

Literature 6

Scripted Lesson Plans



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INTRODUCTION

The literature curriculum as found in these lesson plans is not just about reading good books. It is that, but it is much more. We certainly want to assist you in helping children read much of the great literature that we have been blessed with. However, we also want to help you make sure that they are *comprehending* what they read. Such comprehension comes at various levels and develops at various stages. Many of the comprehension guides will help you immensely in this regard.

There is another great benefit to reading great literature. And it comes from reading aloud. Children who read out loud frequently and who develop the ability to do it well—with confidence, inflection and voice modulation—will be very well prepared for writing and speaking, especially as they study and practice Rhetoric in future years.

It would certainly be enough just to enjoy the time spent reading. But why not accomplish that and a whole lot more?

BEFORE YOU BEGIN

1. Refer to the Veritas Press Scholars Lesson Plans, Lesson 1 for Books and Materials that will be needed to begin.
2. Print out the Oral Reading Evaluation Form on the next page. Each week, have the child read a page and use the form to obtain a grade.
3. You are ready to begin.

Oral Reading Evaluation for _____

Title of book: _____ Date: _____

Reads: Precisely Changes 1-3 Words Changes Many Words Guesses
 25 23 20 18 16 14 12 10 8 6 4 2

Reads: Smoothly Somewhat Smoothly Haltingly Very Slowly
 15 13 11 9 7 5 3 1

Reads: Observes Punctuation/Proper inflection Overruns Punctuation
 15 13 11 9 7 5 3 1

Reads: With Expression With Some Expression Without Expression
 15 13 11 9 7 5 3 1

Reads: Projects/Enunciates Clearly Loudly and Clearly Enough Mumbles
 15 13 11 9 7 5 3 1

Reads: Follows as Others Read Follows Inconsistently Does Not Follow
 15 13 11 9 7 5 3 1

Substitutions: (Wrong Word/Right Word) _____

Phonetically Decoded These Difficult Words: _____

Teacher Helped By Giving These Words: _____

Total Score: _____

The Adventure Begins

BOOKS

Kidnapped
Dictionary

MATERIALS

Paper

OBJECTIVE

To enable the child to identify vocabulary used in the text that he does not recognize, make predictions about their meanings using context clues, and check his answers using the dictionary

TEACHING

1. Have the child study the front cover of the book and write down two predictions about what happens in the book based on the cover's title and picture (What happens to the characters in the story?).
2. Have the child read chapters 1 and 2 of *Kidnapped*. During the reading, the child should write down at least ten words he does not recognize, leaving a generous space on the page between each word.

Below each word on the list, the child should write down his own definition based on the context clues.

Upon completion of the reading, Have the child use a dictionary to look up the definitions of the words on his list. (Online dictionaries are fine as well.)

ALERT: Some of the words are vernacular and will not be found in an English dictionary. In this case, the child should look for that word in future chapters to better understand its definition.

ASSIGNMENT

None

Meeting Uncle Ebenezer

BOOKS

Kidnapped
How to Report on Books

MATERIALS

Paper
 Construction paper
 Copy of page 59 of *How to Report on Books*
 String
 Scissors
 Glue
 Hole punch

OBJECTIVE

To enable the child to capture the mood of the story from the author's descriptions, as well as understand the author's use of foreshadowing

TEACHING

1. Read chapters 3 and 4 of *Kidnapped*. While reading, make a list of words or phrases the author uses to describe Uncle Ebenezer's house and property.
2. Browse the pages again and write at least three examples of how the weather affected the mood of the story. How would you have felt differently if the weather had been calm and sunny?

In chapter 4, the author writes:

"It was a dark night, with a few stars low down; and as I stood just outside the door, I heard a hollow moaning of wind far off among the hills. I said to myself there was something thundery and changeful in the weather, and little knew of what a vast importance that should prove to me before the evening passed."

This is an example of foreshadowing. Foreshadowing is when the author gives clues about what will happen later in the story. Using page 59 in *How to Report on Books*, create a foreshadowing spiral based on this example.

1. One clue to the outcome: Davie says to himself that the weather was thundery and changeful but little knew how important that would be before the evening was over.
 2. Another clue to the outcome: As he climbs the stairs in the tower, a flash of lightning reveals that the steps are of unequal length and his foot is only inches from the edge.
 3. Another clue to the outcome: none
- Outcome: Had the lightning not revealed the danger so that he knelt and felt his way forward with his hands, he would have fallen to his death.

If you wish, create additional spirals using any other examples of foreshadowing you find in chapters 3 and 4, and be sure to write the outcomes in the middle of the spiral.

ASSIGNMENT

Letter to a Friend

COMPLETED GRADED

Say to the child, “Pretend that you are on a walk in the countryside and you happened to come across the house in your travels. Using the list of words and phrases collected while reading chapters 3 and 4, write a letter to a friend describing the house. Tell your friend the feelings you experienced while walking through the house. Also tell the friend what secrets you think Uncle Ebenezer may be hiding within the house.”

Kidnapped!

BOOKS

Kidnapped

MATERIALS

Copy of comprehension sheet below
Paper

OBJECTIVE

To enable the child to create dialogue (conversation) based on a small bit of text

TEACHING

REVIEW

1. In the first several paragraphs of chapter 5, there is another example of foreshadowing. It begins, “The warlock of Essendean, they say...” and ends “were ripe to fall on me.” Find and read this example in chapter 5.
2. Predict what will happen to David in forthcoming chapters based on David’s thoughts in this paragraph.

INSTRUCTION

1. Read chapters 5 and 6 of *Kidnapped*.
2. Answer the questions on the comprehension sheet provided below.

ASSIGNMENT

A Secret Conversation

COMPLETED GRADED

At the beginning of chapter 6, David is told to leave the room and play. While he was gone, Uncle Ebenezer and the ship captain, Hoseason, schemed about what to do with David. Have the child write the conversation the men may have had as they decided on David’s fate. Encourage the appropriate use of quotation marks.

Chapters 5 and 6

1. What kind of person interrupts Uncle Ebenezer and David at breakfast?

2. What is the name of the man who wrote the letter that was delivered?

3. Who caused the wound on Ransome? _____

4. What is the name of the boat? _____

5. What does David learn about his family history in his conversation with the landlord of the inn?

6. Who convinces David to go onto the boat? _____

7. When David realizes he has been kidnapped and screams, what happens to him?

Answers to comprehension questions for chapters 5 and 6:

1. A half-grown boy in sea clothes who has a letter for Uncle Ebenezer
2. Elias Hoseason
3. Mr. Shuan, who navigates the boat
4. The *Covenant*
5. He is heir of the estate
6. Captain Hoseason
7. He is hit and knocked unconscious.

Adventures at Sea

BOOKS

Kidnapped
How to Report on Books

MATERIALS

Copy of page 19 of *How to Report on Books*

OBJECTIVE

To enable the child to compare a character from the text to a person with whom they are familiar

TEACHING

1. Have the child read chapters 7 and 8 of *Kidnapped*.
2. The child should complete as much as possible of page 19 of *How to Report on Books* using one of the following characters: Hoseason, Shuan, Riach, Ransome, or David. Have the child save the form for use in Lesson 5.

ASSIGNMENT

None

Battle on Board

BOOKS

Kidnapped
How to Report on Books

MATERIALS

Copy of page 19 of *How to Report on Books*
Paper

OBJECTIVE

To enable the child to predict what will happen in the subsequent chapter and compare it to the plot of the book

TEACHING

1. Read chapter 9 of *Kidnapped*.
2. Separately, record your predictions about the following question: What will happen between David and Alan and Captain Hoseason and the crew?
3. Read chapter 10 with the child.
4. Read aloud your predictions and compare them to the plot from *Kidnapped*.

ASSIGNMENT

Character Form

COMPLETED GRADED

Ask the child to add as much information from chapters 9 and 10 as possible to the character form from Lesson 4 (page 19 of *How to Report on Books*).

Exploring Scotland

BOOKS

Kidnapped
How to Report on Books

MATERIALS

Copy of page 3 of *How to Report on Books*
Paper

OBJECTIVE

To enable the child to learn more about the setting of the story

TEACHING

1. Read chapters 11 and 12 of *Kidnapped*.
2. On the first page of chapter 12, the narrator writes, “The reader would do well to look at a map” before listing several locations in Scotland. Using an encyclopedia, world atlas or Internet search engine, have the child find maps, photos, and historical information about the setting of *Kidnapped*. Setting is a combination of the location and time period of the story.

As the child finds information, he should draw, print out, or trace a map of Scotland, then map out as much of David’s route as possible. Encourage the child to carry on mapping out David’s route as the story continues.

3. An optional activity is to have the child study more of the history of Scotland during the eighteenth century (specifically the reigns of various kings and kingdoms), then present an oral or written report about his findings.

ASSIGNMENT

Setting Book Report Form

COMPLETED GRADED

The child should complete page 3 of *How to Report on Books*.

Hard Times for the *Covenant***BOOKS***Kidnapped***MATERIALS**

Paper

OBJECTIVE

To enable the child to make predictions about future events in the story and put himself in a character's shoes

TEACHING

1. Read chapter 13 of *Kidnapped*.
2. The child should record his prediction of what happens to the rest of the crew on the *Covenant*. Refer back to this prediction when the book reveals the destiny of the rest of the crew to compare the child's answer with the author's story line.
3. Read chapter 14 of *Kidnapped*.

ASSIGNMENT

Alone on the Islet

 COMPLETED GRADED

The child should, in two paragraphs or more, describe some of the hardships experienced by David during his time on the islet in chapter 14. He should also explain why he would or would not enjoy the adventure of being alone and without provision as David was.

Traveling through Mull

BOOKS*Kidnapped***MATERIALS**

Copy of comprehension sheet below

OBJECTIVE

To enable the child to understand the events in the reading

TEACHING

1. Read chapters 15 and 16 of *Kidnapped*.
2. Answer the questions on the comprehension sheet provided below.

ASSIGNMENT

None

Chapters 15 and 16

1. When David came to the house with the smoke he had seen from the islet, he met a man who informed him of what happened to David's shipmates. What did he say?

2. How did Alan identify David to the old gentleman?

3. Where did Alan tell the gentleman to tell David to meet him? _____

4. What slowed down David's guide on the trip to Torosay?

5. When David walked the blind catechist on the road, what did he notice sticking out of his pocket?

6. What does David witness as he takes the ferry to Torosay?

7. Who is the evangelist David gets to know as he continues to travel toward Torosay?

8. What does this man have as a weakness/addiction? _____

Answers to comprehension questions for chapters 15 and 16:

1. The shipmates were onshore safely.
2. David would have a silver button.
3. In Torosay
4. He kept getting drunk.
5. A pistol
6. An emigrant ship going to the American colonies, full of weeping passengers
7. Mr. Henderland
8. Snuff (powdered tobacco)