pack up food and supplies, and everyone else thinks it is a waste of time and that they should leave immediately.

2. **Literal.** What does Mrs. Beaver say that they can do that gives them hope?
   - They can get through to the Stone Table by staying hidden from the Witch.

3. **Evaluative.** Do you think Mrs. Beaver made the right decision by taking the time to pack food and supplies before they left? Why, or why not?
   - No, because Mr. and Mrs. Beaver and the children were in a hurry to leave to escape from the Witch; yes, because Mrs. Beaver thinks the Witch will get to the Stone Table before them no matter how quickly they leave; it would be a difficult journey through the snowy terrain, and food and supplies may be necessary for their survival.

• Ask for several volunteers to share a topic they wrote on Activity Page 6.1 (e.g., betrayal, exploration, family, escape). Tell students to make sure they have at least one topic written before they continue reading.

• Have students silently read Chapter 10 from paragraph 19 (“The snow had stopped...”) through paragraph 32 (“Well, just come and see!”). Tell them to look for parts of the story that help them infer themes based on the topics they chose. They should write the parts of the story they notice in the outer bubbles on Activity Page 6.1, including the page numbers from the text.

   - Just when Lucy grows tired and begins to lose hope, the Beavers find a cozy place to rest, supporting the topic of hope; Mr. Beaver leaves the cave to find out who is coming, even though it is dangerous, supporting the topic of courage.
• After students have completed independent reading of Chapter 10 from paragraph 19 (“The snow had stopped...”) through paragraph 32 (“Well, just come and see!”), ask the discussion questions below:

1. **Inferential.** What do you predict that Mr. Beaver has found that has made him so excited?
   
   » Students may cite the “jingling bells” or the way Mr. Beaver said the Witch made it “always winter and never Christmas.”

2. **Literal.** How does Lucy begin to feel after walking for a long time?
   
   » Lucy begins to feel very tired and starts to lose hope. She wonders how she will continue to keep up.

3. **Inferential.** Based on what we have read about the contrast between Mr. and Mrs. Beaver’s care and protection and Lucy’s exhaustion and fear, what is most likely a lesson the author wants us to learn?
   
   » Themes may be similar to “Good friends can help you through hard times” or “You shouldn’t give up hope when things get hard.”

• Ask for several volunteers to share their topics and evidence from the story they wrote on Activity Page 6.1.

• Have students silently read Chapter 10 from paragraph 32 (“And then they were all...”) through the end of the chapter and continue looking for evidence from the story that help them infer themes on the topics they chose. Remind them to record their evidence on Activity Page 6.1.

• After students have completed independent reading of Chapter 10, ask the following discussion questions:

1. **Literal.** What does Father Christmas give to each of the children?
   
   » Peter is given a shield and a sword; Susan is given a bow, arrows, and horn; Lucy is given a bottle of medicine and a small dagger.

2. **Inferential.** Why does Father Christmas say the gifts are tools and not toys? Why do you think Father Christmas gave the children tools?
   
   » A battle is not a game, so the tools necessary to stay safe in a battle are not toys but instead tools to be used with wisdom and discernment. The children will probably need to use them in battle or to defend themselves later in the story. Peter will probably be engaged in battle with his sword and shield while Susan and Lucy might have to defend themselves.

(continued on p.90)
3. **Evaluative.** Do you think these tools were fitting gifts for each of the children? Why, or why not?

   » Possible responses include the following: A sword is a good gift for Peter because he is brave. Medicine is a good gift for Lucy because she is caring.

4. **Evaluative.** How does this information support the idea that these tools were not intended to make them happy?

   » The tools helped prepare students for roles they would assume in Narnia.

   - Ask for several volunteers to share their topics and story evidence that they wrote on Activity Page 6.1, including the page numbers from the text.
   - Explain to students that they will now use these topics to find themes. Pick a topic, and turn it into a question. For example, if one of the topics written down was friendship, ask, *What is this story trying to teach you about friendship?*

     » “Friends can help you through hard times” or “You should not lose hope when things get hard.”

   - Have students do a turn and talk with an elbow partner to discuss the answer. Ask for several volunteers to share their answers to the question. Record appropriate answers on the class copy and tell the students to do the same on their copy.
   - Explain to students that thinking about the lesson the story is teaching them about these topics will help them discover the themes of the story.
   - With a partner, instruct students to ask a question about each of their topics to find other themes of the novel. Tell them to find at least two more topics and themes.
   - Facilitate, monitor, and assist students as needed while they are completing Activity Page 6.1.
   - Allow a few student volunteers to share themes and the topics that led them to think about the lesson or message in the identified themes.
   - Have students place their Activity Page 6.1 in their reading journals.
   - Display Digital Component 6.2. Read the multiple-choice question aloud to students:
• Which detail from Chapter 10 best supports the theme that hope is never lost?
  A. Edmund told the White Witch where to find his siblings in the house of the Beavers.
  B. Lucy despairs because she is too tired to go on, and Mr. Beaver led them to a safe den for her to rest.
  C. Mrs. Beaver suggests that they should go where the Witch won’t expect them to.
  D. Father Christmas gives the children tools to be used in their upcoming fight against the White Witch.

• Tell students that they will practice analyzing this question before deciding on an answer choice.
• Facilitate and monitor as students look for details for about five minutes.
• Ask a few volunteers to share the details they noticed.
• Think-Pair-Share: Have students read the answer choices carefully and decide which choice is the best. Then, have a volunteer share their answer and explain why that is the best choice.

**WORD WORK: MERCY (5 MIN.)**

1. In the story, you heard the phrase, “What a mercy...”
2. Say mercy with me.
3. Mercy is a multiple-meaning word. You may have heard it used as a synonym for the word forgiveness.
4. In this chapter, mercy has a different meaning. It means “a helpful item or event given by another person or divine being.” It is a synonym for the word blessing.
5. It was a mercy that we found a space in the crowded parking lot.
6. What part of speech is the word mercy the way it is used in this chapter?
   » noun
7. Think-Pair-Share: With a partner, explain a time you had a mercy given to
you. Be sure to use the word mercy in your discussion.

8. Ask the students to consider how mercy could be a topic in the story. Is there enough text evidence to support this?

   » Possible response: Aslan showed mercy to Edmund. Even though he betrayed his siblings he forgave him and let him join his army. He gave him a pardon from the White Witch’s traitor claim.

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**Check for Understanding**

Explain the difference between a topic and a theme.
Lesson 6: Father Christmas

Writing

Students will compose an informational paragraph that conveys information about the theme of *The Lion, the Witch and the Wardrobe* to explain the author’s message, using a clear central idea and text evidence for support.

**TEKS 5.2.C; TEKS 5.12.B; TEKS 5.10.A**

**INTRODUCTION AND ORGANIZER (15 MIN.)**

• Have students take out Activity Page 6.2.

• Explain to students that they are going to use the topics and text evidence they gathered while reading as a basis to write an informational paragraph about one message that C.S. Lewis conveyed in the novel *The Lion, the Witch and the Wardrobe*.

• *Think-Aloud:* After reading Chapter 10 and looking at all the information, I can see that some topics seem to have more support than others. Look at all the examples of courage that have been seen in this book. We identified one together, but what are some others that you can think of?

  » Mr. Beaver has courage when going out to meet Father Christmas; Lucy had courage earlier in the story when visiting Tumnus a second time after he said he meant to capture her; Peter had courage when he chose to help Tumnus instead of going straight home.

• Courage is a very strong topic that can be used to create a theme, and that means that C.S. Lewis was trying to convey a message to the readers by repeating this topic throughout the novel. What lesson about courage do you think C.S. Lewis wanted to convey as a message to the reader?

  » Possible answers: Courage is important when changing an unjust situation, or courage is necessary to do what is right in difficult situations.

• Explain the following to students: Now think about what you think is the most important topic that C.S. Lewis shared. Consider the message that C.S. Lewis was trying to teach us readers. It might be about the topic of courage, or it may be about another topic you have explored. Work with a partner to complete Activity Page 6.2 as a graphic organizer to help you identify the topic, supporting evidence, and theme or message statement.

• Ask students to work with a partner to complete Activity Page 6.2.

**TEKS 5.2.C** Write legibly in cursive. **TEKS 5.12.B** Compose information texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. **TEKS 5.10.A** Explain the author’s purpose and message within a text.
EXIT TICKET (15 MIN.)

• Distribute previously prepared Exit Tickets and allow students fifteen minutes to complete them before collecting for review.

• Tell students, now that they have all their ideas organized, they need to make sure that they are writing a strong information paragraph with a clear central idea about an important topic, supporting evidence, and theme that helps tell what the author’s message could be from the text.

• Students are expected to write legibly in cursive.

• Exit Ticket question: What are the author’s main messages in the novel, The Lion, the Witch and the Wardrobe? Support your response with evidence from the text. Hint: Consider what themes you uncovered today and how these connect to the author’s message. Remember that a single work can have multiple themes. **TEKS 5.10.A**

Support

Provide students with the topic of hope. Have them work in a teacher-led small group to create a theme statement that would show the author’s message. Depending on the support needed, they can find text evidence in partners or continue in a small group with teacher support.

Challenge

Have students expand their informational paragraph by discussing another theme of the text. They must defend their message statements (theme) with evidence from the text.

**TEKS 5.10.A** Explain the author’s purpose and message within a text.
Spring

PRIMARY FOCUS OF LESSON

Reading
Students will describe how the author’s use of figurative language helps the reader visualize the setting of Narnia.

Writing
Students will infer possible consequences of Edmund’s betrayal and use text evidence to support their response.

FORMATIVE ASSESSMENT

Exit Ticket
What is the author’s purpose for using figurative language to describe Narnia as it changes from winter to spring? Provide examples from the text to support your answer.

Activity Page 7.4
Predict the consequences of Edmund’s choices and support them with evidence from the text.

TEKS 5.10.D; TEKS 5.6.D; TEKS 5.10.A; TEKS 5.6.E
TEKS 5.2.C; TEKS 5.6.C; TEKS 5.7.C

Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; TEKS 5.6.D Create mental images to deepen understanding; TEKS 5.10.A Explain the author’s purpose and message within a text; TEKS 5.6.E Make connections to personal experiences, ideas in other texts, and society; TEKS 5.2.C Write legibly in cursive; TEKS 5.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; TEKS 5.7.C Use text evidence to support an appropriate response.
### LESSON AT A GLANCE

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ADVANCE PREPARATION

Reading

• Prepare to review the Exit Ticket from the previous lesson.
• Prepare to display Digital Components 7.1, 2.3, and 5.4.
• Prepare to break students into partners. Partners can be assigned, or students can choose a partner.
• Prepare to distribute three sticky notes to each student.
• Write the focus question on the board or chart paper: *What is the most likely reason the author uses figurative language to describe the setting?*

Writing

• Prepare to break students into partners. Partners can be assigned, or students can choose a partner.
• Prepare small groups to provide more support with the writing response for some students.
• Prepare to display Digital Component 7.2.
• Prepare to give an example of an action and its consequences. Choose a recent event that involved the whole class, if possible.

Universal Access

Reading

• Display the Digital Components 2.3 and 5.4 to help students visualize the settings and characters in the story.
• Provide a sentence frame to help students describe the author’s purpose for using figurative language:
  ◦ The author included this figurative language because he wanted to ___.

Writing

• Discuss with students what it means to make a prediction. Explain to students that when making predictions in literary texts, readers must consider the plot structure. Stories typically follow a structure with a problem, which grows worse throughout the rising action, and a climax, when the problem is solved. Tell students to think about where we are in the story and what has happened so far. Have them look back at Activity Page 6.2. Explain that they should use clues and evidence when they make predictions.
• Write definitions of *action* and *consequence* on the board or chart paper. These terms may be reviewed before the lesson if needed.
  ◦ Action—Something that a person or character chooses to do
  ◦ Consequence—What happens as a result of a person’s action or choice
CORE VOCABULARY

- Preview vocabulary before reading the text.
- Display the following vocabulary words. Direct students to use the glossary, Activity Page 1.4, to see the unit’s key vocabulary.
- Tell students that they will work with a partner to “hunt” for the vocabulary words in the text. Then, partners should discuss what they think each word means. Remind them to read a little bit before and after each word to find context clues. Then, students should check the glossary for the definition of each word.
- Facilitate while students work or pull a small group to preview vocabulary with students who would benefit from more support.

repulsive, adj. disgusting
vermin, n. pests that are difficult to control, such as rats and flies
gluttony, n. eating and drinking too much
plucked, v. found courage or bravery in the face of difficulty
self-indulgence, n. taking more than what is needed out of selfishness
chattering, n. a series of quick sounds, like birds chirping
murmuring, n. a low, continuous sound, like water flowing through a stream
crocuses, n. a type of flower that is one of the first to bloom in the spring
Lesson 7: Spring

Reading

Primary Focus:
Students will describe how the author’s use of figurative language helps the reader visualize the setting of Narnia.  

LESSON 6 REVIEW (5 MIN.)

• Have students take out their copy of *The Lion, the Witch and the Wardrobe.*
• Have students break into the previously prepared small groups.
• Remind students that in Lesson 6, they learned how to determine themes of a story. It is important to be able to determine themes of a story because themes tell readers the main messages or lessons that the author wants them to take away from their stories. Themes tell what stories are really all about.
• Ask students what some important themes are from *The Lion, the Witch and the Wardrobe.* Remind them that they should not just say a topic but also describe what the text teaches about that topic.

  » Possible themes can include: “Friends can help you through hard times,” “Do not lose hope,” or “You should have courage in the face of difficulty.”

• Ask students to review their Exit Tickets from Lesson 6 with a partner.
• Ask students to refer to their reading journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the characters and their relationships introduced in the novel so far and any important events.
• Use this time to meet with students about their Lesson 6 Exit Tickets individually or in small groups as needed to help clarify their understanding of using text evidence.
• Have students return to their individual seats.

**TEKS 5.10.D** Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes; **TEKS 5.6.D** Create mental images to deepen understanding; **TEKS 5.10.A** Explain the author’s purpose and message within a text; **TEKS 5.6.E** Make connections to personal experiences, ideas in other texts, and society.
LESSON INTRODUCTION (5 MIN.)

• Tell students that in today’s lesson, they will be reading Chapter 11, “Aslan is Nearer.”

• Display Digital Component 7.1 and distribute Activity Page 7.1. Explain to students that in today’s lesson, they will notice that the author includes figurative language to achieve specific purposes. For example, the author may want to help the reader visualize the setting, or they may want to send a message. Imagery calls on the reader’s senses through sounds, scents, tastes, images, and touch to make an idea accessible.

• Remind students that they have learned about figurative language in Grade 5 Units 1, 4, and 5. They have also learned about figurative language in previous grade levels. They will continue to build their knowledge of figurative language during this unit by analyzing the author’s purpose for using figurative language.

• Tell students that after they read today, they will explain why the author used figurative language, or what his purpose was. Briefly review the types of figurative language by reading the chart (Digital Component 7.1).

• Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. Have students write the focus question:

  What is the most likely reason the author uses figurative language to describe the setting?

• Remind students that they should be on the lookout for clues to answer the focus question as they read.

• Distribute Activity Page 7.2. Explain that as students read Chapter 11 independently, they will record examples of figurative language that they notice. After reading, they will describe how these examples of figurative language achieve specific goals or purposes.

READ CHAPTER 11: “ASLAN IS NEARER” (30 MIN.)

• Have students take out their copies of The Lion, the Witch and the Wardrobe.

• Tell students to silently read Chapter 11 from the beginning through paragraph 9 (“footprints were covered up”). As they read, remind them to record examples of figurative language Activity Page 7.2.

• After students have completed independent reading of Chapter 11 from the beginning through paragraph 9 (“footprints were covered up”), ask the following discussion questions:
1. **Inferential.** The author used the simile “as quickly as a horse can gallop.” What mental image does this create, and what is the most likely reason the author used this figurative language?

   - i.e., I imagine the wolf immediately running off into the forest. The author wanted to show that the wolf was running quickly because he was in a hurry to do what the Witch commanded.

2. **Evaluative.** How do the words the author uses to describe Edmund’s experience show that returning to the castle with the White Witch was a bad idea?

   - “Edmund was having a disappointing time”; Edmund had to “pluck up courage” to speak; the Witch gives him dry bread instead of Turkish Delight; “‘Take it away,’ said Edmund sulkily. ‘I don’t want any dry bread.’”; “But the witch turned on him with a terrible expression.” The words the author uses in this part of the chapter paint a dismal picture of Edmund’s experience.

   • Remind students to make sure they recorded at least one example of figurative language on Activity Page 7.2.

   • Tell students to silently read Chapter 11 from paragraph 10 (“Meanwhile the dwarf...”) through paragraph 21 (“even their faces crumbled away.”). As they read, remind them to record examples of figurative language on Activity Page 7.2.

   • After students have completed independent reading of Chapter 11 from paragraph 10 (“Meanwhile the dwarf...”) through paragraph 21 (“even their faces crumbled away.”), ask the following discussion questions:

   1. **Literal.** You just read some details about what it was like to ride on the Witch’s sledge. What descriptive language did you notice?

      - “the everlasting swish of the snow and the creaking of the reindeer’s harness”

   2. **Evaluative.** What was the author’s purpose for including that descriptive language?

      - The author wanted to help the reader make a mental image, or imagine what it was like to be on the Witch’s sledge. He wanted to show that it was very quiet, and no one was talking.
3. Inferential. Why did the author say that “one of the young squirrels lost its head completely”?

» The author used an idiom to give readers the idea that the squirrel was not thinking clearly.

- Remind students to make sure they recorded at least one example of figurative language on Activity Page 7.2.
- Tell students to silently read Chapter 11 from paragraph 22 (“Now they were...”) through the end of the chapter. Remind them to record examples of figurative language on Activity Page 7.2.
- After students have completed independent reading of Chapter 11 from paragraph 22 (“Now they were...”) through the end of the chapter, ask the following discussion questions:

1. Inferential. What does the melting of the snow tell us about the White Witch’s power?

» The Witch’s power is fading, most likely because of Aslan.

2. Literal. How does Edmund feel about the coming of spring? How do we know?

» Edmund is joyful and relieved. The text says, “his heart gave a great leap.”

3. Evaluative. The text says, “there was a drip-drip-drip from the branches of all the trees.” Why did the author use an onomatopoeia instead of just telling readers that the snow was melting?

» The author wanted readers to create a mental image. The onomatopoeia helps readers imagine what it was like to be there by providing vivid details.

- Remind students to make sure they recorded at least one example of figurative language on Activity Page 7.2.
- Tell students that they will now work to complete Activity Page 7.2. Explain that “author’s purpose” means the reason why the author most likely included the figurative language. This could be something the author wanted the reader to do, like creating a mental image, or it could be a message the author wanted to send. Remind students to look back in the text as needed when they are thinking about what the figurative language means or the author’s purpose for including it.

Support

Tell students that vicious means harsh and spiteful and transparent means allowing light to pass through. Allow students to read with a partner as needed.
Facilitate and monitor as students work to complete Activity Page 7.2.

Tell students to keep Activity Page 7.2 and their focus question sticky notes in their reading journals.

Remind students how the words the author uses to describe Edmund’s experience to show that returning to the castle with the White Witch was a bad idea. Ask students to recall the words the author used.

> “Edmund was having a disappointing time”; Edmund had to “pluck up courage” to speak; the Witch gives him dry bread instead of Turkish Delight; “‘Take it away,’ said Edmund sulkily, ‘I don’t want any dry bread.’”; “But the witch turned on him with a terrible expression.” The words the author uses in this part of the chapter paint a dismal picture of Edmund’s experience.

Distribute previously prepared Exit Tickets, and allow students five minutes to complete them before collecting for review.

**Exit Ticket**

What is the author’s purpose for using figurative language to describe Narnia as it changes from winter to spring? Provide examples from the text to support your answer. **TEKS 5.10.D**

**CONNECTIONS (10 MIN.)**

**Choices and Consequences Prompts:** Use these questions to discuss issues about choices and consequences from the novel and how students can relate to those issues in their own lives.

- Edmund’s decision to join the White Witch was driven by his gluttony, especially his desire for Turkish Delight. Some people may experience gluttony when they get into a habit of overeating sweets. What might the consequences of this example be?

  » You might get a stomach ache.

- Edmund regrets his decision to join the White Witch. Do you think Edmund feels he made a wise choice to join the White Witch? Why or why not?

  » Edmund seems to regret seeing the Witch, as he now sees what she is like.
WORD WORK: REPULSIVE (5 MIN.)

1. In the story, you read the phrase, “He grinned in a repulsive manner...”.

2. Say repulsive with me.

3. Repulsive is a synonym for disgusting. It describes something that is very unpleasant or offensive.

4. The smell of the garbage can was repulsive.

5. The author wrote that the dwarf “grinned in a repulsive manner” in Chapter 11, paragraph 3. What mental image does this create for the reader?

   » Possible answers: The dwarf grins in a way that seems mean and mischievous. His teeth are probably rotten. Even though he is smiling, his eyes look angry and mean.

6. Think-Pair-Share: Brainstorm with a partner a list of things that could be repulsive.

   » Examples: terrible smells like rotten eggs, foul tastes, things that are decomposing, insects or rodents (e.g., cockroaches, rats)
Lesson 7: Spring

Writing

Primary Focus:
Students will infer possible consequences of Edmund’s betrayal and use text evidence to support their response. **TEKS 5.2.C; TEKS 5.6.C; TEKS 5.7.C**

**WRITING RESPONSE (30 MIN.)**

- Have students take out Activity Page 7.3.
- Tell students that they will be writing a response to *The Lion, the Witch and the Wardrobe*. Students will write a response to the prompt: Based on what you have read so far, predict the consequences of Edmund’s choice to join the White Witch. Support your prediction with multiple pieces of evidence from the text.

  - Show students Activity Page 7.3. Explain that students should use the T-chart to plan out their response. They can look back in the text and use Activity Page 7.1 to make a prediction about the consequences of Edmund’s actions. Then, they should write more than one quote or part from the text that supports their prediction.

- **Think-Pair-Share:** Students can discuss their predictions with a partner.

- Facilitate and monitor as students work independently to plan and write their responses. Students are expected to write legibly in cursive.

- Ask a few volunteers to share their responses.

- Direct students to place their activity pages in their reading journals.

**EMERGENT BILINGUAL STUDENTS**

*Beginning*

Have students work with a teacher to orally explain their prediction. Encourage students to use the literary vocabulary words *predict* and *evidence*.

*Intermediate*

Have students orally tell a partner their prediction and evidence. Then, provide sentence frames to help them write their response. I predict that ___ because ____. I think this because the text says ____. This evidence shows ___.

*Advanced/Advanced High*

Provide sentence frames for students to use when writing their response.

- I infer that ___ because ___.
- I think this because the text says ___.
- This evidence shows ___.

**ELPS 1.E; ELPS 3.D; ELPS 3.E**

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 5.7.C** Use text evidence to support an appropriate response.
Check for Understanding

Explain what a consequence is and how consequences are related to choices.

Support

Have students work with a teacher to plan their inference and evidence. Then, provide sentence frames to help them write their response. I infer that ____ because ____. I think this because the text says _____. This evidence shows _____.

Challenge

Students should expand on their response by writing two to three reasons for their prediction and providing a quote from the text as evidence for each reason.
The Arrangement

PRIMARY FOCUS OF LESSON

Reading
Students will summarize the battle between Peter and the wolf in a way that maintains meaning and logical order. **TEKS 5.7.D**
Students will evaluate details to determine key ideas to use in a text summary. **TEKS 5.6.G**
Students will analyze the relationship between Peter and Edmund to explain the conflict between the two characters. **TEKS 5.8.B**

Writing
Students will compose a narrative text to incorporate dialogue for a conversation between Peter and the wolf or Edmund and Peter using genre characteristics and craft. **TEKS 5.12.A; TEKS 5.2.C; TEKS 5.6.F; TEKS 5.11.D.x**

FORMATIVE ASSESSMENT

Activity Page 8.1
Retell the battle between Peter and the wolf by identifying key details. **TEKS 5.6.G; TEKS 5.7.D**

Exit Ticket
Find at least two quotes from the text that illustrate how the relationship between Peter and Edmund has changed. Provide the page number on which you found each quote. **TEKS 5.8.B**

**TEKS 5.7.D** Summarize texts in ways that maintain meaning and logical order; **TEKS 5.6.G** Evaluate details read to determine key ideas; **TEKS 5.8.B** Analyze the relationship of and conflicts among the characters; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.11.D.x** Edit drafts using standard English conventions, including: italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.
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<td>The Lion, the Witch and the Wardrobe</td>
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<td>Author’s Craft: <em>Simile</em></td>
<td>Whole Group/Partner</td>
<td>10 min.</td>
<td>Digital Component 8.1, Reading Journal</td>
</tr>
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<tr>
<td><strong>Writing (30 min.)</strong></td>
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<tr>
<td>Narrative Task</td>
<td>Partner/Small Group</td>
<td>30 min.</td>
<td>The Lion, the Witch and the Wardrobe, Activity Page 8.2</td>
</tr>
</tbody>
</table>
ADVANCE PREPARATION

Reading

• Prepare to review the exit ticket from the previous lesson.
• Prepare to write the vocabulary words on chart paper.
• Provide students with paper to create KWL charts (a three-column chart with the labels “know,” “want to know,” and “learned”).
• Prepare to break students into small groups of about four students for the vocabulary preview.
• Prepare to have students work with a partner during the reading lesson. Partners could be assigned in advance, or students could be allowed to choose a partner.
• Write the following prompt for the close reading on the board or chart paper: How has the relationship between Edmund and his siblings has changed?
• Prepare to distribute one sticky note to each student.
• Prepare to distribute the Exit Ticket for each student to complete.

Writing

• Prepare to display Digital Component 8.1.
• Prepare to have students work with a partner during the writing lesson. Partners could be assigned in advance, or students could be allowed to choose a partner.

Universal Access

Reading

• Provide a list of transition words that may help students sequence the key events of Peter’s battle with the wolf: first, next, then, last, finally.
• Provide The Lion, the Witch and the Wardrobe in a text that students can annotate (such as a digital version of the text), and show them how to highlight or underline the key details.

Writing

• Encourage students to rehearse conversations orally with their partners before writing their dialogues.
• Provide a list of key words that may be helpful in writing their conversations: traitor, betray, punish, disappointed, apology, agreement, promise.
Choose to have students preview vocabulary words before reading the chapter.

Have students create a KWL chart. This will be a three-column chart with the labels “know,” “want to know,” and “learned.” This could also be done as a whole group review with the KWL chart on chart paper.

Write the vocabulary words on an anchor chart, or direct students to use the glossary, Activity Page 1.4.

Have students independently sort the vocabulary words into the “know” column if they think they already know what the word means and the “want to know” column if the word is new to them.

Students work in small groups of about four students to share the words they already know and what they think the words mean. Students write the definitions of new words they learned in the “learned” column.

Students work in small groups to look up the words they “want to know” in the glossary and write the definitions in the “learned” column.

**Vocabulary Chart for “The Arrangement”**

<table>
<thead>
<tr>
<th>Vocabulary Type</th>
<th>Tier 3 Unit-Specific Words</th>
<th>Tier 2 General Academic Words</th>
</tr>
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<tr>
<td>Vocabulary</td>
<td>sceptre</td>
<td>brute</td>
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<tr>
<td></td>
<td>velvet</td>
<td>shriller</td>
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<tr>
<td>Spanish Cognates for Core Vocabulary</td>
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<td>crimson</td>
</tr>
<tr>
<td>Multiple-Meaning Vocabulary Words</td>
<td></td>
<td>thicket</td>
</tr>
<tr>
<td>Sayings and Phrases</td>
<td></td>
<td>renounced</td>
</tr>
</tbody>
</table>

**Definitions:**

- **brute, n.** a beast; animal
- **shriller, adj.** more high-pitched sound
- **sceptre, n.** a rod held as a symbol of royal power
- **perish, v.** to die or be destroyed
- **crimson, adj.** dark, purplish-red color
- **velvet, v.** to retract the claws, like a cat
- **thicket, n.** a dense growth of bushes or shrubs
- **renounced, v.** given up
Lesson 8: The Arrangement

Reading

Primary Focus:
Students will summarize the battle between Peter and the wolf in a way that maintains meaning and logical order. **TEKS 5.7.D**
Students will evaluate details to determine key ideas to use in a text summary. **TEKS 5.6.G**
Students will analyze the relationship between Peter and Edmund to explain the conflict between the two characters. **TEKS 5.8.B**

**LESSON 7 REVIEW (5 MIN.)**

- Have students take out their copy of *The Lion, the Witch and the Wardrobe*.
- Have students break into the previously prepared small groups.
- Remind students that in Lesson 7, they learned how to track characters’ actions and consequences. These actions lead to conflict between the characters, and when conflicts occur, relationships with others in the story and the plot change. This is similar to noticing causes and their effects throughout the story. It is important to track characters’ actions and consequences because character relationships and conflicts help drive the plot of the story and often teach readers a lesson.
- Have students take out Activity Page 7.3. Remind students that they also practiced predicting consequences in Lesson 7. Ask a few volunteers to share their responses to the Lesson 7 writing prompt on Activity Page 7.3.
- Ask students to review their Exit Tickets from Lesson 7 with a partner.
- Ask students to refer to their reading journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about the characters and their relationships introduced in the novel so far and any important events.
- Use this time to meet with students about their Lesson 7 Exit Tickets individually or in small groups as needed to help clarify their understanding of cause and effect.
- Have students return to their individual seats.
LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson they will be reading Chapter 12, “Peter’s First Battle,” and Chapter 13, “Deep Magic from the Dawn of Time.”

- Introduce the characters that students will meet in Chapter 12. Direct their attention to Character Cards 8.1 and 8.2. Introduce them to the unicorn and the centaur.

- Explain to students that in today’s lesson they will pay close attention to changes in the relationships between characters and conflicts. These changes are important to understanding the story, and are usually tied to an important theme.

- Tell students that they will analyze the way the relationship between the four siblings has changed throughout the novel. One thing to notice while reading is that Peter goes through a process of changing and maturing. He must become more like a responsible adult because of the situation he is in. Edmund also had a huge change of heart, as he begins to realize the harsh consequences of his betrayal.

- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. Have students write the focus question: How has the relationship between Peter and Edmund changed?

- Remind students that they should be on the lookout for clues to answer the focus question as they read and keep their sticky note in their reading journals as they work. They will be using these examples on their sticky note to help them complete their exit ticket later in the lesson.

- Have students take out Activity Page 8.1. Explain that as students read Chapter 12 independently, they will record the key details of Peter’s first battle. Then, they will retell the event in their own words, making sure to include all of the key details in order.

READ CHAPTERS 12 AND 13: “PETER’S FIRST BATTLE” AND “DEEP MAGIC FROM THE DAWN OF TIME” (40 MIN.)

- Have students take out their copies of The Lion, the Witch and the Wardrobe.

- Tell students to silently read Chapter 12 from the beginning through paragraph 24 (“where you are to be King.”). As they read, ask them to consider: How do Peter’s thoughts change as a result of the conflicts he has faced?

- After students have completed independent reading of Chapter 12 from the beginning through paragraph 24 (“where you are to be King.”), ask the following discussion questions:
1. **Literal.** What words does the author use to describe the scene at the Stone Table?
   - Examples: A pavilion with yellow sides, crimson cords, and ivory pegs; a banner with a red lion on it; Aslan, the great lion, surrounded by mythical creatures

2. **Inferential.** What is the most likely reason Aslan does not say anything after Peter?
   - Examples: Aslan is honest and does not say things just to make people feel better.

3. **Inferential.** What do Peter’s actions reveal about the conflict between him and Edmund?
   - Peter feels responsible for driving Edmund away.

4. **Evaluative.** The author describes Aslan as “good and terrible at the same time.” Do you agree that something can be both good and terrible? Could you think of an example of something in our world that is both good and terrible?
   - Answers may vary. Students should explain their thinking.

- Tell students to silently read Chapter 12 from “And Peter with his sword...” through the end of the chapter. As they read, remind them to notice the key details of Peter’s first battle.

- After students have completed independent reading of Chapter 12 from “And Peter with his sword...” through the end of the chapter, ask the following discussion question:

1. **Inferential.** What does Peter’s response to hearing the horn reveal about Peter’s character?
   - Answers may vary but should include they show his responsibility and growth from childhood, i.e., Peter immediately recognizes the horn as Susan’s horn from Father Christmas, the one she should only blow if she was in trouble. Instead of looking to others for help, he takes the responsibility to protect those he loves. He runs into the clearing to help his sister.

2. **Inferential.** How do you think Peter felt after his first battle with the wolf? What makes you think this?
   - Peter probably felt proud. Aslan dubbed him “Sir Peter Wolf’s-Bane.” He may have also felt like he still had a lot to learn. He was embarrassed that he forgot to clean his sword.

3. **Inferential.** What is the most likely reason the author uses the simile, “quick as lightning” to describe the way the wolf turned to howl at Peter?
   - It was a more descriptive way to show just how fast the wolf was moving. It was more than just fast, it was lightning fast. This helps us as readers visualize the battle more easily.
• Give students about ten minutes to record the key details of Peter’s first battle on Activity Page 8.1. Students should work independently, but some students may need support from a teacher in a small group.

• Allow students to share their work on Activity Page 8.1 with a partner. Collect Activity Page 8.1 as a formative assessment.

• Remind students when the Activity Page is returned to them that it belongs in their reading journals.

• Tell students to silently read Chapter 13 from the beginning of the chapter through paragraph 25, “had been kept safe, too.”

• After students have completed independent reading of Chapter 13 from the beginning of the chapter through “had been kept safe, too.”, ask the following discussion questions:

  1. **Literal.** How did the Witch and the dwarf escape from Edmund’s rescue party?
     » The Witch used her magic to disguise them as a boulder and a stump.

  2. **Inferential.** What do you think would have happened to Edmund if the rescue party had not come in time?
     » We know they were planning to keep Edmund alive for “bargaining.” They were sharpening a knife, and the dwarf pulled his head backwards by his hair. Perhaps they were going to cut his hair.

• Tell students to silently read Chapter 13 from paragraph 26, “When the other children...” through the end of the chapter. As they read, remind them to notice how Peter transforms from childhood to adulthood.

• After students have completed independent reading of Chapter 13 from “When the other children...” through the end of the chapter, ask the following discussion questions:

  1. **Inferential.** Why do you think Aslan wanted to speak to Edmund alone, away from the others?
     » Example: Aslan probably wanted to be respectful to Edmund, and he knew that this was a private and sensitive conversation.

  2. **Evaluative.** When the Witch asks how she knows the promise will be kept, Aslan answers with a ferocious roar. Do you think Aslan will keep his promise to the Witch? Why or why not?
     » Example: Yes, because Aslan is trustworthy and honest; No, because the Witch doesn’t deserve to be treated with respect.

• Distribute previously prepared Exit Tickets and allow students five minutes to complete them before collecting for review.

**Support**

Help students to break down the battle into the beginning, middle, and end. Let students identify different parts while the teacher reads the key details that make up the battle.

**Support**

Tell students that *snarl* means to growl viciously and *summon* means to call to a gathering.

**Support**

Tell students that *conduct* means an allowance to pass through a region and *forfeit* means lost as a consequence.

**Challenge**

Delve into the author’s craft and discuss why the author did not include the conversations between Aslan and Edmund or Aslan and the White Witch. Why would an author leave those sections out, and how does it impact the reader?
Exit Ticket

Find at least two quotes from the text that illustrate how the relationship between Peter and Edmund has changed. Provide the page number on which you found each quote. **TEKS 5.8.B**

**AUTHOR’S CRAFT: SIMILE (10 MIN.)**

- Tell students that the first simile in the battle scene is “quick as lightning.” It describes the way the wolf turned around at high speed to howl at Peter.
- Write “quick as lightning” on a dry erase board or chart paper.
- With a partner, have students identify the other simile.
  » “…a horrible, confused moment like something in a nightmare.”
- Challenge partners to write their own similes to describe characters, settings, or objects in *The Lion, the Witch and the Wardrobe*.
  » Examples: Students could write similes to describe things like Peter’s sword, the snow, the wolf, etc.
- Tell students that authors often use figurative language, such as smiles, when they are describing key details in a story to deepen the reader’s understanding of what is happening in the story. When you are reading, pay attention to similes because they highlight important details you will want to remember later.

**TEKS 5.8.B** Analyze the relationship of and conflicts among the characters.
Lesson 8: The Arrangement

Writing

Primary Focus:
Students will compose a narrative text to incorporate dialogue for a conversation between Peter and the wolf or Edmund and Peter using genre characteristics and craft.  

TEKS 5.12.A; TEKS 5.2.C; TEKS 5.6.F; TEKS 5.11.D.x

NARRATIVE TASK (30 MIN.)

• Tell students that they will work with a partner to write a dialogue of a conversation between either Peter and the wolf or Edmund and Peter. Instruct students to situate their dialogue to a scene during or after Chapters 12 and 13.

• Display Digital Component 8.1. Tell students that this is an example of a narrative task that was written based on this scene in Chapter 13.

• Ask a few volunteers to share what they notice about the dialogue.

• Remind students that as they write their narrative task it is important that they stay consistent with the characteristics of *The Lion, the Witch and the Wardrobe*. Remind students that they could use the same vocabulary, tone, and figurative language to try to match the craft of C.S. Lewis as he wrote the original text.

• Have students take out Activity Page 8.2. Explain that students will write their narrative tasks on this page. They should write the character’s name and the dialogue that the character said on each line. Remind students to use quotation marks when writing dialogue.

• Facilitate and monitor while students work with partners to write their narrative tasks.

• Students are expected to write legibly in cursive.

**TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.6.F** Make inferences and use evidence to support understanding; **TEKS 5.11.D.x** italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences.

Support
Help students to infer about how the conversation might have gone. Point out what was happening before and after the conversation in the text, then discuss what they already know about the characters.

Challenge
Have students consider how their conversation would have gone differently if one character were more quick-tempered. Ask them to consider how character motivations are important to the whole story.
Check for Understanding

Why is dialogue an important genre characteristic for fiction texts?

Beginning
Work with students in a small group to write their narrative tasks. Provide additional one-on-one support to struggling students. Provide a list of keywords that may be helpful in writing their conversations: traitor, betray, punish, disappointed, apology, agreement, and promise.

Intermediate
Have the student orally tell their partner how the conversation might have gone. Then, provide a list of key words that may be helpful in writing their conversations: traitor, betray, punish, disappointed, apology, agreement, and promise.

Advanced/Advanced High
Monitor and provide feedback as needed as students complete their narrative tasks. Encourage students to add detail to their scripts using compound and complex sentences.

ELPS 1.E; ELPS 5.F; ELPS 5.G
Aslan

PRIMARY FOCUS OF LESSON

Reading
Students will analyze plot elements and the relationships between Aslan and Edmund. TEKS 5.8.B; TEKS 5.8.C
Students will make inferences and use evidence to support understanding. TEKS 5.6.F; TEKS 5.8.A; TEKS 5.10.A

Writing
Students will write a response explaining why Aslan’s death is important to the plot. TEKS 5.2.C; TEKS 5.7.G; TEKS 5.8.C

FORMATIVE ASSESSMENT

Activity Page
9.2 Infer what will happen next as a result of Aslan’s death and what would happen differently if Aslan had chosen not to die. TEKS 5.6.F; TEKS 5.8.C

Exit Ticket
Using text evidence, summarize how Aslan’s actions saved Edmund. TEKS 5.8.C

TEKS 5.8.B Analyze the relationships of and conflicts among the characters; TEKS 5.8.C Analyze plot elements, including rising action, climax, falling action, and resolution; TEKS 5.6.F Students will make inferences and use evidence to support understanding; TEKS 5.8.A Infer multiple themes within a text using text evidence; TEKS 5.10.A Explain the author’s purpose and message within a text; TEKS 5.2.C Write legibly in cursive; TEKS 5.7.G Discuss specific ideas in the text that are important to the meaning.
# Lesson at a Glance

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading (60 min.)</strong></td>
<td></td>
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<tr>
<td>Lesson 8 Review</td>
<td>Whole Group/Small Group</td>
<td>5 min.</td>
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<tr>
<td>Lesson Introduction</td>
<td>Whole Group</td>
<td>5 min.</td>
</tr>
<tr>
<td>Read Chapter 14</td>
<td>Whole Group/Independent</td>
<td>45 min.</td>
</tr>
<tr>
<td>Word Work: Coward</td>
<td>Whole Group</td>
<td>5 min.</td>
</tr>
<tr>
<td><strong>Writing (30 min.)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to Reading</td>
<td>Independent</td>
<td>30 min.</td>
</tr>
</tbody>
</table>
ADVANCE PREPARATION

Reading

• Prepare to review the Exit Ticket from the previous lesson.

• Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the novel so far. Use this time to meet with students about their Lesson 8 Exit Tickets individually or in small groups as needed to ensure students’ understanding of the importance of character relationships.

• Write the following prompt for the close reading on the board or chart paper: How did Aslan’s actions save Edmund?

• Prepare to distribute one sticky note to each student.

• Prepare to display Digital Component 9.1.

Writing

• Prepare to distribute Activity Page 9.3 to students.

• Prepare to have students share their writing with a partner.

• Prepare to distribute the Exit Ticket for each student to complete at the end of the Writing segment.

Universal Access

Reading

• Write definitions of synonym and antonym on the board: A synonym is a word that means almost the same thing as another word, and an antonym is a word that means the opposite of another word.

• Write the following questions on the board or chart paper to help students analyze how Aslan’s death is important to the plot. As an option, wait until after students read Chapter 14 to display the questions.
  ◦ Why did Aslan die?
  ◦ What conflict was resolved as a result of Aslan’s death? Why was Aslan’s death important to the plot of the whole story?
Writing

• Provide a version of the text that can be annotated, such as a digital version, or provide sticky notes for marking key points in the text.

• Provide a visual of the plot diagram introduced in Lesson 1 or have students reference Activity Page 3.1.

• Write reminders for sharing writing on the board or chart paper:
  ◦ Employ appropriate volume.
  ◦ Make eye contact.
  ◦ Find something positive to say.
  ◦ Give respectful feedback.
CORE VOCABULARY

• Preview the vocabulary words before reading the text.
• Tell students that they will work with a partner to preview the vocabulary from Chapter 14 prior to reading.
• Direct students to use the glossary, Activity Page 1.4, to learn the definition for each word. Then, tell students to create a hand movement or gesture to represent each of the vocabulary words.
• Facilitate while students work, or assemble a small group to preview vocabulary with students who would benefit from more support.

**siege, n.** the act of surrounding a place to block it from getting help and supplies

**roused, v.** woke oneself up from sleep or rest

**gibber, n.** meaningless speech

**dismay, n.** sudden loss of hope

**shorn, adj.** having fur removed or shaved

**rabble, n.** a mob or crowd

**muzzle, n.** a device put over an animal’s mouth to keep it from biting

**campaign, n.** a series of actions meant to achieve a goal

**coward, n.** a person who is fearful and lacking courage

### Vocabulary Chart for “Aslan”

<table>
<thead>
<tr>
<th>Vocabulary Type</th>
<th>Tier 3 Unit-Specific Words</th>
<th>Tier 2 General Academic Words</th>
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<tr>
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</tbody>
</table>
Lesson 9: Aslan

Reading

Primary Focus:
Students will analyze plot elements and the relationships between Aslan and Edmund.  
TEKS 5.8.B; TEKS 5.8.C
Students will make inferences and use evidence to support understanding.
TEKS 5.6.F; TEKS 5.10.A; TEKS 5.8.A

LESSON 8 REVIEW (5 MIN.)

• Have students take out their copy of The Lion, the Witch and the Wardrobe.

• Have students break into the previously prepared small groups.

• Remind students that in Lesson 8, they learned how to identify key details and use them to retell part of the story. This skill is essential to understanding the story. If students are unable to identify key details or retell part of the story, then they might need to reread it to help themselves understand it better.

• Remind students that in Lesson 8, they also took note of the interactions and dialogue between characters and how this reveals important information about the story.

• Ask students to review their Exit Tickets from Lesson 8.

• Ask students to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about any personal connections they may have with what they have read, inferences they have made, and any important events.

• Use this time to meet with students about their Lesson 8 Exit Tickets individually or in small groups as needed to help clarify their understanding of evaluating details to determine key ideas.

• Have students return to their individual seats.
LESSON INTRODUCTION (5 MIN.)

- Tell students that in today’s lesson, they will be reading Chapter 14, “The Triumph of the Witch.”
- Explain to students that in today’s lesson they will evaluate a character’s decision and consider whether it was justified.
- **Think-Pair-Share:** Ask students: What does it mean for an action to be justified? After about one to two minutes, have a few volunteers share their thoughts aloud. (*Students may explain how actions that are justified are reasonable or acceptable. They may reference morals or other evidence used to make the decision, in lieu of being impulsive or rash.*)
- Tell students that it is important to think critically and evaluate characters’ motivations and actions in a novel. Readers will not always agree with what characters do in a story. Authors want them to evaluate a character’s motivations and actions because they might be tied to a theme of the story.
- Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. Have students write the focus question: *How did Aslan’s actions save Edmund?*
- Remind students that while the focus question is about Aslan and Edmund, they should still pay attention to other character interactions. This includes the relationship between Aslan and Lucy and Aslan and Susan. Tell students that these interactions may be crucial to the character analysis they write in their final project.
- They will then use Activity Page 9.1 to choose a quote or situation from the text that addresses the focus question. They will write these in the column headed “Quote or Idea from Text.” In the column with the header “Connection or Reaction,” students should record their thoughts or reaction while they read.

READ CHAPTER 14: “THE TRIUMPH OF THE WITCH” (45 MIN.)

- Tell students to silently read Chapter 14 from the beginning through paragraph 24 (“lying awake here.”). As they read, remind them to look for quotes and ideas that describe Aslan’s actions that they can record on Activity Page 9.1. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.
• After students have completed independent reading of Chapter 14 from the beginning through paragraph 24 (“lying awake here.”), ask the following discussion questions:

1. **Literal.** What is so different about Aslan’s behavior that it causes Susan and Lucy to worry?
   
   » He seems sad and quiet; he says he might not be at the battle.

2. **Inferential.** What does the decision to follow Aslan tell us about Susan and Lucy? What do their actions reveal about their character?
   
   » They are curious; they care about Aslan; they worry about others.

• Ask for several volunteers to share a quote or idea they recorded in their journals from this section and their connection or reaction to it.

• Tell students to silently read Chapter 14 from paragraph 25 (“Very quietly…”) through paragraph 43 (“drag him toward the Stone Table.”). As they read, remind them to look for quotes and ideas that describe Aslan’s actions that they can record on Activity Page 9.1. Then, instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.

• Direct students’ attention to Digital Component 9.1. Tell students this is an illustration of the scene at the Stone Table. Ask a few volunteers to share details that they notice in the image.

• After students have completed independent reading of Chapter 14 from paragraph 25 (“Very quietly…”) through paragraph 43 (“drag him toward the Stone Table.”), ask the following discussion questions:

1. **Literal.** How did Aslan look to Lucy and Susan as he walked to the Stone Table? What does this reveal about how he was feeling?
   
   » His tail and head hung low, and he walked slowly as if he were very, very tired. Aslan told the children he would be glad to have their company. He is sad and lonely.

2. **Inferential.** What is the most likely reason the Witch and the creatures are “struck with fear” when they see Aslan walking toward the Stone Table?
   
   » They did not believe he would actually come; they know they are going to have to do something mean to him; they are afraid of him.

3. **Evaluative.** If Aslan is so powerful, why would he allow the Witch and her followers to tie him up and drag him to the Stone Table?
   
   » He is waiting until the right moment to act; he made a deal with the Witch; he is giving himself up to save Edmund.
• Ask for several volunteers to share a quote or idea they recorded on Activity Page 9.1 from this section and their connection or reaction to it.

• Tell students to silently read Chapter 14 from paragraph 44 (“Stop!”) through the end of the chapter. As they read, remind them to look for quotes and ideas that describe Aslan’s actions that they can record on Activity Page 9.1. Then instruct them to jot down their thoughts about the evidence in the “Connection or Reaction” column.

• Think-Pair-Share: Explain that in Chapter 14, Aslan took the punishment for Edmund’s betrayal. Ask students: What do Aslan’s deliberate actions reveal about his character, even when he knew what lay ahead?

  » Answers may vary; Aslan represents good and is brave and selfless. He does not think about himself, even though he knows what is going to happen to him. This action shows that he willingly takes Edmund’s punishment showing that he puts others before himself.

• Tell students that when looking at a biblical allegory applied to The Lion, the Witch and the Wardrobe, Aslan may represent Jesus. According to the Bible, Jesus offers his life to save others, dies, and is resurrected. Aslan offers his life to save Edmund, the traitor. Aslan is mocked, beaten, and killed, only to rise again.

• After students have completed independent reading of Chapter 14 from paragraph 44 (“Stop!”) through the end of the chapter, ask the following discussion questions:

  1. Inferential. Why did the creatures treat Aslan differently after he was shorn and muzzled?

    » They are not afraid of him anymore; they took away his power; Aslan looks silly.

  2. Inferential. Aslan’s death is a pivotal moment in this story. Why is Aslan’s death significant to the plot?

    » It is the climax of the story; He saved Edmund’s life so the children could fulfill the prophecy; He sacrificed his life to save Edmund and Narnia; It is a part of Lewis’s biblical allegory.

Note: Students may also draw from information they learned in Grade 3 Unit 4, Ancient Rome, about the death of Jesus.
**3. Evaluative.** Do you think Aslan made the right decision by giving his life to the Witch to save Edmund? Why or why not?

» No, because she can still kill Edmund; No, because Edmund did not deserve it; yes, because he was generous to save Edmund’s life; yes, because Aslan is probably planning something to stop the Witch.

- Ask for several volunteers to share a quote or idea they recorded on Activity Page 9.1 from this section and their connection or reaction to it.
- Remind students to keep their focus question sticky notes and Activity Page 9.1 in their reading journals.
- Have students take out Activity Page 9.2. Tell students that they will analyze how Aslan’s decision to save Edmund impacts the plot and support their inferences with text evidence.
- Read the directions aloud: *How do you think the story might change if Aslan had chosen NOT to give his life to the Witch in order to save Edmund? Infer what might happen next in the story, after Aslan’s death. Then, infer what might happen if Aslan had NOT chosen to die. Add text evidence, including the page number, for each inference.*
- Facilitate and monitor as students complete Activity Page 9.2.
- Ask a few volunteers to share their inferences aloud before collecting their work.
- *Think-Pair-Share:* Ask students what message or lesson the author might be teaching through Aslan’s decision to take the punishment for Edmund’s actions.
  » Examples: Good can overcome evil; it is good to forgive others; good leaders stand up for others.
- Have students put Activity Page 9.2 in their reading journals.
Support

Have students work with a partner to go through the text and underline, highlight, or add sticky notes next to the key moments that explain why Aslan chose to die (i.e., the explanation of the prophecy, Edmund’s betrayal, the Witch’s claim on Edmund’s life, the Witch’s explanation that Aslan thought he would save Edmund).

Challenge

What is the difference between an action being justified and just? Was Aslan’s death just? Have students define these concepts and then talk about why the distinction matters in the context of the novel.

**WORD WORK: COWARD (5 MIN.)**

1. In the story, you heard the word *coward*.
2. Say the word *coward* with me.
3. When someone is a *coward*, they are fearful and lacking courage.
4. Susan said the Witch’s creatures were cowards because they were afraid of Aslan’s power.
5. When might someone be a coward? Be sure to use the word *coward* in your answer.
6. Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “_____ was a *coward* when ______.”

• **Use a Synonyms and Antonyms activity for follow-up.** Agree/Disagree: Determine if you agree that the following are synonyms, or have similar meanings, or if you disagree and that the following are antonyms, or mean the opposite, for the word *coward*.

1. Hero (disagree - antonym)
2. Daredevil (disagree - antonym)
3. Scaredy-cat (agree - synonym)
4. Fearless (disagree - antonym)
5. Weakling (agree - synonym)

• During the climax of the story, Susan said the Witch’s creatures were *cowards*. What is an antonym for *coward* that we could use to describe Aslan during the climax?

  » Possible answers: fearless, brave, courageous, heroic

**Check for Understanding**

Why is the relationship between Aslan and Edmund so important to the storyline? Cite evidence by adding a quote to your explanation.
Lesson 9: Aslan

Writing

Primary Focus:
Students will write a response explaining why Aslan’s death is important to the plot.

TEKS 5.2.C; TEKS 5.7.G; TEK 5.8.C

RESPONSE TO READING (30 MIN.)

- Have students take out Activity Page 3.1 and open to Chapter 14 of The Lion, the Witch and the Wardrobe.

- Tell students that they will add the events of Aslan’s death in Chapter 14 to their plot diagrams.

- Give students two minutes to add the events to their plot diagrams. Facilitate and assist students as needed.

- Distribute Activity Page 9.3. Tell students that they will write a response to their reading of Chapter 14.

- Read the prompt aloud: Explain why Aslan’s death is a significant part of the plot of The Lion, the Witch and the Wardrobe. Give at least two reasons why it is significant. Support your answer with specific evidence from the text.

- Facilitate, monitor, and assist students as needed while they are completing their activity page. Students are expected to write legibly in cursive.

- Have students share their responses with a partner. Then, ask a few volunteers to share their responses aloud. Tell students to put Activity Pages 3.1 and 9.3 in their reading journals.

TEKS 5.2.C Students write legibly in cursive; TEKS 5.7.G Discuss specific ideas in the text that are important to the meaning; TEKS 5.8.C Analyze plot elements, including rising action, climax, falling action, and resolution.
Exit Ticket
Using text evidence, summarize how Aslan’s actions saved Edmund.

TEKS 5.8.C

Beginning
Have students sketch or draw the introduction, rising action, and climax to complete the Exit Ticket and then orally explain to a teacher their drawings.

Intermediate
Pair students and encourage them to work together to identify the introduction, rising action, and climax.

Advanced/Advanced High
Confer with students and have them explain the plot elements of introduction, rising action, and climax.

ELPS 1.D; ELPS 2.D; ELPS 3.B

TEKS 5.8.C Analyze plot elements, including rising action, climax, falling action, and resolution.
Sunrise

PRIMARY FOCUS OF LESSON

Reading
Students will analyze the climax of *The Lion, the Witch and the Wardrobe*.  
**TEKS 5.8.C; TEKS 5.6.C; TEKS 5.8.D**

Writing
Students will write a summary of multiple chapters in a way that maintains meaning and logical order.  
**TEKS 5.2.C; TEKS 5.7.D; TEKS 5.8.C**

FORMATIVE ASSESSMENT

Activity Page 10.2
Summarizing the Events at the Stone Table:
Summarize Chapters 13 through 15 using the “5 W’s Strategy”.  
**TEKS 5.2.C; TEKS 5.7.D**

Exit Ticket
Why is Aslan’s death an important part of the story? Support your answer with evidence from the story.  
**TEKS 5.8.C; TEKS 5.8.D**

**TEKS 5.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures;  
**TEKS 5.2.C** Write legibly in cursive;  
**TEKS 5.7.D** Summarize texts in ways that maintain meaning and logical order;  
**TEKS 5.8.C** Analyze plot elements, including rising action, climax, falling action, and resolution;  
**TEKS 5.8.D** Analyze the influence of the setting, including historical and cultural settings, on the plot.
## LESSON AT A GLANCE

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<td>Write a Summary</td>
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ADVANCE PREPARATION

Reading

• Prepare to review the Lesson 9 Exit Tickets from the previous lesson.

• Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the novel so far. Use this time to meet with students about their Lesson 8 Exit Tickets individually or in small groups as needed to ensure students’ understanding of how important events in the story are connected.

• Write the following prompt for the close reading on the board or chart paper: Explain the importance of the setting to the climax of The Lion, the Witch and the Wardrobe. Use details from the text to justify your response.

• Prepare to distribute one sticky note to each student.

• Prepare to distribute Activity Pages 3.1 and 10.1 to students.

• Prepare to display Digital Component 10.1 and Digital Component 1.4.

Writing

• Prepare to distribute Exit Tickets and Activity Page 10.2 to students.

• Prepare to display Digital Component 4.3.

• Write plot elements on the board for use during the Exit Ticket: introduction/conflict, rising action, climax, falling action, resolution.

Universal Access

Reading

• To help students identify the parts of the plot, write the following on the board or chart paper:

1. Introduction
2. Rising action
3. Climax
4. Falling action
5. Resolution

• Write a list of words that describe mood on the board or chart paper: joyful, exciting, gloomy, hopeless, peaceful, and suspenseful.

Writing

• Provide a version of the text that can be annotated such as a digital version, or provide sticky notes for marking key points in the text.
CORE VOCABULARY

• Preview the core vocabulary words before reading Chapter 15.
• Have students reference Activity Page 1.4 while they read each word and its meaning.
• Think-Pair-Share: Ask students to share a quick connection (or story) using one of the vocabulary words.

**skirling pipe, n.** a wind instrument that produces a high-pitched sound
**shrill, adj.** high-pitched in tone
**noble, adj.** excellent; high in rank
**quivering, v.** shaking; trembling
**giddy, adj.** joyful; lighthearted
**battlement, n.** a wall around a castle with spaces for people to shoot from to defend it

### Vocabulary Chart for “Sunrise”

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Lesson 10: Sunrise

Reading

**Primary Focus:** Students will analyze plot elements and the influence of the setting on the plot. TEKS 5.6.C; TEKS 5.8.C; TEKS 5.8.D

**LESSON 9 REVIEW (5 MIN.)**

- Have students take out their copy of *The Lion, the Witch and the Wardrobe.*
- Have students break into the previously prepared small groups.
- Remind students that in Lesson 9, they evaluated whether Aslan’s decisions were justified.
- Ask students to review their Exit Tickets from Lesson 9.
- Ask students to refer to their reading journals to review, or summarize, what has happened in the novel so far in their small groups. Ask students to talk with their group about any personal connections they may have with what they have read, inferences they have made, and any important events.
- Use this time to meet with students about their Lesson 9 Exit Tickets individually or in small groups as needed to help clarify their understanding of how important events in the story are connected.
- Have students return to their individual seats.

**LESSON INTRODUCTION (5 MIN.)**

- Tell students that in today’s lesson, they will be reading Chapter 15, “Deeper Magic from Before the Dawn of Time.” Tell students that the “deeper magic” alludes to the idea that good will prevail. This is an allusion for the biblical concept that good will triumph over bad.
- Introduce the minotaur character that students will meet in Chapter 15. Direct their attention to Character Card 10.1.
- Explain to students that in today’s lesson they will focus on analyzing the plot of the novel so far. Tell them that the plot is the series of events in a story. These events support the ongoing battle of good and evil which is a common plot in many stories. Explain that they may see some parallels with other texts they have read before.
- Direct students’ attention to Digital Component 1.4. Point out that there are five parts to a plot: introduction, rising action, climax, falling action, and resolution.

TEKS 5.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; TEKS 5.8.C Analyze plot elements, including rising action, climax, falling action, and resolution; TEKS 5.8.D Analyze the influence of the setting, including historical and cultural settings, on the plot.
• Explain to the students that the five parts of the plot are what make the story interesting to the reader.

• Explain to students that one way to understand the plot is to summarize the events as they read. Discuss that it is easier to analyze the different parts of the plot when they identify the important events from the story.

• Think-Pair-Share: Have students work in pairs to summarize the details they have read to this point in the novel. Have them discuss the characters and setting introduced to them as readers at this point and the rising action.

• After discussing the setting, have students consider how the setting could impact the events of the plot in the rest of the novel.

• Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson. Direct students to write down the previously prepared focus prompt for the lesson on a sticky note: *Analyze the climax of The Lion, the Witch and the Wardrobe. Use details from the text to justify your response.*

• Remind students to look for clues to answer the focus question as they read. When they finish making notes on their sticky note, they should make sure to put it in their reading journal to refer to later.

**WORD WORK: GIDDY (5 MIN.)**

• Explain to students that they are going to do the Word Work before reading today because they are going to use the word to make a prediction.

• In the story, you will hear the word *giddy*.

• Say the word *giddy* with me.

• *Giddy* means joyful and lighthearted.

• The class was *giddy* when they found out that they won the contest.

• Can you think of any other times that someone might be *giddy*? Be sure to use the word *giddy* in your answer.

• Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “He/she was *giddy* when ____.”

• Ask: What part of speech is *giddy*?

  » adjective

• Remind students that the mood of the story was very sad and somber at the end of Chapter 14. Aslan was killed at the Stone Table by the White Witch.

• Tell students that the word *giddy* is used to describe the setting in Chapter 15. This might give us an important clue about the mood of the story.
• Think-Pair-Share: Ask students to predict what will happen in Chapter 15 based on what has happened in the story so far. Remind them to consider that the setting is described as *giddy* to help them make their prediction. Have them share ideas with a partner. Then, ask a few volunteers to share their ideas with the whole class.

• Tell students that they should think about revising or confirming their predictions as they read today.

### READ CHAPTER 15: “DEEPER MAGIC FROM BEFORE THE DAWN OF TIME” (15 MIN.)

• Have students take out *The Lion, the Witch and the Wardrobe*.

• Tell students that they will answer a short constructed response question after reading Chapter 15. They should be on the lookout for details about the setting to help them answer that question.

• Tell students to silently read Chapter 15 from the beginning through paragraph 8 (“little gray things.”). As they read, remind them to notice details about the setting.

• After students have completed independent reading of Chapter 15 from the beginning through paragraph 8 (“little gray things.”), ask the following discussion questions:

1. **Literal.** Why didn’t Susan and Lucy remove the cords that bound Aslan?

   » They were tied too tight; they couldn’t loosen them.

2. **Inferential.** What does this help the reader understand about the mood in the beginning of Chapter 15? What words does the author use to describe this mood?

   » The mood is somber and hopeless. The reader feels the emotion in the story because of the adjectives that the author uses to describe the plot (they cried until they could cry no more; “And it was all more lonely and hopeless and horrid than I know how to describe”; “I hope no one who reads this book has been quite as miserable as Susan and Lucy were that night.”

• Tell students to silently read Chapter 15 from paragraph 9 (“Ugh!”) through paragraph 39 (“hungry or thirsty.”).

• Direct students’ attention to Digital Component 10.1. Show students a visual of what it looked like when the Stone Table broke.
• After students have completed independent reading of Chapter 15 from paragraph 9 (“Ugh!”) through paragraph 39 (“hungry or thirsty.”), ask the following discussion questions:

1. **Literal.** What important knowledge was the Witch missing when she decided to take Aslan’s life?

   » She did not know that there was a spell that said that if “a willing victim who had committed no treachery was killed in a traitor’s stead, the Table would crack and Death itself would start working backward.”

2. **Inferential.** What is the most likely reason the author uses words such as *lighter, whitish, chuckling, singing, clapping, strength, bright* to describe Aslan’s return?

   » These words help us understand the triumphant return of Aslan and the moment of jubilee the girls experienced when they realized he was alive.

3. **Inferential.** When looking at a biblical allegory applied to *The Lion, the Witch, and the Wardrobe*, Susan and Lucy could be said to represent some of the women who followed Jesus when he was alive. They were present when he died, and they were the first to visit his tomb after his death. How do their actions help you understand the relationship between Aslan, Susan, and Lucy?

   » The two girls were loyal to Aslan even after he passed and were completely miserable and heartbroken over what happened to Aslan. They showed how they cared for him. Then they were the first to experience the joy of Aslan’s return, which shows how much he cared for them, too.

4. **Evaluative.** Do these events change your thoughts about whether Aslan’s actions were justified? Why, or why not?

   » Possible answer: Now I think Aslan made the right decision, because I know that Aslan knew his plan would involve suffering, but was willing to endure the pain in order to save Edmund.

• Explain to students that Aslan represents the sacrificial savior figure when looking at the biblical allegory.

• Tell students to silently read Chapter 15 from paragraph 40 (“And now...”) through the end of the chapter. As they read, remind them to notice Aslan’s strange behavior.

• After students have completed independent reading of Chapter 15 from paragraph 40 (“And now”) through the end of the chapter, ask the following discussion question:

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**Support**

Tell students that *crouched* (paragraph 42) means to bend the knees and lean forward in order to hide.
5. **Inferential.** What is the most likely reason Aslan goes to the White Witch’s castle?

» To show her that he is alive; to tell her about the spell from before the dawn of time; to attack or defeat her.

**ANALYZING PLOT ELEMENTS (15 MIN.)**

- Tell students to take out Activity Page 3.1.
- Direct students’ attention to Digital Component 1.4 and review aloud the parts of the plot with them. Remind them that they have already analyzed several of these parts together.
- Briefly review with the students the characters, setting, introduction, and conflict.
- Inform students that they will first focus on the rising action of the story, then they will analyze the climax.
- Model evaluating details to determine the rising action: *Think-Aloud:* I know that the rising action is the part of the story when the conflict starts, and usually gets worse. From what I have read so far, I know that the White Witch has put a spell on Narnia, which makes it always winter but never Christmas. The conflict began when she tempted Edmund into betraying his siblings and joining her instead, which means his life now belongs to her.
- *Think-Pair-Share:* Have students talk with a partner about other key events that have happened between Edmund choosing the White Witch’s side and the current events in the story.
- Tell students that today they will practice analyzing the plot by using Activity Page 3.1 to identify key details that make up the rising action. Remind students that they will analyze the climax next. Explain that since they have not yet read the entire novel, they will not be identifying the falling action or resolution. Tell them that they will finish analyzing the plot after they have finished the novel.
- Have students fill in the Rising Action sections on Activity Page 3.1.
- Facilitate, monitor, and assist students as needed while they are completing their activity page.
- Gather students together after they have had time to complete the Rising Action sections and ask for volunteers to share what they wrote. Inform students that they will finish Activity Page 3.1 after they finish the novel.
- Explain to students that the climax of the plot is the most intense and
emotional part of the story. As they look at the rising action events that lead to the climax, encourage them to consider how each event is important. Without the right rising action events, the climax could not happen. The rising action events help to build suspense for the reader. Have students consider what would happen if some of the events in the rising action did not happen. Would the climax be the same? Would it change the plot? How so?

» Possible Answers: If Susan and Lucy had not woken and followed Aslan, the reader would not have known that he was sacrificed on the Stone Table in Edmund’s place. The reader would also not know that he died and rose again. The entire climax would have been unseen by the reader if Susan and Lucy did not follow Aslan and stay to watch the events unfold.

• Have students place their activity pages in their reading journals.

Check for Understanding

How are the events in Chapter 15 important to the plot of the story?

SHORT CONSTRUCTED RESPONSE (15 MIN.)

• Explain to students that they will answer a short constructed response based on the reading.

• Display Digital Component 10.2. Read the question aloud to students and the scoring guidelines.

• Tell students that they will practice analyzing this question before writing their answers.

• Have students take out Activity Page 10.1. Tell them that the left-hand column identifies elements of a climax in a story. Ask students to look back through Chapter 15 to record text evidence about the climax in the right column.

• After students identify elements of a climax in the chapter, ask them to consider what central question was being answered during the climax.

  » Will good defeat evil? Were Aslan’s actions justified?

• Facilitate and monitor as students work on Activity Page 10.1 for about 5 minutes.

• Think-Pair-Share: Have students discuss the short constructed response question with a partner. Remind them to support their answer with evidence
from the text. Tell them to write their answer on Activity Page 10.1. Then, have a volunteer share their answer, making sure to include evidence from the text.

• Using their notes in Activity Page 10.1 and the prompt on the Digital Component 10.2, have students write a response to the question independently.

• When students finish, have them fill in the Climax sections on Activity Page 3.1.

Lesson 10: Sunrise

Writing

Primary Focus: Students will summarize texts in ways that maintain meaning and logical order. **TEKS 5.2.C; TEKS 5.7.D; TEKS 5.8.C**

WRITE A SUMMARY (30 MIN.)

• Explain to students that one way to understand the plot is to summarize the events as they read.

• Remind students that they used a chain of events to write a summary in Lesson 4. Review that summarizing is retelling the story’s main events in their own words.

• Direct students’ attention to Digital Component 4.3, Transitions. Remind students that transition words can help them when writing their summaries. Transition words are used to connect ideas in a logical and sequential order. Tell students that the words *first, next, and last* are examples of transition words. Ask for a few volunteers to share some other examples of transition words.

• Today, students will be using another common strategy to summarize texts: The 5 Ws—Who, What, Where, When, and Why. This strategy works well when working with a short section of text that focuses on one character or one setting.

• Explain to students that they will be focusing on the events that happened at the Stone Table to better utilize this strategy.

**Support**

Have students work with a partner or in a small group to complete the “Somebody, Wanted, But, So, Then” graphic organizers.

**Activity Page 10.2**

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.7.D** Summarize texts in ways that maintain meaning and logical order; **TEKS 5.8.C** Analyze plot elements, including rising action, climax, falling action, and resolution.
• Have students take out Activity Page 10.2. Tell them that they will write a summary of the events that happen at the Stone Table (Chapters 14–15) using the “5Ws” strategy. They will fill out the graphic organizer. Then, they will use the information to write a summary paragraph on the lines below.

• Remind students that a summary should include only key information, so they do not need to add many details that are not part of the 5Ws (Who, What, When, Where, Why).

• Help students by giving these prompts:
  ◦ Who are these two chapters centered around?
  ◦ What happened to that character and what was their response?
  ◦ When did that happen to the character? (time of day)
  ◦ Where did these events happen?
  ◦ Why did this happen and why did they have that response?

• Remind students that they may change the order of the 5Ws when writing their summary to help them logically communicate.

• Facilitate, monitor, and assist as students complete Activity Page 10.2 independently. Students are expected to write legibly in cursive.

• Have students place their activity pages in their reading journal.

• Distribute previously prepared Exit Tickets, and allow students 5 minutes to complete them before collecting for review.

Exit Ticket
Why is Aslan’s death an important part of the story? Support your answer with evidence from the story.

TEKS 5.8.D

Challenge
Tell students to try to summarize the whole novel of The Lion, the Witch and the Wardrobe using the “Somebody, Wanted, But, So, Then” strategy. Remind them that they have not read the ending yet, so they may not be able to finish the So and Then components.

EMERGENT BILINGUAL STUDENTS

Writing

Beginning
Encourage students to draw or sketch the key details from Chapters 13 through 15.

Intermediate
Encourage students to draw or sketch the key details from Chapters 13 through 15, then orally summarize the chapters to a teacher.

Advanced/Advanced High
Encourage students to use the “Somebody, Wanted, But, So, Then” strategy to orally summarize Chapters 13 through 15 to a partner before writing.


TEKS 5.8.D Analyze the influence of the setting, including historical and cultural settings, on the plot.
Final Moments

**PRIMARY FOCUS OF LESSON**

**Reading**
Students will use text evidence to support an appropriate response.

- **TEKS 5.7.C**
  Students will interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

- **TEKS 5.7.E**
  Students will use text-based evidence to infer themes.

- **TEKS 5.8.A**
  Students will analyze plot elements, including rising action, climax, falling action, and resolution.

- **TEKS 5.8.C**

**Writing**
Students will compose a narrative diary entry using genre characteristics and craft.

- **TEKS 5.2.C; TEKS 5.7.C; TEKS 5.12.A**

**FORMATIVE ASSESSMENT**

**Activity Page 3.1**  **Plot Diagram** Identify the falling action and resolution to complete the Plot Diagram.

- **TEKS 5.8.C**

**Activity Page 11.3**  **Diary Entry** Students will compose a narrative diary entry using genre characteristics and craft through the perspective of one of the four main characters.

- **TEKS 5.2.C; TEKS 5.7.C; TEKS 5.12.A**

**Exit Ticket**  **Exit Ticket** How does the resurrection of Aslan, the final battle between the Witch’s forces and Aslan’s followers, and the reign of the children over Narnia help you infer themes of the story?

- **TEKS 5.8.A; TEKS 5.8.C**

**TEKS 5.7.C** Use text evidence to support an appropriate response; **TEKS 5.7.E** Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; **TEKS 5.8.A** Use text-based evidence to infer themes; **TEKS 5.8.C** Analyze plot elements, including rising action, climax, falling action, and resolution; **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.12.A** Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.
## LESSON AT A GLANCE

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</tbody>
</table>

### Writing (25 min.)

| Diary Entry                            | Whole Group/Partner/Independent | 25 min.| ❑ Digital Component 11.5                                |
|                                        |                                       |       | ❑ Activity Page 11.2                                      |
ADVANCE PREPARATION

Reading

• Prepare to review the Exit Ticket from the previous lesson.
• Prepare to divide students into small groups of three to five students to briefly review important characters, relationships, and events in the story so far. Use this time to meet with students about their Lesson 10 Exit Tickets individually or in small groups as needed to ensure students’ understanding of plot elements and summarizing.
• Prepare to display the Theme Anchor Chart (Digital Component 6.1).
• Write the following prompt for the close reading on the board or chart paper: How do the events in the falling action and resolution of The Lion, the Witch and the Wardrobe help you infer themes?
• Prepare to distribute one sticky note to each student.
• Prepare Lesson 11 Exit Tickets to distribute to students.

Writing

• Prepare to display Digital Components: 1.1, 11.2, 11.3, 11.4, 11.5, and 6.1. These can also be accessed in the online materials for the unit.
• Prepare for students to work with a partner. Partners may be assigned, or students may pair up with a classmate for the activity.

Universal Access

• Prepare sentence starter frames for Emergent Bilingual Student support: I know this because the text says _______________. This is what happened in the text when ____________.
• Display Digital Component 11.1 or prepare a chart to define the topic words for students:
  ◦ Justice—when people are treated in a fair way
  ◦ Good versus evil—when forces for good and forces for bad fight against each other
  ◦ New birth—when something that has been long gone is brought back
  ◦ Redemption—when someone is saved because their “debt” was paid
  ◦ Courage—having bravery to do something despite fear
• Consider preparing an anchor chart for the questions that will prompt students’ thinking for their diary entry in the writing section.
  ◦ How would it change the way they viewed friends or family?
  ◦ How would it change the way they solved problems?
  ◦ What would be the hardest thing about being a child again?
  ◦ What would be the best thing?
**CORE VOCABULARY**

- Preview the vocabulary words before reading the text. In addition to the preview, add vocabulary to a bulletin board so that students can review as needed throughout the unit. Or direct students to use the glossary, Activity Page 1.4, to learn the definition for each word.

  **prodigious, adj.** impressive in size or amount
  **ransacking, n.** a search done in a hurry
  **handkerchief, n.** a small piece of cloth for wiping one’s face
  **din, n.** a loud unpleasant noise
  **stopper, n.** a plug that closes a bottle
  **revelry, n.** a celebration
  **new birth, n.** when something that has been long gone is brought back
  **redemption, n.** when you are saved because your “debt” was paid
  **reign, v.** to rule over a country

---

**Vocabulary Chart for “Final Moments”**

<table>
<thead>
<tr>
<th>Type</th>
<th>Tier 3 Unit-Specific Words</th>
<th>Tier 2 General Academic Words</th>
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</thead>
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<td>reino</td>
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<tr>
<td>Multiple-Meaning Vocabulary Words</td>
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<td></td>
</tr>
<tr>
<td>Sayings and Phrases</td>
<td>new birth</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 11: Final Moments

Reading

Primary Focus:

- Students will use text evidence to support an appropriate response. TEKS 5.7.C
- Students will interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. TEKS 5.7.E
- Students will use text-based evidence to infer themes. TEKS 5.8.A
- Students will analyze plot elements, including rising action, climax, falling action, and resolution. TEKS 5.8.C

LESSON 10 REVIEW (5 MIN.)

- Have students take out their copy of The Lion, the Witch and the Wardrobe.
- Have students break into the previously prepared small groups.
- Remind students that in Lesson 10 they analyzed plot elements to summarize The Lion, the Witch and the Wardrobe.
- Ask students to review their Exit Tickets from Lesson 10.
- Ask students to talk with their group about any personal connections they may have with what they have read, inferences they have made, or any important events they have experienced.
- Ask students what they remember from Lesson 10 that could be interpreted as a biblical allegory.
- Use this time to meet with students about their Lesson 10 Exit Tickets individually or in small groups as needed to help clarify their understanding of plot elements.
- Have students return to their individual seats.

TEKS 5.7.C Use text evidence to support an appropriate response. TEKS 5.7.E Interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating. TEKS 5.8.A Use text-based evidence to infer themes. TEKS 5.8.C Analyze plot elements, including rising action, climax, falling action, and resolution.
Lesson 11 Final Moments

LESSON INTRODUCTION (5 MIN.)

• Tell students that in today’s lesson they will read the remainder of the novel, Chapters 16 and 17.

• Distribute sticky notes to students. Remind them that in each lesson they will use the sticky note to write the focus question of the lesson: How do the events in the falling action and resolution of *The Lion, the Witch and the Wardrobe* help you infer themes?

• Students should place their sticky note in their reading journal when they are finished taking notes so that they can refer to it later in the lesson.

• Explain to students that since these are the last chapters, they will be wrapping up several skills. As they read the falling action and the resolution of the story, the main conflict will be resolved, and the characters will begin to make sense of what happened in the story. This often teaches lessons or sends messages about the key topics of the story, which helps readers understand themes. In order to infer themes, students need to pay attention to the story events and how the characters’ problems are solved, as well as what lessons they learn.

• Tell students that since they will finish the novel they will want to go back to the message that the author, C.S. Lewis is trying to convey, and analyze the theme. Have the topics changed in the story or do they still see the same topics as earlier in the novel?

• Explain to students they will use a graphic organizer to choose a quote or situation from the text that addresses the topics of good versus evil, new birth, justice, courage, and redemption. They will complete their graphic organizer to finalize their thoughts on the theme of *The Lion, the Witch and the Wardrobe*.

• Next, they will complete their plot elements organizer from the previous two lessons and focus on the falling action and resolution of the plot. They will have a chance to complete their plot diagrams in the last lesson (Activity Page 3.1). Students will have a chance to reflect on the novel as a whole and consider the changes to characters, plot, and setting that surprised them.
READ ALOUD CHAPTER 16 “WHAT HAPPENED ABOUT THE STATUES” (15 MIN.)

• Explain to students that part of this chapter they will be reading aloud together and part of this chapter students will read with a partner or independently.

• Introduce and distribute Activity 11.1 theme organizer. Tell students that they have used this graphic organizer in other lessons, such as Activity 6.1, but today they will gather more support for a topic of their choice to determine a theme of the story. Students may use a theme they developed in Activity 6.1 or determine a different theme.

• Display Digital Component 11.1 with words defined for students.

• Tell students that they will read to determine how events in the falling action and resolution of The Lion, the Witch and the Wardrobe help them to infer themes.

• Remind students that they will need to find quotes and ideas that connect to one of these topics to infer the theme of The Lion, the Witch and the Wardrobe: good versus evil, new birth, justice, courage, redemption, or a topic of their choice.

• Review the definitions of these words if appropriate. Please see the Universal Access for definitions that could be used to create an anchor chart for the class if needed.

• During the Read-Aloud, pause to have students add to the theme organizer and have a discussion on how some actions or quotes may support more than one topic.

• Begin reading aloud the text for students.

Display Digital Component 11.2 (The Battle of Narnia)

• Read Chapter 16 from “‘What an extraordinary place!’ cried Lucy.”

Display Digital Component 11.3 (Text Quote 1)

• Read until the end of the seventh paragraph: ”And instead of the deadly silence the whole place rang with the sound of happy roarings, brayings, yelpings, braking, squealing, cooings, eighings, stampings, shouts, hurrahs, songs and laughter.”
Check for Understanding

What key idea do these words from the text support?

» The statues are coming back to life as Aslan breathes on them. (This signals a change in the plot and suggests the events will start wrapping up.)

• Reread that final quote: “And instead of the deadly silence the whole place rang with the sound of happy roarings, brayings, yelpings, braking, squealing, cooings, neighings, stampings, shouts, hurrahs, songs and laughter.”

  ◦ Look back at the focus question. Why is this important to the plot of the story? How could it help support one of these topics to help readers determine a theme?

    » This quote shows the falling action because it follows the climax, but it is not the final conclusion. It could support the topic of new birth because the statues are experiencing life again. Also, this quote could support the topic of good versus evil, because Aslan’s goodness is overcoming the Witch’s bad actions.

• Display Digital Component 11.4 (Text Quote 2)

• Read Chapter 16 from: “‘Ooh!’ said Susan in a different tone. ‘Look! I wonder—I mean, is it safe?’ ” Until the end of the paragraph: “A moment later Lucy and the little faun were holding one another by both hands and dancing round and round for joy.”

Support

If students cannot identify that the part of the story when Aslan frees the creatures in the Witch’s castle is part of the falling action, revisit the plot diagram and review the parts of the story that have already occurred. Ask students to discuss how the problems of the story are coming to an end during this part.
Check for Understanding

Why was Susan worried about the Giant?

- Most Giants were unkind or bad, and she was worried just by looking at him that he might be a mean Giant.

• Reread that final quote: “A moment later Lucy and the little faun were holding one another by both hands and dancing round and round for joy.”
  - Look back at the focus question. How could this quote help support a topic that is important in the story?
  - Possible student answers: This quote could support the topic of redemption because Tumnus is saved from being a stone statue for the rest of his life. This quote could support the topic of good versus evil because Tumnus chose to do the right thing (good), his action is being rewarded, and he is going to fight the person that turned him to stone (evil).

• Have the students continue reading the text independently or with a partner. As they read, remind them to pause occasionally and add quotes to their graphic organizer to support topics.
DISCUSSING THE READ-ALOUD (10 MIN.)

• After students have completed independent reading and graphic organizer, ask the following discussion questions:

1. **Literal.** How did Aslan get the freed statues out of the White Witch’s castle?
   
   » The Giant Rumblebuffin knocked a hole in the wall.

2. **Inferential.** Have students select a quote from the text to infer a theme. *Think-Pair-Share:* Have students talk with a partner and discuss the question: Explain how the quote you selected supports your theme.
   
   » Possible student answers include: The quote “And Peter’s tired army cheered, and the newcomers roared, and the enemy squealed and gibbered till the wood re-echoed with the din of that onset” supported the topic of good versus evil because the new good army is defeating the bad army. Another example might be using the quote, “Then with a roar that shook all Narnia from the Western lamppost to the shores of the Eastern sea the great beast flung himself upon the White Witch,” which supports the topic of justice because Aslan defeated the White Witch when she thought she had killed him instead.

3. **Evaluative.** Based on the evidence from the text, who will win the final battle?
   
   » It will be Aslan’s army because Aslan’s army had help, there were extra fighters, Aslan jumped on the White Witch, and Aslan’s army was cheering while the other army was squealing.

4. **Inferential.** What is C.S. Lewis’ main message in chapter 16?
   
   » His message is that good triumphs over evil; there is always hope when things seem impossible.
**READ CHAPTER 17: “THE HUNTING OF THE WHITE STAG” (25 MIN.)**

- Have students get out the plot diagram from the last lesson (Activity Page 3.1). Remind students that in the previous lessons they learned how plot elements help them summarize stories. Today, students will complete their plot diagram by adding falling action and resolution.

- Display the Plot Diagram in Digital Components 1.4, and review what the plot elements of falling action and resolution are in *The Lion, the Witch and the Wardrobe*.

- Remind students that although they are finishing their graphic organizer, they also want to be looking for quotes that support the focus question: How do the events in the falling action and resolution of *The Lion, the Witch and the Wardrobe* help you infer themes?

- Have students read the chapter with partners or independently. While they are reading, they should be completing the unfinished portions of Activity Page 3.1 and taking notes on the focus question.

- When students have finished reading, discuss these questions with the class:

  1. **Evaluative.** Do you think Edmund should have been told what Aslan had done for him? Why, or why not?

     - Answers may vary. Possible Answers include: Yes, I think Edmund should be told so he can understand the consequences of his actions and the impact they have on others. No, it was too great of a sacrifice and would have left him feeling remorse so he might have responded rashly in battle instead of keeping a calm head.

  2. **Literal.** What was the resolution of the novel?

     - Peter, Susan, Edmund, and Lucy are crowned kings and queens of Narnia. They bring peace to Narnia, and many years later, they find the lamppost and go back through the wardrobe to return to England.

  3. **Literal.** How much time had passed in England since the children hid in the wardrobe?

     - Only a minute or two. Mrs. Macready and the visitors were still passing and talking out in the hallway, which was the whole reason the children hid in the wardrobe in the first place.
4. Inferential. Why do you think the professor so easily believed the children when they told him of their adventure in Narnia?

- The professor might have had his own adventures in Narnia. That could be why he wasn’t surprised at the beginning when Peter and Susan told him of Lucy finding a world in the wardrobe. It could be why he believed their adventures. It also could be why he let them know that they wouldn’t be able to get back to Narnia through the wardrobe. Perhaps he had tried to get back to Narnia the same way, but it never happened again.

- Now, have students look back at their sticky notes from today’s lesson.
- Explain to students that there were many key events in the falling action and resolution that gave them clues to the theme. Have them look back at the impact of the falling action and resolution on the theme.
- **Mix-Pair-Share:** Have students share with a partner their notes about this question. Once they share with one partner, have them mix around the room to find another partner. After they share, they should again mix around the room and share with a third partner. The goal is to share with at least three peers; however, some students may have a chance to share with more.
- Now, have students consider the focus question: How do the events in the falling action and resolution of *The Lion, the Witch and the Wardrobe* help you infer themes?
- Have students complete the Exit Ticket using the quotes or ideas they wrote down.

---

**Exit Ticket**

How does the resurrection of Aslan, the final battle between the Witch’s forces and Aslan’s followers, and the reign of the children over Narnia help you infer themes of the story?  

**Support**

Define the adjective used to describe each of the four children when they are crowned kings and queens. Allow students to use these words to explain how they changed from the beginning of the novel.

- **magnificent, adj.** very impressive
- **gentle, adj.** having a kind and quiet nature
- **just, adj.** fair or morally upright
- **valiant, adj.** brave and determined

---

**TEKS 5.8.A** Use text-based evidence to infer themes;  
**TEKS 5.8.C** Analyze plot elements, including rising action, climax, falling action, and resolution.
**WORD WORK: REIGN (5 MIN.)**

- In the last chapter, they read, “These two Kings and two Queens governed Narnia well and long and happy was their reign.”
- Say the word reign with me.
- Reign means to rule over a country.
- Peter, Susan, Edmund, and Lucy reigned over Narnia.
- Remind students that the main characters were children at the beginning of their reign. Have students consider what they would do if they reigned over a country? Be sure to use the word reign in their answer.
- Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “If I was to reign over Narnia, I would ___________ .”
- What part of speech is reign?
  > verb
- Ask the students, How did the reign of different characters impact the plot of The Lion, the Witch and the Wardrobe?
  > The reign of the White Witch led to the conflict of the story. The reign of the children brought about the resolution. The different reigns lead to different elements in the story.

**Lesson 11: Final Moments**

**Writing**

**Primary Focus:**
Students will compose a narrative diary entry using genre characteristics and craft. **TEKS 5.2.C; TEKS 5.7.C; TEKS 5.12.A**

**DIARY ENTRY (25 MIN.)**

- Display Digital Component 11.5: How to Write a Diary Entry. Use this model to explain to students the appropriate parts of a diary entry.

**Support**

Remind students to use the sentence frames:

Before Narnia I was ____.  
Now that I have returned from Narnia I learned that ____.  
One thing I miss about Narnia is ____________.  
Now that I am back in England ____________.
• Distribute Activity Page 11.2 to students. Explain that today they will be analyzing the resolution of *The Lion, the Witch and the Wardrobe* by writing a diary entry from Peter, Susan, Edmund, or Lucy’s perspective after they returned through the wardrobe from Narnia.

• Explain to students that in the resolution of the story, the four main characters go from the most powerful people in a country to ordinary children in the space of a few minutes. Even though they are physically unchanged, they have matured and grown from their adventures.

• Give students 2 minutes to think about what their character of choice might be experiencing from their perspective at this point in the story.

• Have students mingle around the room and talk to at least five peers about their ideas.

• Explain to students that they should try to use C.S. Lewis’s writing craft as a model for their own diary entry. Have them try to:
  ◦ Include consistent vocabulary for the time period,
  ◦ Structure sentences appropriately
  ◦ Use figurative language (similes and metaphors)
  ◦ Embody the appropriate character voice for each character that is unique.

• Students are expected to write legibly in cursive.

• Once students have had time to discuss, have them complete Activity Page 11.2 independently. Remind students that they are expected to write legibly in cursive for this assignment and in the correct diary format.

---

*End Lesson*
LESSON

12

Developing a Presentation

PRIMARY FOCUS OF LESSON

Writing

Students will draft and develop their *The Lion, the Witch and the Wardrobe* presentation. TEKS 5.2.C; TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.12.B

FORMATIVE ASSESSMENT

Exit Ticket

Submit the Novel Presentation Checklist. TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.12.B

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
## Lesson at a Glance

<table>
<thead>
<tr>
<th>Writing (90 min.)</th>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Planning</td>
<td>Whole Group</td>
<td>10 min.</td>
<td>Activity Pages 1.2, 12.1, 12.2, Digital Components 1.3 and 12.1, The Lion, the Witch and the Wardrobe by C.S. Lewis, Activity page folder, Exit Ticket</td>
</tr>
<tr>
<td>Drafting and Developing</td>
<td>Whole Group/Independent</td>
<td>80 min.</td>
<td>Activity page folder, Exit Ticket</td>
</tr>
</tbody>
</table>
ADVANCE PREPARATION

Writing

• Prepare to distribute Activity Pages 1.2, 12.1, and 12.2 to students and display the Digital Components 1.3 and 12.1. These can also be accessed in the digital materials for the unit.

• Plan for 1:1 computer usage in the school library, computer lab, or classroom, so students may draft and develop their slideshow presentations. If computers are not available, students may create their presentations on large pieces of paper or poster board.

• Ensure students have their activity page folder available to revisit as a presentation planning tool.

• Display a list of the vocabulary words from the unit.
## Novel Presentation Checklist

Create a digital slideshow or poster to review the main aspects of *The Lion, the Witch and the Wardrobe*. Use the quotes and ideas in your double entry journal, Activity Pages, any notes, and the novel as you are drafting and developing your presentation. Include the following sections in your slideshow or poster.

**Summary:** Write a detailed summary of the novel. Remember that a summary includes key events and describes the 5 Ws, not small details from the text.

**Text Structure:** Describe the structure of the novel. Explain how the author’s use of text structure contributes to the author’s purpose.

**Vocabulary:** Choose ten vocabulary words from the novel. Type the word, part of speech, and definition; then make a sentence using the word. Feel free to add an image to describe the word.

**Key Idea vs. Theme:** Explain the key ideas of the novel and also the themes of the novel. Consider how key ideas and themes are different from one another.

**Compare and Contrast Characters:** Select two characters from the novel, and compare and contrast them. Consider how their similarities and differences impact the novel.

**Plot Elements:** Summarize the plot elements of the story: introduction, rising action, climax, falling action, and resolution.

**Character Relationships:** Choose two characters and describe their relationship. Describe how the characters treat each other and feel about each other, and how the nature of their relationship changes throughout the novel.

**Favorite Scene:** Choose your favorite scene from the novel, and write a summary about the events that took place. Illustrate the scene.

**Novel Review:** Write a review. What did you think of the novel and why?

**Choice Page:** It’s your choice on how you want to design this page about your story.

---

### Universal Access

**Writing**

- You may wish to chunk the parts of the template to have students create one slide at a time.
Lesson 12: Developing a Presentation

Writing

Primary Focus: Students will draft and develop *The Lion, the Witch and the Wardrobe* presentation.

**PRELIMINARY PLANNING (10 MIN.)**

- Allow students to take out and review their copies of Activity Page 1.2, *The Lion, the Witch and the Wardrobe* Presentation Rubric.
- Distribute Activity Page 12.1 (Novel Presentation Slides Template) and Activity Page 12.2 (Novel Presentation Checklist) to students, and display Digital Projection 12.1.
- Tell students that they will begin planning and drafting their digital slideshow about *The Lion, the Witch and the Wardrobe* in today’s lesson.

**Note:** If computers are unavailable, students may create their presentation on large pieces of paper or poster board.

- Review with students the required elements of their slideshow presentation. Ask for student volunteers to read the title and description of each slide.

**DRAFTING AND DEVELOPING (80 MIN.)**

- Have students begin drafting their presentations. Remind them that they can use their reading graphic organizers, activity pages, and the novel as they are planning their drafts. Students will write legibly in cursive.
- Encourage students to be creative in the design of their slideshows.
- Set a timer for 70 minutes as a visual reminder as they are drafting. Advise students that in the next lesson, they will continue to draft, revise, and edit their presentations if they need additional time.
- Facilitate, monitor, and assist students as needed while they are drafting their presentations.

**TEKS 5.2.C** Write legibly in cursive; **TEKS 5.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 5.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; **TEKS 5.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
Check for Understanding

Ask students to show you where they have included specific parts of the presentation template in their slideshows.

- When time has elapsed for the drafting segment, gather students together again, and ask them to find Activity Page 12.2 (Novel Presentation Checklist).
- Instruct students to use the checklist to review what they have drafted so far and place a checkmark in the corresponding box for each element they have completed for their presentation.
- Allow students 10 minutes to complete before collecting the checklists for review.

Exit Ticket

Submit the Novel Presentation Checklist

TEKS 5.11.A, TEKS 5.11.B.i, TEKS 5.11.B.ii, TEKS 5.12.B

Challenge

Have students that are done drafting before the allotted time begin checking their work using the provided rubric to revise accordingly.

Support

Allow students to work with one portion of the presentation template at a time to draft their work with teacher feedback.

TEKS 5.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. TEKS 5.11.B Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; TEKS 5.12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
Revising and Editing

PRIMARY FOCUS OF LESSON

Writing
Students will draft, revise, and edit writing developed for their The Lion, the Witch and the Wardrobe presentations.

TEKS 5.2.C; TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.11.C; TEKS 5.11.D; TEKS 5.12.B

FORMATIVE ASSESSMENT

Exit Ticket Activity Page 13.2 Submit an editing checklist after editing spelling, punctuation, capitalization, and sentences. TEKS 5.11.D

TEKS 5.2.C Write legibly in cursive; TEKS 5.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; TEKS 5.11.B Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; TEKS 5.11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; TEKS 5.11.D Edit drafts using standard English conventions; TEKS 5.12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
### Lesson at a Glance

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<th>Writing (90 min.)</th>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
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</table>
| Drafting and Review | Independent | 20 min. | - Activity Pages 1.4, 12.1, 13.1, 13.2  
- Digital Components 1.3, 12.1, and 13.1  
- *The Lion, the Witch and the Wardrobe* by C.S. Lewis |
| Revising | Whole Group/Independent | 35 min. | - activity page folder  
- sentence strips  
- timer  
- Exit Ticket |
| Editing | Whole Group/Independent | 35 min. | |
ADVANCE PREPARATION

Writing

• Plan to return Activity Page 12.2, Novel Presentation Checklist, to students.

• Ensure that students are able to access their digital slideshows or return their poster board if they are creating posters.

• Prepare to distribute Activity Page 13.1 to students and display Digital Components 13.1. This can also be accessed in the digital materials for the unit.

• Plan for 1:1 computer usage in the school library, computer lab, or classroom so students may draft and develop their slideshow presentations. If computers are not available, students may create their presentations on large pieces of paper or poster board.

• Ensure students have their activity page folder available to revisit as a presentation planning tool.

• Prepare to ask a student volunteer to share their presentation during the Revising segment to use when modeling revising.

• Prepare to ask a student volunteer to share their presentation during the Editing segment to use when modeling how to edit.

• Prepare two to three sentence strips for modeling the revision process.

• Display a list of the vocabulary words from the unit.

• Prepare to use a visual timer to assist with time management and task completion of the revising and editing tasks.

Universal Access

Writing

• Use a visual timer for the drafting, revising, and editing portions of the lesson to help students pace their work and progress toward completion of tasks.
Lesson 13: Revising and Editing

Writing

Primary Focus: Students will draft, revise, and edit writing developed for The Lion, the Witch and the Wardrobe presentation.

TEKS 5.2.C; TEKS 5.11.A; TEKS 5.11.B.i; TEKS 5.11.B.ii; TEKS 5.11.C; TEKS 5.11.D; TEKS 5.12.B

DRAFTING AND REVIEW (20 MIN.)

• Allow students to take out and review their copies of Activity Page 1.2, The Lion, the Witch and the Wardrobe Presentation Rubric.

• Tell students that if they did not complete drafting their presentation slideshow during Lesson 12, they may have the first 20 minutes of this drafting block to finish drafting before moving on to a review of their slideshows. Students are expected to write legibly in cursive for this task.

• Set a visual timer for 20 minutes, if available, for the students who need to complete drafting their presentations. You may also need to work with these students individually or in a small group to determine additional support needed.

• Draw students’ attention to Activity Page 12.1, Novel Presentation Template, and Activity Page 12.2, Novel Presentation Checklist to assist them with completing the draft of their slideshows.

• Have students who have completed drafting begin reviewing their presentations, referring to the Novel Presentation checklist.

• Tell students to ask themselves while reading if their presentations address the respective titles of each slide.

• At the end of 20 minutes, tell students that they will now begin revising their presentations.

TEKS 5.2.C Write legibly in cursive. TEKS 5.11.A Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. TEKS 5.11.B Develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, and a conclusion, (ii) developing an engaging idea reflecting depth of thought with specific facts and details; TEKS 5.11.C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; TEKS 5.11.D Edit drafts using standard English conventions. TEKS 5.12.B Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.
REVISING (35 MIN.)

- Tell students that now that they have finished drafting their presentations, they can go on to the next step in the writing process, revising. Students are expected to write legibly in cursive for this task.

- Draw students’ attention to Digital Component 13.1, Writers Revise Anchor Chart.

- Review with students the Anchor Chart. Prompt students by asking: “What else can we do when we are revising our work?”

- Record relevant answers on the chart in the blank spaces following numbers 5–8.

- Have students record relevant answers on Activity Page 13.1, Writers Revise.

- Display the presentation from the student volunteer, and model with students the revising process.

- Read the first few slides of the presentation aloud. Have students share ideas about where details can be added.

- Record ideas on separate sentence strips, and anchor the sentence strips beside the original idea from the text.

- Tell students that they will now have 25 minutes to work on revising their drafts independently.

- Start a visual timer for 25 minutes, and remind students to reread their presentations and look for places where they can incorporate some of the ideas for revision from the Writers Revise anchor chart.

- Walk around the room, monitoring and assisting students as needed.

- Remind students to refer to the Novel Presentation Rubric to ensure that they are incorporating all required elements.
**EDITING (35 MIN.)**

- Tell students that they are now going to work on editing their presentations.
- Provide students with Activity Page 13.2, Editing Checklist.
- Use the first 5 minutes to explain the editing process.
- Tell students that they will edit, or correct, their work by looking closely at their presentations to address the following areas: 1) spelling, 2) capitalization, 3) punctuation, and 4) sentence structure.
- Write a list of the four areas on the board or chart paper.
- Have student volunteers read each sentence on the checklist aloud.
- Tell them that they will check off each area as they look for and correct errors in their presentations.
- Tell students that while editing they may use a dictionary in the classroom or computer to check the spelling of words that may be misspelled.
- Tell students that they will ensure that the beginnings of sentences and proper nouns (names of people, places, and things) are capitalized.
- Tell students that they will look for proper use of periods, commas, question marks, and other punctuation.
- Finally, tell students that they will ensure that sentences are complete in their writing to include the subject (who/what the sentence is about) and the predicate (a description of the subject or an action related to the subject).
- Tell students that they can even change their sentence structures to make a compound sentence, using a conjunction (and, or, but, so) to combine two complete sentences.
- Students will write legibly in cursive.
- Show the difference between a simple sentence and a compound sentence by first saying the following and writing these two sentences on the board or chart paper: *Lucy found a wardrobe. She stepped inside and discovered Narnia.* Then, model writing a compound sentence by writing: *Lucy found a wardrobe, and when she stepped inside, she discovered Narnia.*
- Tell students that they will now have 20 minutes to edit their presentations using the checklist.
- Start a visual timer for 20 minutes.
- Confer with individuals or a small group of students in need of additional support with the editing process.
- Collect students’ editing checklists for review.

**Activity Page 13.2**

**Support**

*Repeat the instructions prior to independent work.*
Check for Understanding

Ask students to show you where they have included specific parts of the presentation template in their slideshows.

Exit Ticket

Students submit an editing checklist after editing spelling, punctuation, capitalization, and sentences.

TEKS 5.11.D

End Lesson

Drafting, Revising, and Editing

Beginning
Provide a visual cue, symbol, or picture for each heading and strategy on the Writers Revise anchor chart and editing checklist.

Intermediate
Prior to the independent work, reteach each heading and strategy on the Writers Revise anchor chart and editing checklist, and model examples.

Advanced/Advanced High
Observe students working independently to revise and edit their presentations.


Challenge

Have students revise two sentences by using a vocabulary word from the unit in each sentence, using their notes or the displayed list of vocabulary words.

TEKS 5.11.D Edit drafts using standard English conventions.
LESSON

14

Sharing Presentations

PRIMARY FOCUS OF LESSON

Speaking and Listening
Students will practice and share their *The Lion, the Witch and the Wardrobe* presentations.

- **TEKS 5.1.C; TEKS 5.2.C; TEKS 5.13.H**

FORMATIVE ASSESSMENT

Student Presentations
Share your *The Lion, the Witch and the Wardrobe* presentations..

- **TEKS 5.1.C; TEKS 5.13.H**

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**TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
### Lesson 14 Sharing Presentations

#### Lesson At A Glance

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and Listening (90 min.)</td>
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</tbody>
</table>
| Practicing with a partner and giving feedback | Whole Group/Partner | 30 min. | ❑ Digital Component 14.1 Good Presentation Skills Anchor Chart  
❑ Digital Component 14.2 Giving Feedback Anchor Chart  
❑ *The Lion, the Witch and the Wardrobe* Presentations |
| Sharing                         | Whole Group/Independent | 60 min. |                                                                           |
ADVANCE PREPARATION

Speaking and Listening

- Display Digital Component 14.1 (Good Presentation Skills Anchor Chart), which can also be found in the digital components.

- Display Digital Component 14.2 (Giving Feedback Anchor Chart), which can also be found in the digital components.

- Prepare partnerships that will work together during the practicing with a partner segment.

- Designate an area in the classroom for students to share their presentations.

- Write the following sentence frames on the board or chart paper for students to reference when giving feedback:
  - I like the _____ that you included because _____.
  - I thought it was interesting when you wrote _____.
  - Your _____ in the presentation looks great.
Lesson 14: Sharing Presentations

Speaking and Listening

**Primary Focus:** Students will practice and share their *The Lion, the Witch and the Wardrobe* presentations.

**TEKS 5.1.C; TEKS 5.2.C; TEKS 5.13.H**

**PRACTICING WITH A PARTNER AND GIVING FEEDBACK (30 MIN.)**

- Tell students that in the next segment, they will be sharing their presentations with classmates.
- Tell students they will practice their presentations with a partner so they will feel confident when they present to the class.
- Ask for suggestions for good presentation habits.
- Display Digital Component 14.1 (Good Presentation Skills Anchor Chart).
- Ask student volunteers to read each bullet.
- Model the differences between effective speaking habits and ineffective speaking habits.
  - Speak clearly. (*Mumble, then ask students how they think it should be done. Have a volunteer demonstrate speaking with enunciation.*)
  - Speak loud enough for everyone in the audience to hear. (*Speak in a whisper, then ask students how they think it should be done. Have a volunteer demonstrate speaking at an appropriate volume for a presentation.*)
  - Look at the audience while you are speaking. (*Look at the ceiling and the floor, then ask students how they think it should be done. Have a volunteer demonstrate looking other students directly in the eye.*)
  - Answer the questions from the audience. (*Pretend to finish your presentation and walk away, then ask students how they think it should be done. Have a volunteer demonstrate pretending to end their presentation and ask, “Does anyone have any questions?”*)
- It is important for students to practice giving constructive feedback.

**TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. **TEKS 5.2.C** Write legibly in cursive; **TEKS 5.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
• Explain to students that after their partner shares their presentation with them, it is important to give their partner helpful feedback about their work so they can improve.

• Work with students to identify positive ways to give feedback.

• Display Digital Component 14.2 (Giving Feedback Anchor Chart).

• Ask student volunteers to read each bullet.

• Model giving feedback:
  ◦ Tell the presenter something you liked about the presentation. (I really liked the graphics you used for your presentation.)
  ◦ Ask a question. (What was your favorite part of the novel?)
  ◦ Tell the presenter something they can work on to make their presentation even better. (One thing that would improve your presentation is to look at the audience while you speak.)
  ◦ Say something to encourage them. (Your presentation is very thoughtful!)
  ◦ Always be kind. (You did a really good job! Thank you for sharing what you learned.)

• Tell students to meet with their partner.

• Tell students that they will have 20 minutes to practice delivering their presentation to their partners and giving feedback. Tell them to be sure to switch roles.

• If time allows, have students switch partners and continue practicing.

Exit Ticket

Name one of the good habits for giving a presentation.

TEKS 5.1.C

**TEKS 5.1.C** Give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
SHARING (60 MIN.)

- Tell students that it is now time to share their presentations to the class.
- Consider introducing each presenter as they come forward to present.
- After each student finishes presenting, tell the class that they will be permitted to ask questions and offer feedback.
- Remind students that it is important to offer feedback in a positive way. Direct students’ attention to the sentence frames on the board or chart paper to help them formulate their feedback.
- Ask students to write down a positive note of feedback for each presenter on a blank piece of paper, then collect these papers at the end of class to redistribute to presenters. Students are expected to write legibly in cursive for this task.

Lesson Extension

- Ask students to research in depth a question they have derived from a topic in the novel, using approved resources. Students may share their research in different ways: writing reports, recommending changes they would like to see in their community based on what they have learned, poster presentations, short presentations to peers or community members, a blog post or school newspaper article, and so on. It is important to help students determine an appropriate application and venue for their research.
- Some examples of potential research questions include:
  1. How were children in England evacuated from cities during World War II?
  2. What is the symbolism of lions in various cultures and literatures?
  3. What are some traditional foods of England during the wartime era, and how do you prepare them?

End Lesson
You should spend no more than three days total on the End-of-Year Assessment. There are three main components of the assessment administered to all students: a written assessment of silent reading comprehension, a written assessment of grammar, and a written assessment of morphology. Two other components—the oral reading of words in isolation and the fluency assessments—are administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed in one 90-minute block of time and will be administered on End-of-Year Assessment Day 1. The Grammar and Morphology Assessments are meant to be completed during two 45-minute blocks of time on End-of-Year Assessment Day 2 and Day 3.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment (to students who scored 11 or fewer on the Reading Comprehension Assessment, or between 12–14, as time allows). Administer the Fluency Assessment to all students.

After administering the End-of-Year Assessment, you will complete an analysis summary of individual student performance using the Grade 5 End-of-Year Summary Sheet, found in each individual student’s Activity Book. This summary should be passed on, along with the completed assessments, to students’ teachers for the following school year.
End-of-Year Assessment

Assessment Day 1

LESSON AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>90 min.</td>
<td>Activity Pages A.1, A.2</td>
</tr>
</tbody>
</table>

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Prepare to distribute Activity Page A.1 that you collected from students at the beginning of the unit.
- Plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

The primary purpose of the EOY Assessment is to determine students’ preparedness for English language arts instruction in Grade 6.

During the first day of the three-day assessment, all students will complete the Reading Comprehension Assessment (Activity Page A.1) independently. It includes three passages and corresponding comprehension questions. After students complete this portion of the assessment, use the EOY Assessment Summary (Activity Page A.2), which you will have collected from students, to analyze each student’s performance. Please score the Reading Comprehension Assessment prior to Day 2 of the EOY Assessment, as you will use the scores to determine which students should complete the Word Reading in Isolation Assessment.

Beginning on Day 2 of the EOY Assessment, all students will work independently on the Grammar Assessment.

In addition, you will pull students aside, one at a time, and administer the Word Reading in Isolation Assessment to students who scored 11 or fewer on the Reading Comprehension Assessment, and, as time permits, to those who scored between 12–14. Administer the Fluency Assessment to all students.
The Word Reading in Isolation Assessment uses Activity Page A.4 (Scoring Sheet for student responses), which you will have collected from students, as well as the Word Reading in Isolation Assessment located under EOY Assessment Day 2 in the Teacher Guide. A Word Reading in Isolation Analysis Chart and a Word Reading in Isolation Remediation Guide have also been included under EOY Assessment Day 2 of the Teacher Guide.

The Fluency Assessment uses Activity Pages A.2 and A.5 (which you will have collected from students), as well as the Fluency Assessment text, “Birds,” located under EOY Assessment Day 2 of the Teacher Guide. You will use Activity Page A.5 (End-of-Year Fluency Assessment Recording Copy) to create a running record while students read the fluency passage. Activity Page A.2 (End-of-Year Assessment Summary) includes a Fluency Assessment Scoring Sheet.

On Day 3 of the EOY Assessment, all students will complete the Morphology Assessment. You will continue to pull students individually to administer the Word Reading in Isolation Assessment and the Fluency Assessment.

**READING COMPREHENSION ASSESSMENT (90 MIN.)**

- Have students work independently to complete the Reading Comprehension Assessment on Activity Page A.1. After you have scored the assessment, record individual scores on each student’s EOY Assessment Summary (Activity Page A.2).

The texts used in the Reading Comprehension Assessment—“How the Turkey Buzzard Got His Suit” (literary text), “Titian” (informational text), and “Improvements in Transportation” (informational text)—have been profiled for text complexity using standard quantitative and qualitative measures.

The reading comprehension questions pertaining to these texts are also aligned to the standards and are worthy of students’ time to answer. Questions have been designed so they do not focus on minor points in the text, but rather, they require deep analysis. Thus, each item might address multiple standards. In general, the selected-response items address Reading standards and the constructed-responses items address Writing standards. To prepare students for digital assessments, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.
### Reading Comprehension Item Annotations and Correct Answers

**Note:** To receive a point for a two-part question, students must correctly answer both parts of the question.

<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer(s)</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Literal</strong></td>
<td>C</td>
<td>TEKS 5.7.C</td>
</tr>
<tr>
<td>2. <strong>Inferential</strong></td>
<td>A</td>
<td>TEKS 5.6.F</td>
</tr>
<tr>
<td>3. <strong>Inferential</strong></td>
<td>D</td>
<td>TEKS 5.6.F; TEKS 5.10.D</td>
</tr>
</tbody>
</table>
| 4. **Literal** | Suit  
first suit: feathers were too long and trailed on the ground as he walked; he could not fly well in them  
next suit: all the other birds would see him because he would shine like the face of the Great Spirit  
third suit: it would get dirty too soon  
third suit: not enough feathers  
third suit: too many feathers and too many pieces | TEKS 5.7.C                     |
<p>| *5 Part A. <strong>Inferential</strong> | D                                                                                 | TEKS 5.3.B; TEKS 5.6.F         |
| *5 Part B. <strong>Literal</strong> | “... it was not pretty. It was a plain, dull color and very short of feathers at the neck and head.” | TEKS 5.3.B; TEKS 5.7.C         |
| 6. <strong>Evaluative</strong> | Answers may vary, but could include that Turkey Buzzard decided to be proud of the suit he ended up choosing. He tried on all the other suits and found something wrong with each one. The suit he chose was the last suit available, but he kept it on and wore it proudly. He did not allow the other birds’ teasing to bother him. | TEKS 5.6.F; TEKS 5.6.G         |
| 7. <strong>Inferential</strong> | A                                                                                 | TEKS 5.6.F                     |
| *8 Part A. <strong>Inferential</strong> | D                                                                                 | TEKS 5.6.F                     |
| *8 Part B. <strong>Inferential</strong> | Titian’s work frescoing the walls of the Exchange above the Rialto bridge was highly praised, and it was thought to be better than Giorgione’s work on the same project. In addition, he was invited to finish the frescoes in the Grand Council chamber and to paint the portraits of the Doges, Venice’s rulers. | TEKS 5.6.F; TEKS 5.6.G         |
| 9. <strong>Inferential</strong> | B                                                                                 | TEKS 5.6.F                     |
| 10. <strong>Evaluative</strong> | B                                                                                 | TEKS 5.6.G; TEKS 5.10.D        |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Correct Answer(s)</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Literal</td>
<td>A, B, C, E</td>
<td>TEKS 5.7.C</td>
</tr>
<tr>
<td>12. Literal</td>
<td>People figured if they could build good roads, they could charge people for using them.</td>
<td>TEKS 5.7.C</td>
</tr>
<tr>
<td>13. Inferential</td>
<td>B</td>
<td>TEKS 5.6.F</td>
</tr>
<tr>
<td>*14 Part A. Inferential</td>
<td>C</td>
<td>TEKS 5.3.B;</td>
</tr>
<tr>
<td>*14 Part B. Literal</td>
<td>“Others who saw this odd-looking boat laughed…”</td>
<td>TEKS 5.3.B;</td>
</tr>
<tr>
<td>15. Inferential</td>
<td>Fulton’s odd-looking boat, which people had laughed at and called a folly, was actually very successful and changed the way passengers and goods traveled up and down waterways.</td>
<td>TEKS 5.6.F;</td>
</tr>
<tr>
<td>16. Evaluative</td>
<td>The steamboat best addressed transportation issues because it changed the way travel occurred up and down waterways. While improved roads did allow for stagecoach travel, traveling in a stagecoach was uncomfortable, and stops along the way had bad food and poor sleeping conditions. Turnpikes were in better condition than other roads, but they were just as dusty and muddy as the older roads, travelers had to pay to use them, and they did not extend very far west, where the population was spreading.</td>
<td>TEKS 5.6.G;</td>
</tr>
</tbody>
</table>

**Reading Comprehension Assessment Analysis**

Students who answered 11 or fewer questions correctly out of 16 total questions appear to have **minimal preparation** for Grade 6. Administer the Word Reading in Isolation Assessment and the Fluency Assessment to these students to gain further insight as to possible weaknesses. These students may have fairly significant skills deficits and may not be ready for Grade 6. Carefully analyze their performance on the Reading Comprehension Assessment, the Word Reading in Isolation Assessment, and the Fluency Assessment to determine whether students may need to be regrouped to an earlier point of instruction in the grade level materials when they reach Grade 6.

Students who answered 12–14 questions correctly out of 16 total questions appear to have **adequate preparation** for Grade 6. Administer the Word Reading in Isolation Assessment to these students, as time permits, and administer the Fluency Assessment. Use results from the Word Reading in Isolation Assessment to identify gaps in the mastery of specific letter-sound spellings that may require targeted remediation in Grade 6.
Students who answered 15–16 questions correctly out of 16 total questions appear to have outstanding preparation for Grade 6. You do not need to administer the Word Reading in Isolation Assessment to these students. However, please administer the Fluency Assessment to determine whether practice and progress monitoring in the area of fluency are warranted in Grade 6.

The following chart provides an overview of how to interpret students’ scores.

<table>
<thead>
<tr>
<th>Number of Questions Answered Correctly</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 or fewer</td>
<td>Student appears to have minimal preparation for Grade 6; administer Word Reading in Isolation Assessment and Fluency Assessment on Day 2 or Day 3</td>
</tr>
<tr>
<td>12–14</td>
<td>Student appears to have adequate preparation for Grade 6; administer Word Reading in Isolation Assessment on Day 2 or Day 3, only as time permits; administer Fluency Assessment</td>
</tr>
<tr>
<td>15–16</td>
<td>Student appears to have outstanding preparation for Grade 6; do not administer Word Reading in Isolation Assessment; administer Fluency Assessment on Day 2 or Day 3</td>
</tr>
</tbody>
</table>
End-of-Year Assessment

Assessment Day 2

LESSON AT A GLANCE

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
<th>Materials</th>
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<tbody>
<tr>
<td>End-of-Year Assessment</td>
<td></td>
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</tr>
<tr>
<td>Grammar Assessment</td>
<td>45 min.</td>
<td>❑ Activity Pages A.3</td>
</tr>
<tr>
<td>Word Reading in Isolation Assessment; Fluency Assessment</td>
<td>Ongoing</td>
<td>❑ Activity Pages A.2, A.4, A.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Student Copy of Fluency Assessment text</td>
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<tr>
<td></td>
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<td>❑ stopwatch</td>
</tr>
</tbody>
</table>

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

• Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the second day of the three-day assessment, all students will complete the Grammar Assessment independently. It includes 55 items assessing knowledge of parts of speech, sentence elements (subject/predicate), verb tenses, subject-verb agreement, conjunctions, prepositions, interjections, and punctuation. After students complete this portion of the assessment, enter their scores on the Grammar Assessment Scoring Sheet, in this Teacher Guide, making additional copies if needed. Benchmark results for individual students are not included for the Grammar Assessment.

Begin to administer the Word Reading in Isolation Assessment, based on students’ performance on the Reading Comprehension Assessment, and administer the Fluency Assessment to all students.
• Have students work independently to complete the Grammar Assessment on Activity Page A.3. Enter all student scores onto the Grammar Assessment Scoring Sheet located on the next page.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<th>17</th>
<th>18</th>
<th>19</th>
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<tbody>
<tr>
<td>Subject-Predicate</td>
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<td>Compare/Contrast Words &amp; Phrases</td>
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<td>Action and Linking Verbs</td>
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<td>Titles</td>
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<td>Titles</td>
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</tr>
</tbody>
</table>

Student
WORD READING IN ISOLATION ASSESSMENT (ONGOING)  

Begin to administer the Word Reading in Isolation Assessment individually to all students who scored 11 or fewer on the Reading Comprehension Assessment and, as time permits, to students who scored between 12–14 in order to gain further insight as to possible weaknesses.

This section of the EOY Assessment assesses single-word reading to identify the specific letter-sound correspondences a student may have not yet mastered.

Administration Instructions

• Locate the Word Reading in Isolation Assessment on the next page of this Teacher Guide. Students will read from this copy.

• Cover all of the words with a sheet of paper before calling a student to complete the assessment.

• Tell the student they will read words aloud to you and that it is important to do their best reading.

• Uncover the first row of words by moving the paper down.

• As the student reads a word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Assessment Scoring Sheet (Activity Page A.4 that you collected from students). Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, place a check mark above the word.

• If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the scoring sheet.

• Administer the Fluency Assessment after completing this section, and continue administering these two individual assessments as time permits, throughout Day 2 and Day 3, to the remaining students.
### End-of-Year Assessment Materials

**Word Reading in Isolation Assessment**

<table>
<thead>
<tr>
<th></th>
<th>steady</th>
<th>asphalt</th>
<th>oxygen</th>
<th>dovetail</th>
<th>birthplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>bravo</td>
<td>washtub</td>
<td>consume</td>
<td>delight</td>
<td>council</td>
</tr>
<tr>
<td>3</td>
<td>accuse</td>
<td>riddle</td>
<td>trolley</td>
<td>scoreboard</td>
<td>cruise</td>
</tr>
<tr>
<td>4</td>
<td>marvelous</td>
<td>betrayal</td>
<td>freighter</td>
<td>floored</td>
<td>guarantee</td>
</tr>
<tr>
<td>5</td>
<td>blizzard</td>
<td>prairie</td>
<td>concrete</td>
<td>crescent</td>
<td>bowlful</td>
</tr>
<tr>
<td>6</td>
<td>breakwater</td>
<td>peachy</td>
<td>spiffier</td>
<td>gherkin</td>
<td>qualify</td>
</tr>
<tr>
<td>7</td>
<td>yearning</td>
<td>exercise</td>
<td>loathe</td>
<td>ivory</td>
<td>disprove</td>
</tr>
<tr>
<td>8</td>
<td>audit</td>
<td>baboon</td>
<td>continue</td>
<td>taught</td>
<td>overdue</td>
</tr>
<tr>
<td>9</td>
<td>chasm</td>
<td>human</td>
<td>pulled</td>
<td>warning</td>
<td>worthless</td>
</tr>
<tr>
<td>10</td>
<td>scowl</td>
<td>avoidance</td>
<td>paperboy</td>
<td>courses</td>
<td>woodchuck</td>
</tr>
<tr>
<td>11</td>
<td>switch</td>
<td>crumb</td>
<td>whopper</td>
<td>sprinkle</td>
<td>knitting</td>
</tr>
<tr>
<td>12</td>
<td>calculate</td>
<td>mustache</td>
<td>partridge</td>
<td>singe</td>
<td>assign</td>
</tr>
<tr>
<td>13</td>
<td>wriggle</td>
<td>bizarre</td>
<td>recommit</td>
<td>youthful</td>
<td>mistletoe</td>
</tr>
</tbody>
</table>
WORD READING IN ISOLATION ANALYSIS

The more words a student is able to read and the farther the student is able to progress in the assessment, the stronger their preparation is for Grade 6. A Word Reading in Isolation Analysis chart and Remediation Guide are located in this lesson.

The number of words read correctly indicates the following:

- Students who read 49 or fewer words out of 65 correctly appear to have **minimal preparation** for Grade 6.
- Students who read 50–54 out of 65 words correctly appear to have **adequate preparation** for Grade 6.
- Students who read 55–65 out of 65 words correctly appear to have **strong to outstanding preparation** for Grade 6.

After scoring the assessment, you might find it helpful to determine which letter-sound correspondences students missed that caused them to score below the benchmark for word recognition. Note that one-syllable words are not included in the Syllabication Analysis.

### Score required to meet benchmark of 80%

<table>
<thead>
<tr>
<th>Phonemes</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consonants</strong></td>
<td></td>
</tr>
<tr>
<td>/b/</td>
<td>/d/</td>
</tr>
<tr>
<td>/j/</td>
<td>/k/</td>
</tr>
<tr>
<td>/p/</td>
<td>/r/</td>
</tr>
<tr>
<td>/w/</td>
<td>/x/</td>
</tr>
<tr>
<td>/sh/</td>
<td>/th/</td>
</tr>
<tr>
<td><strong>Vowels</strong></td>
<td>108/136</td>
</tr>
<tr>
<td>/a/</td>
<td>/e/</td>
</tr>
<tr>
<td>/ae/</td>
<td>/ee/</td>
</tr>
<tr>
<td>/o/</td>
<td>/oo/</td>
</tr>
<tr>
<td>/oi/</td>
<td>/ar/</td>
</tr>
<tr>
<td><strong>Syllabication (words with 2 or more syllables)</strong></td>
<td></td>
</tr>
<tr>
<td>Closed Syllable/short</td>
<td>39/49</td>
</tr>
<tr>
<td>Open Syllable/long</td>
<td>13/17</td>
</tr>
<tr>
<td>Magic E and Digraph Syllable</td>
<td>21/26</td>
</tr>
<tr>
<td>R-Controlled Syllable</td>
<td>16/20</td>
</tr>
<tr>
<td>ə Syllable</td>
<td>7/9</td>
</tr>
<tr>
<td>–le Syllable</td>
<td>4/4</td>
</tr>
</tbody>
</table>
Write the names of students who missed questions under each header. This will help you determine what kind of remediation may be needed in Grade 6.
### Phonemes—Consonants (Item numbers in parentheses)

<table>
<thead>
<tr>
<th>Phoneme</th>
<th>Item Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>(1e, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 13b)</td>
</tr>
<tr>
<td>/d/</td>
<td>(1a, 1d, 2d, 3b, 3d, 4d, 5a, 7e, 8a, 8e, 9c, 10b, 10e)</td>
</tr>
<tr>
<td>/f/</td>
<td>(1b, 4c, 4d, 5e, 6c, 6e, 13d)</td>
</tr>
<tr>
<td>/g/</td>
<td>(4e, 6d, 13a)</td>
</tr>
<tr>
<td>/h/</td>
<td>(9b)</td>
</tr>
<tr>
<td>/j/</td>
<td>(1c, 12c, 12d)</td>
</tr>
<tr>
<td>/k/</td>
<td>(2c, 2e, 3a, 3d, 3e, 5c, 5d, 6a, 6d, 8c, 9a, 10a, 10d, 10e, 11b, 11d, 12a, 13c)</td>
</tr>
<tr>
<td>/l/</td>
<td>(1b, 1d, 1e, 2d, 3c, 4d, 5a, 5e, 6e, 7c, 9c, 9e, 10a, 12a)</td>
</tr>
<tr>
<td>/m/</td>
<td>(2c, 4a, 9a, 9b, 11b, 12b, 13c, 13e)</td>
</tr>
<tr>
<td>/n/</td>
<td>(1c, 2c, 2e, 4e, 5c, 5d, 6d, 7a, 8b, 8c, 9b, 9d, 10b, 11e, 12d, 12e)</td>
</tr>
<tr>
<td>/p/</td>
<td>(1e, 5b, 6b, 6c, 7e, 9c, 10c, 11c, 11d, 12a, 13c, 13e)</td>
</tr>
<tr>
<td>/r/</td>
<td>(2a, 3b, 3c, 3e, 4b, 4c, 5b, 5c, 5d, 6a, 7d, 7e, 11b, 11d, 12c, 13a, 13c)</td>
</tr>
<tr>
<td>/s/</td>
<td>(1a, 1b, 1e, 2c, 2e, 3d, 4a, 5d, 6c, 7b, 7e, 9e, 10a, 10b, 10d, 11a, 11d, 12b, 12d, 12e, 13e)</td>
</tr>
<tr>
<td>/t/</td>
<td>(1a, 1b, 1d, 2b, 2d, 3c, 4b, 4c, 4e, 5c, 5d, 6a, 8a, 8c, 8d, 11e, 12a, 12b, 12c, 13c, 13e)</td>
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<tr>
<td>/v/</td>
<td>(1d, 2a, 4a, 7d, 7e, 8e, 10b)</td>
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<tr>
<td>/w/</td>
<td>(2b, 6a, 9d, 9e, 10e, 11a, 11c)</td>
</tr>
<tr>
<td>/x/</td>
<td>(1c, 7b)</td>
</tr>
<tr>
<td>/y/</td>
<td>(7a, 13d)</td>
</tr>
<tr>
<td>/z/</td>
<td>(3a, 3e, 5a, 7b, 9a, 10d, 13b)</td>
</tr>
<tr>
<td>/ch/</td>
<td>(6b, 10e, 11a)</td>
</tr>
<tr>
<td>/sh/</td>
<td>(2b, 12b)</td>
</tr>
<tr>
<td>/th/</td>
<td>(1e, 9e, 13d)</td>
</tr>
<tr>
<td>/th/</td>
<td>(7c)</td>
</tr>
<tr>
<td>/ng/</td>
<td>(7a, 9d, 11d, 11e)</td>
</tr>
<tr>
<td>/qu/</td>
<td>(6e)</td>
</tr>
<tr>
<td>Phonemes—Vowels (Item numbers in parentheses)</td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
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<tr>
<td>/a/ (1b, 8b, 9a, 12a, 12b)</td>
<td>/e/ (1a, 5d, 7b, 9e, 10d)</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>/o/ (1c, 2a, 2b, 3c, 5c, 6a, 6e, 11c)</td>
<td>/u/ (1d, 2b, 2c, 4a, 8c, 10e, 11b, 12b, 13c)</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>/ee/ (1a, 3c, 4e, 5b, 5c, 6b, 6c, 7d, 13c)</td>
<td>/ie/ (2d, 6e, 7b, 7d, 12e)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>/ue/ (3a, 8c, 9b, 12a)</td>
<td>/a/ (1c, 2d, 3a, 4b, 4e, 9a, 9b, 10b, 12e)</td>
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<td></td>
<td></td>
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<tr>
<td>/oo/ (9c, 10e)</td>
<td>/aw/ (1b, 8a, 8d)</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>/oi/ (10b, 10c)</td>
<td>/ar/ (4a, 12c, 13b)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>/or/ (3d, 4d, 9d, 10d)</td>
<td>/aer/ (4e, 5b)</td>
</tr>
<tr>
<td>Syllabication (words with 2 or more syllables; Item numbers in parentheses)</td>
<td></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Closed Syllable/short</strong> (1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 4e, 5a, 5c, 5d, 6a, 6c, 6d, 6e, 7a, 7b, 7e, 8a, 8b, 8c, 9a, 9b, 9d, 9e, 10b, 10d, 10e, 11c, 11d, 11e, 12a, 12b, 12c, 13a, 13b, 13c, 13e)</td>
<td><strong>Open Syllable/long</strong> (1a, 2a, 3c, 4e, 5b, 6b, 6c, 6e, 7d, 8c, 8e, 9b, 10c, 12a, 13c, 13e)</td>
</tr>
<tr>
<td><strong>R-Controlled Syllable</strong> (1e, 3d, 4a, 4c, 4e, 5a, 5b, 6a, 6c, 6d, 7a, 7b, 8e, 9d, 9e, 10c, 10d, 11c, 12c, 13b)</td>
<td><strong>ød Syllable</strong> (1c, 2d, 3a, 4a, 4b, 5e, 9a, 12e, 13d)</td>
</tr>
</tbody>
</table>
Begin to administer the Fluency Assessment individually to all students.

This section of the EOY Assessment assesses students’ fluency in reading, using the selection “Birds” (informational text) located on the next page of the Teacher Guide.

**Administration Instructions**

- Turn to the student copy of “Birds” on the next page of this Teacher Guide. Students will read from this copy.
- Using the Recording Copy of “Birds” (from students’ Activity Page A.5) for each student, you will create a running record as you listen to each student read orally.
- Explain that the student will read a selection aloud while you take some notes.
- Encourage the student not to rush and to read at their regular pace.
- Read the title of the selection aloud for the student, as the title is not part of the assessment.
- Begin timing when the student reads the first word of the selection. As the student reads aloud, make a running record on the Recording Copy of the text using the following guidelines:

<table>
<thead>
<tr>
<th>Words read correctly</th>
<th>No mark is required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Omissions</td>
<td>Draw a long dash above the word omitted.</td>
</tr>
<tr>
<td>Insertions</td>
<td>Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.</td>
</tr>
<tr>
<td>Words read incorrectly</td>
<td>Write an ‘X’ above the word.</td>
</tr>
<tr>
<td>Substitutions</td>
<td>Write the substitution above the word.</td>
</tr>
<tr>
<td>Self-corrected errors</td>
<td>Replace original error mark with an ‘SC’.</td>
</tr>
<tr>
<td>Teacher-supplied words</td>
<td>Write a ‘T’ above the word (counts as an error).</td>
</tr>
</tbody>
</table>

- When one minute has elapsed, draw a vertical line on the Recording Copy to mark where the student was in the text at that point. Allow the student to finish reading the selection aloud.
- Assess the student’s comprehension of the selection by asking them to respond orally to the following questions:
Birds

Birds have several characteristics that enable them to fly, but being warm-blooded is essential to flight. They have a very high metabolism as only warm-blooded animals do. Metabolism is the process which produces energy in most animals’ bodies. The high metabolism of birds is a steady flow of energy that helps them maintain the high levels of activity required by flight. The higher the activity level of an animal, the higher its metabolism is likely to be. What this means when it comes to eating is that they need lots of food to maintain that energy.

Have you ever heard the saying *eats like a bird* for someone who eats very small amounts of food at one time? An important thing to remember about this expression is that it does not mean birds do not eat very much. In fact, birds need to eat two times their body weight in food every day. This is because they have such a high metabolism and burn lots more energy than most animals. There are lots of small meals a day for birds. So, someone who “eats like a bird” is usually someone who “picks” at his or her food and only eats small bits at a time.

Cold-blooded animals depend on their surroundings to regulate internal body temperatures. But warm-blooded animals are able to produce heat for energy within their own bodies. They can travel farther and live in more extreme conditions than cold-blooded animals. The only warm-blooded animals that are able to go without food for long periods of time are hibernating animals. That’s because their metabolism slows way down when they are hibernating, and they require less energy to stay alive.

Wings are also essential to flight. The shape of a bird’s wings determines how far and high a bird can fly, in addition to its lightweight bones.

What else helps all birds fly? Feathers are a great help, serving as lightweight coverings for
their wings. They mesh together as their wings flap downward, parting again to let air through as
their wings sweep upward again. Feathers also act as insulation. Insulation is an extra layer that
protects birds’ skin from the sun and traps in heat. The trapped heat provides energy and warmth
in the winter months. The point of the feather where it is attached to a bird’s body is called the
quill. All birds have feathers. No other animals do, so if you spot a feathered friend, you may
assume that it’s a bird. Because their precious feathers take quite a beating, birds take good care
of them. Birds often preen their feathers with their beaks to keep the feathers clean, waterproof,
and in the right position.

Word Count: 450
1. **Literal.** What characteristics of birds are essential to flight?
   - being warm-blooded, wings

2. **Inferential.** Why are people who pick at their food and only eat small bits at a time said to “eat like a bird”?
   - Birds need to eat a lot each day because they burn so much energy. They eat many small meals a day due to their high metabolism and burning of lots of energy.

3. **Literal.** What can you assume if you spot an animal with feathers?
   - It is a bird.

4. **Inferential.** What can warm-blooded animals do that cold-blooded animals can’t?
   - produce heat for energy within their own bodies

• Continue administering the Fluency Assessment as time permits, throughout Day 2 and Day 3.

• You may score the assessment later, provided you have kept running records and marked the last word students read after one minute elapsed.

**Guidelines for Fluency Assessment Scoring**

• Use one Fluency Assessment Scoring Sheet for each student taking the assessment. The Fluency Assessment Scoring Sheet appears in each student’s EOY Assessment Summary (Activity Page A.2).

To calculate a student’s Words Correct Per Minute (W.C.P.M.) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available. Count Words Read in One Minute. This is the total number of words the student read or attempted to read in one minute. It includes words the student read correctly as well as words the student read incorrectly. Write the total in the box labeled Words Read in One Minute.

1. Count the Uncorrected Mistakes in One Minute. You noted these on the Recording Copy. They include words read incorrectly, omissions, substitutions, and words you had to supply. Write the total in the box labeled Uncorrected Mistakes in One Minute on the Fluency Scoring Sheet. (A mistake that the student self-corrects is not counted as a mistake.)

2. Subtract Uncorrected Mistakes in One Minute from Words Read in One Minute to get Words Correct. Write the number in the box labeled W.C.P.M. Although the analysis does not include any words the student read correctly (or incorrectly) after one minute, you may use this information from your Recording Copy for anecdotal purposes.
As you evaluate W.C.P.M. scores, here are some factors to consider.

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal of Grade 5 is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in this and subsequent grade levels. A student’s W.C.P.M. score can be compared with the score of other students in the class (or grade level) and also with the national fluency norms obtained by Hasbrouck and Tindal (2006). Hasbrouck and Tindal suggest that a score falling within 10 words above or below the 50th percentile should be interpreted as within the normal, expected, and appropriate range for a student at that grade level at that time of year. For example, if you administered the assessment during the spring of Grade 5, and a student scored 130 W.C.P.M., you should interpret this as within the normal, expected, and appropriate range for that student.

**Oral Reading Fluency Norms from Hasbrouck and Tindal (2006)**

<table>
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<tr>
<th>Percentile</th>
<th>Spring Grade 5 W.C.P.M.</th>
<th>Fall Grade 6 W.C.P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>194</td>
<td>177</td>
</tr>
<tr>
<td>75</td>
<td>168</td>
<td>153</td>
</tr>
<tr>
<td>50</td>
<td>139</td>
<td>127</td>
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<td>25</td>
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<td>98</td>
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<tr>
<td>10</td>
<td>83</td>
<td>68</td>
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</table>

**Reference**

End-of-Year Assessment

Assessment Day 3

LESSON AT A GLANCE

<table>
<thead>
<tr>
<th>End-of-Year Assessment</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morphology Assessment</td>
<td>45 min.</td>
<td>Activity Pages A.2, A.4, A.5, A.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stopwatch</td>
</tr>
<tr>
<td>Word Reading in Isolation Assessment; Fluency Assessment</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

ADVANCE PREPARATION

End-of-Year (EOY) Assessment

- Please plan to have reading material available for students to select from and read independently as they finish the EOY Assessment.

END-OF-YEAR ASSESSMENT

During the third day of the three-day assessment, all students will complete the Morphology Assessment independently. It includes 18 items assessing knowledge of the prefixes *il–, ir–, inter–, im–, in–, ex–, en–, post–*, and *fore–*; suffixes *–ness, –ist, –tion*, and *–sion*; and roots *tract, vac, serv, cred, and mem*, all of which were taught in the program prior to the end of Grade 5. Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.

Continue to administer the Word Reading in Isolation Assessment and the Fluency Assessments, as described on Day 2.
• Make sure each student has a copy of Activity Page A.6. You may have collected this activity page from students at the beginning of the unit.

• Have students work independently to complete the Morphology Assessment on Activity Page A.6. Enter all student scores into the Morphology Assessment Scoring Sheet.
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Student</td>
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</tbody>
</table>
INTERPRETING END-OF-YEAR ASSESSMENT SCORES

You should use the results of these three assessments to determine students’ preparedness for Grade 6 English language arts instruction: the Reading Comprehension Assessment, the Word Reading in Isolation Assessment (if administered), and the Fluency Assessment. Please refer to the Grade 5 End-of-Year Assessment Summary (Activity Page A.2), and consider students’ performance on these three assessments, in combination.

It can be challenging to analyze results for students with ambiguous or borderline scores. In particular, you may have some students who are right on the border between being strong enough readers to benefit from Grade 6 instruction and not having adequate preparation. This might include students who answered most questions correctly on one passage of the Reading Comprehension Assessment but not on other passages, or this might include students whose performance was uneven on the Word Reading in Isolation Assessment or on the Fluency Assessment.

In analyzing results from the Reading Comprehension Assessment, be aware that some students may not be strong test-takers. They may struggle to answer the questions even if they read the selection and understood it. You may wish to have students with borderline scores read the selection(s) aloud to you and then discuss it with you so you can better determine if their struggles are a result of comprehension difficulties or other factors.

In analyzing results from the Word Reading in Isolation Assessment, remember that not all poor scores are the same. Students who have difficulty reading a significant number of one-syllable words likely need intensive remediation beyond what can likely be provided in a Grade 6 classroom.

Benchmark results for individual students are not included for the Grammar Assessment or the Morphology Assessment. You may want to add comments to the Grade 5 End-of-Year Assessment Summary (Activity Page A.2) regarding students who performed poorly on either or both assessments so the Grade 6 teacher can determine the extent to which a student may benefit from the additional practice of certain grammar and morphology skills taught in the program prior to beginning Grade 6 English language arts instruction.
Grade 5 | Unit 10

Teacher Resources

In this section you will find:

• Activity Book Answer Key
• Texas Essential Knowledge and Skills Correlation Chart
• English Language Proficiency Standards Correlation Chart
Infer how Edmund's motivations will impact his relationship with his siblings.

Edmund's motivations will impact his relationships because he will act out of fear and selfishness. This will cause him to make choices that could negatively impact his siblings.

Answers may vary, but could include:

- He is afraid of losing his siblings.
- He wants to explore and be adventurous.
- He is selfish and wants to keep the wardrobe to himself.

Inference Key Details Influence on Plot

<table>
<thead>
<tr>
<th>Literary Element</th>
<th>Key Details</th>
<th>Influence on Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting(s)</td>
<td>Left London because of war. House surrounded by mountains and woods.</td>
<td>Edmund is introduced to a new environment, and his motivations will impact his relationships.</td>
</tr>
</tbody>
</table>
| Character(s)     | Edmund — selfish, Curt, and rash
|                  | Lucy — afraid of trouble but also adventurous
|                  | Susan — reliable, kind, and brave
|                  | Peter — wants to explore, adventurous, and kind
|                  | Tumnus — mythical creature
|                  | Professor — odd-looking but kind
|                  | Snowy forest in the back of a wardrobe
|                  | Large house with lots of empty rooms and interesting items

Inference Key Details Influence on Plot

Inference Key Details Influence on Plot

<table>
<thead>
<tr>
<th>Literary Element</th>
<th>Key Details</th>
<th>Influence on Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought(s)</td>
<td>Lucy feels happy when she enters the wardrobe. She wants to make others happy.</td>
<td>Lucy's positive emotions will lead her to explore and be adventurous.</td>
</tr>
<tr>
<td>Action(s)</td>
<td>Edmund may try to keep the wardrobe to himself.</td>
<td>Edmund's selfish motivations will impact his relationships.</td>
</tr>
</tbody>
</table>

Double Entry Journal

<table>
<thead>
<tr>
<th>Quote or idea from Text</th>
<th>Page #</th>
<th>Connection or Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers will vary, but could include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shut the door</td>
<td>Chapter 3, paragraph 22</td>
<td>Careless</td>
</tr>
<tr>
<td>“He did not like to admit that he had wrong”</td>
<td>Chapter 3, paragraph 29</td>
<td>Self-centered</td>
</tr>
<tr>
<td>“I’m—I’m—my name’s Edmund,' said Edmund rather awkwardly.”</td>
<td>Chapter 3, paragraph 37</td>
<td>He was intimidated</td>
</tr>
</tbody>
</table>

Possible answer: Lucy

She walks “arm in arm with this strange creature as if they had known each other all their lives.” Lucy might learn to be brave, selfless, and caring. She is quick to forgive others and trusts others. Lastly, Lucy is very trusting and quick to forgive others.

<table>
<thead>
<tr>
<th>Character: Lucy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action(s)</td>
</tr>
</tbody>
</table>
Support with Evidence:

Reason #1: Imagine you are a forest creature living in Narnia. You overheard Edmund’s conversation with the White Witch. Write to persuade Edmund to stop trusting the White Witch. Include two reasons supported with text evidence.

Introduction:

Think about the text, in which the problem is usually solved.

Support with Evidence:

Reason #1: The White Witch is greedy and dishonest. I think you should stop trusting the White Witch.

Reason #2: The White Witch is unkind and not trustworthy. I think you should stop trusting the White Witch.

Support with Evidence:

Reason #1: In Chapter 4, paragraph 5, the Witch said, “You are an idiot.” Someone who calls others mean names should not be trusted because they probably do not think about the feelings of others.

Reason #2: In Chapter 1, paragraph 3, the Witch said, “You are a mean, vicious, little girl.” Someone who is unkind and not trustworthy should not be trusted.

Conclusion:

Imagine you are a forest creature living in Narnia. You overheard Edmund’s conversation with the White Witch. Write to persuade Edmund to stop trusting the White Witch. Include two reasons supported with text evidence.

Introduction:

Think about the text, in which the problem is usually solved.

Support with Evidence:

Reason #1: The White Witch is greedy and dishonest. I think you should stop trusting the White Witch.

Reason #2: The White Witch is unkind and not trustworthy. I think you should stop trusting the White Witch.

Support with Evidence:

Reason #1: In Chapter 4, paragraph 5, the Witch said, “You are an idiot.” Someone who calls others mean names should not be trusted because they probably do not think about the feelings of others.

Reason #2: In Chapter 1, paragraph 3, the Witch said, “You are a mean, vicious, little girl.” Someone who is unkind and not trustworthy should not be trusted.

Conclusion:
NAME: ___________________________  DATE: ____________

**Visualizing**

<table>
<thead>
<tr>
<th>Test Evidence: (page number)</th>
<th>Visualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to descriptive words from the text.</td>
<td>Quick-sketch the picture in your mind.</td>
</tr>
<tr>
<td>“A smaller river flowing into the great one lower down.” “Turned to follow it up” (pages may vary, chapter 9 paragraph 6).</td>
<td>Visualization images will vary but should include two rivers connecting with the larger river turning north.</td>
</tr>
<tr>
<td>Answers may vary, but students should draw evidence from paragraph 6 that describes the steep, rocky valley, the overgrown bushes, and/or the loads of snow.</td>
<td>Visualization images will vary but should include the valley that is overgrown with bushes and snow.</td>
</tr>
<tr>
<td>Answers may vary, but students should draw evidence from chapter 9 that describes the icy river plains between the two hills, and the castle.</td>
<td>Visualization images will vary but should include the icy river that leads to the White Witch’s castle, set between two hills.</td>
</tr>
</tbody>
</table>

**Determining Themes**

List topics from The Lion, the Witch and the Wardrobe in one or two words. Provide at least one piece of test evidence to support each topic, including the page number from the text. Then, use these topics to determine the themes of the story. Answers may vary, but could include the following topics, evidence, and themes. Page numbers will vary depending on what version of the text is used.

<table>
<thead>
<tr>
<th>Topic: An issue, main idea, or subject matter addressed in the story</th>
<th>Evidence: A part of the text that supports the theme of the story</th>
<th>Chapter, page, or paragraph #</th>
<th>Theme: A repeated key idea or subject with a message or lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>betrayal</td>
<td>Edmund told the Witch where his siblings were, and the Witch was not kind to him.</td>
<td>Ch. 9, paragraph 24-31</td>
<td>Betrayal will not lead to a reward.</td>
</tr>
<tr>
<td>courage</td>
<td>Mr. Beaver is brave to leave the cave, and he is rewarded when he finds Father Christmas.</td>
<td>Ch. 10, paragraph 27-28</td>
<td>If you have courage, you might be rewarded.</td>
</tr>
<tr>
<td>hope</td>
<td>Lucy begins to lose hope on the journey, but then they find a place to rest.</td>
<td>Ch. 10, paragraph 20-21</td>
<td>You shouldn’t give up hope when things get hard.</td>
</tr>
<tr>
<td>gluttony</td>
<td>Edmund betrays his siblings because the Witch gave him Turkish Delight.</td>
<td>Ch. 9, paragraph 1-3</td>
<td>Gluttony will not bring you happiness in the long run.</td>
</tr>
<tr>
<td>childhood</td>
<td>Father Christmas gives the children “tricks, not toys.”</td>
<td>Ch. 10, paragraph 43</td>
<td>Children must eventually take on the responsibilities of adulthood.</td>
</tr>
<tr>
<td>friendship</td>
<td>Mr. and Mrs. Beaver guide the children on their difficult journey.</td>
<td>Ch. 10, paragraph 19-25</td>
<td>Good friends can help you through hard times.</td>
</tr>
</tbody>
</table>

**Relationships**

Who is the relationship between?

- Characters will vary. Students will choose either Edmund and Lucy, Edmund and Susan, or Edmund and the White Witch.

How are the characters alike and different?

- Characters will vary, but students should include details about the character’s traits and actions that prove how they are alike and different.

How do the characters feel about each other?

- Characters will vary, but students should include details about events that have happened that prove how they feel about each other.

Why do the characters need each other?

- Characters will vary, but students should include details about events that have happened that prove why they need each other.

Describe the relationship. Is it positive or negative? Both? Explain.

- Characters will vary, but students should include details about events from the story that have happened that have led to their relationship being positive, negative, or both.

**Author’s Message**

What is one of the author’s main messages in the novel The Lion, the Witch and the Wardrobe? Start by identifying a central idea about an important topic in the text and finding two to three pieces of test evidence that help to support this topic. Then, write the theme statement that would show the message that C.S. Lewis was hoping the readers would understand.

- Topic: Possible Answer: Courage

Text Evidence: Lucy had courage to go back and meet with Tumnus after he had tried to capture her the first time.

Theme that conveys the author’s message in a life lesson about the topic:

- It is important to behave with courage, no matter how you might be feeling, to do what you know is right.
**Vivid Descriptions of Narnia**

<table>
<thead>
<tr>
<th>Page #</th>
<th>Figurative Language</th>
<th>Meaning</th>
<th>Author's Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 11, 9</td>
<td>Answers may vary but could include: “as quickly as a horse can gallop” (simile)</td>
<td>The wolf ran away very quickly</td>
<td>The author wanted to create a mental image of the wolf running very quickly.</td>
</tr>
<tr>
<td>Ch. 11, 10</td>
<td>“he would have given anything” (hyperbolic)</td>
<td>He really wanted to do it</td>
<td>The author wanted to emphasize how badly Edmund wished he could leave the Witch and go back to his siblings.</td>
</tr>
<tr>
<td>Ch. 11, 11</td>
<td>“the everlasting smell of snow and the breaking of the wind’s warmth” (descriptive language)</td>
<td>It was very quiet on the sledge, and there was no one talking. All they could hear were the sounds of the snow and the snowdrifts.</td>
<td>The author wanted to create a mental image of the quietness of the ride on the Witch’s sledge.</td>
</tr>
<tr>
<td>Ch. 11, 16</td>
<td>“one of the young squirrels had to be head completely” (idiom)</td>
<td>The squirrel was not thinking clearly</td>
<td>The author wanted to show that the squirrel was nervous and was not thinking clearly when he answered the Witch.</td>
</tr>
<tr>
<td>Ch. 11, 20</td>
<td>“the dark green of firs and the black tightly-braided branches of bare oaks and beeches and elms” (imagery)</td>
<td>The snow was melting, so the leaves and branches on the trees were visible.</td>
<td>The author wanted to create a mental image of what the forest looked like as the snow began to melt.</td>
</tr>
</tbody>
</table>

**Inferring Possible Consequences**

Infer the consequence of Edmund’s choice to join the White Witch. Support your inference with more than one piece of evidence from the text.

Use the T-chart to plan your response.

**NAME:**

**DATE:**

**Inference**

“I think Edmund would become a prisoner to the White Witch and be trapped in Narnia forever.”

**Evidence**

In chapter 11, paragraph 3, the Witch commands the dwarf to bring Edmund dry bread to eat. Then, in chapter 11, paragraph 29, the text says, “Edmund found himself being forced to walk as fast as he could with his hands tied behind him.” All of this evidence shows that the Witch is treating Edmund like a prisoner. I think he will become a prisoner to the White Witch and be trapped in Narnia forever.

**NAME:**

**DATE:**

**Narrative Task**

You have read through Chapter 13 of The Lion, The Witch and the Wardrobe. Using what you have learned from the text, write an original narrative including a dialogue between either Peter and the wolf or Edmund and Peter. Where possible, use the same vocabulary, tone, and figurative language to try to match the craft of C. S. Lewis as he wrote the original text. Your narrative should offer insights into one character’s motivations and relationships with other characters.

**NAME:**

**DATE:**

Peter and Aslan hear Susan’s horn.

The wolf chased Susan up a tree.

Peter tried to slash the wolf with his sword.

Peter missed, and the wolf howled angrily.

Peter plunged his sword into the wolf’s heart.

The wolf died.

Peter and Aslan hear Susan’s horn.

Edmund wished he could leave the Witch and go back to his siblings.

Edmund hugged Peter. “I am so sorry for the way I treated all of you. The Witch fooled me into thinking she would make me a prince and give me Turkish Delight. I wanted to be given nice things and be treated with respect, but it was all a lie. I was selfish, but I have learned my lesson.”

Peter replied, “As Aslan said, ‘there is no need to talk about what is past.’ Besides, I know that the way I treated you helped you to go wrong. It was partly my fault.”

Edmund looked stunned. “You’re not angry?” he said.

“Welcome back,” Peter replied. “I know Aslan will ensure that you are safe from the White Witch from now on.”

“Thank you,” Edmund replied. “I am grateful that you did not punish me. I have learned my lesson.”

After the Witch left, Peter turned to Edmund and said, “Welcome back, Edmund.”

**NAME:**

**DATE:**

Squirrels lost its head.

The squirrel was not thinking clearly.

The author wanted to show that the squirrel was nervous and was not thinking clearly when he answered the Witch.

The snow was melting, so the leaves and branches on the trees were visible.

The author wanted to create a mental image of what the forest looked like as the snow began to melt.

**NAME:**

**DATE:**
**Double Journal Entry**

<table>
<thead>
<tr>
<th>Quote or Idea from Text</th>
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<th>Connection or Reaction</th>
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<tbody>
<tr>
<td>&quot;Edmund's life will be spared.&quot;</td>
<td>Ch. 14, 54</td>
<td>The Witch says, &quot;Fool, did you think that by all this you would save the human factor?&quot;</td>
</tr>
<tr>
<td>&quot;The children will fulfill the prophecy and become the rulers of Narnia.&quot;</td>
<td>Ch. 8, 34</td>
<td>&quot;...when Adam's flesh and Adam's bone sit in the throne over Narnia...&quot; The evil time will be over and done!</td>
</tr>
<tr>
<td>&quot;Edmund might be turned to stone.&quot;</td>
<td>Ch. 8, 8</td>
<td>&quot;...All full of statues they say it is—in the courtyard and the halls and in that hall. People she's turned... turned into stone!&quot;</td>
</tr>
<tr>
<td>&quot;Edmund's life would belong to the Witch...&quot;</td>
<td>Ch. 8, 43</td>
<td>&quot;...and would be spared. But you're not the only one the White Witch's reign but of her life...&quot;</td>
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<tr>
<td>&quot;The children could not fulfill the prophecy.&quot;</td>
<td>Ch. 8, 43</td>
<td>&quot;...when two Sons of Adam and two Daughters of Eve sit in those four thrones, then it will be the end of not only the White Witch's reign but of her life...&quot;</td>
</tr>
</tbody>
</table>

**The Impact of Aslan's Death**

**Possible answers:**

1. Aslan's death is a significant part of the plot of The Lion, The Witch and The Wardrobe because it is a turning point in the story. It marks the end of the White Witch's reign and the beginning of a new era in Narnia. The death of Aslan is the climax of the story, and it solves several major conflicts.

2. Aslan's death is significant to the plot of The Lion, The Witch and the Wardrobe because it is the moment when the prophecy is fulfilled. Aslan's death allows the children to fulfill the prophecy and become the rulers of Narnia. It is a turning point in the story, and it marks the end of the White Witch's reign.

**Inference**

<table>
<thead>
<tr>
<th>Inference</th>
<th>Text Evidence</th>
<th>Page #</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**Response to Reading**

**Directions:** Explain why Aslan's death is a significant part of the plot of The Lion, The Witch and the Wardrobe. Give at least two reasons why it is significant. Support your answer with specific evidence from the text.

**Possible answers:**

1. Aslan's death is significant because it solves the major conflict of Edmund's betrayal. Edmund's choice to betray his siblings and his desire to be the Great Prince of Narnia leads to his subsequent punishment at the hands of the White Witch. Aslan's death solves this conflict by allowing the children to fulfill the prophecy and become the rulers of Narnia.

2. Aslan's death is significant because it solves the problem of Edmund possibly being harmed by the White Witch. Since Edmund chose to betray his siblings, he may have been at risk of being harmed by the White Witch. Aslan's death solves this problem by allowing Edmund to be spared.

**Add text evidence, including the page number, for each inference.**

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<thead>
<tr>
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<td>Ch. 8, 43</td>
</tr>
</tbody>
</table>
Summarizing the Events at the Stone Table

Who (Who are these events centered around?)
- Aslan

What (What happened and what was their response?)
- Aslan sacrifices himself by allowing the Witch to kill him instead of Edmund.

When (When did this happen to the character?)
- Aslan was sacrificed in the middle of the night but returns in the morning.

Where (Where did these events happen?)
- The Stone Table

Why (Why did this happen to the character?)
- Aslan was sacrificed for betraying his siblings, Edmund. Edmund took his place and was sacrificed because of a magic incantation that the Witch didn’t know about.

Write your summary in a paragraph on the lines below.

In the middle of the night, Aslan with Lucy and Susan went to the Stone Table. Aslan sacrificed himself by allowing the Witch to kill him instead of Edmund. Edmund owed his life to the White Witch because he betrayed his siblings; however, Aslan took his place. Then, Aslan returns because of a magic incantation that the Witch didn’t know about. Aslan, Susan, and Lucy go to the Witch’s castle.

Theme Map

<table>
<thead>
<tr>
<th>Topic: An issue, main idea, or subject matter addressed in the story</th>
<th>Evidence: A part of the text that supports the theme of the story</th>
<th>Chapter, page, or paragraph #</th>
<th>Theme: A repeated key idea or subject with a message or lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible answer: redemption</td>
<td>Aslan sacrifices his life to save Edmund</td>
<td>Ch. 1A paragraph 54</td>
<td>It is good to redeem someone else, even if they have done something wrong.</td>
</tr>
<tr>
<td>Other possible answers include: good versus evil, justice, and new birth</td>
<td>Students may include more evidence to support the big idea.</td>
<td>Students may include more themes about the big idea they chose.</td>
<td></td>
</tr>
</tbody>
</table>

Diary Entry

Write a diary entry from Peter, Susan, Edmund, or Lucy’s perspective after they returned through the wardrobe from Narnia. Write about the things that have changed for the better, the things that you miss from Narnia, and how you feel now that you are back in England.

Writers Revise

When writers write, they ask themselves, “How can I make my presentation even better?”

1. Add dialogue."
2. Add something to each slide, such as more description, art, and color.
3. Look at the instructions and make sure you have included everything required.
4. Review the Novel Presentation Rubric.
5. Possible answers. Add something to your presentation’s opening.
6. Review your presentation to organize it on an order that makes sense.
7. Revise your word choice to include more literary vocabulary.
8. Cut diagrams, tables, and charts to organize your information.
### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 5

#### Unit 10

<table>
<thead>
<tr>
<th>Correlation—Teacher’s Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEKS 5.1.A</th>
<th>listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS 5.1.B</td>
<td>follow, restate, and give oral instructions that include multiple action steps</td>
</tr>
<tr>
<td>TEKS 5.1.C</td>
<td>give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively</td>
</tr>
<tr>
<td>TEKS 5.1.D</td>
<td>work collaboratively with others to develop a plan of shared responsibilities</td>
</tr>
</tbody>
</table>

| p. 174, p. 177, p. 178 |

| (2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to: |

<table>
<thead>
<tr>
<th>TEKS 5.2.A.i</th>
<th>decoding words with consonant changes, including /t/ to /sh/ such as in selection and music and musician</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS 5.2.A.ii</td>
<td>decoding multisyllabic words with closed syllables; open syllables; VCE syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</td>
</tr>
<tr>
<td>TEKS 5.2.A.iii</td>
<td>decoding words using advanced knowledge of syllable division patterns</td>
</tr>
<tr>
<td>TEKS 5.2.A.iv</td>
<td>decoding words using advanced knowledge of the influence of prefixes and suffixes on base words</td>
</tr>
<tr>
<td>TEKS 5.2.A.v</td>
<td>identifying and reading high-frequency words from a research-based list</td>
</tr>
</tbody>
</table>

| (B) demonstrate and apply spelling knowledge by: |

<table>
<thead>
<tr>
<th>TEKS 5.2.B.i</th>
<th>spelling multisyllabic words with closed syllables; open syllables; VCE syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS 5.2.B.ii</td>
<td>spelling words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician</td>
</tr>
<tr>
<td>TEKS 5.2.B.iii</td>
<td>spelling multisyllabic words with multiple sound-spelling patterns</td>
</tr>
<tr>
<td>TEKS 5.2.B.iv</td>
<td>spelling words using advanced knowledge of syllable division patterns</td>
</tr>
<tr>
<td>TEKS 5.2.B.v</td>
<td>spelling words using knowledge of prefixes</td>
</tr>
<tr>
<td>TEKS 5.2.B.vi</td>
<td>spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>TEKS 5.2.C</td>
<td>write legibly in cursive</td>
</tr>
</tbody>
</table>

(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

| TEKS 5.3.A     | use print or digital resources to determine meaning, syllabication, pronunciation, and word origin                                      |
|                | p. 183, p. 184                                                                                                                       |
| TEKS 5.3.B     | use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words          |
|                | p. 204                                                                                                                                |
| TEKS 5.3.C     | identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo           |
|                | p. 6, p. 11, p. 38, p. 42, p. 96, p. 100                                                                                               |
| TEKS 5.3.D     | identify, use, and explain the meaning of adages and puns                                                                             |
|                | p. 198                                                                                                                                |

(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

| TEKS 5.4     | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text                                                  |
|              | p. 24, p. 28, p. 38, p. 48, p. 50, p. 54, p. 108, p. 117, p. 120, p. 125, p. 183, p. 184                                           |

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

| TEKS 5.5     | self-select text and read independently for a sustained period of time                                                              |

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

| TEKS 5.6.A   | establish purpose for reading assigned and self-selected texts                                                                     |
|              | p. 6, p. 11                                                                                                                        |
| TEKS 5.6.B   | generate questions about text before, during, and after reading to deepen understanding and gain information                         |
|              | p. 24, p. 28, p. 38, p. 48, p. 50, p. 54, p. 108, p. 117, p. 120, p. 125, p. 183, p. 184                                           |
| TEKS 5.6.C   | make [and] correct or confirm predictions using text features, characteristics of genre, and structures                           |
| TEKS 5.6.D   | create mental images to deepen understanding                                                                                       |
|              | p. 96, p. 100                                                                                                                      |
| TEKS 5.6.E   | make connections to personal experiences, ideas in other texts, and society                                                        |
|              | p. 96, p. 100                                                                                                                      |
| TEKS 5.6.F   | make inferences and use evidence to support understanding                                                                      |
|              | p. 24, p. 28, p. 38, p. 48, p. 50, p. 54, p. 108, p. 117, p. 120, p. 125, p. 183, p. 184                                           |
| TEKS 5.6.G   | evaluate details read to determine key ideas                                                                                    |
| TEKS 5.6.H   | synthesize information to create new understanding                                                                             |
|              | p. 24, p. 28, p. 28, p. 184                                                                                                        |
### TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 5

#### Unit 10

<table>
<thead>
<tr>
<th>TEKS 5.6.I</th>
<th>monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down</th>
</tr>
</thead>
<tbody>
<tr>
<td>(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.7.A</td>
<td>describe personal connections to a variety of sources, including self-selected texts</td>
</tr>
<tr>
<td>TEKS 5.7.B</td>
<td>write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources</td>
</tr>
<tr>
<td>TEKS 5.7.C</td>
<td>use text evidence to support an appropriate response</td>
</tr>
<tr>
<td>TEKS 5.7.D</td>
<td>retell, paraphrase, or summarize texts in ways that maintain meaning and logical order</td>
</tr>
<tr>
<td>TEKS 5.7.E</td>
<td>interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</td>
</tr>
<tr>
<td>TEKS 5.7.F</td>
<td>respond using newly acquired vocabulary as appropriate</td>
</tr>
<tr>
<td>TEKS 5.7.G</td>
<td>discuss specific ideas in the text that are important to the meaning</td>
</tr>
<tr>
<td>(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.8.A</td>
<td>infer multiple themes within a text using text evidence</td>
</tr>
<tr>
<td>TEKS 5.8.B</td>
<td>analyze the relationships of and conflicts among the characters</td>
</tr>
<tr>
<td>TEKS 5.8.C</td>
<td>analyze plot elements, including rising action, climax, falling action, and resolution</td>
</tr>
<tr>
<td>TEKS 5.8.D</td>
<td>analyze the influence of the setting, including historical and cultural settings, on the plot</td>
</tr>
<tr>
<td>(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.9.A</td>
<td>demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales</td>
</tr>
<tr>
<td>TEKS 5.9.B</td>
<td>explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms</td>
</tr>
<tr>
<td>TEKS 5.9.C</td>
<td>explain structure in drama such as character tags, acts, scenes, and stage directions</td>
</tr>
<tr>
<td>TEKS 5.9.D.i</td>
<td>The central idea with supporting evidence</td>
</tr>
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</tr>
<tr>
<td>TEKS 5.9.D.ii</td>
<td>Features such as insets, timelines, and sidebars to support understanding</td>
</tr>
<tr>
<td>TEKS 5.9.D.iii</td>
<td>Organizational patterns such as logical order and order of importance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEKS 5.9.E.i</th>
<th>Identifying the claim</th>
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</thead>
<tbody>
<tr>
<td>TEKS 5.9.E.ii</td>
<td>Explaining how the author has used facts for or against an argument</td>
</tr>
<tr>
<td>TEKS 5.9.E.iii</td>
<td>Identifying the intended audience or reader</td>
</tr>
</tbody>
</table>

| TEKS 5.9.F | Recognize characteristics of multimodal and digital texts |

<table>
<thead>
<tr>
<th>TEKS 5.10.A</th>
<th>Explain the author’s purpose and message within a text</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS 5.10.B</td>
<td>Analyze how the use of text structure contributes to the author’s purpose</td>
</tr>
<tr>
<td>TEKS 5.10.C</td>
<td>Analyze the author’s use of print and graphic features to achieve specific purposes</td>
</tr>
<tr>
<td>TEKS 5.10.D</td>
<td>Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes</td>
</tr>
<tr>
<td>TEKS 5.10.E</td>
<td>Identify and understand the use of literary devices, including first- or third-person point of view</td>
</tr>
<tr>
<td>TEKS 5.10.F</td>
<td>Examine how the author’s use of language contributes to voice</td>
</tr>
<tr>
<td>TEKS 5.10.G</td>
<td>Explain the purpose of hyperbole, stereotyping, and anecdote</td>
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</table>

| TEKS 5.11.A | Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping |

<table>
<thead>
<tr>
<th>TEKS 5.11.B.i</th>
<th>Organizing with purposeful structure, including an introduction, transitions, and a conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS 5.11.B.ii</td>
<td>Developing an engaging idea reflecting depth of thought with specific facts and details</td>
</tr>
</tbody>
</table>
## TEXAS ESSENTIAL KNOWLEDGE AND SKILLS—GRADE 5

### Unit 10

<table>
<thead>
<tr>
<th>TEKS 5.11.C</th>
<th>revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</th>
<th>p. 166, p. 169</th>
</tr>
</thead>
<tbody>
<tr>
<td>(D) edit drafts using standard English conventions, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.i</td>
<td>complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.ii</td>
<td>past tense of irregular verbs</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.iii</td>
<td>collective nouns</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.iv</td>
<td>adjectives, including their comparative and superlative forms</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.v</td>
<td>conjunctive adverbs</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.vi</td>
<td>prepositions and prepositional phrases and their influence on subject-verb agreement;</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.vii</td>
<td>pronouns, including indefinite</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.viii</td>
<td>subordinating conjunctions to form complex sentences</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.ix</td>
<td>capitalization of abbreviations, initials, acronyms, and organizations</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.D.x</td>
<td>italics and underlining for titles and emphasis, and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences</td>
<td>p. 108, p. 117</td>
</tr>
<tr>
<td>TEKS 5.11.D.xi</td>
<td>correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</td>
<td></td>
</tr>
<tr>
<td>TEKS 5.11.E</td>
<td>publish written work for appropriate audiences</td>
<td></td>
</tr>
</tbody>
</table>

(12) **Composition**: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

| TEKS 5.12.A | compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft | p. 108, p. 117, p. 146, p. 158 |
| TEKS 5.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft | p. 38, p. 48 |
| TEKS 5.12.D | compose correspondence that requests information | |
| TEKS 5.13.A | generate and clarify questions on a topic for formal and informal inquiry |
| TEKS 5.13.B | develop and follow a research plan with adult assistance |
| TEKS 5.13.C | identify and gather relevant information from a variety of sources |
| TEKS 5.13.D | understand credibility of primary and secondary sources |
| TEKS 5.13.E | demonstrate understanding of information gathered |
| TEKS 5.13.F | differentiate between paraphrasing and plagiarism when using source materials |
| TEKS 5.13.G | develop a bibliography |
| TEKS 5.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results |

p. 174, p. 177
## Unit 10

### Correlation—Teacher’s Guide

1. **Cross-curricular second language acquisition/learning strategies.** The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | p. 129 |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | p. 71 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | p. 103, p. 132, p. 142 |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | p. 36, p. 48, p. 64, p. 78, p. 93, p. 103, p. 106, p. 114, p. 118, p. 129, p. 142, p. 156, p. 159 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |

2. **Cross-curricular second language acquisition/listening.** The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | p. 114 |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | p. 132, p. 159 |
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | |
## ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 5

### Unit 10

<table>
<thead>
<tr>
<th>ELPS 2.F</th>
<th>listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 2.G</td>
<td>understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</td>
</tr>
<tr>
<td>ELPS 2.H</td>
<td>understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</td>
</tr>
<tr>
<td>ELPS 2.I</td>
<td>demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</td>
</tr>
</tbody>
</table>

(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:

| ELPS 3.A | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency |
| ELPS 3.E | share information in cooperative learning interactions |

*Correlation—Teacher’s Guide*

- p. 43
- p. 179
- p. 48, p. 93, p. 106, p. 156
## Unit 10

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**ELPS 3.F**  
ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments

**ELPS 3.G**  
express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics  

**ELPS 3.H**  
narrate, describe, and explain with increasing specificity and detail as more English is acquired

**ELPS 3.I**  
adapt spoken language appropriately for formal and informal purposes

**ELPS 3.J**  
respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment

(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

**ELPS 4.A**  
learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships, identifying cognates, affixes, roots, and base words

**ELPS 4.B**  
recognize directionality of English reading such as left to right and top to bottom

**ELPS 4.C**  
develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials

**ELPS 4.D**  
use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text

**ELPS 4.E**  
read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned

p. 145  
p. 179  
p. 64  
p. 60, p. 129, p. 164
## Unit 10

<table>
<thead>
<tr>
<th>ELPS 4.F</th>
<th>use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</th>
<th>p. 71</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPS 4.G</td>
<td>demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</td>
<td>p. 34, p. 43, p. 78, p. 90</td>
</tr>
<tr>
<td>ELPS 4.H</td>
<td>read silently with increasing ease and comprehension for longer periods</td>
<td>---</td>
</tr>
<tr>
<td>ELPS 4.I</td>
<td>demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs</td>
<td>p. 90</td>
</tr>
<tr>
<td>ELPS 4.J</td>
<td>demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</td>
<td>p. 36, p. 60, p. 145, p. 164</td>
</tr>
<tr>
<td>ELPS 4.K</td>
<td>demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs</td>
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</table>
ENGLISH LANGUAGE PROFICIENCY STANDARDS—GRADE 5

Unit 10

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(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:

| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired |

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p. 118

p. 21, p. 64, p. 118, p. 164