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GRADE 5 Core Knowledge Language Arts®



Core Knowledge®

Unit 3 Adventures of Don Quixote

Teacher Guide





Unit 3

Adventures of Don Quixote

Teacher Guide

GRADE 5

Core Knowledge Language Arts®



ISBN: 978-1-61700-148-2

Adventures of Don Quixote

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Alignment to the Common Core State Standards

The following chart indicates which lessons in the *Adventures of Don Quixote* unit address content from the Common Core State Standards (CCSS).

Unit 3: <i>Adventures of Don Quixote</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Literature																
Key Ideas and Details																
STD RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓
Craft and Structure																
STD RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.															
Integration of Knowledge and Ideas																
STD RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	✓			✓							✓				
STD RL.5.8	(Not applicable to literature)															
STD RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.															
Range of Reading and Level of Text Complexity																
STD RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Standards for Informational Text																
Key Ideas and Details																
STD RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓														

Unit 3: <i>Adventures of Don Quixote</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✓														
STD RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.															
Craft and Structure																
STD RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.	✓														
STD RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.															
STD RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.															
Integration of Knowledge and Ideas																
STD RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.															
STD RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).															
STD RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.															
Range of Reading and Level of Text Complexity																
STD RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.															
Reading Standards for Foundational Skills																
Phonics and Word Recognition																
STD RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
STD RF.5.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
Fluency																
STD RF.5.4	Read with sufficient accuracy and fluency to support comprehension.		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
STD RF.5.4a	Read on-level text with purpose and understanding.		✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓
STD RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.						✓						✓			

Unit 3: <i>Adventures of Don Quixote</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓		✓		✓	✓	✓						
Writing Standards																
Text Types and Purposes: Opinion																
STD W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.				✓	✓		✓	✓		✓		✓	✓		✓
STD W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.				✓	✓		✓	✓		✓		✓	✓		✓
STD W.5.1b	Provide logically ordered reasons that are supported by facts and details.				✓				✓		✓					✓
STD W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).										✓					✓
STD W.5.1d	Provide a concluding statement or section related to the opinion presented.												✓			✓
Text Types and Purposes: Informative/Explanatory																
STD W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.															
STD W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.															
STD W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.															
STD W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).															
STD W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.															
STD W.5.2e	Provide a concluding statement or section related to the information or explanation presented.															
Text Types and Purposes: Narrative																
STD W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.															
STD W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.															
STD W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.															
STD W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.															

Unit 3: <i>Adventures of Don Quixote</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.															
STD W.5.3e	Provide a conclusion that follows from the narrated experiences or events.															
Production and Distribution of Writing																
STD W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3.)				✓	✓		✓	✓		✓		✓	✓		✓
STD W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including Grade 5.)				✓	✓		✓	✓		✓		✓	✓		
STD W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.															
Research to Build and Present Knowledge																
STD W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.															
STD W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.															
STD W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				✓	✓			✓		✓					✓
STD W.5.9a	Apply Grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).				✓	✓		✓	✓		✓		✓	✓		✓
STD W.5.9b	Apply Grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).															
STD W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				✓	✓		✓	✓		✓		✓	✓		✓

Unit 3: <i>Adventures of Don Quixote</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Speaking and Listening Standards																
Comprehension and Collaboration																
STD SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD SL.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.					✓	✓			✓			✓		✓	
STD SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.															
STD SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓			✓			✓			✓	✓				
STD SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.															
Presentation of Knowledge and Ideas																
STD SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.															
STD SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.															
STD SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language Standards 1 and 3 for specific expectations.)															
Language Standards																
Conventions of Standard English																
STD L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.															
STD L.5.1b	Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.															

Unit 3: <i>Adventures of Don Quixote</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.															
STD L.5.1d	Recognize and correct inappropriate shifts in verb tense.		✓		✓		✓			✓						
STD L.5.1e	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).															
STD L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
STD L.5.2a	Use punctuation to separate items in a series.														✓	
STD L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.															
STD L.5.2c	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).															
STD L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.															
STD L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.				✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
Knowledge of Language																
STD L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.						✓				✓		✓			
STD L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.			✓					✓							
Vocabulary Acquisition and Use																
STD L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓	✓		✓		✓	✓	✓						
STD L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).		✓		✓		✓			✓		✓			✓	✓
STD L.5.4c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			✓					✓							
STD L.5.5a	Interpret figurative language, including similes and metaphors, in context.			✓					✓							
STD L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.			✓	✓											

Unit 3: <i>Adventures of Don Quixote</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		✓			✓		✓	✓		✓		✓	✓	✓	
STD L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CKLA Objectives																
CKLA	Identify subjects and predicates in sentences									✓						
CKLA	Identify and use proper subject–action verb agreement		✓		✓					✓						
CKLA	Identify and use proper subject–linking verb agreement						✓			✓						
CKLA	Use linking words, phrases, and clauses appropriately in sentences										✓	✓				
CKLA	Use common, grade-appropriate roots and affixes as clues to the meaning of a word		✓		✓		✓			✓		✓			✓	
CKLA	Determine the meaning of the new word formed when a known affix is added to a known word		✓		✓							✓			✓	

Introduction

Unit 3: *Adventures of Don Quixote*

This introduction includes the necessary background information to teach the *Adventures of Don Quixote* unit. This unit contains 15 daily lessons, plus four Pausing Point days that may be used for differentiated instruction. Lessons and activities address various aspects of a comprehensive language arts curriculum aligned to the Common Core State Standards-English Language Arts (CCSS-ELA): reading, writing, spelling, grammar, and morphology. Each entire lesson will require a total of 90 minutes. Lesson 15 is devoted to a unit assessment. It is recommended that you spend no more than 19 days total on this unit.

Why the *Adventures of Don Quixote* Is Important

This unit examines the fiction genre through a classic novel, *Don Quixote*. Students will focus on character and plot, as well as on literary elements such as characterization, while reading a full-length adapted version of *Don Quixote*. It is important for students in the upper elementary grades to be able to read longer works of fiction and be able to trace the development of plot, characters, and literary elements over the course of a novel; this unit will provide students that opportunity. In addition, this adapted version of *Don Quixote*, written by Miguel de Cervantes during the Renaissance, a period in European history that students will study in the next unit, will expose students to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character, the relationship between Don Quixote and his sidekick, Sancho Panza, and episodes such as the one involving windmills. Students will also read extended excerpts from another adapted version of *Adventures of Don Quixote* that contains richer, more complex vocabulary and syntax. Students will be able to compare and contrast this more challenging adaptation with the primary text used in this unit.

Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades

Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–4 will already have pertinent background knowledge for this unit. For students who have not received prior CKLA instruction, introductory knowledge with particular focus on the bolded objectives that follow will be presented in the Core Connections lesson in Lesson 1.

Nursery Rhymes and Fables (*Kindergarten*)

- Describe the characters and/or events in nursery rhymes and fables
- Identify rhyming words in nursery rhymes
- Identify lines that repeat in nursery rhymes

Note

To prepare for this unit, read this entire introduction, and preview the unit assessment and the Teacher Resources section of this Teacher Guide. You may wish to collect assessment Activity Page 15.2 from students before beginning the unit.

- Identify dialogue in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of fables
- Explain how animals often act as people in fables (personification)

Stories (Kindergarten)

- Explain that stories that are made-up and come from a writer's imagination are called fiction
- Identify the beginning, middle, and end of a given story
- **Identify the sequence of events in a given story**
- **Identify the characters of a given story**
- **Identify the plot of a given story**
- **Identify the setting of a given story**
- Identify the characteristics of subgenres of fiction, including folktales and trickster tales

Fables and Stories (Grade 1)

- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a specific fable or story
- Identify fables and folktales as types of fiction
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of a specific fable

Different Lands, Similar Stories (Grade 1)

- Explain that fictional stories come from the author's imagination
- Identify folktales as a type of fiction
- **Explain that stories have a beginning, middle, and end**
- **Describe the characters, plot, and setting of a given story**
- Explain that people from different lands and cultures tell similar stories

Fairy Tales (Grade 1)

- Identify the fairy tale elements of specific fairy tales
- Identify fairy tales as a type of fiction

- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- Compare and contrast different adaptations of fairy tales

Fairy Tales and Tall Tales (Grade 2)

- Describe the characters, plot, and setting of specific fairy tales
- Identify common characteristics of fairy tales such as “once upon a time” beginnings, royal characters, magical characters or events, and happy endings
- Identify the fairy tale elements of specific fairy tales
- Identify fairy tales as a type of fiction
- Identify the characters, plot, and setting of specific tall tales
- Identify common characteristics of tall tales such as exaggeration and larger-than-life characters
- Identify the exaggeration in specific tall tales
- Identify tall tales as a type of fiction

Classic Tales: The Wind in the Willows (Grade 3)

- Identify fantasy as a type of fiction
- **Identify from which character’s perspective the story is being experienced**
- Identify common themes throughout *The Wind in the Willows* (e.g., friendship/loyalty, hospitality, responsibility, and irresponsibility) as demonstrated through the characters
- **Demonstrate understanding of literary terms, such as *author, characters, setting, plot, dialogue, personification, point of view, perspective, biography, autobiography, theme, narrator, and narration***

The Middle Ages (Grade 4)

- **Explain the link between violence in the Middle Ages and the need for soldiers, including some called knights**
- **Describe the concept of chivalry and explain its importance to knights**

They Call Me Güero

- **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**
- **Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**

- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Describe how a narrator’s or speaker’s point of view influences how events are described.

Overview

The following is an overview of the unit schedule. The Teacher Guide uses the following color-coding: purple for reading lessons; red for grammar, morphology, and spelling lessons; and green for writing lessons.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Core Connections 30 min. Review Prior Knowledge	Reading 45 min. Whole Group: Chapters 2 and 3 “Don Quixote Leaves Home” and “The Price of Meddling” Word Work: <i>Meddle</i>	Reading 45 min. Close Reading: Core Classics: <i>The Adventures of Don Quixote</i> Word Work: <i>Quixotic</i>	Reading 45 min. Whole Group: Chapters 4 and 5 “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures” Word Work: <i>Tilting at Windmills</i>	Reading 45 min. Small Group: Chapters 6–8 “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” Word Work: <i>Deceive</i>
Reading 60 min. Read-Aloud: Chapter 1 “A Knight in Armor” Word Work: <i>Honorable</i>	Grammar 15 min. Introduce Noun Subject-Action Verb Agreement	Writing 45 min. Identify the Structure and Elements of a Persuasive Essay	Grammar 15 min. Introduce Pronoun Subject-Action Verb Agreement	Writing 45 min. Write a Claim
	Morphology 15 min. Introduce Suffix <i>–ness</i>		Morphology 15 min. Practice Suffix <i>–ness</i>	
	Writing 15 min. Distinguish Between Fact and Opinion		Writing 15 min. Write an Opinion Supported by Reasons and Evidence	

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Reading 45 min. Partner: Chapters 6–8 “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” Word Work: <i>Fortune</i>	Reading 45 min. Read-Aloud: Chapters 9 and 10 “The Knight of the Wood” and “The Adventure of the Lions” Word Work: <i>Bold</i>	Reading 45 min. Close Reading: Core Classics: <i>The Adventures of Don Quixote</i> Word Work: <i>Dumbfounded</i>	Reading 45 min. Small Group: Chapters 11 and 12 “The Puppet Show” and “At the Duke’s Palace” Word Work: <i>Monumental</i>	Spelling 15 min. Assessment
Grammar 15 min. Practice Subject-Verb Agreement	Writing 45 min. Draft an Introductory Paragraph	Writing 45 min. Plan Body Paragraphs	Grammar 15 min. Review Sentences, Verbs, and Subject-Verb Agreement	Reading 45 min. Read-Aloud: Chapters 13 and 14 “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho” Word Work: <i>Worth</i>
Morphology 15 min. Introduce Root <i>vac</i>			Morphology 15 min. Practice Root <i>vac</i>	Writing 30 min. Draft Body Paragraphs
Spelling 15 min. Introduce Spelling Words			Spelling 15 min. Practice Spelling Words	

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Reading 45 min. Whole Group: Chapters 15–17 “Sancho, Governor for Life,” “Danger at the Island,” and “Sancho’s Wisest Decision” Word Work: <i>Ingenuity</i>	Reading 45 min. Partner: Chapters 14–16 “Don Quixote Advises Sancho,” “Sancho, Governor for Life,” and “Danger at the Island” Word Work: <i>Reason</i>	Reading 45 min. Whole Group: Chapters 18 and 19 “Knight and Squire Reunited” and “The Knight of the White Moon” Word Work: <i>Resolve</i>	Reading 45 min. Partner: Chapter 20 “Don Quixote’s Last Illness” Word Work: <i>Instrumental</i>	Spelling 15 min. Assessment
Grammar 15 min. Review Words and Phrases That Compare and Contrast	Writing 45 min. Draft a Concluding Paragraph	Writing 45 min. Share Persuasive Essays	Grammar 15 min. Use Commas to Separate Items in a Series	Unit Assessment 75 min.
Morphology 15 min. Review Prefixes <i>il–</i> , <i>ir–</i> , <i>inter–</i> , Suffix <i>–ness</i> , and Root <i>tract</i>			Morphology 15 min. Review Prefixes <i>il–</i> , <i>ir–</i> , <i>inter–</i> , Suffix <i>–ness</i> , and Root <i>tract</i>	
Spelling 15 min. Introduce Spelling Words			Spelling 15 min. Practice Spelling Words	

Pausing Point Day 1	Pausing Point Day 2	Pausing Point Day 3	Pausing Point Day 4
Pausing Point 90 min.	Pausing Point 90 min.	Pausing Point 90 min.	Pausing Point 90 min.

Core Connections

The Core Connections lesson in Lesson 1 provides a broad overview of relevant background knowledge for the *Adventures of Don Quixote* unit. Considering prior knowledge needed for comprehension is consistent with the CCSS three-part model concerning text complexity (specifically with regard to the qualitative dimension of knowledge demands). Students who had CKLA in earlier grades have had exposure to this relevant background knowledge (see section titled Core Content Objectives Addressed in Core Knowledge Language Arts During Previous Grades). For those students, the Core Connections lesson will serve largely as a review of important related content. Students who did not have CKLA in earlier grades might not have prior knowledge of this related content. For those students, the Core Connections lesson provides foundational background knowledge about topics addressed in this unit. The Core Connections lesson ensures that all students have adequate background knowledge for the unit.

During the Core Connections lesson, students will review information about knights and chivalry during the Middle Ages. This information was an integral part of *The Middle Ages* unit in Grade 4.

Reading

Reader

This unit uses a trade book, *Adventures of Don Quixote*, as the Reader. The trade book includes complex text and prepares students in Grade 5 for the increased vocabulary and syntax demands aligned texts will present in later grades. In addition, in lessons 3 and 8, students will read two selections from *The Adventures of Don Quixote*, part of the Core Classics series published by the Core Knowledge Foundation. These excerpts cover some of the same material students will read in the trade book, but they contain richer, more complex vocabulary and syntax.

This unit also includes two supplemental excerpts from Core Classics: *The Adventures of Don Quixote* that may be used for enrichment. Although the Teacher Guide does not include lessons for these enrichment selections, the Activity Book includes activity pages students may complete independently. Please use these selections at your discretion, considering students' needs and the time available in your school day.

Reading Lesson Types

Whole Group: For a whole group reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the chapter, review what students have already learned (when appropriate), preview chapter vocabulary, and establish a purpose for reading. Then, you will guide students' reading by focusing on small chunks of text. Using guided reading supports, you will briefly engage students in discussion and reference images, captions, and other text features throughout the lesson. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. You may choose to have students

read silently or aloud. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Small Group: For a small group reading lesson, you will divide the class into two small groups. Small Group 1 should include students who need extra scaffolding and support to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole group reading lesson. In addition, you will provide support as students complete an activity page, either during reading or afterward. There are many advantages to using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally. This allows you to provide immediate corrective feedback and instruction for individual students. Small Group 2 should include students who are capable of reading and comprehending the text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students' needs.

After reading, you will call students together as a class to briefly discuss the chapter and wrap up the lesson. Because students in Small Group 2 will complete the activity page independently, you should make arrangements to ensure they have completed it correctly. You might choose to collect the pages and correct them individually; provide an answer key for students to check their own or a partner's completed activity page; or confer with students individually or as a group at a later time.

Partner: For a partner reading lesson, you will pair students to read and discuss the chapter. You may wish to use any or all of the following pairings at different times: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. The way you pair students should change throughout the year. You will explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help to sound out or define words as necessary. You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners. Students will complete an activity page with their partners either during or after reading. You will call students back together as a class after reading to discuss the chapter and the activity page.

Close Reading: The CCSS emphasize the practice of close reading, including asking text-dependent questions worthy of students' time to answer. Explicit instructions are included for utilizing a close reading approach with particular excerpts of chapters from the Reader. These lessons are carefully crafted to focus students' reading to derive deeper meaning through close examination of the text. As in other reading lessons, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports

not in brackets should be read aloud verbatim. If you wish to learn more about close reading or if you would like resources for creating your own close reading lessons, please visit AchievetheCore.org.

Read-Aloud: In Grade 5, listening comprehension generally exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in the Reader. In a typical read-aloud lesson, you will introduce the chapter, review what students have already learned (when appropriate), preview chapter vocabulary, and establish a purpose for reading. Then you will read the chapter aloud while students follow along in the Reader, using guided reading supports to ask questions, discuss vocabulary, and/or highlight important aspects of the text. You will also help students attend to images, captions, and other text features. As in other reading lessons, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim. After reading, you will have the opportunity to check students' comprehension of the text using oral discussion questions, written activity page items, or some combination of the two. Please review completed activity pages, preferably with student involvement, to assess and monitor students' comprehension and to provide rapid clarification and feedback.

Comprehension Questions

The lessons for this unit feature text-dependent comprehension questions aligning with the CCSS.

Literal questions assess students' recall of key details from the text. These are text-dependent questions that require students to paraphrase and/or refer back to the portion of the text where the specific answer is provided. Literal questions generally address Reading Standards for Literature 1 (RL.5.1) and/or Reading Standards for Informational Text 1 (RI.5.1).

Inferential questions ask students to infer information from the text and to think critically. These are also text-dependent, but require students to summarize and/or refer back to the portions of the text that lead to and support the inference they are making. These questions generally address Reading Standards for Literature 2–5 (RL.5.2–RL.5.5) and/or Reading Standards for Informational Text 2–5 (RI.5.2–RI.5.5).

Evaluative questions ask students to build on what they have learned from the text using analytical and application skills, often to form an opinion or make a judgment. These questions are also text-dependent, but require students to paraphrase and/or refer back to the portion(s) of the text that substantiate the argument they are making or the opinion they are offering. Evaluative questions might ask students to:

- describe how a narrator's or speaker's point of view influences a description of events, addressing Reading Standards for Literature 6 (RL.5.6);

- compare and contrast firsthand and secondhand accounts of the same event or topic, addressing Reading Standards for Informational Text 6 (RI.5.6);
- identify how reasons support specific points in a text, addressing Reading Standards for Informational Text 8 (RI.5.8);
- compare and contrast stories in the same genre on their approaches to similar themes and topics, addressing Reading Standards for Literature 9 (RL.5.9);
- integrate information from several texts on the same topic, addressing Reading Standards for Informational Text 9 (RI.5.9);
- analyze a variety of illustrations, photos, graphics, and other visual elements, addressing Reading Standards for Literature 7 (RL.5.7) or Reading Standards for Informational Text 7 (RI.5.7).

Vocabulary

A primary goal of the CKLA program is to expose students to rich domain-specific vocabulary and general academic vocabulary. The texts and associated instructional materials within each unit have been crafted to provide repeated exposure to and experiences with selected vocabulary words embedded within domains of knowledge related to history, geography, science, culture, and the arts. Each domain-based unit spans approximately three to four weeks of instruction, during which students read a minimum of nine unique chapters. This approach allows for the domain immersion needed to acquire new vocabulary as well as breadth and depth of domain knowledge. Through repeated exposure to words in each unit, students implicitly gain a greater understanding of many different words. Implicit vocabulary learning is an efficient and effective way to build a broad, rich vocabulary base. Although the primary mechanism for acquiring new vocabulary is through implicit vocabulary learning, each lesson also highlights a number of vocabulary words in a more explicit way. For example, one word per lesson has been selected for closer study in a Word Work activity. Whether vocabulary is introduced implicitly or explicitly, students have multiple opportunities to build their understanding of words and to generalize this understanding to new contexts (expanding their *receptive* vocabulary). As students progress through the unit, they may begin to use new vocabulary words in their speech and writing (expanding their *expressive* vocabulary). The more you model the use of new vocabulary when discussing each chapter, the more likely it is that students will try using these words as well.

The CCSS reference Beck, McKeown, and Kucan's (2002) three-tiered model for conceptualizing and categorizing vocabulary words. Tier 1 words, also called everyday speech words, typically do not pose a challenge for native speakers. As such, Tier 1 words are generally not the focus of explicit instruction for most students.

Tier 2 words, also called general academic words, support reading comprehension and may appear across a variety of materials in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where

applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in assessments, spelling lists, activity pages, and discussion questions, among other places.

Specific academic (Tier 2) vocabulary has been targeted for intentional focus in each unit. These words are listed and defined both here and in Lesson 1. They are underlined in lessons wherever they are included. Define academic vocabulary words for students and use them throughout the school day so students may experience multiple exposures to them. The following are the academic vocabulary words used in this unit, along with their parts of speech and definitions. After the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

- **according to**, *prep.* as said or written by a person or group
- **quote**, *v.* to repeat the exact words that someone else used (**quote**, *n.*)
- **transition words**, *n.* words or a phrase used to move from one event to another (**transitional words**)

Spanish Cognates for Academic Vocabulary in <i>Adventures of Don Quixote</i>
(none for this unit)

Tier 3 words, also called domain-specific words, relate to the content domain of study. Domain-specific words occur less frequently than Tier 1 and Tier 2 words outside of domain-specific text, but they are critical to understanding unfamiliar domain content. Understanding domain-specific vocabulary contributes to building domain knowledge, which is important for understanding domain-specific text and concepts. Students in turn can use domain knowledge as background knowledge to build upon when encountering texts on similar topics.

Targeted core vocabulary appears in the Reader text and includes both academic (Tier 2) and domain-specific (Tier 3) words. These words appear in each lesson as a sequential list to be previewed before students read the corresponding chapter. Each word is presented with its part of speech, its meaning, and, when applicable, other forms of the word that appear in the chapter. In addition, the first page on which the word appears in the Reader is noted. All core vocabulary words are bolded in their first occurrence in the Reader, and they appear in the glossary. Core vocabulary words have also been infused into the instruction and activities related to grammar, morphology, and spelling, when appropriate.

In each lesson containing the first reading of a chapter, there is a vocabulary chart. Here is an example of the chart:

Vocabulary Chart for Chapter # "[Chapter Title]"		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases		

This chart appears immediately after the core vocabulary list. It categorizes core vocabulary into two tiers and lists any applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

In addition, the chart notes multiple-meaning words from the core vocabulary list, as well as sayings and phrases that appear in the chapter. Given the challenges associated with comprehending multiple-meaning words and sayings and phrases, you may need to explain the meanings of these words and phrases.

When previewing vocabulary, particularly domain-specific vocabulary, it is important that you explain the word’s meaning and how the word is used in context. Understanding both the meaning of the word and the way the word is used in the Reader context will help students build their vocabulary knowledge and help them recognize the word and its context in other texts.

Word Work

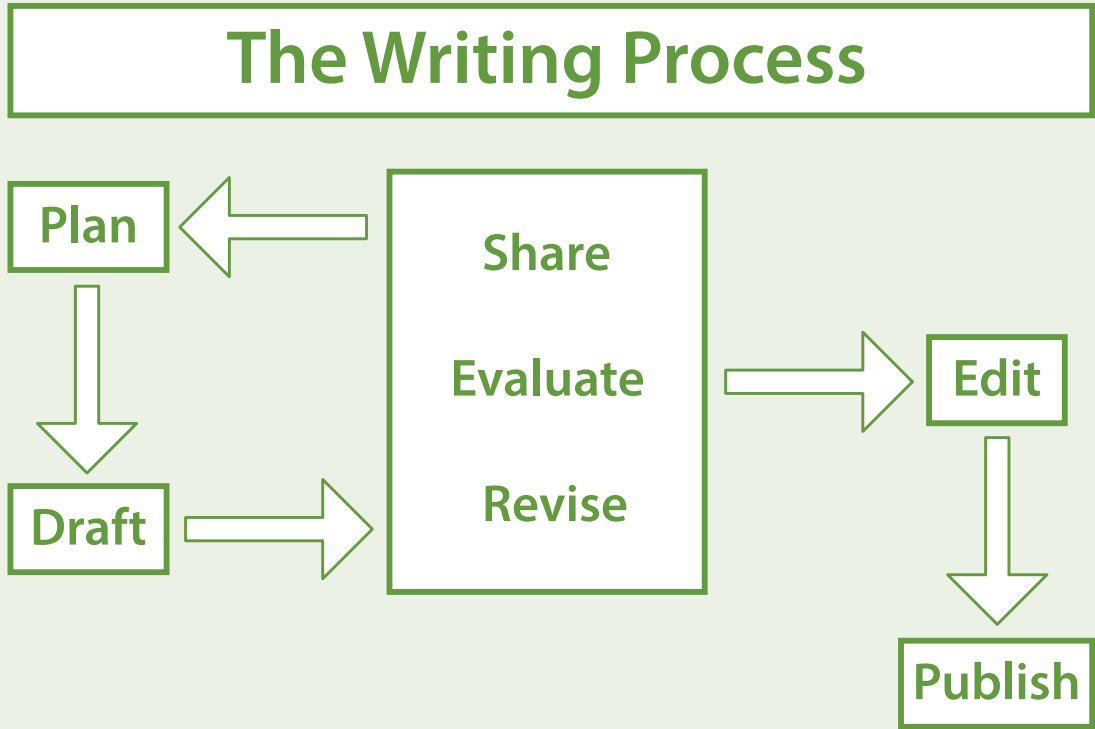
Immediately following each reading lesson, there is a five-minute activity called Word Work, based on the work of Beck, McKeown, and Kucan (2002). This activity allows for in-depth focus on a specific word from the Reader text. Students will review the word, its meaning, its part of speech, and an additional context for using the word. Finally, students will complete a follow-up activity to extend their understanding of the targeted word. This is intended to be a very brief exercise that adds to students’ vocabulary knowledge.

Writing

In the writing lessons, students will engage in an extended writing project. In this unit, students will build on the practice they have had in earlier units in writing paragraphs and will write a four-paragraph persuasive essay arguing whether or not they think Don Quixote’s good intentions justify his often calamitous actions. Students will support their claims with reasons and evidence from the text.

During all classroom writing tasks, please encourage students to generate logical, defensible spellings based on code knowledge, rather than guessing. Students should refer to the Individual Code Chart (located in Teacher Resources in this Teacher Guide and in Student Resources in the Activity Book) which lists spellings for each sound in the English language in order from most frequently used spelling to least frequently used spelling.

Earlier grades in the CKLA program include five steps in the writing process: planning, drafting, revising, editing, and publishing. Beginning in Grade 4, the CKLA writing process expands to include the following components: planning, drafting, sharing, evaluating, revising, and editing (and the optional component of publishing). In Grades 4 and 5, the writing process is no longer conceptualized as a series of scaffolded, linear steps (an important change from the Grade 3 writing process). Rather, students move between components of the writing process in a flexible manner similar to the process mature and experienced writers follow naturally. [See Graham, Bollinger, Booth Olson, D'Aoust, MacArthur, McCutchen, and Olinghouse (2012), for additional research-based recommendations about writing in the elementary grades.]



Writing lessons include multiple opportunities for peer collaboration and teacher scaffolding. Additionally, when students write, you should circulate around the room and check in with students to provide brief, targeted feedback.

In addition to specific writing lessons, there are numerous writing opportunities throughout the CKLA program. For example, students regularly engage in writing short answers in response to text-based questions. In these writing opportunities,

students will focus on the use of evidence from the text and individual sentence construction. Please encourage students to use the Individual Code Chart to spell challenging words while they engage in these writing activities.

Grammar

Students who had CKLA in earlier grades will have received instruction in the foundational grammar skills required for the grammar lessons in Grade 5. For those students, the grammar lessons in this unit are appropriately paced. Students who did not have CKLA in earlier grades might not have the appropriate skills to prepare them for these grammar lessons; those students may benefit from additional instruction from the CKLA Grade 3 Skills Strand materials and the CKLA Grade 4 grammar materials.

Initial lessons teach grammar skills in isolation to ensure students understand and master them. Later lessons integrate grammar skills with writing to ensure students master the skills in a broader context.

In this unit, students build on what they have already learned about subject and predicate, as well as action and linking verbs. Specifically, they will learn subject-action verb agreement, subject-linking verb agreement, and will review the use of commas to separate items in a series.

Spelling

Spelling lessons and spelling assessments initially focus on words in isolation. This is an important aspect of a language arts program, and students should be expected to perform well on spelling assessments. It is also important, however, to focus on spelling within the broader context of students' daily written work.

In Grade 5 spelling lessons, students will continue to sound out unfamiliar words syllable by syllable; they may find the Individual Code Chart useful for this purpose. Please encourage students to generate logical, defensible spellings based on code knowledge rather than guessing.

If, within the context of spelling words, a student exhibits a code knowledge problem, that student may benefit from remediation using spelling lists from the CKLA Grade 3 Skills Strand to target specific letter-sound correspondences. If lack of code knowledge appears more pervasive and affects a student's reading and spelling, it may be necessary to provide additional code instruction outside of the 90-minute ELA instruction.

During this unit's spelling lessons, students will practice spelling words related to the content of *Adventures of Don Quixote* and words related to the morphology features taught. Each set of spelling words will consist of 10–12 words. Although the words do not follow specific spelling patterns, you may detect certain gaps

or misunderstandings in students' knowledge of the CKLA code through careful analysis of their spelling errors.

Lessons 6 and 11 introduce spelling words and provide definitions for context. Students will not be responsible for identifying the meaning of each word on the spelling assessment. However, it is important that students know the definitions as they practice spelling so they have context for the words. After Lessons 6 and 11, students will take home an activity page listing the spelling words. The activity page includes an optional activity to practice writing the spelling words and learn their meanings. In Lessons 9 and 14, students will practice spelling the words by completing sentences that use the words.

In Lessons 10 and 15, students will complete a spelling assessment. In addition to writing the words during the assessment, students will write a dictated sentence related to one or more of the words. The lessons include guidelines for administering the assessment and for analyzing spelling errors.

Morphology

Morphology is defined as the study of word parts and how the parts provide clues to the meaning of words. Being familiar with word parts also facilitates decoding of multisyllable words. Throughout Grade 5, students will study word parts, such as prefixes, suffixes, and root words. In this unit, students will learn about the suffix *-ness* and the root *vac*, and review the root *tract* and prefixes *il-*, *ir-*, and *inter-*. Oral and written activities present opportunities to apply morphology skills.

Speaking and Listening

The CKLA program aligns to the standards and expectations of the CCSS-ELA for speaking and listening by providing numerous opportunities to engage in rich, structured, text-based conversations in a variety of settings and group sizes. For example, during read-aloud lessons, students engage with the text primarily by listening to their teacher read, and then integrate and evaluate that information in discussions with their classmates. As another example, during writing lessons, students take turns presenting their writing to partners, small groups, or the whole class, and follow those presentations with rich and constructive conversations about the writing.

There are a number of ways to promote and facilitate speaking and listening throughout the lessons. One method to engage all students in discussions and equalize accountability and opportunities for speaking and listening is to introduce a discussion question or topic, have students talk with a partner about the question, then select two or three sticks (preprinted with students' names) from a jar and have those students share their answers. Another method is to use an end-of-lesson check-in as an informal observation and accountability measure. To conduct the check-in, select a few students to answer a question, and then assign a score of zero, five, or 10 (using the Tens Recording Chart located in the Teacher Resources section

of the Teacher Guide) based on your evaluation of students' understanding of the lesson content and vocabulary.

Fluency

Helping students achieve automaticity and fluency to improve reading comprehension is an important goal in CKLA Grade 5. The optional *Fluency Supplement*, consisting of poetry, folklore, fables, and other selections, is provided online at <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fifth-grade/>.

These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). You may choose and use the selections at your discretion in any order or frequency.

There are enough selections to use one selection per week for fluency practice if desired. One possible approach is to copy and distribute a selection to students at the beginning of each week. You should model reading the selection aloud with prosody. Students would then take the selection home to practice reading aloud throughout the week, with the expectation that they be prepared to read the selection fluently and with prosody by the end of the week. At the end of the week, you would select a few students to read the selection aloud, either individually or chorally. This process allows you opportunities to hear different students read aloud each week. If you use this approach, you should establish audience guidelines for students. Some ideas for audience guidelines include:

- Listen respectfully to your classmates.
- Listen without talking.
- Give your classmate(s) a round of applause and sincere compliments on their reading (e.g., “I liked it when you . . .”).

In addition to the *Fluency Supplement*, the CKLA program addresses fluency by providing multiple opportunities for students to reread text both during classroom instruction and for homework. In addition, fluency assessments for all students occur twice per year (beginning and end of year.) An optional fluency assessment is also included at the end of each unit. You may choose to administer the end-of-unit fluency assessment to any student whose performance on the Beginning-of-Year Assessment is not within the expected and appropriate range. This is one way to closely monitor students' fluency progress across the year.

Assessment

Each unit includes a variety of assessment tools, including formal and informal assessments, formative and summative assessments, and progress-monitoring assessments targeting specific skills. Each unit concludes with a multipart unit assessment that assesses content knowledge (informational units only), reading comprehension, grammar, morphology, and fluency (optional). The reading comprehension portion of the assessment is guided by the CCSS and recommendations from Student Achievement Partners (AchievetheCore.org). It features text considered worthy of students' time to read and meets expectations

for text complexity at Grade 5. The text also features core content and domain vocabulary from the unit that students can use to aid comprehension.

The reading comprehension questions are aligned to the CCSS and are worthy of students' time to answer. Questions have been designed to require deep analysis of the text, rather than focusing on minor points. Thus, each question may address multiple standards. In general, the multiple choice questions address Reading standards and the constructed-response questions address Writing standards. To prepare students for other CCSS-aligned assessments, such as *Partnership for Assessment of Readiness for College and Careers* (PARCC) and *Smarter Balanced* assessments, some items replicate how technology may be incorporated in those assessments, using a paper-and-pencil format.

The grammar and morphology portions of the assessment address grammar and morphology skills taught throughout the unit. Specifically, the grammar portion of the unit assessment for *Adventures of Don Quixote* addresses subject and predicate, subject-action verb agreement, subject-linking verb agreement, and using commas to separate items in a series, and the morphology portion addresses the suffix *-ness*; prefixes *il-*, *ir-*, *inter-*; and roots *tract* and *vac*.

Differentiation of Instruction

Opportunities for differentiation of instruction feature prominently in the program. There are multiple suggestions for how to support and challenge students throughout the lessons. These optional questions, activities, and information are labeled **Support** and **Challenge**. Please use these **Support** and **Challenge** opportunities to address the needs of your class and individual students.

Each unit also concludes with a Pausing Point for differentiation of instruction. (The unit overview indicates the duration of the Pausing Point.) The purpose of the Pausing Point is to provide opportunities for remediation and enrichment based on the results of the unit assessment and Tens scores from across the unit. You may wish to provide remediation or enrichment opportunities to individual students, small groups, or the whole class, based on students' needs.

Activity Book

Activity pages within the Activity Book provide additional practice for students, as well as opportunities for you to conduct formative assessments (e.g., using the Tens Conversion Chart for scoring student work, located in the Teacher Resources section of this Teacher Guide). Students will complete some activity pages in class as part of lessons and other activity pages for homework. Homework is assigned regularly and takes various forms. For example, homework might involve studying and practicing spelling words, rereading chapters from the Reader with a specific purpose, practicing grammar or morphology skills, or practicing writing, among other activities. Whether students complete activity pages in class or at home, it is important that you review the answers to completed activity pages, preferably with students so they have feedback on their work. This allows you to closely monitor each student's progress.

The Activity Book also includes a Student Resources section, which consists of items students will reference throughout the unit. Also, the Activity Book includes a copy of the glossary for reference when reading excerpts at home. In addition, for the first reading of each chapter, there is an activity page listing the core vocabulary words in that chapter. Each word is presented with its part of speech, its meaning, and, when applicable, other forms of the word that appear in the chapter. Please encourage students to reference this page during the first reading of each chapter and to consult the glossary during subsequent readings.

Teacher Resources

At the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section, information is included about the following:

- Excerpt from Grade 4, *The Middle Ages*: “Gloomy Castles and Jousting Knights”
- Glossary for *Adventures of Don Quixote*
- Pronunciation Guide for *Adventures of Don Quixote*
- Individual Code Chart
 - Encourage students to use the Individual Code Chart whenever they are reading and/or writing throughout the day, not just during the language arts block. This reinforces the notion that the skills they are learning during language arts are meant to be applied whenever they are reading and writing.
- Anecdotal Reading Records
 - This chart can be used for recording anecdotal notes about students’ reading abilities. You can record things such as: persistent difficulty with specific sound-spelling correspondences; difficulty with certain digraphs/letter teams; difficulty segmenting isolated words; and progress with specific skills.
- Tens Charts for scoring student work
 - These charts were created for use with assessments that have a defined number of items (such as written assessments, end-of-unit assessments, and activity pages). However, you may use the Tens system to record informal observations, such as an end-of-lesson check-in, as well.
- Using Chunking to Decode Multisyllable Words
- Sound and Spelling of Schwa
- Structure of a Persuasive Essay
- Persuasive Essay Rubric
- Persuasive Essay Editing Checklist
- Enrichment Selection 1
- Enrichment Selection 2

- Resources for the Enrichment Selections in *Adventures of Don Quixote*
 - The enrichment selections in *Adventures of Don Quixote* are intended to be used at your discretion. They are intended for more advanced readers, as they are more difficult to read and include more challenging vocabulary than Chapters 1–20. You may want to assign these selections to students who need more challenging reading material. Core vocabulary words for these selections are also listed in the Teacher Resources section and appear in the glossary. An introduction to these selections appears in the Teacher Resources section of this Teacher Guide, and there are corresponding activity pages in the Activity Book.
- Activity Book Answer Key

Digital Components

In the Advance Preparation section of each lesson, you will be instructed to create various posters, charts, or graphic organizers for use during the lesson. Many of these items, along with other images such as maps or diagrams, are also available in the Digital Components for this unit.

Decoding and Encoding Remediation Supplement

Foundational skills for decoding were explicitly taught in CKLA during Grades K–2 and are not taught or assessed as separate skills in Grade 5. A separate online publication, the *Decoding and Encoding Remediation Supplement*, provides further guidance in assessing, analyzing, and remediating specific skills related to decoding and letter-sound correspondences. This supplement can be found in the Grade 5 Ancillary Materials at <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fifth-grade/>. Refer to this supplement for additional resources, mini-lessons, and activities to assist students who experience difficulty with decoding and letter-sound correspondences.

Recommended Resources

You should consider various times throughout the day when you might infuse the curriculum with authentic domain-related literature. If you are able to do so, you may recommend students select books from this trade book list. In addition, if you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this list to reinforce the concepts covered in this unit.

You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families. An expanded Recommended Resources list, including online resources, can be found in the Digital Components for the unit.

- *Don Quixote and the Windmills*, by Eric A. Kinnel with illustrations by Leonard Everett Fisher. (Farrar, Straus and Giroux, 2004) ISBN: 978-0374318253
- *Good Masters! Sweet Ladies! Voices from a Medieval Village*, by Laura Amy Schlitz (Candlewick, 2011) ISBN: 978-0763650940

- *The Last Knight: An Introduction to Don Quixote*, by Will Eisner (Nantier Beall Minoustchine Publishing, 2003) ISBN: 978-1561632510
- *Medieval Life*, by Andrew Langley (DK Eyewitness Books, 2000) ISBN: 978-0756673161
- *The Medieval World*, by Phillip Steele (Kingfisher, 2006) ISBN: 978-0753460467
- *The Misadventures of Don Quixote*, by Tom Lathrop and illustrated by Jack Davis (LinguaText Ltd, 2012) ISBN: 978-0942566581

References

Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.

Graham, Steve, Alisha Bollinger, Carol Booth Olson, Catherine D'Aoust, Charles MacArthur, Deborah McCutcheon, and Natalie Olinghouse. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch.

Lesson 1

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Core Connections		
Review Prior Knowledge	30 min.	<i>Adventures of Don Quixote</i> ; map of Europe; Activity Page 1.1
Reading		
Read-Aloud: Chapter 1 "A Knight in Armor"	55 min.	<i>Adventures of Don Quixote</i> ; Activity Pages 1.2–1.5, SR.1, SR.2
Word Work: <i>Honorable</i>	5 min.	
Take-Home Material		
Reading	*	Activity Pages 1.4, 1.5; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Core Connections: By the end of this lesson, students will be able to explain important aspects of life as a knight during the Middle Ages.

Reading: By the end of this lesson, students will be able to explain that *Adventures of Don Quixote* is a story set in Spain, involving a character who became a knight and set out to experience knightly adventures.

Academic Vocabulary

Academic vocabulary words support reading comprehension and may appear across a variety of materials, in language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words appear often in directions. Where applicable, general academic words are used throughout the unit, as they refer to all subjects—reading, writing, grammar, morphology, and spelling. They may appear in directions, assessments, spelling lists, activity pages, and discussion questions, among other places.

These words are underlined in lessons wherever they are included. You may wish to define these words and use them intentionally throughout the unit so students hear them used in multiple ways; it is not necessary to teach the words ahead of time.

Following the word list is a chart of applicable Spanish cognates. Providing Spanish cognates may support Spanish-speaking students in comprehending the words in English.

1. **according to, *prep.*** as said or written by a person or group
2. **quote, *v.*** to repeat the exact words that someone else used (**quote, *n.***)
3. **transition words, *n.*** words or a phrase used to move from one event to another (**transitional words**)

Spanish Cognates for Academic Vocabulary in *Adventures of Don Quixote*

(none for this unit)

ADVANCE PREPARATION

Core Connections

- Display a map of Europe. Alternatively, you may access a digital version in the digital components for this unit.

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Listen and read to learn about the main characters and setting of *Adventures of Don Quixote*.

- Practice the pronunciation of the Spanish names included in “A Knight in Armor,” using the pronunciation guide found at the bottom of the chapter pages reproduced in this Teacher Guide.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 5. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Materials

- *Adventures of Don Quixote*
- map of Europe
- Activity Page 1.1

CORE CONNECTIONS

30 minutes

Review Prior Knowledge

30 minutes

- Tell students they will begin a unit called *Adventures of Don Quixote* /kee*hoe*tæ/; the Reader for this unit is also called *Adventures of Don Quixote*. Explain that before reading the first chapter of the Reader, you will discuss some things they may already know that will help them understand what they will learn in this unit.
- Remind students who participated in Core Knowledge Language Arts in Grade 4 that they had a unit called *The Middle Ages*. Explain that many of the things they learned in that unit are relevant to *Adventures of Don Quixote*.
- Explain that the story of *Adventures of Don Quixote* was originally written in the early 1600s by Miguel de Cervantes Saavedra (generally referred to as “Cervantes” /saer*von*taes/) who lived in Spain. Point out the location of Spain on the map of Europe and have students name the continent on which Spain is located.
 - Europe

- Explain that a very popular genre of books read and enjoyed by many people during this period recounted fantastic adventures, brave deeds, and fanciful romances of various fictitious knights. Cervantes wrote *Adventures of Don Quixote* to poke some fun at this genre of books, which were inspired by true accounts of the exploits and exploration of knights, or soldiers, who actually lived during the Middle Ages.
- Remind students that the label *Middle Ages* is one given by historians to the 1,000 year time period from approximately 500 CE to 1500 CE. This means that the Middle Ages took place about 100 years prior to when Cervantes wrote *Adventures of Don Quixote*.
- Tell students they will read a portion of a chapter from the Grade 4 unit *The Middle Ages*, entitled “Gloomy Castles and Jousting Knights,” to review some factual information about knights in the Middle Ages. Using Activity Page 1.1, have students take turns reading the text aloud as you guide them with the following guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

- A** [Read the title and The Big Question, asking students to listen carefully to the selection as it is read aloud in order to answer The Big Question.]

Support Explain that *Gloomy Castles* refers to the large, dark, and dreary buildings and structures that were built for protection in the Middle Ages and that *Jousting Knights* refers to knights who participated in pretend battles or jousts as a form of entertainment during the Middle Ages.

- B** [Have a student read page 18 aloud.]

- C** *Literal* How did knights compare with other soldiers during the Middle Ages?
- » They were more esteemed, or admired, than ordinary soldiers.

Chapter 3

THE BIG QUESTION
Why was there a need for knights and castles during the Middle Ages?

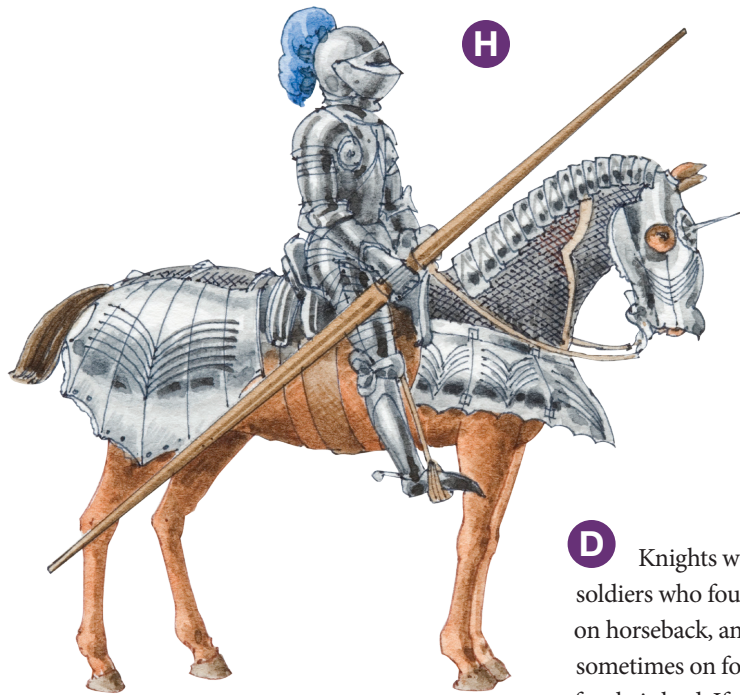
A Gloomy Castles and Jousting Knights

- B** Whether rich or poor, young men in the Middle Ages learned how to use a weapon of some kind. Rivalries between nobles, wars with other nations, even violence between neighbors required that they be able to fight. When a lord needed to raise an army, he turned to those he governed.

In the Middle Ages, ordinary foot soldiers were trained to fight with an axe and a long spear called a pike. Others were trained to be skillful archers and crossbowmen. Some foot soldiers might have worn chainmail, an early form of metal **armor**, but most had padded coats and carried daggers. However, the most **esteemed** soldiers were knights. **C**



Crossbowman and pikeman



Knight in suit of armor riding armored horse

knight, you had to be able to afford horses and armor. You also had to find someone willing to train you. Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, **influential** members of society.

F Being a knight was one way of making a fortune. If you were involved in successful battles and wars, you might receive money or land as payment for your services. Sometimes a king might also reward you with a **title**. Having a title usually meant that you were an influential member of society. Knights also made money by looting and by holding certain people for **ransom**.

G

D Knights were soldiers who fought on horseback, and sometimes on foot, for their lord. If you wanted to be a

E

19

D [Have a student read the first paragraph on page 19 aloud.]

E Support Why were knights usually from wealthy, influential families?

» It was expensive to become a knight because of the equipment and training required.

F [Have a student read the second paragraph on page 19 aloud.]

G Inferential Why might a person decide to become a knight?

» He could become wealthy, as well as influential and important.

H Evaluative Describe the knight pictured on page 19. Compare and contrast the knight with the soldiers pictured on page 18. [Have several students respond.]

» Answers may vary, but may include that the knight has more protective, and more elaborate, armor than the soldiers on page 18; the knight is on horseback; the knight is carrying a lance, which appears to be larger and possibly heavier than the weapons carried by the soldiers.

A [Have a student read the heading, both paragraphs on page 20, and the first paragraph on page 21.]

B *Literal* What are the three stages of becoming a knight in the order that they take place?

» page, squire, and knight

A **If You Were A Knight**



Young boy training to be a knight

Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.

Your training to become a knight begins at a young age. You leave home to live with a family friend or relative who has agreed to train you. In the first several years of your training, you help to dress and to serve the lord. You are known as a page. During these early years as an **aspiring** knight, you probably learn to use a sword, to ride a horse, and to wield a lance, or long wooden pole with a metal tip. Later, when you are ready to learn more challenging skills, you become a squire.

B



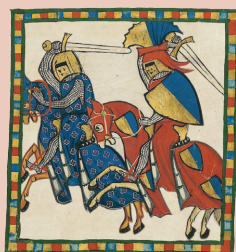
Squires learned to fight with swords.

C If you are a successful squire, you might be knighted by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire

D The Way of the Knight



Knights were supposed to be brave in battle.

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term *chivalry*, which refers to a warrior horseman or knight, became the term used to describe these expectations. These ideas of chivalry spread to other European countries. Knights were expected to serve their lord. They were required to honor and protect the Church and weaker members of society. They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.



E A knight was expected to guard and protect weaker members of society.

21

C *Literal* Name and describe the ceremony that took place if a squire was successful in becoming a knight.

» This was called a dubbing ceremony. A lord would tap the squire on the shoulder with the flat edge of a sword and declare him a knight. A priest might also say a prayer.

D [Have a student read the text in the box titled “The Way of the Knight” aloud.]

E *Literal* What was chivalry and how did it affect a knight's behavior?

» *Chivalry* referred to the way a knight was expected to behave. Knights were supposed to serve their lord, honor and protect the Church and weaker members of society, and treat captured knights as honored guests until a ransom was received for their release.

Support A lord was a nobleman or person to whom a knight swore his allegiance or loyalty.

A [Have a student read page 22 aloud.]

B Inferential In addition to serving as entertainment for spectators, jousting matches served as training for knights. How would a jousting match help a knight in his training?

» They were mock, or pretend, battles in which knights could perfect their skills, such as using a lance while wearing heavy armor and riding a horse.

C Evaluative [Have several students describe what they see in the images.] What do these images tell you about jousting matches?

» Answers may vary, but may include that the spectators were well-dressed (and probably privileged); the pretend battles could become violent and dangerous; knights and their horses wore armor to protect them during these dangerous, pretend battles; knights charged at each other with large lances.

A Charge!

Knights could prove their strength and abilities by taking part in jousting matches. Jousting matches were mock, or pretend, battles between two or more knights. Knights rode horses, wore full armor, and carried lances. Those who took part in jousts did so to gain respect and possibly a generous prize. For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment. It was very much like watching a football or baseball game today. When the joust began, the knights charged at each other. With the aid of a lance, each knight attempted to knock his opponent off his horse.

C



Jousting was a popular sport.

B



Knights competing in a joust

Wrap Up

- Ask students why there was a need for knights and castles in the Middle Ages.
 - There were wars between different countries, as well as disputes and fights between other nobles and their neighbors.
- Have students describe the type of person who became a knight in the Middle Ages.
 - Answers may vary, but may include the fact that knights were generally men from wealthy families who could afford the training and equipment; men who were brave enough to fight in difficult battles; and men who agreed with the code of chivalry.

READING

60 minutes

Read-Aloud: Chapter 1 “A Knight in Armor”

55 minutes

Introduce the Reader

5 minutes

- Ensure each student has a copy of the Reader, *Adventures of Don Quixote*. Please ensure it is the following edition: *Adventures of Don Quixote*. Text copyright © 1979 by Argentina Palacios. Illustrations copyright © 1999 by Dover Publications, Inc. Reprinted by permission of Dover Publications, Inc.
- Read the title of the Reader with students and explain that this Reader is a fictional story, written in the 1600s. Ask students to define the word *fiction*.
 - stories about events that are not real but instead come from the author’s imagination
- Have students turn to the table of contents. Either read several chapter titles from the table of contents aloud or have students read them. Ask students to describe the information they gather by reading the chapter titles in this table of contents.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any comments they have about the Reader.

Materials

- *Adventures of Don Quixote*
- Activity Pages 1.2–1.5, SR.1, SR.2

Introduce the Chapter

10 minutes

- Tell students that you will read aloud Chapter 1, “A Knight in Armor.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *armor*.
- Have them find the word on page 1 of the Reader in the middle of the first paragraph.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Explain to students that in this unit the glossary is not included in the Reader itself, but is included as Activity Page SR.1 in the Activity Book. Have students refer to the glossary in the Activity Book, locate *armor*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 1.2 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **armor, *n.*** a protective suit, usually made of heavy metal, worn by knights in the Middle Ages **(1)**
2. **joust, *v.*** to participate in a competition to practice the fighting skills used by a knight (**jousting**) **(1)**
3. **honorable, *adj.*** deserving respect **(1)**
4. **mount, *n.*** a horse or other animal intended to be ridden **(2)**
5. **homage, *n.*** special respect or honor **(2)**

Vocabulary Chart for Chapter 1 “A Knight in Armor”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	armor joust	honorable mount homage
Spanish Cognates for Core Vocabulary		honorable monte homenaje
Multiple-Meaning Core Vocabulary Words		mount
Sayings and Phrases	to right all that was wrong	

- Also point out that Activity Page 1.2 includes a list of names mentioned in the first chapter. Since these are Spanish names, they can sometimes be challenging to pronounce, so a pronunciation guide is also provided.
- Point out that the pronunciation guide represents individual sounds in the same way that they are represented on the Individual Code Chart (Activity Page SR.2). Demonstrate how to prounounce the first name, Alonzo Quixano, using the pronunciation guide.
- Read the purpose for reading from the board/chart paper:

Listen and read to learn about the main characters and setting of *Adventures of Don Quixote*.

Read “A Knight in Armor”

20 minutes

Read the chapter aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

Throughout this lesson, and other lessons in this Teacher Guide, you will see certain questions or activities labeled either **Support** or **Challenge**. These questions and activities are not intended to be used in all situations. The items labeled **Support** provide additional scaffolding and should be used with classes that would benefit from additional support. The items labeled **Challenge** should be used with classes that would benefit from additional enrichment opportunities.

1. A Knight in Armor

- A** ONCE, there was a man who went crazy from too much reading. He only read books about knighthood; that was the problem. Those books told about the adventures of knights in armor—their fantastic encounters with dragons, monsters, giants, wizards, and even other knights. There was also talk of love, because each knight had a lady of his dreams. **B**
- C** Soon the man came to believe that all those fantastic tales were true. One day, he decided to become a knight, for he wanted to right all that was wrong in the world, and punish evil. Alone in his room, he practiced jousting. Wham wham wham! Like the heroes in his books, he always won.
- All this happened in a little village in a province called La Mancha, in the heart of Spain. The man had lived in the same place all his life, as his parents and grandparents had before him. He was about fifty, tall and thin, and he had a small beard. No one would ever expect anything bad from him or think anything wrong about him, for he was an honorable man, a perfect gentleman. Two other people lived in his home; they were his pretty, cheerful, innocent niece, about twenty, and his plump housekeeper, about forty, who was a good, friendly soul, with strong opinions about everything. A boy did chores around the house. **D**
- It is not clear what the gentleman's real name was.

A [Read page 1 aloud.]

- B Inferential** The word *fantastic* has several different meanings. You are probably most familiar with the word meaning great or wonderful. The word *fantastic* also means far-fetched or created by someone's imagination. What words in this sentence give you a clue about the way in which the author uses *fantastic*?
» *dragons, monsters, giants, wizards*

Support Why do these words provide clues to the meaning of *fantastic*?

- » Those things do not really exist, so encounters with them would have to be part of someone's imagination.
- C Literal** What do you learn about knights from this first paragraph?
» They wore armor; they had encounters with dragons, monsters, giants, wizards, and other knights; they each had a lady of their dreams.
- Support** The phrase *he wanted to right all that was wrong in the world* means that the man believed there were things that were wrong with the world, but he wanted to fix them, or make them right.
- D Literal** Describe the people who are part of the man's household.
» his young, cheerful niece; his friendly, opinionated, 40-year-old housekeeper; a boy who does chores around the house

- A** [Read aloud the last line on page 1 through the end of the first paragraph on page 2.]
- B Support** The title *don* in Spanish is a sign of honor, similar to the title *sir* in English.
- C** [Read the second paragraph on page 2.]
- D Inferential** How does this description of Don Alonso’s armor and his preparation for knighthood compare to what you read and saw in images in the excerpt from “Gloomy Castles and Jousting Knights”?
- » The armor Don Alonso uses is not new and does not sound as elaborate as that shown in the excerpt. He does not appear to have gone through the extensive training to become a knight as described in the excerpt.
- E Inferential** How does Don Alonso’s interpretation of the horse’s name differ from the interpretation of most people?
- » Most people think the horse’s name means “This was once a horse,” while Don Alonso thinks it means a horse that is above and beyond (or much better) than all other horses in the world.
- Support** The word *mount* has a few different meanings. It can be used as a verb meaning to climb something. It can also be a noun meaning a mountain (such as Mount Everest). In this sentence it has a meaning that is different from both of those meanings. How is the word *mount* used in this sentence?
- » as a noun meaning an animal that can be ridden
- Support** What is the name of Don Alonso’s horse?
- » Rocinante
- Support** What is the literal meaning (or the actual meaning of each individual part) of the horse’s name?
- » *Rocín* means “nag” or “workhorse” and *ante* means “before,” so the literal meaning is “workhorse before.”
- F Evaluative** What does Don Alonso’s interpretation tell you about him?
- » He is idealistic, or thinks positively, even when other people look at something negatively.

- A** Some think it was Alonso Quixano, but the last name could have been Quixada, Quesada, or Quexana. He came from a respectable family—that’s why he was called *Don*
- B** Alonso. He had inherited a little land, but very little else. When he became ill, he sold many acres of good farmland to buy more of his favorite books.
- C** One day he began the actual preparations to become a knight. Somewhere in the house there was an old suit of armor that had belonged to his great-grandfather. He cleaned it, polished it, and fixed it up as best he could.
- D** The helmet was in such bad shape that it had to be tied together. A horse he already had—old and bony, not much of a horse, but a mount nonetheless. He spent four whole days thinking of a good name for his horse. It would be Rocinante. And what a good name it was! *Rocín* is a Spanish word that means “nag” or “workhorse”; and *antes* means “before.” To most people, the name means “This was once a horse,” but to Don Alonso, it meant a steed **E** **F** *above* and *beyond* all other horses in the world!
- G** His own name, Don Alonso, didn’t seem good enough for a knight. He changed it to Don Quixote, and added de la Mancha so everyone would know where he came from. Don Quixote de la Mancha. What a fine-sounding name for a knight!
- H** But he still needed a lady, a lady to dream about, a lady to receive homage from his defeated enemies. No one knew he was in love, but he was . . . so secretly, it seems, that even the lady herself didn’t know he liked her! She was a farm girl from nearby El Toboso, and she was plain, rough, ordinary. Her name was Aldonza Lorenzo. He had seen her only once in his life. Without her knowledge, Don Quixote pronounced her his “lady” and called her Dulcinea del Toboso. Her name, like the others, was well chosen: it comes from the Spanish word *dulce*, which means **I** “sweet.”
- Don Quixote was very pleased with his preparations.

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Alonso Quixano	/ə*lon*zoe/ / kee*hon*oe/
Quixada	/kee*hod*ə/
Quesada	/kae*sod*ə/
Quexana	/kae*han*ə/
Aldonza Lorenzo	/ol*don*zə/ /loe*ren*zoe/
Rocinante	/roe*see*non*tae/
Don Quixote	/don/ /kee*hoe*tae/
Dulcinea	/dool*see*nae*ə/
El Toboso	/el/ /təb*oe*soe/

G [Read the remaining paragraphs on page 2.]

H *Literal* What is the full name Don Alonso takes as a knight?

» Don Quixote de la Mancha

I *Literal* What name does Don Quixote give to his “lady”?

» Dulcinea del Toboso

Literal Read a passage from the text that tells you whether or not Dulcinea del Toboso knows that Don Quixote is in love with her.

» *Without her knowledge, Don Quixote pronounced her his “lady” . . .*

Discuss the Chapter and Wrap Up the Lesson

20 minutes

For each question, have students cite the specific passage in the text that provides the information needed to answer the question. If students have difficulty responding to the questions, reread pertinent passages of the chapter and/or refer to specific images or graphics. If students give one-word answers, and/or fail to use appropriate vocabulary in their responses, acknowledge correct responses by expanding students' responses using richer and more complex language. Have students answer in complete sentences by restating the question in their responses. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows.

- Use the following questions to discuss the chapter.

1. *Literal* What is the setting of the fictional story *Adventures of Don Quixote*?
» The story is set in Spain.
2. *Literal* Who are the two main human characters and one animal character introduced in Chapter 1 and what role does each play in the story?
» Don Alonso/Don Quixote is the main character; he wants to be a knight and have knightly adventures. Dulcinea del Toboso is Don Quixote's "lady." Rocinante is Don Quixote's horse.
3. *Evaluative* How is Don Quixote similar to the knights you read about in "Gloomy Castles and Jousting Knights"?
» Answers may vary, but may include that both wear armor; both want to live by a code of chivalry and honor in which, among other things, they protect weaker members of society.
4. *Evaluative* How is Don Quixote different from the knights you read about in "Gloomy Castles and Jousting Knights"?
» Answers may vary, but may include that his armor is not as good as that worn by the knights described in "Gloomy Castles and Jousting Knights;" likewise, his horse is not as good as that ridden by the knights in the other selection nor does he have the formal training that was described.
5. *Evaluative* Reread the first two paragraphs of the chapter. How do they set the scene for Don Quixote's rather strange behavior as described in the remainder of the chapter?
» Answers may vary, but should reference the fact that Don Quixote became obsessed with reading books that were stories about knights. The adventures described in the books were so exciting he decided he wanted to become a knight. He seems to have entered the fantasy world about which he was reading in the stories, as evidenced by his search for his grandfather's old, broken armor, which he polishes and ties together to wear, practicing jousting in his room, etc.

6. **Literal** A character chart is a good graphic organizer for recording information about characters when reading a work of fiction. Turn to Activity Page 1.3 (Character Chart: Don Quixote) and reflect on, or think about, the categories on the charts. What type of information should be put in the box labeled “Physical Description” at the top of the activity page. [Have students record information about Don Quixote’s physical description on Activity Page 1.3. Explain that they will add information to these charts as they read the story, and they will create similar charts for other characters that are introduced throughout the story.]

» Answers may vary, but should include the following for Don Quixote: about 50 years old; tall, thin; has a small beard; dressed in old armor and wearing a helmet that must be tied together

7. **Inferential** What is meant by the label “Character Trait” in the boxes on Activity Page 1.3?

» A character trait is a quality or a part of someone’s personality.

What are some character traits for Don Quixote that are revealed in Chapter 1?

» Answers may vary, but may include that he seems to be obsessed or living in a fantasy world, is idealistic, or thinks positively about things; curious; brave. You may want to introduce the word *eccentric* as one way of describing Don Quixote, explaining that when someone is described as eccentric, it means that they have strange or peculiar behavior that differs significantly from others.

8. **Evaluative** What evidence from the text leads the reader to conclude that Don Quixote is eccentric; idealistic; curious; brave? Record this information in the boxes in the column labeled “Evidence from Text” on Activity Page 1.3, and draw an arrow from the “Character Trait” box to the box in which you write evidence from the text. Be sure to record the page or pages on which you found the information.

» Answers may vary, but for “eccentric,” evidence may include that he only read books about the fantastic adventures of knights; he used to practice jousting alone in his room; he sold his farmland to buy more books about knights (pages 1 and 2).

» Answers may vary, but for “idealistic,” evidence may include that Don Quixote believes he can go out into the world to right all that is wrong or evil; he has a positive interpretation of his horse’s name, whereas most people have a negative interpretation; he is not upset about wearing old armor or a helmet that is in such bad shape that it must be tied together; and he believes Dulcinea is his “lady,” even though he met her only once before (pages 1 and 2).

» Answers may vary, but for “curious,” evidence may include that he likes to read about knights and their adventures (page 1).

» Answers may vary, but for “brave,” evidence may include that he wants to right all that was wrong in the world and to punish evil, even if it means he will encounter dragons, monsters, or giants (page 1).

Note

Have students write each of these answers in a “Character Trait” box. Instruct students to write only **one** character trait per box.

Note

Students should paraphrase, rather than quoting complete sentences from the text.

Also, students need to record only one text example on Activity Page 1.3. Discussion of different examples is encouraged.

- Have students take home Activity Page 1.4 to read to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.

Word Work: *Honorable*

5 minutes

Word Work is a brief, explicit vocabulary exercise, based on the work of Beck, McKeown, and Kucan (2002). The criteria used in selecting a word for the exercise include: (1) the relative importance of understanding the word for overall comprehension of the text selection; (2) whether the meaning of the word is difficult to deduce from the content and context of the text; and (3) the usefulness of the word, either as general academic vocabulary (also called Tier 2 words) or as domain vocabulary (also called Tier 3 words).

1. In the chapter you heard, “No one would ever expect anything bad from him or think anything wrong about him, for he was an honorable man, a perfect gentleman.”
2. Say the word *honorable* with me.
3. *Honorable* means deserving of respect.
4. Mr. Juarez proved himself to be an honorable man when he gave the money he found to its rightful owner.
5. Who is an honorable person and what is it that makes that person honorable? Be sure to use the word *honorable* in your response. [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: “_____ is honorable because _____.”]
6. What part of speech is the word *honorable*?
» adjective

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence I read is about someone doing something honorable, say, “That is honorable.” If the sentence is about someone doing something not honorable, say, “That is not honorable.”

1. Marissa invited the new student in class to eat lunch with her and her friends.
» That is honorable.
2. Antonio snuck into the kitchen and took an extra piece of cake from the table.
» That is not honorable.
3. Juan helped his elderly neighbor shovel the snow off his driveway.
» That is honorable.
4. The firefighter bravely entered the burning building to see if anyone was inside.
» That is honorable.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 1.4 to read to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.
- Have students take home Activity Page 1.5 to use as a reference throughout the unit.
- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.

Materials

- Activity Pages 1.4, 1.5
- *Fluency Supplement* selection (optional)

Lesson 2

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Whole Group: Chapters 2 and 3 “Don Quixote Leaves Home” and “The Price of Meddling” Word Work: <i>Meddle</i>	40 min. 5 min.	<i>Adventures of Don Quixote</i> ; Activity Pages 1.3, 2.1, 2.2, SR.1
Grammar Introduce Noun Subject-Action Verb Agreement	15 min.	Noun Subject-Action Verb Agreement Poster; Noun Subject-Action Verb Agreement Chart; Activity Page 2.3
Morphology Introduce Suffix <i>-ness</i>	15 min.	Suffixes Poster; Activity Page 2.4
Writing Distinguish Between Fact and Opinion	15 min.	Opinions and Facts Chart; Activity Pages 1.1, 2.5
Take-Home Material Reading; Grammar; Morphology	*	Activity Pages 2.2–2.4

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe how Don Quixote becomes a knight and what happens when he tries to right a wrong.

Grammar: By the end of this lesson, students will be able to make a noun subject and action verb agree in the present tense.

Morphology: By the end of this lesson, students will be able to distinguish between root words and words with the suffix *-ness* and use those words correctly in sentences.

Writing: By the end of this lesson, students will be able to distinguish fact from opinion.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read to learn how Don Quixote becomes a knight and what happens when he tries to right a wrong.

Grammar

- Prepare and display the following Noun Subject-Action Verb Agreement Poster. Alternatively, you may access a digital version in the digital components for this unit.

Subject	Agreement for Action Verb in the Present Tense
Singular noun subject	add –s or –es to the verb
Plural noun subject	verb does not change

- Prepare and display the following Noun Subject-Action Verb Agreement Chart. Alternatively, you may access a digital version in the digital components for this unit.

Subject	Action Verb	Agreement
Don Quixote	read	
the horse	gallop	
the mule drivers	fight	
the innkeeper	try	
the farmer and Andrew	argue	
the knight	joust	

Morphology

- Prepare and display the following Suffixes Poster. Leave enough space at the bottom to list suffixes and their meanings throughout the year. Select a convenient place in the classroom to display the poster, as it will be used and displayed throughout the school year in the same way you are using the Prefixes and Roots posters. Alternatively, you may access a digital version in the digital components for this unit.

Suffixes
A suffix is a syllable or syllables placed at the end of a root word to change the word’s meaning and/or to form a different word.

Writing

- Prepare and display the Opinions and Facts Chart. Alternatively, you may access a digital version in the digital components for this unit.

	Clues	Examples
Opinion	<ul style="list-style-type: none">• words that describe extremes• opinion/judgment words	<ul style="list-style-type: none">• best, most, worst, terrible, nicest, rudest• think, feel, believe, like, seem, better, worse, nicer, ruder
Fact	<ul style="list-style-type: none">• specific dates• specific numbers	<ul style="list-style-type: none">• December 7, 1941• 14 people

Materials

- *Adventures of Don Quixote*
- Activity Pages 1.3, 2.1, 2.2, SR.1

READING

45 minutes

Whole Group: Chapters 2 and 3 “Don Quixote Leaves Home” and “The Price of Meddling”

40 minutes

Review

5 minutes

Review information from the previous lesson by asking the following questions:

- In what ways is Don Quixote similar to knights who lived in the Middle Ages?
 - Answers may vary, but may include that both wear armor; both wanted to live by a code of chivalry in which, among other things, they protect weaker members of society.
- In what ways is Don Quixote different from knights who lived in the Middle Ages?
 - Answers may vary, but may include that Don Quixote’s armor is not as good as that worn by knights in the Middle Ages; his horse is not as good as that ridden by other knights; he does not have the formal training most knights received.
- What other hints do you have in the first chapter that Don Quixote’s behavior is somewhat eccentric or unusual?
 - He reads only about knights and seems to have entered the fantasy world he reads about in these stories, as evidenced by searching for, finding, and polishing his grandfather’s old, broken armor, practicing jousting in his room, declaring that a woman he has seen only one time is his “lady,”etc.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 2 and 3, “Don Quixote Leaves Home” and “The Price of Meddling.”
- Have students turn to the table of contents, locate Chapter 2, and then turn to the first page of Chapter 2.

- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *dubbed*.
- Have them find the word in the first paragraph on page 3 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *dub*, and then have a student read the definition.
 - **Support** Describe what happened at a dubbing ceremony.
 - » A lord would tap the knight on the shoulder with the flat part of his sword, and a priest might bless the new knight with a prayer.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 2.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **dub, v.** to give a name or title to someone; to make someone a knight (**dubbed**) (3)
2. **inn, n.** a place where people who are traveling can eat, rest, or sleep (3)
3. **page, n.** a young boy in training to become a knight; the first step in the process of becoming a knight (**pages**) (3)
4. **psalm, n.** a poem or song used in religious worship (**psalms**) (5)
5. **blow, n.** a hard hit using a part of the body or an object (5)
6. **squire, n.** a young man in the final stages of training to become a knight (6)
7. **menace, v.** to threaten to harm (**menacing**) (7)
8. **lance, n.** a long wooden pole with a metal tip (7)
9. **meddle, v.** to interfere in other people's business in an unwanted way (**meddled, meddling**) (7)
10. **ballad, n.** a poem or song that tells a story (**ballads**) (8)

Note

If students do not understand the definition of *dub*, reread the first paragraph of page 21 of Activity Page 1.1.

Note

You may wish to divide the presentation of vocabulary words, presenting words 1–5 before Chapter 2 and words 6–10 before Chapter 3.

Vocabulary Chart for Chapters 2 and 3 “Don Quixote Leaves Home” and “The Price of Meddling”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	dub page psalm squire lance	inn blow menace meddle ballad
Spanish Cognates for Core Vocabulary	paje salmo lanza	balada
Multiple-Meaning Core Vocabulary Words	dub page	blow
Sayings and Phrases	to the letter lost his senses	

- Read the purpose for reading from the board/chart paper:

Read to learn how Don Quixote becomes a knight and what happens when he tries to right a wrong.

Read “Don Quixote Leaves Home”
and “The Price of Meddling”

20 minutes

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

- Prior to reading this part of the story, remind students that there are many strategies they can use to define unfamiliar words. In addition to using the glossary to define core vocabulary words, students should try to use context clues, or the text surrounding an unfamiliar word, to determine its meaning. Also, you may suggest if students do not know the meaning of any word that is not in the glossary, and they are not able to define it by looking at the surrounding text, they should write that word in a notebook, along with the page number where it occurs, so they can get help in defining that word.

2. Don Quixote Leaves Home

A BEFORE sunup the next morning, Don Quixote left, destination unknown. At home, they didn't know he was leaving. He rode happily through the dry, flat land for a while, until he suddenly remembered he had not been properly knighted. He could not engage in combat if he was not a dubbed knight. He thought hard, and at last found the solution: he would continue on his way and ask the first person he met to do him the honor and dub him a knight!

B It was July, a scorching month in Spain. Neither heat nor thirst stopped Don Quixote; there was only adventure in his mind. By sundown, he and Rocinante were tired and hungry. And then a light shone in the distance. "How lucky I am!" he said to himself. "A castle . . . I can see the moat from here . . . and on the other side, three or four imposing turrets." Toward that "castle" they went.

C It wasn't a castle, of course, just a simple country inn. Instead of a page to announce his arrival, there were two ordinary women at the door—two women who had never seen a knight or heard about knighthood before. The strange sight of Rocinante and Don Quixote frightened them at first.

"Look at that!" one said. "What is it?"

"Let's run inside," said the other. "It looks dangerous!"

"Your Highnesses, beautiful princesses, there is nothing to be afraid of," Don Quixote assured them. "I am a knight in armor who will do you no harm. I am here to see the exalted lord of this magnificent castle."

3

A [Have students read page 3 silently.]

B Inferential What is odd about Don Quixote's plan to "ask the first person he met to do him the honor and dub him a knight"?

» Ordinary people did not have the authority to dub or make someone a knight in the Middle Ages; lords or nobles were generally the people who conducted dubbing ceremonies.

C Literal What things does Don Quixote think he sees that lead him to believe he sees a castle?

» He thinks he sees a moat and several turrets.

Support In the Middle Ages, nearly all castles were built with certain features in common, such as a moat, a deep ditch with water that surrounded castles, and turrets, towers that were part of the castle buildings.

D Inferential Why does the author put the word *castle* in quotes in the last line of the second paragraph?

» This tells the reader that the building Don Quixote sees is not a castle.

Support What was it that Don Quixote saw?

» He sees a simple inn, or a place where one could eat and sleep for a short time.

A [Have students read page 4 silently.]

B *Evaluative* We said one of Don Quixote's character traits is that he is idealistic, meaning he tends to think of things in their ideal state rather than the way they actually are. What information from the second paragraph on page 4 supports this view? Read the sentences from the text.

» "As for dinner, the only thing left was some badly cooked codfish and stale bread. For the starving knight, this was a banquet."

Support What is a synonym for a *banquet*?

» *a feast*

C *Inferential* Why did the innkeeper tell Don Quixote that "the castle's chapel" was "being rebuilt" and that the dubbing ceremony would have to take place in the courtyard?

» He decided to play along with Don Quixote's strange request that he dub him a knight by pretending that the inn was a castle that had a chapel that could not be used for the dubbing ceremony. He thought it would be funny if everyone staying at the inn saw Don Quixote standing in the middle of the courtyard at night watching his armor as part of the dubbing ceremony.

A That old-fashioned language surprised the women. Seconds later, though, they thought this must be a joke, a very funny joke, because this was no castle and they were no princesses. They laughed and laughed at his looks and at his speech, until the innkeeper came out to see what was going on. Don Quixote was allowed to stay.

As for dinner, the only thing left was some badly cooked codfish and stale bread. For the starving knight, this was a banquet. He tried to drink some wine. Catastrophe! There was wine spilled all over. He had kept his helmet on, because he could not undo the many knots he had tied to keep it on. The people at the inn improvised a drinking straw out of a reed, so he could drink. It was a very strange sight indeed!

After dinner, Don Quixote told the innkeeper his "secret," and asked him to dub him a knight. The innkeeper didn't want to, at first. Then he decided to have a little fun, and agreed. There was a small problem, Don Quixote was told; "the castle's chapel" was "being rebuilt." So the ceremony would have to take place in the courtyard.

B

First there was the watching of the armor. In this part of the ceremony, the knight had to honor his armor by standing guard over it. Don Quixote paced back and forth in the moonlight, with most of the guests as an audience.

C

Also staying at the inn that night were a group of mule drivers. It so happened that about that hour was the normal time to give water to their mules. But Don Quixote had placed his armor over the water tank! One of the mule drivers started to move the armor, and Don Quixote cried out: "You evil creature! What are you doing?"

The mule driver went on with his business. He didn't even look at the knight.

"Keep your hands off my armor!" Don Quixote said as he attacked in a wild rage.

Then a second mule driver came to the water tank. But before he could even touch the armor, Don Quixote attacked him, this time in complete silence.

D The rest of the mule drivers couldn't just stand by and watch. It was their turn. That could have been the end of Don Quixote, they gave him such a beating. But the innkeeper managed to calm everybody down, and he decided to conclude the ceremony immediately, before something worse happened. Pretending that a book he used to keep his accounts was a prayer book, the innkeeper sang a couple of psalms and finished the ceremony.

E The sword was handed to Don Quixote and his spurs were buckled. He also received a ceremonial blow with the side of the sword on neck and back. A true knight at last! He mounted Rocinante, gave his most heartfelt thanks, and left the inn. It was just before sunup. **F**

D [Have students read page 5 silently.]

E *Literal* Describe the series of misunderstandings that take place between Don Quixote and the mule drivers.

- » When Don Quixote goes into the courtyard to watch his armor as part of the dubbing ceremony, he mistakenly places his armor over the water tank for the mules. It just so happened that this was the usual time that the mule drivers gave water to their mules. They thought Don Quixote was intentionally creating a problem for them by placing his armor on the water tank. Don Quixote and the mule drivers started yelling, one thing led to another and Don Quixote attacked one of the mule drivers. The other mule drivers attacked Don Quixote to come to the aid of their friend.

Support What does Don Quixote do that angers the mule drivers?

- » He places his armor over the water tank used by the mules.

Support What do the mule drivers do that angers Don Quixote?

- » A mule driver tries to move Don Quixote's armor to get water for the mules, because the armor is placed over water tanks.

Support What happens next?

- » Don Quixote and the mule drivers start fighting.

F *Literal* Describe what the innkeeper did to stop the fighting.

- » He finished the dubbing ceremony, pretending to use an ordinary book like a prayer book, singing some psalms, and then using a sword to give Don Quixote a "ceremonial blow" on the shoulders as would have happened in a real Middle Ages dubbing ceremony.

Support The word *blow* has several different meanings. It can be a verb meaning to be in motion (as in *The wind will blow.*). Here the word *blow* is used as a noun. What do you think it means in this context?

- » a hard hit

A [Have a student read the title on page 6 aloud.]

Literal What does the word *meddle* mean?

» to interfere in someone's business in an unwanted way

Challenge What do you think the author means by "the price of meddling"? [Hint: The word *price* here does not mean a dollar amount that needs to be paid.]

» It means that something is lost or sacrificed because of the meddling.

B [Have students read page 6 silently to the end of the sentence at the top of page 7.]

C **Literal** On what does Don Quixote base his knowledge of knights and knighthood?

» the romantic stories he has read about knights

D **Support** The phrase *to the letter* at the end of the sixth paragraph means that he will follow the advice exactly.

A 3. The Price of Meddling

B **D**ON Quixote was going back home, mainly because of a conversation he and the innkeeper had had before the dubbing ceremony.

"Tell me, Sir Knight, how much money do you have with you?" the innkeeper asked.

"I beg your pardon, my lord. I carry none," Don Quixote answered. "It is not the custom of knights in armor to carry money with them. No book about knighthood I ever read mentions it."

C "Oh, Sir Knight, it is too obvious a matter to be mentioned. All knights carry money, believe me, it's a necessity," the innkeeper said with great feeling.

Though he would not say it, the innkeeper was worried about not being paid. But he liked to joke, too, so he continued: "When I was young, I myself was interested in becoming a knight. I also know that knights carry a change of clothes and a small first-aid kit." He paused for a second, then added: "You, like all knights in armor, should have a squire to be your helper and companion."

Don Quixote, with his fantasy-filled mind, didn't find a hidden meaning in the conversation or see that the innkeeper was making fun of him. As he rode along, he was planning to follow the innkeeper's advice to the letter.

D Suddenly Don Quixote heard cries coming from a nearby bush. They sounded like a person's moans—and moans they were. A boy of about fifteen was tied to a tree,

E

naked from the waist up. He was being hit with a leather belt by a man. Don Quixote stopped to see what was wrong, and he learned that the man was a rich farmer and the boy tended one of his flocks of sheep. The farmer was punishing the boy for not doing his job right, or so he said. Don Quixote learned that the man owed the boy some back pay, so he figured out how much it was and, menacing the man with his lance, ordered the farmer to pay what he owed.

F

“Fine, Sir Knight; I am ready to pay him, but I have no money with me,” the farmer said. “Andrew should come home with me to get his money.” And to Andrew: “Please do come with me, brother.”

“So, you see, young man, everything will be fine,” Don Quixote told Andrew.

“Oh, no, Sir Knight,” Andrew replied, “my master will skin me alive first.”

“Young man,” Don Quixote said, “your master has given his word and I trust that he will keep it. If he doesn’t, I’ll come back and make him regret it, and he’ll have to pay double!”

Don Quixote then left, thinking that the farmer (and everyone else) was as honorable as himself. But as soon as he was out of their sight, the beating became twice as hard. “Ha ha ha, go get your savior, Andrew,” the farmer taunted. And Andrew wished the well-meaning gentleman had not meddled.

G

Meanwhile, Don Quixote had met other people farther up the road, some merchants and their servants. The knight planted himself in the middle of the road, challenging every one of those “knights” to fight, one by one or in a group.

“We are peaceful people, sir; we are merchants, we are not knights,” they said.

“You are cowards who don’t want to face a lone knight, that’s what you are!” he taunted.

One of the servants threw a stone at Don Quixote. Many more stones followed . . . and a very bruised Don Quixote

E [Have students read silently page 7 to the end of the paragraph at the top of page 8.]

F *Inferential* How does the information in this paragraph support the statement from Chapter 1 that Don Quixote wants to “right all that was wrong in the world?”

» Don Quixote sees something he believes is wrong (the farmer punishing the young boy instead of paying him the money he owes) and he tries to make it right by forcing the farmer to promise to pay the boy.

G *Inferential* Is the farmer being honorable? Provide support from the text for your answer.

» No; it is not honorable for him to beat the boy simply to get out of paying him the money he owes, and it is not honorable for him to lie to Don Quixote about his intent to pay the boy.

Support What does the word *honorable* mean?

» deserving respect

A *Literal* How does Don Quixote respond to being hit with rocks?

» He doesn't get upset and instead thinks it is just a little bad luck.

B [Have students read the rest of page 8 silently.]

C *Literal* What happens to Don Quixote's books?

» His friends burn them because they think the books made him lose his senses.

Support What does the phrase *lose one's senses* mean?

» It means to go insane.

D *Inferential* What does the author mean by the last sentence of the chapter, *How mistaken they were!?*

» It means that, although his friends think things will go back to normal when they burn Don Quixote's books, things will not return to normal. This is a technique authors use called foreshadowing. Authors use this technique to give a hint about something that will happen later in the story.

fell flat on the ground. He couldn't move an inch. But he didn't feel sorry for himself, not for one minute. He knew that all knights in armor had a little bad luck now and then. To pass the time, he began singing old ballads and romances he remembered.

A

B

As luck would have it, a neighbor of his was traveling the same road, on business. After removing some of the armor and grime, the man recognized Don Alonso and decided to take him back to town.

There was quite a stir at home. Before Don Alonso had become Don Quixote, he had had two good friends: the village priest and the village barber. That evening, the priest and the barber came to the house: the niece and the housekeeper needed to be comforted, and they also needed to figure out how to find the missing person.

"Oh, why didn't I tell you about those cursed books of knighthood?" asked the housekeeper over and over. And the niece: "I peeked through the keyhole a couple of times. Uncle was stabbing the walls—killing giants is what he said. I know those books drove him crazy, I know it, I'm sure. We should do something about those hateful books!"

But before they could do anything, the neighbor entered with the missing knight in tow.

Don Quixote didn't know who they were or where he was. He said a giant had beaten him up. Everyone's fears were confirmed now: he had lost his senses, no doubt about it. They put him to bed, fed him, and took care of his bruises. He kept singing his ballads until he fell asleep.

The next morning, while their friend was still asleep, the priest and the barber returned. The two of them helped the women burn the books. They tossed the valuable books into the courtyard and made a huge bonfire with them. Then they agreed to tell him—if he asked—that a wizard came in a smoke cloud and took all the books. He did ask, and that's what he was told.

C

After the books were burned, they thought everything would go back to normal. How mistaken they were!

D

Discuss the Chapters and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter.

1. **Evaluative** Do you think the title of Chapter 3, “The Price of Meddling,” is a good title for that chapter? Why or why not?

» Answers may vary, but may include that Don Quixote meddled in the interaction between the farmer and the young boy and that his meddling made the situation worse for the young boy. He also meddled in the situation with the merchants and servants and ended up having stones thrown at him.

Support There were several instances in Chapter 3 of misunderstandings on Don Quixote’s part of what or why people were saying different things to him or who the people were that he met. Describe one example and then read a passage from the text that provides evidence that Don Quixote misinterpreted or misunderstood the situation.

» Answers may vary, but may reference the innkeeper telling Don Quixote that knights also have a change of clothes and first aid kit, as well as a squire; Don Quixote thinking that he had helped the young boy or that the farmer was an honorable man, as well as mistaking the merchants as servants for knights.

2. **Evaluative** What new character trait for Don Quixote is revealed in Chapters 2 and 3? Record your answer in the blank character trait boxes on Activity Page 1.3 and then cite evidence from the text in the “Evidence from Text” column as support.

» Answers may vary, but may include “honorable.” Evidence may include that Don Quixote tries to make the farmer do the right thing and pay the young boy the money that is owed, which is an honorable action, or one that deserves respect (pages 6 and 7).

Support Remind students that *honorable* was a core vocabulary word from Chapter 1 and means “deserving respect.”

Support Is there any additional support from the text for the character traits listed on the chart from Chapter 1 (eccentric, idealistic, and brave)? [Have students record this information in the “Evidence from Text” column on Activity Page 1.3. Remind students to record the page or pages on which they found the information.]

» Answers may vary, but may include that he is eccentric because he thinks anyone can make him a knight (page 3).

» Answers may vary, but may include that he is idealistic because he sees a simple inn and thinks it’s a castle (page 3); and he believes a dinner of badly-cooked codfish and stale bread is a banquet (page 4).

» Answers may vary, but may include that he is brave when he confronts the farmer who is punishing the young boy (page 7); and when he confronts the group of merchants and their servants (pages 7 and 8).

- Have students take home Activity Page 2.2 to read and complete for homework.

Word Work: *Meddle*

5 minutes

1. In the chapter you read, “And Andrew wished the well-meaning gentleman had not meddled.”
2. Say the word *meddle* with me.
3. *Meddle* means to interfere in other people’s business in an unwanted way.
4. Jose asked his older brother to stop meddling in his phone conversation about his plans to meet his friends.
5. When was a time you saw someone meddle in someone else’s activities? Be sure to use the word *meddle* when you talk about it. [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: “_____ once meddled in _____’s activities by . . .”]
6. What part of speech is *meddle*?
» verb

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence describes a person meddling, say “That is meddling.” If the sentence does not describe a person meddling, say, “That is not meddling.”

1. Bianca helped her little sister pick up the books she dropped on the floor.
» That is not meddling.
2. Mrs. Amos likes roses, so she told Mr. Zinn to plant roses in his yard instead of the daisies he was planting.
» That is meddling.
3. Mr. Sanchez gave Andrew accurate directions to the grocery store.
» That is not meddling.
4. Kwan helped Ms. Smith carry the heavy bags to her car.
» That is not meddling.
5. When Claire overheard her classmates argue about the rules of the game, she interrupted their discussion and told them how she thought it should be played.
» That is meddling.

GRAMMAR

Introduce Noun Subject-Action Verb Agreement15 minutes

- Remind students they learned about action verbs and linking verbs. Ask them to define and give an example of an action verb and a linking verb.
 - An action verb shows action. Examples may vary, but could include *run, jump, read*, etc. A linking verb connects the subject to words in the predicate that describe the subject, and it does not show action. Examples may vary, but could include *is, are, seem*, etc.
- Remind students that the subject of a sentence is who or what the sentence is about.
- Show students the Noun Subject-Action Verb Agreement Poster you prepared in advance. Tell them that the subject of the sentence must agree with the verb in the sentence in number when the verb is in the present tense, or happening now. Explain that *number* refers to whether the subject is singular or plural.
- Read through the poster with students. Provide specific examples of words or phrases that fit the categories of a singular or plural noun subject (e.g., singular—*a castle, the suit of armor, Don Quixote*; plural—*knights, adventures, Don Quixote and Rocinante*.)
- Now direct students’ attention to the Noun Subject-Action Verb Agreement Chart you prepared in advance. Referencing the poster you displayed, go through the chart identifying how to make the subject and verb agree (in number) using the following as a reference.
 - When the subject is a singular noun, *–s* or *–es* is added to the verb form to make the subject and verb agree.
 - When the subject is a plural noun or nouns, the present tense verb form does not change.

Subject	Action Verb	Agreement
Don Quixote	read	Don Quixote reads
the horse	gallop	the horse gallops
the housekeeper	fuss	the housekeeper fusses
the mule drivers	fight	the mule drivers fight
the innkeeper	try	the innkeeper tries
the farmer and Andrew	argue	the farmer and Andrew argue
the knight	joust	the knight jousts

- Now, ask students to help you orally extend the first “Agreement” example from the chart, *Don Quixote reads*, into an expanded sentence.
 - Answers may vary but should reflect the correct use of *Don Quixote reads* and be an expanded complete sentence.

Materials

- Noun Subject-Action Verb Agreement Poster
- Noun Subject-Action Verb Agreement Chart
- Activity Page 2.3

Note

Remind students about spelling patterns with *–es* learned in earlier grades:

- For words ending in ‘s’, ‘sh’, ‘ch’, ‘x’, ‘z’, add *–es*.
- For words ending in ‘y,’ change ‘y’ to ‘i’ and add *–es*.

Materials

- Suffixes Poster
- Activity Page 2.4

- For example, *Don Quixote reads interesting books about knights seeking adventure.*
- Continue in the same manner asking students to create an expanded complete sentence using *the mule drivers fight*.
- Have students turn to Activity Page 2.3. Briefly review together the directions and the first completed example in both the chart and expanded sentence section on the back of the page. Tell students to complete the next item in the chart, as well as create another expanded sentence. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

MORPHOLOGY

15 minutes

Introduce Suffix –ness

- Point out the Suffixes Poster you displayed in the classroom and read it with students.
- Tell students this week they will study the suffix –ness. Explain that –ness means “the state or condition of being.”
- Write the suffix –ness on the poster and point out that it is pronounced /nes/. Write the meaning of the suffix on the poster.
- Explain that adding the suffix –ness changes the part of speech of the root word. The suffix –ness is generally added to adjectives. Adding the suffix –ness changes the adjective to a noun.
- Write the word *great* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (*Great* means better than average. I had a great time making my science project.) You may want to point out that *great* can also mean excellent or very large.
- Add the suffix –ness to *great* and have students read the new word; then discuss the meaning of the new word. (*Greatness* means in the state or condition of being better than average.) Also point out that adding the suffix –ness changed the part of speech of *great*. *Great* is an adjective; *greatness* is a noun.
- Share the following example of *greatness* used in a sentence:
 - We were in the presence of *greatness* when we met the most valuable player of the championship.
- Ask students for synonyms of *greatness*. (*importance, prominence*)
- Continue in this manner for the remaining –ness words, using the following chart as a guide. Shaded columns indicate that the information does not need to be written on the board.

English Root Word	Meaning	Affixed Word	Meaning	Sentence
bright	(adjective) producing a lot of light; having a light, strong color	brightness	(noun) the state or condition of producing a lot of light; the state or condition of having a light, strong color	The <u>brightness</u> of the day was overwhelming when we left the dark movie theater. I immediately felt happy when I walked into the room with such <u>brightness</u> from the colorful walls.
drowsy	(adjective) ready to fall asleep	drowsiness	(noun) the state or condition of being ready to fall asleep	The <u>drowsiness</u> I felt made it hard to concentrate on my science homework.
empty	(adjective) having nothing inside	emptiness	(noun) the state or condition of having nothing inside	I stayed in the auditorium after everyone left and the <u>emptiness</u> was refreshing.
crisp	(adjective) dry, hard, and easily broken; fresh and pleasantly cool	crispness	(noun) the state or condition of being dry, hard, and easily broken; the state or condition of being fresh and pleasantly cool	The crackers did not keep their <u>crispness</u> after being put in the bowl of soup. I love the <u>crispness</u> of an autumn day.
steady	(adjective) not shaking or moving; not increasing or decreasing	steadiness	(noun) the state or condition of not shaking or moving; the state or condition of not increasing or decreasing.	The doctor used such <u>steadiness</u> when he slowly put stitches in where I cut my arm open. The <u>steadiness</u> of the rain hitting the roof was a calming sound.

- Have students turn to Activity Page 2.4. Briefly review the directions and do the first sentence together. Tell students to complete the activity page for homework.

Note

Remind students that for words ending in ‘y’, change ‘y’ to ‘i’ before adding *-ness*.

Materials

- Opinions and Facts Chart
- Activity Pages 1.1, 2.5

WRITING

15 minutes

Distinguish Between Fact and Opinion

Model Distinguishing Between Fact and Opinion

10 minutes

- Have students share the definition of an opinion and how an opinion differs from fact. An opinion is a thought or belief about something, whereas a fact is something that is true and can be proven.
- Share an example of an opinion and an example of a fact, and reiterate what makes each example an opinion or a fact. For example, a fact and opinion about the weather outside might be:
 - Fact: *It is 65 degrees and raining outside.* This is a fact because it can be proven—I can use a thermometer to check the temperature, and I can use my five senses to confirm that it is raining outside (see the rain, feel the wetness, hear the drops, etc.).
 - Opinion: *Walking outside in the rain is the best feeling.* This is an opinion because not everyone enjoys walking outside in the rain—it is what I think, not a universal fact that can be proven.
- Being able to tell whether something that is said or written is a fact or opinion is a very important skill.
- There are many times when people may present a personal opinion about something as if it were a fact in order to persuade other people of their opinion. Use and discuss the following examples:
 - Vote for Emma Jones because she will make the best president!
 - Buy *Watkins Corn Flakes* for the crunchiest corn cereal!
- Often the use of particular words in a sentence can provide clues as to whether a sentence is fact or opinion.
- Review the following Opinions and Facts Chart, defining the word *extreme* as something far beyond what is usual or normal:

	Clues	Examples
Opinion	<ul style="list-style-type: none">• words that describe extremes• opinion/judgment words	<ul style="list-style-type: none">• best, most, worst, terrible, nicest, rudest• think, feel, believe, like, seem, better, worse, nicer, ruder
Fact	<ul style="list-style-type: none">• specific dates• specific numbers	<ul style="list-style-type: none">• December 7, 1941• 14 people

- Have students turn to Activity Page 2.5. Explain that the activity page contains facts and opinions about knights. Read the first sentence aloud from the activity page: “Knights had the most important job in the Middle Ages.” Refer to the chart in thinking aloud whether this sentence is an opinion or a fact: “I see the words *most important* in the sentence. The chart tells me that the word *most* is an extreme word, or a word that describes something far beyond what is usual or normal. Extremes are rarely facts. There must have been other people during the Middle Ages who also had very important jobs. So, this sentence is probably an opinion. So, for this reasoning, I can rephrase my thoughts about how I determined it is an opinion. I will write that this sentence uses an extreme word, *most*, so that tells me the sentence is an opinion.”
- Have students complete the rest of the items with a partner to determine whether the sentence is a fact or opinion and explain the reasoning for their choice. Tell them to refer to the Opinions and Facts Chart and/or Activity Page 1.1 (the text they read about knights in the Middle Ages) as reference for factual information as needed.
- If time permits, review the answers to Activity Page 2.5 with the class.

1. Opinion—*Most important* is an extreme.
2. Fact—does not contain any clues; can be proven with information from the Reader/outside source
3. Fact—does not contain any clues; can be proven with information from the Reader/outside source
4. Opinion—*Better* is a judgment word.
5. Fact—does not contain any clues; can be proven with information from the Reader/outside source

Wrap Up

5 minutes

- Have students turn and share examples of opinion and fact with their partners. You may wish to give students topics to help them get started, such as school, sports, food, etc.

TAKE-HOME MATERIAL

Reading; Grammar; Morphology

- Have students take home Activity Pages 2.2–2.4 to read and complete for homework.

Materials

- Activity Pages 2.2–2.4

Lesson 3

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading		
Close Reading: Core Classics: <i>The Adventures of Don Quixote</i>	40 min.	Answer Key for Activity Page 2.2; Activity Pages 2.2, 3.1, 3.2
Word Work: <i>Quixotic</i>	5 min.	
Writing		
Identify the Structure and Elements of a Persuasive Essay	45 min.	Example Persuasive Essay; Activity Pages 3.3, 3.4; Structure of a Persuasive Essay Poster; colored highlighters for each student (optional); Persuasive Essay Rubric
Take-Home Material		
Reading	*	Activity Page 3.2

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to examine how the author’s words, sentences, and literary devices provide a deeper understanding of *Adventures of Don Quixote*.

Writing: By the end of this lesson, students will be able to identify the structure and elements of a persuasive essay.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of *Adventures of Don Quixote*.

Grammar; Morphology

- Collect Activity Pages 2.3 and 2.4 to review and grade as there are no grammar or morphology lessons today.

Writing

- In this writing lesson, you will be reading an Example Persuasive Essay aloud as students follow along using Activity Page 3.3. You will then discuss the structure of the example persuasive essay, as you guide students to mark these elements in the text. You may find it helpful to access and display a digital version of Activity Page 3.3 in the digital components for this unit.

Note: You may wish to review the following read-aloud from earlier grades, as the teacher model for this unit is based on the tale included in these read-alouds:

- “The Fisherman and His Wife” from Core Knowledge Language Arts Grade 2, Listening & Learning, *Fairy Tales and Tall Tales* at <https://www.coreknowledge.org/free-resource/ckla-domain-01-fairy-tales-tall-tales/>.
or
 - “The Fisherman and His Wife” from Core Knowledge Language Arts Grade 3, *More Classic Tales* Supplemental Reader at <https://www.coreknowledge.org/free-resource/ckla-unit-01-third-grade-skills-classic-tales/supplemental-reader/>.
- Prepare and display the Structure of a Persuasive Essay Poster. Alternatively, you may access a digital version in the digital components for this unit.

Structure of a Persuasive Essay	
Introductory Paragraph	1. Hook that introduces topic or text and states an opinion
Body Paragraph #1	2. Reason #1 to support opinion with evidence
Body Paragraph #2	3. Reason #2 to support opinion with evidence
Concluding Paragraph	4. Conclusion that persuades reader to agree with opinion one more time and leaves reader with final thought

- Prepare and display the Persuasive Essay Rubric. Alternatively, you may access a digital version in the digital components for this unit. A student version of this rubric is included as Activity Page 3.4.

Persuasive Essay Rubric				
	Exemplary	Strong	Developing	Beginning
Introduction	Opinion is clearly stated.	Opinion is stated.	Opinion is stated but is unclear.	An opinion is not stated.
	The hook effectively grabs the reader's attention.	The hook only partially grabs the reader's attention.	The hook does not grab the reader's attention.	A hook is not included.
	The topic or text the essay is based on is briefly introduced with relevant details, such as main characters, setting, plot summary.	The topic or text the essay is based on is introduced with some details.	The topic or text the essay is based on is introduced with few or no details.	The topic or text the essay is based on is not introduced.
Body	All reasons in the body paragraphs support the opinion.	Most reasons in the body paragraphs support the opinion.	Some reasons in the body paragraphs support the opinion.	Few or no reasons in the body paragraphs support the opinion.
Conclusion	Opinion is effectively restated in a different way from the introductory paragraph.	Opinion is restated in the same way as in the introductory paragraph.	Opinion is restated in an unclear way.	Opinion is not restated.
	An effective statement is included to persuade the reader to agree with the opinion.	A statement to persuade the reader to agree with the opinion is included, but is not fully convincing.	A statement to persuade the reader to agree with the opinion is included.	No statement to persuade the reader is included.
	The conclusion provides an original final new thought about the opinion.	The conclusion provides one final thought about the opinion.	The connection of the final thought to the opinion is unclear.	No final thought is included.
Structure of the piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Some sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Some transition words or phrases are used appropriately.	Transition words or phrases are not used.

READING

45 minutes

Close Reading: Core Classics: *The Adventures of Don Quixote* 40 minutes

Review 5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 2.2, which was assigned for homework. Tell students that they will need to use this activity page to complete tonight’s reading homework.
- What are some examples from the text that show Don Quixote is idealistic, or views things in an ideal, or perfect, way rather than realistically?
 - Answers may vary, but may include that he wants "to right the wrongs in the world;" he has a positive interpretation of his horse’s name, whereas most people have a negative interpretation; he is not upset about wearing old armor or a helmet that is in such bad shape that it must be tied together; and he believes Dulcinea is his lady, even though he met her only once; he sees a simple inn and thinks it’s a castle; and he believes a dinner of badly-cooked codfish and stale bread is a banquet.
- What are some examples from the text that show Don Quixote is brave?
 - Answers may vary, but may include that he confronts the farmer who is punishing the young boy; and he confronts the group of merchants and their servants.

Introduce the Chapter 5 minutes

- Tell students that in the first lesson of this unit they learned that many versions of Cervantes’s *Adventures of Don Quixote* have been translated and adapted. Explain that today they will read an excerpt from another adaptation of the story, found on Activity Page 3.1.
- Have students take out Activity Page 3.1.
- Remind students that the genre of popular literature that inspired Cervantes’s story of Don Quixote were stories that recounted the fantastic adventures, brave deeds, and fanciful romances of various fictitious knights. Tell students that in today’s selection they will encounter the term *knight-errant* that describes the main character. The adjective *errant* (meaning “wandering, roving”) indicates the knight-errant would wander the land searching for adventures and romance.
- Ask students if they have ever heard someone use the phrase *like a knight in shining armor* (e.g., “A passing driver came to my rescue *like a knight in shining armor* when I got a flat tire.”) Explain that the phrase *like a knight in shining armor* is a simile and modern day expression that makes reference to knight-errant characters.

Materials

- Answer Key for Activity Page 2.2
- Activity Pages 2.2, 3.1, 3.2

Note

Remind students that a simile is a literary device that makes a comparison, using the words *like* or *as*.

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

Note

In most close reading lessons throughout Grade 5 CKLA units, students will be rereading a previous text selection. In *Adventures of Don Quixote*, students will be reading an entirely new selection of much richer text, so in these close reading lessons you or students will read the entire text rather than just the portions on which questions focus.

- Read the purpose for reading from the board/chart paper:

Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of *Adventures of Don Quixote*.

Close Reading

The practice of close reading involves directing students' attention to specific aspects of a text. The guided reading supports in this close reading of Chapter 1, "An Old-School Gentleman Gone Mad," from the Core Classics version of *Adventures of Don Quixote* are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students' understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

Read "An Old-School Gentleman Gone Mad"

20 minutes

Core Classics:
The Adventures of Don Quixote

“An Old-School Gentleman Gone Mad”

- A** Having given his horse a name so much to 1
his taste, he wanted a new one for himself, too. He 2
thought about it for eight days more and at last 3
decided in favor of Don Quixote. Remembering that 4
the valiant Amadis did not call himself simply Amadis, 5
but added the name of his country to it, so Don 6
Quixote wished to enlarge his name to Don Quixote 7
de la Mancha. Thereby, he judged, he made clear his 8
origin and honored his country by adopting its name. **B** 9
- C** He saw nothing left to do but to find a lady to 10
be in love with, for a knight-errant without a lady- **D** 11
love was like a tree without leaves or fruit, or a body 12
without a soul. 13

1

A [Read the title of the selection aloud and explain that this adaptation is a more elaborate version of the first several chapters that they have already read in their Reader. Have students read the first paragraph on page 1 silently.]

B *COMP Inferential* Amadis is another knight in popular romantic chivalry stories of the period who called himself Amadis de Gaula. The word *de* means *from* in Spanish. Why did Cervantes mention Amadis de Gaula in this passage?

» The author included the reference to Amadis to explain the reason Don Quixote adds the name of his country (de la Mancha) to his name; Amadis added the name of his country to his name. Cervantes referred to Amadis to show how Don Quixote wanted a name similar to a knight with great courage.

Support Based on the way in which it is used in this paragraph, what do you think the word *valiant* in line 5 means?

» showing great courage

C [Have students silently read the entire second paragraph which continues on the next page. When they finish, ask one student to read the first sentence of the second paragraph on page 1 aloud.]

D *LIT Inferential* Cervantes uses a simile in this first sentence to make a statement about what a knight’s life without a lady is like. What is the meaning of the comparison? What is he saying?

» He is saying that a knight without a lady still exists but is incomplete. A tree can exist without leaves or fruit, but it is better with them.

Support What is a simile?

» a figure of speech in which two things are compared, usually including words such as *like* or *as*

Support What two things is Cervantes comparing in this simile?

» He is comparing a knight without a lady to either a tree without leaves or fruit, or a body without a soul.

A [Ask another student to read the first sentence on page 2 aloud.]

SYN This sentence is a complex sentence, so let's break it apart to better understand it. In the first part of the sentence, Don Quixote says two different things that contradict, or are opposite of, one another.

Literal What two things in this sentence contradict one another?

» Don Quixote says he hopes to meet a giant either as punishment for his sins (or things he does wrong) or because he is lucky.

Challenge Why do you think the author has Don Quixote say such contradictory things?

» Answers may vary, but may include that it makes the story more humorous; it supports the idea that the story is unrealistic fiction and not a realistic account of a knight; and it shows Don Quixote thinks positively so that even if negative things happen, he will try to make them positive.

Literal In the second half of this sentence Don Quixote explains why he needs a lady. What reason does he give?

» If he were to do battle with and defeat a giant, it would be good to have a lady with whom he could share his brave deed and victory.

Support Based on the way it is used in this sentence, what do you think the word *vanquish* means?

» to defeat completely

B [Have a student read the rest of the first paragraph aloud.]

COMP Inferential What are some of the absurd, or unrealistic, things Don Quixote says in this paragraph?

» Answers may vary, but may include that he would fight with a giant; that he would cut the giant in two; and that the giant, having been cut in two, would go to the lady to tell her it was Don Quixote who beat him in their fight.

C [Have a student read the last paragraph aloud, continuing to the top of page 3.]

“For,” he said to himself, “if on account of my
sins, or by good fortune, I should meet a giant
(which is a common occurrence for knights) and
cut him in two, or in some way vanquish him, it
would be well to have some lady to whom I could
order him to present himself. On his arrival he
would throw himself on his knees before the fair
one, and say in a humble voice, ‘I, lady, am the
giant Caraculiambro, who has been vanquished
in single combat by Don Quixote de la Mancha,
who can never be too highly praised, and who
has commanded me to present myself before
your ladyship in order that you may dispose of
me as you please.’” The idea pleased him greatly.

In his own neighborhood there was a very
good-looking farmer’s daughter whom he had
once been smitten with, though she did not seem
to know or care anything about him. Her name
was Aldonza Lorenzo and he thought her fit to be
the lady of his heart. He sought for a name for her
that would be suggestive of a princess. In the end
he called her Dulcinea del Toboso (since she was

At the bottom of appropriate page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the text.	
Word	Pronunciation
Caraculiambro	/car*ə*coo*lee*am*bro/

a native of Toboso), a name that seemed to him musical and significant, like all the others he had adopted. **D**

... **E**

F Now, as everything he thought, saw or imagined was tinted and transformed by the **G** nonsense he gathered from his books of chivalry, he at once pictured this inn as a castle with four towers, spires of polished silver, a drawbridge and moat, and all the usual features of castles in romances. Pulling up his steed a little distance away, he waited for a dwarf or page to announce his arrival by the blast of a trumpet from the battlements. But finding there was some unexplained delay, and Rocinante being impatient to get to the stable, he advanced nearer the door. There he caught sight of the two girls already mentioned, who appeared to him to be two beautiful damsels.

H Just then it happened that a pig-driver blew on his horn to call his herd from a nearby field.

D *VOC Inferential* Based on the way it is used in this paragraph, what do you think the phrase *been smitten with* means?

» It means to have loved or liked very much.

Support What words or phrases in this paragraph help you determine the meaning of the phrase *been smitten with*?

» *He thought her fit to be the lady of his heart; a princess.*

E [Explain that these three periods are called an ellipsis. An ellipsis shows that some text is missing in that location.]

F [Have a student read the first complete paragraph of page 3 aloud.]

G *COMP Inferential* Based on the way it is used in this paragraph, what do you think is meant by the phrase *tinted and transformed by the nonsense he gathered from his books of chivalry*?

» Everything Don Quixote sees or imagines is affected by (or colored, or tinted by), and changed (transformed) by what he read in books about knights and chivalry.

Support What do the words *tinted* and *transformed* mean?

» *Tinted* means colored, or affected, by something else; *transformed* means changed.

H [Have a student read the next two paragraphs starting at the bottom of page 3 and continuing to the bottom of page 4 aloud.]

A SYN Inferential Don Quixote's response to the two women is another long, complex sentence, so let's break it apart to better understand it. What does it mean, at the beginning, when he says "Do not fly, gentle ladies, and do not be in the least uneasy . . . "? How might you say this in simpler, everyday language?

» "Don't run away and don't be scared . . . "

The next part says " . . . for it would ill become a member of the order of chivalry . . . to do wrong to anyone." How might you say this in simpler, everyday language?

» " . . . because it would not be proper for a knight to do something wrong to anyone."

Support Let's break this apart. The word *for* is used here as a transition word signaling a reason or explanation as to why the women should not be scared. What simpler, every day word might we normally say instead of *for*?

» *because*

Support Now let's talk about the phrase *a member of the order of chivalry*. This phrase is talking about a particular kind of person. What kinds of people followed the order or code of chivalry in the Middle Ages?

» knights

Support So, Don Quixote says the women should not be scared because it would ill become a knight to do wrong to anyone. What does *ill become* mean?

» Used in this way, *ill* means "not," such as in the word *illegal*. So "it would ill become" means "it would not become" or "it would not be right or proper."

B COMP Evaluative Which of Don Quixote's character traits—idealistic, eccentric, brave, or honorable—is demonstrated by this statement?

» It shows he is honorable.



At once Don Quixote
recognized this as the
signal of his arrival.
So, with extreme
self-satisfaction,
he approached the
ladies, who at the
sight of a man so
strangely outfitted
and bearing a lance
and shield, became
alarmed and turned to
go indoors. But Don Quixote
gracefully raised his cardboard visor, revealing his
lean, dusty face, and in soothing tones addressed
them.

A "Do not fly, gentle ladies, and do not be
in the least uneasy, for it would ill become a
member of the order of chivalry, to which I
belong, to do wrong to anyone, let alone such
B exalted young ladies as your appearance indicates
you to be."

C The girls were astonished and amused at being addressed in this fashion, but not as surprised as the landlord, a fat, good-natured fellow who just then came out to receive his odd-looking guest. He helped him down, attended to his wants and those of Rocinante, and in the course of conversation readily made out the kind of madness from which the stranger suffered. The host happened to know a great deal about the romances of knights-errant and he could not resist the chance to play along with the folly of Don Quixote in order to amuse himself and his guests, who were mostly passing herdsmen and mule drivers. **D**

E As soon as Don Quixote had satisfied his hunger, he approached the innkeeper, and, falling on his knees before him, begged him in very flowery language to dub him a knight. His lordship graciously agreed, but reminded Don Quixote that he must first pass a night watching

C [Tell students to read the first paragraph on this page silently.]

D VOC In this paragraph, it says that after talking to Don Quixote, the landlord, or innkeeper made out the kind of madness from which [Don Quixote] suffered. What does *madness* mean?

» craziness

Support The word *mad* can mean different things. You are probably most familiar with the adjective meaning angry. The word *mad* is also an adjective that means insane or crazy. Using that meaning, and what you learned about the suffix *-ness*, what part of speech is the word *madness* and what does it mean?

» It is a noun that means insanity or craziness.

E [Have a student read the next paragraph aloud starting at line 15 on page 5 and continuing to line 15 on page 6.]

A VOC A trough is a long, narrow container from which animals eat and drink.

B [Have another student read the second paragraph aloud, starting at line 16 on page 6 and continuing to line 9 of page 7.]

his armor. Don Quixote then asked to be taken
to the chapel to lay his armor in front of the altar.
The host explained that the chapel had recently
been demolished so that it might be rebuilt, and
suggested that the ceremony take place in the
courtyard. Such a thing might be done in cases of
necessity, he said, as was recorded in the histories
of famous knights. So Don Quixote removed his

A armor and put it in a trough in one of the yards
of the inn. For hours he marched up and down
in front of it, lance in hand,
in the bright moonlight,
to the amusement of
the landlord and his
friends.

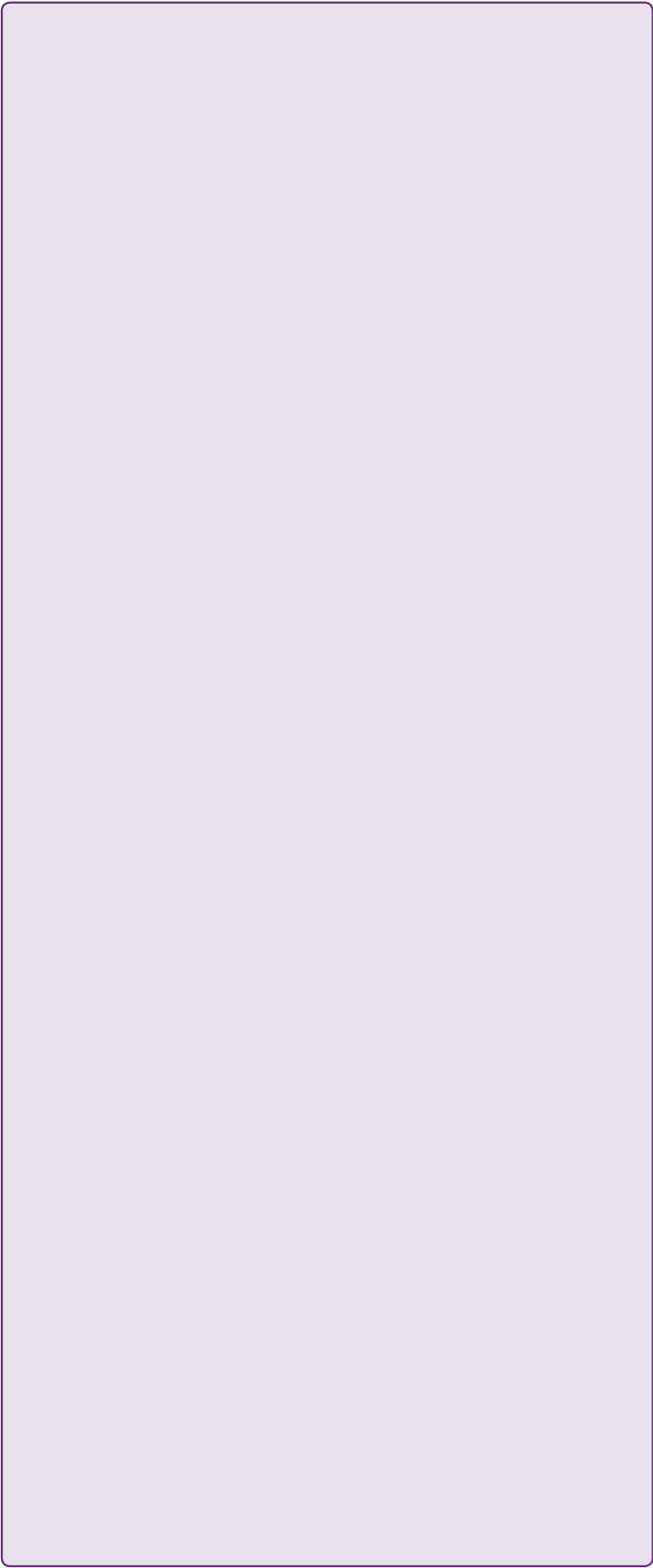


B It happened, as
the night wore on,
that one of the mule
drivers came into
the yard to fetch water
for his mules and was
unfortunate enough

to lay hands on the armor in order to move it. 1
He had hardly done so when the vigilant Don 2
Quixote gave him such a thwack on the head 3
with his lance that he was knocked out. Then the 4
knight calmly continued his march until a second 5
mule driver, on the same errand, approached 6
the trough and began handling the armor. The 7
second driver promptly met the same fate as the 8
first one. **C** 9

D The comrades of the injured men, coming to 10
learn what was going on, rushed into the yard in 11
anger and began pelting the knight with anything 12
they could pick up. Don Quixote bravely stood 13
his ground, sheltering himself with his shield 14
as best he could and hurling defiance and 15
threats back. How the fight might have ended is 16
impossible to say, had it not been for the arrival **E** 17
of the landlord. Fearing that he was responsible 18
for letting the joke go too far, he anxiously called 19
on the drivers to stop their attack, reminding 20
them that they were dealing with a madman who 21
would not be held accountable for his 22

- C COMP Inferential** The word *fate* means the end result. What do you think is meant by the phrase *met the same fate as the first one*?
- » It means that the same thing happens to the second mule driver as happened to the first. The second mule driver was also hit by Don Quixote and knocked out.
- D** [Have students read the rest of the passage silently starting at line 10 on page 7 and continuing to the end of page 8.]
- E VOC Inferential** Based on the way it is used in this passage, what do you think the phrase *hurling defiance and threats back* means?
- » It means throwing strong words and threats back to the mule drivers, who are throwing physical objects at Don Quixote.
- Support** What does *defiance* mean?
- » resistance against someone in authority
- COMP Evaluative** Which of Don Quixote's character traits is supported by this paragraph?
- » It shows he is brave because he stood his ground and protected himself with his shield.
- Support** *Stand one's ground* is an idiom that means to stay where you are, without being defeated or moved.



actions, even if he killed some of them. In this 1
way the tumult came to an end. The landlord 2
next considered how he could speedily get rid 3
of his dangerous guest. He decided the best and 4
safest way would be to hurry through a ceremony 5
of knighting. He persuaded Don Quixote that 6
his vigil had lasted long enough and proceeded 7
hastily with the formalities. He brought out the 8
account book he kept track of his hay and barley 9
in and pretended to read prayers from it over 10
the kneeling knight. He rapped him twice on the 11
shoulders and neck pretty sharply and declared 12
him a member of the order of chivalry. The 13
two girls then buckled on his sword and spurs 14
and wished him success in battle. Don Quixote 15
gracefully responded, mounted his gallant steed,
took a courteous farewell of the lord and ladies 16
of the castle and sallied forth in quest of new 17
adventures. The landlord thought it best not to 18
ask for what he was owed. 19

Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter.

1. **Evaluative** The passage you read today includes the same characters, character traits, and adventures as you read about in “A Knight in Armor” and “Don Quixote Leaves Home” in *Adventures of Don Quixote*. In what ways are this passage and those in the Reader similar?
 - » Answers may vary, but may include that Don Quixote wants to become a knight because of what he read in books; he names his horse Rocinante; he names himself Don Quixote de la Mancha; he calls the farm girl his lady and names her Dulcinea del Toboso; he sees an inn and believes it is a castle; he asks the innkeeper to dub him a knight; he gets into a fight with mule drivers staying at the inn.

Challenge What differences did you notice in this adaptation?

- » Answers may vary, but may include that the manner in which Don Quixote speaks seems very odd and complex, and difficult to understand. This type of language further emphasizes how eccentric Don Quixote is.

- Have students take home Activity Page 3.2 to read and complete for homework.

Word Work: Quixotic

5 minutes

1. Cervantes’ description of Don Quixote’s different adventures and his behavior gave rise to a new word which is a synonym for *idealistic*. This word is *quixotic* [kwik*sə*tik]. (Note: Although Word Work is usually only oral, write this word on the board/chart paper so students can see it is spelled like Don Quixote’s name.)
2. Say the word *quixotic* [kwik*sə*tik] with me.
3. In the same way that Don Quixote is often idealistic in an unrealistic way, *quixotic* is used to describe someone or something that is exceedingly idealistic and unrealistic.
4. Trying to build an igloo with ice cubes during the summer is quixotic.
5. Have you ever done something quixotic? Be sure to use the word *quixotic* when you talk about it. [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: “I once . . . which was very quixotic.”]
6. What part of speech is *quixotic*?
 - » adjective

Note

Today’s Word Work departs from the usual practice of selecting a vocabulary word from the chapter to instead highlight a popular, modern idiom derived from Don Quixote’s adventures.

[Use a *Making Choices* activity for follow-up.] I am going to describe some different situations. Say "quixotic" if what I describe is unrealistically idealistic; say "not quixotic" if what I describe realistically could happen:

1. Your grandfather’s desire to travel to the moon

» quixotic
2. Your wish for a month off from school

» quixotic
3. Hoping for snow in the winter

» not quixotic
4. The likelihood that your parents will serve ice cream for dinner

» quixotic
5. The likelihood that all illnesses and diseases will be cured in the next five years

» quixotic

Materials

- Example Persuasive Essay
- Activity Pages 3.3, 3.4
- Structure of a Persuasive Essay Poster
- colored highlighters for each student (optional)
- Persuasive Essay Rubric

WRITING

45 minutes

Identify the Structure and Elements of a Persuasive Essay

Review Opinion and Fact

5 minutes

- Review the definitions of *opinion* and *fact* from the previous lesson: an opinion is a personal view or belief, whereas a fact is true and can be proven.
- Explain that when we write about our opinions, especially if we are trying to persuade someone else that our opinion is valid or correct, it is important to provide reasons for our opinion.
 - Instead of simply stating an opinion such as, “Walking outside in the rain is the best feeling,” it is more persuasive or convincing to provide a reason using the word *because*. “Walking outside in the rain is the best feeling because the earth smells so fresh and clean.”
- Have a few students share something they enjoy and why they enjoy it, giving at least two reasons for their opinion.

Explain Unit Project

5 minutes

- Tell students that they have learned about the character Don Quixote through dialogue and actions. Remind students that dialogue is what characters say. Sometimes characters’ thoughts serve as dialogue to themselves. Actions are what characters do or how they respond to others.

- Tell students they will write a persuasive essay arguing whether or not they think the actions of the main character, Don Quixote, were justified or acceptable. Explain that to *argue* in writing means to present an opinion in a reasoned, logical way. Students will be asked when writing this essay to support their opinion using examples from the text. Explain that the purpose of the essay is to persuade, or convince, someone else that the student’s opinion is right.
- Explain that a persuasive essay is made up of several paragraphs with the following elements—a title, a hook/lead to draw in the reader, information about the topic or text (e.g., title, author, characters, setting, plot), the opinion statement or claim to argue, reasons to support the opinion or claim, and a conclusion restating the opinion or claim.

Model Identifying the Structure and Elements of a Persuasive Essay **20 minutes**

- Tell students you will identify the elements of a persuasive essay using “The Fisherman and His Wife,” a German fairytale collected by the Brothers Grimm. Students who participated in Core Knowledge Language Arts in earlier grades may remember hearing this fairy tale read aloud in Grade 2 and/or reading this fairy tale in Grade 3.
- Briefly review the plot of “The Fisherman and His Wife”: A poor fisherman catches a magical talking fish, who begs to be set free. The fisherman lets the talking fish go, only to have his wife yell at him and demand he ask the fish to turn their shack into a cottage. The fish grants this wish, but the wife becomes unhappy and keeps forcing her husband to ask for more: to live in a stone castle and to be queen of all the land. Each time the magic fish grants a wish, the sea turns darker and more dangerous. Finally, when the wife asks to have the power to make the sun and moon rise at her command, it is the last straw for the fish. The fisherman returns home to find his wife sitting in their original old shack. Display the digital version of the Example Persuasive Essay, if available, which argues against the actions of the fisherman in “The Fisherman and His Wife.” Tell students to turn to Activity Page 3.3, the Example Persuasive Essay, and follow along as you read aloud the persuasive essay about the fisherman.

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

The fisherman is a fool because he allows his wife to bully him into asking the fish for very extravagant things. For her first two wishes, the wife wants a bigger home each time. She is only satisfied for a week! In these early wishes, the fisherman should have recognized that his wife’s greed was growing too fast for their own good. Once the wife gets her bigger home, she decides she wishes to be queen and then wants the power to control the sun and moon. Why on earth would the fisherman think to ask a magic fish for such a power for his wife?

The fisherman is also a fool because he ignores the increasing signs of danger each time he asks the magic fish to grant another ridiculous wish. Each time the fisherman returns to the sea to ask the magic fish to grant a wish, the sea is darker and more dangerous. The fisherman should have recognized the warning in the sea color and movement changes. If he had recognized just how dangerous the sea was becoming, he could have stood up to his wife in time to stop her.

The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.

- Now display the Structure of a Persuasive Essay Poster. Remind students that this poster lists what should be included in each paragraph in a persuasive essay.
- Explain that you will now guide students as they review the persuasive essay on Activity Page 3.3, paragraph by paragraph, to identify what is included in each paragraph that is also listed in the Structure of a Persuasive Essay Poster.
 - The Structure of a Persuasive Essay Poster lists that the introductory paragraph should include a hook that introduces the topic and states an opinion. Ask students to look at the first paragraph of the Example Persuasive Essay. Guide students in recognizing that the first question is a hook, or way to grab the reader’s attention. Point out that the topic is introduced by stating the title and author of the text. Finally, a strong opinion about the main character is stated.
 - The Structure of a Persuasive Essay Poster lists that body paragraphs should each include a reason to support the opinion using evidence from the text. Turn to the Example Persuasive Essay. The first sentence of each body paragraph states the two reasons used to support the opinion from the introductory paragraph. While we do not have the text of this tale in front of us, we could check that these paragraphs do indeed contain evidence from the text and explanation of how that evidence supports the opinion.
 - » The first body paragraph includes evidence of how quickly the wife asks for a new, more outrageous wish.

Note

If colored highlighters are available, you may ask students to highlight each specific element in the essay with a different color marker as you discuss it.

- » The second body paragraph includes evidence of how the fisherman should have noticed the change in the sea each time he went to ask the magic fish to grant a wish.
- The Structure of a Persuasive Essay Poster lists that the concluding paragraph should attempt to persuade the reader to agree with the opinion, and includes one final thought for the reader. Turn to the Example Persuasive Essay. The opinion from the introductory paragraph is indeed restated in the first sentence of the concluding paragraph. The next sentence attempts to persuade the reader to agree with the opinion presented. Finally, the essay concludes with something for the reader to think about—be careful what we wish for.

Introduce Rubric for Unit Project

15 minutes

- Display the Persuasive Essay Rubric, as students refer to Activity Page 3.4 and compare it to the Structure of a Persuasive Essay Poster.
- Remind students that a rubric is a tool to help you when you write. A rubric serves as a guide for ensuring you include necessary pieces in an essay. This rubric will help in writing the persuasive essay. It shows how writing will be assessed for this project.
- Explain that information in the "Exemplary" column of the rubric is very similar to the Structure of a Persuasive Essay Poster. Refer to both documents as you read the "Exemplary" column of the rubric aloud. Indicate where each element is included and how it is included in the Example Persuasive Essay. Remind students that they should always aim to have their writing match the information listed in the "Exemplary" column.
- Refer to the "Exemplary" column descriptions which explain what writing should include to be a high quality persuasive essay, and have students notice the strength of the descriptions decreases as you move from left to right.
- First read the entire example essay aloud to have the story fresh in your mind.
- Think aloud as you evaluate the example essay using the descriptions in each row of the rubric, and note revisions in the text. Have students make evaluative judgments with you and make recommendations for revisions when needed.
 - Read the description for the first row for the Introduction from the "Exemplary" column to identify the goal: "Opinion is clearly stated."
 - Read aloud the first paragraph, looking for evidence that the opinion is clearly stated: *Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, "The Fisherman and His Wife," a fisherman asks a magic fish to grant his greedy wife's wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.*

- The last sentence clearly states the opinion: *The fisherman is a fool and should have acted differently in the story.* This opinion is clearly stated because it is obvious to the reader how the writer feels about the fisherman.
- Tell students that they will examine their writing using the rubric in later lessons.

Wrap-Up

- Have students share with a partner what each of the four paragraphs of the persuasive essay should include.

Persuasive Essay Rubric				
	Exemplary	Strong	Developing	Beginning
Introduction	Opinion is clearly stated.	Opinion is stated.	Opinion is stated but is unclear.	An opinion is not stated.
	The hook effectively grabs the reader's attention.	The hook only partially grabs the reader's attention.	The hook does not grab the reader's attention.	A hook is not included.
	The topic or text the essay is based on is briefly introduced with relevant details, such as main characters, setting, plot summary.	The topic or text the essay is based on is introduced with some details.	The topic or text the essay is based on is introduced with few or no details.	The topic or text the essay is based on is not introduced.
Body	All reasons in the body paragraphs support the opinion.	Most reasons in the body paragraphs support the opinion.	Some reasons in the body paragraphs support the opinion.	Few or no reasons in the body paragraphs support the opinion.
Conclusion	Opinion is restated in a different way from the introductory paragraph.	Opinion is restated in the same way as in the introductory paragraph.	Opinion is restated in an unclear way.	Opinion is not restated.
	An effective statement is included to persuade the reader to agree with the opinion.	A statement to persuade the reader to agree with the opinion is included, but is not fully convincing.	A statement to persuade the reader to agree with the opinion is included.	No statement to persuade the reader is included.
	The conclusion provides one final new thought about the opinion.	The conclusion provides one final thought about the opinion.	The connection of the final thought to the opinion is unclear.	No final thought is included.

Persuasive Essay Rubric				
	Exemplary	Strong	Developing	Beginning
Structure of the piece	All sentences in paragraphs are presented logically	Most sentences in paragraphs are presented logically	Some sentences in paragraphs are presented logically	Connections between sentences in paragraphs are confusing
	All information has been paraphrased	Most information has been paraphrased	Some information has been paraphrased	Little information has been paraphrased
	All transition words or phrases are used appropriately	Most transition words or phrases are used appropriately	Some transition words or phrases are used appropriately	Transition words or phrases are not used

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 3.2 to read and complete for homework.

Lesson 4

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Whole Group: Chapters 4 and 5 “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures” Word Work: <i>Tilting at Windmills</i>	40 min. 5 min.	Answer Key for Activity Page 3.2; Activity Pages 3.2, 4.1–4.3, SR.1; <i>Adventures of Don Quixote</i>
Grammar Introduce Pronoun Subject-Action Verb Agreement	15 min.	Pronoun Subject-Action Verb Agreement Poster; Pronoun Subject-Action Verb Agreement Chart; Activity Page 4.4
Morphology Practice Suffix <i>-ness</i>	15 min.	Suffixes Poster; Activity Page 4.5
Writing Write an Opinion Supported by Reasons and Evidence	15 min.	Activity Page 4.6
Take-Home Material Reading; Grammar; Writing	*	Activity Pages 4.3, 4.4, 4.6

Primary Focus of Lessons

- Reading:** By the end of this lesson, students will be able to identify Sancho Panza and some of his character traits, and describe some of the adventures he and Don Quixote have.
- Grammar:** By the end of this lesson, students will be able to make a pronoun subject and action verb agree in the present tense.
- Morphology:** By the end of this lesson, students will have gained additional practice in identifying, defining, and using root words and words with the suffix *-ness*.
- Writing:** By the end of this lesson, students will be able to write an opinion about an excerpt from *Adventures of Don Quixote*.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read to learn who Sancho Panza is and what types of adventures he and Don Quixote have.

- This lesson contains a *Think Pair Share* activity. *Think Pair Share* activities encourage student participation in class discussions by having them think through their answers to questions, rehearse their responses silently and through discussion with a peer, and share their responses aloud with the class. It is recommended that you model the *Think Pair Share* process with another adult (or a student with strong language skills) the first time you use it, and continue to scaffold students to use the process successfully throughout the year. In *Think Pair Share* activities, you will begin by asking students to listen to the question you pose. You will then allow students some time to think about the question and their response. Next, you will prompt students to discuss their response in pairs. Finally, you will select several students to share their responses with the class.

Grammar

- Prepare and display the following Pronoun Subject-Action Verb Agreement Poster. Alternatively, you may access a digital version in the digital components for this unit.

Pronoun Subject	Agreement for Action Verb in the Present Tense
I, we, you, they	does not change
he, she, it	add –s or –es to the verb

- Prepare and display the following Pronoun Subject-Action Verb Agreement Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Pronoun Subject		Action Verb	Agreement
Singular	I	dub	
	you	sing	
	he	rush	
	she	march	
	it	fly	
Plural	we	jump	
	you	go	
	they	swim	

Materials

- Answer Key for Activity Page 3.2
- Activity Pages 3.2, 4.1–4.3, SR.1
- *Adventures of Don Quixote*

Note

Permit students to scan the last page of Chapter 3 in their Reader to refresh their memory, if necessary.

Morphology

- Write the following words on the board/chart paper: *steadiness, emptiness, greatness, drowsiness, crispness, brightness.*

Writing

- Prepare and display an enlarged version of Activity Page 4.6. Alternatively, you may access a digital version in the digital components for this unit.

READING

45 minutes

Whole Group: Chapters 4 and 5 “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures” 40 minutes

Review

5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 3.2, which was assigned for homework.
- Review information from the previous lesson(s) by asking the following questions:
 - Ask students to give some examples of the ways in which Don Quixote’s reading of books about knights “tinted and transformed,” or influenced and changed his view of things.
 - » Answers may vary, but may include that he adds de la Mancha to his name because another knight, Amadis de Gaula, adds the name of his country to his name; he decides that he needs to find a lady-love; he sees an inn and believes it is a castle; he hears someone blowing a horn to herd pigs and he thinks it is someone announcing his arrival at the castle; he believes the innkeeper is a lord who can dub him a knight.
 - Ask students to think back to the ending of the last chapter that they read in their reader which describes what happens after Don Quixote leaves the inn and encounters the group of merchants and their servants. What happens when his neighbors see him as they are traveling on the same road?
 - » They take him home. His friends are worried that he is crazy, so they take care of him and burn his books about knights.

Introduce the Chapters

5 minutes

- Tell students they will read chapters 4 and 5, “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures.”
- Have students turn to the table of contents, locate Chapter 4, and then turn to the first page of Chapter 4.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *spoil*.
- Have them find the word at the end of the second paragraph on page 10 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *spoil*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 4.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **spoil, *n.*** something valuable that is stolen or taken by soldiers or thieves (**spoils**) (10)
2. **afield, *adv.*** off the right course; far from the starting point (10)
3. **friar, *n.*** a male member of a religious group who studies or teaches about Christianity; similar to a monk (**friars**) (12)
4. **dromedary, *n.*** a one-humped camel (**dromedaries**) (12)
5. **bewilder, *v.*** to confuse (12)
6. **enchanted, *adj.*** magical or charmed (13)
7. **basin, *n.*** a shallow bowl (13)
8. **ardent, *adj.*** having or showing very strong feelings (14)
9. **mercy, *n.*** kind or forgiving treatment by someone in power (14)

Vocabulary Chart for Chapters 4 and 5 “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	friar dromedary	spoil afield bewilder enchanted basin ardent mercy
Spanish Cognates for Core Vocabulary	dromedario	encantado ardiente
Multiple-Meaning Core Vocabulary Words		spoil
Sayings and Phrases	the good old days crystal clear free-for-all house call	

- Read the purpose for reading from the board/chart paper:

Read to learn who Sancho Panza is and what types of adventures he and Don Quixote have.

Read “Don Quixote and Sancho Panza Have Some Strange Adventures” and “More Strange Adventures”
 20 minutes

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

4. Don Quixote and Sancho Panza
Have Some Strange Adventures

A THE next two weeks were rather quiet at home. The priest and the barber spent long hours chatting with their friend, just as they had in the good old days. Everyone thought the insanity was gone now. What no one knew was that sometime during those days Don Quixote had talked to a neighbor, usually a sensible man, and had filled his head with crazy ideas.

His name was Sancho Panza. He was short and stout, a simple man who didn't know how to read and write. Sancho was a poor farmer with a wife, a son, and a daughter. He loved his family and worked hard. But now his neighbor—who knew a lot—was promising great things if Sancho went traveling with him. “In the old days,” Don Quixote had said, “knights won islands and kingdoms. They gave them to their squires to govern. I plan to do the same with you, Sancho, if you become my squire.”

Sancho thought this over and over. An island to govern! He said to himself: “I'd be rich! I'll never have anything if I stay home and work nonstop for the rest of my life! I can send money to my family from the island.”

So it was that, late one night, without saying good-bye to wife or children, niece or housekeeper, the two adventurers left unnoticed. Don Quixote was again on his Rocinante; Sancho rode the only mount he had, a grayish donkey he called Rucio because of its color. On his master's advice, the squire had taken big saddlebags full of food and other provisions. They rode all night and stopped only at dawn, when they were sure they couldn't be found.

Sancho's mind was fixed on one thing: that island. How

B

A [Have students read the chapter title and page 9 silently, stopping before the last line on the page.]

B *Literal* Who is Sancho Panza and what does Don Quixote persuade him to do? Why?

- » Sancho is Don Quixote's neighbor, a simple man who cannot read or write and who is poor. Don Quixote persuades Sancho to leave with him as his squire, seeking adventure. Sancho thinks he will become rich.

Support What is a squire?

- » A squire is a young man who is training to be a knight and who becomes a knight's servant while training.

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Sancho Panza	/son*choe/ /pon*sə/
Rucio	/roo*see*oe/

A [Have students silently read from the last line on page 9 to the bottom of page 10, stopping before the last line on the page.]

B *Literal* What does Don Quixote think he sees on their journey, and what does he intend to do with them? What does he actually see?

» He thinks he sees 30 or more giants, and he intends to fight them. He actually sees windmills.

Support Windmills are very large machines that create energy by having large sails or paddles capture wind, turning the arms of the windmill.

Support The phrase *crystal clear* is used to refer to something that is very clear, or easy, to see or understand. Crystal is a type of glass that is often clear and easy to see through.

C *Literal* What does Sancho think the windmills are?

» He thinks they are windmills.

Challenge What does it tell you about Sancho when he sees windmills where Don Quixote sees giants?

» Unlike Don Quixote, who is idealistic, Sancho is realistic and sees things for what they are.

D *Literal* What happens in the end and what is Don Quixote's interpretation of what happened?

» Don Quixote and Rocinante get flung to the ground. Don Quixote's explanation of what happened is that an old enemy who is a wizard changed the giants into windmills at the last minute because he did not want Don Quixote to defeat the giants.

A long would it be in coming? he wanted to know. It could be any time, maybe within six days, his master said.

B On the road again after a while, they caught a glimpse of thirty or forty windmills, a common sight in those parts. Don Quixote thought this was wonderful.

"Look yonder, Sancho; there are thirty or more monstrous giants. I shall engage them in fierce combat. And when I win, Sancho, we'll be on our way to riches with the spoils."

"What giants, Your Grace?" asked Sancho.

"Those yonder, those with the long arms," his master replied.

"But, Your Grace, they're not giants. They're windmills!" Sancho warned. "There are no arms, just the sails going with the wind."

"It is crystal clear, Sancho, that you don't know what you're saying," Don Quixote affirmed. "If you are afraid, stand to the side. Let me fight them alone."

C "Master, master . . . they are windmills!" Sancho repeated urgently. "They are not giants, master. THEY ARE WINDMILLS . . . WINDMILLS!"

The knight didn't hear his squire's urgent cries. He rushed toward the windmills, challenging and insulting the big white things all the while. Just then, the wind blew and the sails began to go around. "You don't frighten me!" he told them. At Rocinante's fastest gallop, he charged and lanced a sail. The wind made the sail go furiously: horse and knight were flung to the ground far afield.

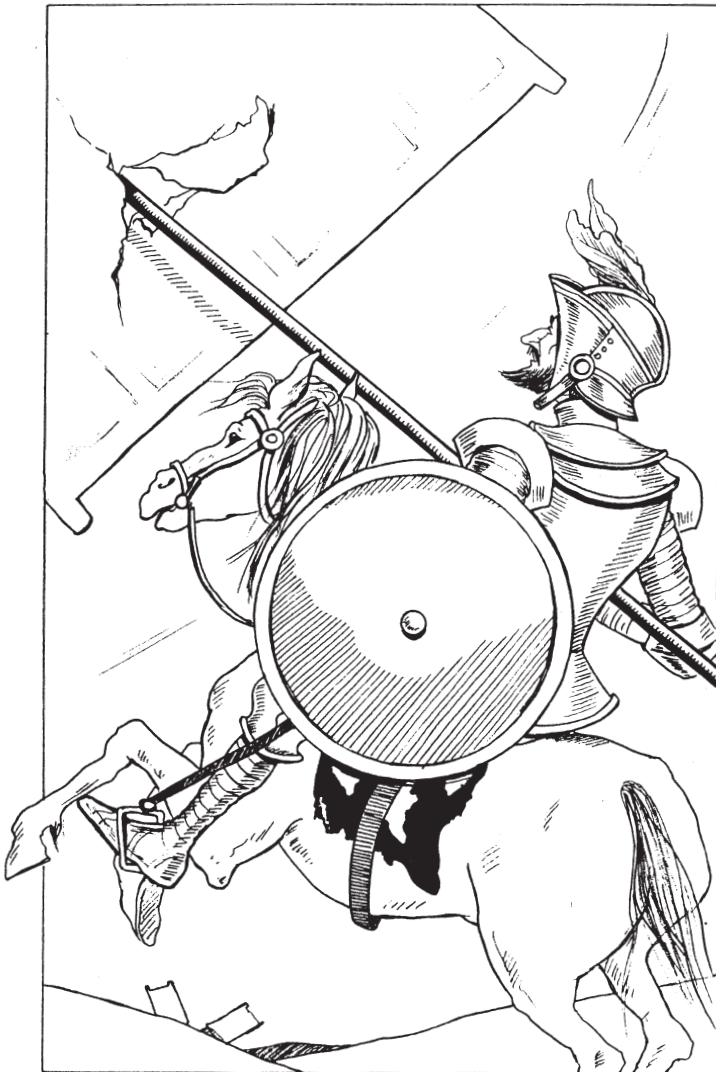
Sancho rushed to help. "God in heaven! Didn't I tell you, master, they were windmills?"

"Hush, Sancho, my friend. Matters of war, more than others, are subject to change," Don Quixote told him. "It was my old enemy the wizard Frestón who turned the giants into windmills. He did not want me to win."

D "May it be the Almighty's will," said a resigned Sancho as he helped his master rise and mount poor, bruised Rocinante.

That night, the knight and his squire camped in a

E



At Rocinante's fastest gallop, he charged and lanced a sail.

E [Encourage students to reflect on the image on page 11 and how it conveys a sense of the ridiculousness that occurs when reality collides with what Don Quixote thinks.]

A [Have students silently read the last line on page 10 and all of page 12.]

B Literal Describe the misunderstandings on Don Quixote’s part and the series of events that take place when Don Quixote and Sancho Panza head to Lápice.

» Don Quixote thinks that some men he sees on the route are wizards trying to kidnap passing stagecoach passengers—whom he thinks are a “princess with her ladies in waiting.” Fighting breaks out between the horsemen accompanying the stagecoach and Don Quixote and Sancho Panza. One of the horsemen is ready to charge and kill Don Quixote, but suddenly falls off his horse, at which point Don Quixote prepares to go after the fallen horseman. But a female stagecoach passenger begs Don Quixote to spare the horseman’s life. Don Quixote agrees only because he thinks the passenger is a princess. He tells the horseman that he must go tell Dulcinea that he was defeated by Don Quixote in her honor.

Support What does Don Quixote actually see on the route?

» Two friars or holy men, riding on mules, and a stagecoach with passengers accompanied by horsemen.

Support What does Don Quixote think he sees on the route?

» He thinks the friars are wizards trying to kidnap a princess and her ladies.

Support The phrase *a free-for-all* refers to an uncontrolled fight or competition.

Support Does Don Quixote take revenge on the fallen horseman when he has a chance? Why not? What does he do instead?

» Since the lady in the coach begs that he not kill the horseman, he does not take revenge. Instead, he tells the horseman that he must go tell Dulcinea that he was defeated by Don Quixote in her honor.

Challenge What do the friars, stagecoach passengers, and horsemen think about Don Quixote and what has happened? Why?

» They are all confused and bewildered as to why Don Quixote attacked them and what he is talking about when he tells the horseman to go find Dulcinea to say he was defeated in her honor. Don Quixote’s appearance, behavior, and the way he talks (as if he were a knight) are all very odd and not normal.

A nearby forest. The next day, they headed for the mountain pass of Lápice. There would be a lot of adventure there, for sure. A couple of friars riding mules (to Don Quixote, “horses as big as dromedaries”) were approaching. Behind them, but not with them, came a stagecoach escorted by four or five horsemen. A lady, traveling with her maids, was on her way to Seville to meet her husband.

“Aha, I have them now,” Don Quixote said to himself. And then to the friars: “You wicked wizards, you won’t be able to kidnap that lovely princess and her lovely ladies in waiting!”

“Sir, we are two innocent friars; we haven’t kidnapped anyone,” one of them protested.

“That’s a disguise,” Don Quixote said, “but you can’t hide from me.”

The horsemen accompanying the women were not about to let anyone block the road. There was fighting, a tremendous free-for-all. Poor Sancho got a mean beating. The worst part, though, was when one of the horsemen, a huge fellow, decided to go after Don Quixote. It was clear that he intended to kill the strange old man—but as he was about to charge, he fell off his horse. It was the knight’s day and he was ready to take revenge.

“Sir Knight, we beg you, don’t kill him!” the lady in the stagecoach cried.

Don Quixote stopped, went to the carriage, and ceremoniously said to her:

B “I am sparing the man’s life, most gracious princess, only because Your Highness has asked.”

He commanded the fallen man: “You must now go to El Toboso to tell the most beautiful woman in the world, my lady Dulcinea, that I, the brave Don Quixote de la Mancha, defeated you to honor her.”

This was one more thing to bewilder everyone, especially the horseman. Knights knew about paying homage to a lady, but he did not. And besides, who was this “lady” Dulcinea? Where was she? Neither the horseman nor anyone else dared to ask.

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Lápice	/lop*ee*sae/
El Toboso	/el/ /təb*oe*soe/

5. More Strange Adventures

C KNIGHT and squire were on the road again when it started raining. A man with a shiny object on his head was coming toward them.

“Sancho, my friend, I am in luck,” said Don Quixote. “I see the golden helmet of Mambrino on that man’s head. That helmet is very valuable, you know.”

“What golden helmet, my master?” Sancho asked. “I see something shiny, but that’s no helmet.”

“Sancho, you know nothing of knighthood! It may not look like a helmet to you, but to me . . . oh, I recognize it . . . the enchanted helmet I shall claim for myself.”

Don Quixote charged. The man, scared to death, fell off his donkey and ran for his life.

The knight managed to untie his own headpiece, and put on the “helmet.” It was too big, and a piece of it was missing. This was no golden helmet, of course, but a brass barber’s basin. The barber was on his way to a house call; he’d worn the basin to protect his head from the rain.

“Oh, some ignoramus has melted a piece of this precious helmet for the gold,” Don Quixote said. Sancho wanted to laugh but was afraid to; he’d seen his master get angry, and that could mean trouble. He wanted to laugh because this, like all barber’s basins, had been made with a half-moon carved out to fit comfortably against the curve of a man’s neck.

E Knight and squire rode peacefully for a while, until they saw a gang of twelve chained men coming in their direction, with two guards in front and two in back. Sancho said they were prisoners on their way to do hard labor on

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Mambrino	/mom*bree*noe/

- C** [Have students read page 13 to the end of the paragraph ending with “. . . the curve of a man’s neck.”]
- D** *Literal* What does Don Quixote think he sees on this stage of their journey?
- » He thinks he sees a man wearing an enchanted, or magical, helmet.
- Literal* What does Sancho see?
- » He sees a barber riding a donkey and wearing a basin on his head to protect it from the rain.
- E** [Have students read the last paragraph on page 13 silently and continue reading pages 14 and 15.]

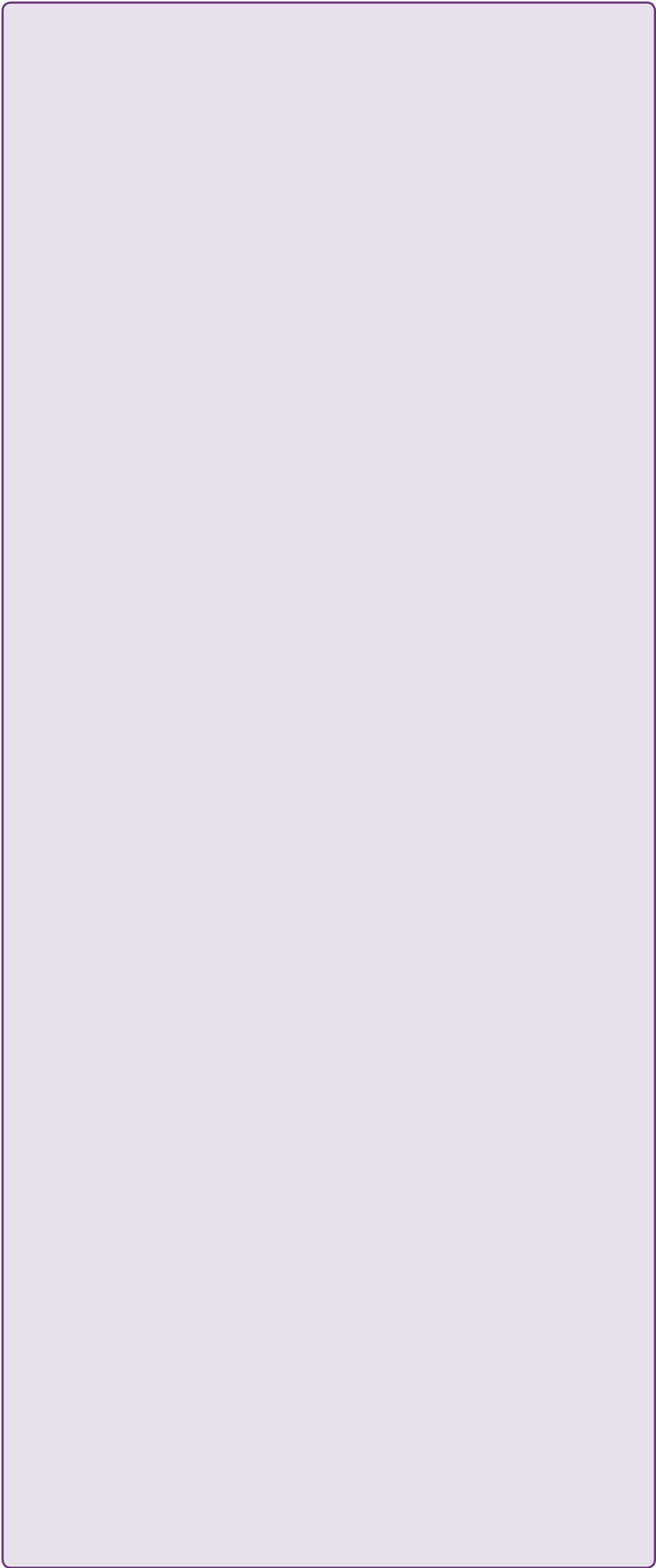
- A** [Have students read the remainder of pages 14 and 15.]
- B** *Literal* Summarize the “adventure” experienced by Don Quixote and Sancho Panza in this chapter.
- » Don Quixote and Sancho Panza encounter a group of prisoners being led by guards to work on the king’s ships. Hearing that the prisoners don’t want to be forced to work on the ships, Don Quixote attacks the guards and frees the prisoners, only to end up being attacked by the prisoners throwing stones at him when he tells them to go tell Dulcinea that he set them free in her honor. The guards are also angry and they attack Don Quixote and Sancho Panza.
- Support** What do Don Quixote and Sancho see on this part of their journey?
- » They see 12 prisoners chained together, being taken by guards to do hard labor, and they do not want to go.
- Support** Why does Don Quixote say, “I will never let that happen!”?
- » As a knight following the code of chivalry, he has vowed to protect the weak and right all the wrongs he sees; he believes it is wrong to force the prisoners to do something they don’t want to do.
- Support** Why do the prisoners throw stones at Don Quixote?
- » He expects them to carry their chains and go tell Dulcinea that Don Quixote freed them in her honor.
- C** *Inferential* In a previous lesson, you learned that *meddling* means interfering in someone else’s business. What is Don Quixote doing here that shows he is meddling?
- » He interferes with the guards and the prisoners, which results in the prisoners being set free.

- A** the king’s galley ships. “They’ll have to row those ships,” he said. “I’ve heard that prisoners dread the big oars.”
- “Do you mean they’re going against their will?” asked Don Quixote. “I will never let that happen!”
- The knight stopped the group and asked a number of questions. One was a robber, another a horse thief; a third was an embezzler. The worst criminal of all, with a record of many bad deeds, was a very cocky and arrogant man named Ginés de Pasamonte.
- “You men are being punished for your bad behavior,” Don Quixote told the convicts, “but since I know you don’t want to go where you’re being taken, I’ll ask this guard to set you free.”
- “That’s just what we need now!” exclaimed the guard. “Sir, we don’t have the authority to set them free. Go with God, and stop looking for trouble.”
- “You’re the one looking for trouble,” Don Quixote said as he attacked the guard. The other guards came to defend their colleague . . . and the criminals broke loose.
- “Hear, all you newly free men, you must pay me for the favor I’ve done you,” said Don Quixote to the scattering men. “Go to El Toboso and show the chains to my lady Dulcinea. Tell her, step by step, how I, her ardent suitor, the brave Don Quixote de la Mancha, set you free. After that, you may go wherever you want.”
- “We can’t all go together,” said Ginés de Pasamonte. “We’d be caught again. And as for taking up those chains once more, you must be joking! That’s out of the question!”
- B** “Well, then, Ginés, you shall do it alone, in everybody’s name,” Don Quixote said.
- “Oh, yes? I shall do this, and this, and this,” he said as he threw stones at Don Quixote. He motioned for the other convicts to do the same. A shower of stones for Don Quixote and Sancho was the reward. Then the criminals all fled, each in a different direction.
- C** Squire and knight, as well as their mounts, were thrashed without mercy by the angry guards. Don

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Ginés de Pasamonte	/hee*naes/ /dae/ /pos*om*oen*tæ/

Quixote was extremely sad. Such ingratitude! he thought—and from the very people he had helped the most. He recovered quickly, however, and his thoughts soon turned again to other ways he could help people in need.



Discuss the Chapters and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapters:

1. **Literal** Turn to Activity Page 4.2 (Character Chart: Sancho Panza). What type of information should be put in the box labeled “Physical Description” for Sancho Panza? [Have students record information about Sancho Panza’s physical description from Chapter 4 and write it in the appropriate box. Remind students they will add information to this chart as they read the story.]
 - » He is a poor farmer who is short and stout.
2. **Inferential** What are some character traits for Sancho Panza that are revealed in Chapters 4 and 5? [Have students record this answer in the “Character Trait” boxes on Activity Page 4.2.]
 - » Answers may vary, but should include that he is realistic, or sees things the way they actually are; and that he is loyal.
3. **Evaluative** What evidence from the text leads the reader to conclude that Sancho Panza is realistic and loyal? Record this information in the “Evidence from Text” column. Be sure to record the page or pages on which you found the information.
 - » Answers may vary, but for “realistic” may include that he sees the windmills rather than the giants Don Quixote sees (page 10); and he sees a barber wearing a basin instead of the enchanted helmet Don Quixote sees (page 13).
 - » Answers may vary, but for “loyal” may include that he leaves his family and travels with Don Quixote (page 9); and he stays with Don Quixote when the angry prisoners throw stones at them after they are freed, and as the guards thrash them without mercy (page 14).
4. **Challenge** What additional examples are provided in the two chapters you just read that provide additional evidence that Don Quixote is idealistic and committed to living by the code of chivalry? Use evidence from the text.
 - » Answers may vary, but may include that whenever Don Quixote is confronted with situations that he believes are wrong or unfair, he gets involved to “defend the weak” or those in trouble (passengers in the stagecoach, prisoners being taken to the ships; even after the beatings with the prisoners and guards, “his thoughts soon turned again to other ways he could help people”) and he continues to want to pay homage to Dulcinea (asking those he defeats to go to tell her of his victories).

- Have students take home Activity Page 4.3 to read and complete for homework.

Word Work: *Tilting at Windmills*

5 minutes

1. Don Quixote’s attack on the windmills, described in one of the chapters you just read, has given rise to the expression, *tilting at windmills*, where the word *tilting* means the same thing as jousting or doing battle.
2. Don Quixote incorrectly thought that the windmills were giant enemies. Inspired by his idealistic values and the code of chivalry, he attacked the windmills. Despite his good intentions, Don Quixote’s attack was useless and he ended up being thrown to the ground.
3. The expression *tilting at windmills* is still used to describe when someone takes on an impossible task, often for idealistic values or good reasons. For example, *I argued with the airline company that I deserved a refund when I was not able to use my ticket the day I got sick. After talking to three airline officials who refused to refund my ticket, I realized I was tilting at windmills.*
4. **Think Pair Share** Have you ever taken on a difficult task or fought for a good cause, but then realized that no matter what you did, it would be impossible to succeed? Think about the difficult task or good cause you were fighting for and then talk to your partner about it using the phrase *tilting at windmills* to describe when you realized you would not succeed. Use the phrase *I realized I was tilting at windmills* when you talk to your partner.
5. [Ask two or three pairs to share their responses. If necessary, guide and help students to use the phrase correctly.]
6. What’s the saying we have been talking about?
» *tilting at windmills*

Note

Today’s Word Work departs from the usual practice of selecting a vocabulary word from the chapter to instead highlight a popular, modern idiom derived from Don Quixote’s adventures.

GRAMMAR

Introduce Pronoun Subject-Action Verb Agreement

15 minutes

- Tell students that in the previous lesson, they learned about noun subject-verb agreement for action verbs. Remind them that they learned the form of the present tense action verb changes depending on whether a noun subject is singular or plural. While the verb form for plural noun subjects doesn’t change, it is necessary to add –s or –es to an action verb for singular noun subjects. So we say “The boys and girls run,” but “The girl runs.”
- In this lesson, students will learn about pronoun subject-action verb agreement and when it is necessary to add –s or –es. Remind students that pronouns are words like *I, we, you, he, they*, etc.

Materials

- Pronoun Subject-Action Verb Agreement Poster
- Pronoun Subject-Action Verb Agreement Chart
- Activity Page 4.4

Note

Unlike nouns in which the number of the subject (singular/ plural) determines when –s or –es is added, when pronouns are used as subjects, the person (first, second, third) determines when –s or –es is added. This information is for teacher reference only.

Note

Remind students about spelling patterns with –es learned in earlier grades:

- For words ending in ‘s,’ ‘sh,’ ‘ch,’ ‘x,’ ‘z,’ add –es.
- For words ending in ‘y,’ change ‘y’ to i’ and add –es.

Materials

- Suffixes Poster
- Activity Page 4.5

- Direct students’ attention to the Pronoun Subject-Action Verb Agreement Poster you prepared in advance. Read through the poster. Point out that it is only necessary to add –s or –es to verbs used with the pronouns *he*, *she*, and *it*.

Pronoun Subject	Agreement for Action Verb in the Present Tense
I, we, you, they	does not change
he, she, it	add –s or –es to the verb

- Direct students’ attention to the Pronoun Subject-Action Verb Agreement Chart you prepared in advance. Review the chart, identifying how to make the subject and verb agree using the following as a reference.

Pronoun Subject		Action Verb	Agreement
Singular	I	dub	I dub
	you	sing	you sing
	he	rush	he rushes
	she	march	she marches
	it	fly	it flies
Plural	we	jump	we jump
	you	go	you go
	they	swim	they swim

- Ask students to help you orally extend the example *they swim* into an expanded complete sentence.
 - Answers may vary, but should reflect the correct use of *they swim* and be an expanded complete sentence.
 - For example, *They swim laps in the pool for exercise.*
- Continue in the same manner asking students to create an expanded complete sentence correctly using *he rushes*.
- Have students turn to Activity Page 4.4. Briefly review together the directions and the first completed example in both the chart and expanded sentence section on the back of the page. Tell students to complete the next item in the chart, as well as create another expanded sentence. Circulate around the room to be certain that students understand the directions. Tell students to complete the remainder of the activity page for homework.

MORPHOLOGY

15 minutes

Practice Suffix –ness

- Refer to the Suffixes Poster you displayed in the classroom. Review what a suffix is and review the suffix –ness that you added to the poster in Lesson 2, as well as its meaning: “the state or condition of being.” Remind students that –ness, which is usually added as a suffix to adjectives, changes the word to a noun.

- Refer students to the word list on the board/chart paper. Call on one student to read the words aloud—*steadiness*, *emptiness*, *greatness*, *drowsiness*, *crispness*, *brightness*.
- Model aloud how to think about the meaning of the word *steadiness*: “Something that is steady is still or stable. So *steadiness* means the state or condition of being still or stable.
- Tell students you will read some sentences aloud, but will leave a word out. Students must listen carefully and decide which word on the board correctly completes the sentence.
- Read the following sentences aloud and ask students to identify the missing word for each:
 - The _____ of the field when I showed up for practice made me stop to think if I had the wrong day or time. (*emptiness*)
 - Throughout the game, one particular player showed _____ with his exceptional skill, positive attitude, and focus. (*greatness*)
 - The _____ with which the server carried the full tray of food and drinks allowed him to reach our table without spilling anything. (*steadiness*)
- Have students turn to Activity Page 4.5. Briefly review the directions, complete the first sentence as a group, and then have students complete the remainder independently.
- Collect Activity Page 4.5 to review and grade at a later time.

WRITING

15 minutes

Write an Opinion Supported by Reasons and Evidence

Review Opinion and Fact

- Review the definitions of *opinion* and *fact*: an opinion is a personal view or belief, whereas a fact is true and can be proven.
- Tell students that they have learned about characters in *Adventures of Don Quixote* through dialogue and actions. Remind students that dialogue is what characters say. Sometimes characters’ thoughts serve as dialogue to themselves. Actions are what characters do or how they respond to others.
- Display the enlarged version of Activity Page 4.6.

Materials

- Activity Page 4.6

- Explain that the activity page contains four excerpts from *Adventures of Don Quixote*. Students will use each excerpt to write a one-sentence opinion about Don Quixote based on the actions and dialogue described in that excerpt. Students will provide a reason for their opinion that is supported by evidence from the excerpt.
- Point out that there is a prompt for each excerpt to guide them in stating an opinion.
- Model how to fill out the first row of Activity Page 4.6: read aloud the excerpt and then provide students with an oral one- or two-sentence summary of the excerpt.
 - For example, “In this excerpt, Don Quixote attacks mule drivers for trying to remove his armor from a water trough. The mule drivers just wanted water for their thirsty animals.”
- Think aloud how to form an opinion about this character action. For example, “It isn’t very nice for Don Quixote to attack people. He should have talked to them and asked them to wait while he removed his armor so the animals could get to the water.”
- Write your model opinion on the appropriate line on the activity page: *Don Quixote was wrong to attack the mule drivers.*
- Think aloud how to form a reason for the opinion. For example, “What is my reason for thinking Don Quixote was wrong to attack the mule drivers? I think Don Quixote should have talked to the mule drivers first. He does not give the mule drivers a chance to talk about it before attacking them. It’s better to solve problems with words than through fighting.”
- Write the reason for your opinion on the appropriate line on the activity page: *Don Quixote was wrong to attack the mule drivers because he did not give the mule drivers a chance to talk before attacking them.* Note that you have restated the opinion and then written your reason after the word *because*.
- Think aloud how to gather evidence from the text to support the reason for your opinion. Model how to skim the text. You may wish to highlight or underline evidence on the enlarged version of Activity Page 4.6.
- Evidence may include:
 - Then a second mule driver came to the water tank. But before he could even touch the armor, Don Quixote attacked him, this time in complete silence.
- Write the evidence from the text on the appropriate line on the activity page, reminding students that they should either paraphrase (write in their own words) or use quotation marks when including evidence from a text. You may wish to paraphrase the evidence as: *Don Quixote attacks a mule driver without even saying anything.* I know this because on page 4 the text says, “Don Quixote attacked him, this time in complete silence.”
- Have students work on the next excerpt independently or in pairs, as you circulate throughout the classroom.

- **Feedback** Guide students who are struggling to read the last paragraph of the excerpt aloud and to discuss the consequences of Don Quixote’s behavior. To wrap up the lesson, have students describe how to properly include evidence from a text—how to paraphrase and how to quote.
- Have students complete the third and fourth excerpts for homework.

TAKE-HOME MATERIAL

Reading; Grammar; Writing

- Have students take home Activity Page 4.3 to read and complete for homework.
- Have students take home Activity Page 4.4 to complete for homework.
- Have students take home Activity Page 4.6 and complete the third and fourth excerpts for homework.

Materials

- Activity Pages 4.3, 4.4, 4.6

Lesson 5

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Small Group: Chapters 6–8 “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” Word Work: <i>Deceive</i>	40 min. 5 min.	Answer Key for Activity Page 4.3; Activity Pages 4.3, 5.1–5.3, SR.1; <i>Adventures of Don Quixote</i> ;
Writing Write a Claim	45 min.	Essay Prompt; Persuasive Essay Rubric; Example Persuasive Essay; Activity Pages 4.6, 5.4
Take-Home Material Reading	*	Activity Page 5.3

Primary Focus of Lessons

Reading By the end of this lesson, students will be able to describe how Don Quixote and Sancho return home, how they meet Samson, and what happens when they meet Dulcinea.

Writing By the end of this lesson, students will be able to write an opinion, stating a claim that they will argue in their persuasive essay.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit:

Read to learn how Don Quixote and Sancho return home and what happens when they meet Dulcinea.

Writing

- Write the prompt for this writing project on the board/chart paper.

Do Don Quixote’s good intentions justify his actions?

- Display the Example Persuasive Essay from Lesson 3. Alternatively, you may access a digital version in the digital components for this unit.
- Display the Persuasive Essay Rubric from Lesson 3. Alternatively, you may access a digital version in the digital components for this unit.
- Prepare and display an enlarged version of Activity Page 5.4, the Essay Prompt, as shown here. Alternatively, you may access a digital version in the digital components for this unit.

Essay Prompt: <i>Do Don Quixote’s good intentions justify his actions?</i>		
	1st Draft	Revised
Opinion (Restate the prompt and answer it <i>yes</i> or <i>no</i> .)		
Reason (What is one reason why you chose <i>yes</i> or <i>no</i> ?)	1.	
Evidence (What examples from the text support your opinion and reason?)	1.	
	2.	

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will be asked to read the selection and when. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Grammar

- Collect Activity Page 4.4 to review and grade at a later time as there is no grammar lesson today.

Materials

- Answer Key for Activity Page 4.3
- Activity Pages 4.3, 5.1–5.3, SR.1
- *Adventures of Don Quixote*

READING

45 minutes

Small Group: Chapters 6–8 “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” 40 minutes

Review 5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 4.3, which was assigned for homework.
- Review information from the previous lesson by asking the following questions:
 - Who are the two members of Don Quixote’s household, and who are his two friends?
 - » His niece and a housekeeper are the members of his household, and a priest and a barber are his friends.
 - Describe Sancho Panza and his family.
 - » He is a poor farmer, and he has a wife, a son, and a daughter.
 - In what ways are Don Quixote and Sancho similar to one another?
 - » Answers may vary, but may include that they both like adventures; they both are willing to leave their homes and seek adventure; and they both believe they are going to find something as a result of their adventures.
 - In what ways are Don Quixote and Sancho different from one another?
 - » Answers may vary, but may include that Don Quixote believes he is a knight, whereas Sancho believes he is a squire; Don Quixote is idealistic, whereas Sancho is realistic; and Don Quixote sets out on adventures to right the wrongs he sees and to win the love of Dulcinea, whereas Sancho goes on the adventures to find an island to govern.

Introduce the Chapters 5 minutes

- Tell students they will read chapters 6–8, “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again.”
- Have students turn to the table of contents, locate Chapter 6, and then turn to the first page of Chapter 6.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *confounded*.
- Have them find the word in the last paragraph on page 18 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *confounded*, and then have a student read the definition.

- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 5.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **confounded**, *adj.* terrible or annoying (**18**)
2. **deceive**, *v.* to make someone believe something that is not true; trick or fool (**19**)
3. **fortune**, *n.* luck (**19**)
4. **sexton**, *n.* a person who takes care of church buildings and surrounding property (**21**)
5. **folks**, *n.* people (**22**)

Vocabulary Chart for Chapters 6–8 “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	sexton	confounded deceive fortune folks
Spanish Cognates for Core Vocabulary		confundido fortuna
Multiple-Meaning Core Vocabulary Words		fortune
Sayings and Phrases	safe and sound with all due respect beside himself wrongs to right at last take it in stride	

Read the purpose for reading from the board/chart paper:

Read to learn how Don Quixote and Sancho return home and what happens when they meet Dulcinea.

Establish Small Groups

Before reading the chapters, divide students into two groups using the following guidelines:

✦ **Small Group 1** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students may complete Activity Page 5.2 with your support during reading.

✦ **Small Group 2** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 5.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 5.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner's work after they have completed the activity page
- confer with students individually or as a group at a later time

Over the course of the year, students may change groups, depending on individual students' needs.

*Read “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,”
and “On the Road Again”* **25 minutes**

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

Suggest to students in Small Group 2 that they complete the Challenge question on Activity Page 5.2 if they complete the reading and the rest of the activity page before the class is brought back together at the end of the lesson.

Note

These three chapters will be read again in Lesson 6. On this first reading of these chapters, students will focus primarily on the plot presented in the chapters. In the reread, students will focus more on the author’s craft and on character development.

A [Have a student read the first four paragraphs on page 16 aloud. Alternatively, you may have all students read these paragraphs silently.]

B *Literat* Where did Sancho run into the priest and the barber?

» He met them on the road as he was going to deliver a letter to Dulcinea and they were looking for him.

Literat What is the priest’s reaction when he sees Sancho without Don Quixote?

» He asks if Sancho killed Don Quixote.

Support The phrase *safe and sound* means that Don Quixote is unharmed and free from danger.

C [Have a student read the rest of page 16 aloud. Alternatively, you may have all students read silently.]

D *Inferential* The phrase *with all due respect* is used when someone is going to disagree with, or criticize, someone they do not want to offend. Why do you think Sancho uses that phrase here? [Have students record the answer(s) to question 1 on the activity page.]

» He does not want to offend the priest when he disagrees with him about returning home.

E *Inferential* Why does the barber ask Sancho not to tell Don Quixote that he saw them, and why will they be in disguise? [Have students record the answer(s) to question 2 on the activity page.]

» Answers may vary, but may include that they are afraid that if Don Quixote knows they are waiting for him, he will avoid them so they don’t try to take him home.

6. Back to La Mancha

A ONE day, Don Quixote decided to go into the mountains of Sierra Morena for a while. He wanted to be alone to think of his life and love, to gather his thoughts. Sancho was sent to deliver a letter to Dulcinea.

It was August now, almost a month since they had left home. The priest and the barber had taken to the road to find them. And Sancho ran into them!

“Sancho, where’s your master? You haven’t killed him, have you?” the priest asked.

B “Oh, no, Your Grace. My master is safe and sound deep in that mountain,” Sancho said. “He’s just a little strange sometimes, talking to Lady Dulcinea. You’d think she’s right there next to him.”

C “Well, it is important for the two of you to go back home,” said the priest.

“His estate needs attention; you yourself would be better off helping your wife take care of the fields,” the barber chimed in.

D “With all due respect, you don’t understand,” Sancho said. “Master and I go around righting things that are wrong in the world and fighting evil.”

“Sancho, Sancho, you’re beginning to sound like your master. Of course we understand. That’s why we want both of you to go back home. There are wrongs to right at home, too,” the priest said.

“Sancho, go back to the mountain,” the barber commanded. “Tell your master anything you like, but bring him down from the mountain. We’ll wait at the foot. Don’t tell him you saw us. We’ll be in disguise when you come out.”

E

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Sierra Morena	/see*ae*ro/ / moe*rae*no/

F Sancho went to bring his master. The friends followed a short distance behind. They soon met a runaway young woman, who, after a brief explanation, agreed to help in bringing the old gentleman home. Her assignment: to play a princess, Micomicona, who had come all the way from Africa, seeking Don Quixote's help. The story went like this: Her father had been dethroned by a mean giant. She had heard about Don Quixote's bravery. She knew he was the only one who could help her. When she became queen, she'd give him a huge reward. On hearing the tale, Don Quixote was delighted. Sancho was astonished. (An island to govern, at last! he thought.)

H The group came to an inn. Don Quixote and Sancho went to bed early. In a little while, Sancho ran to the others, who were still up chatting and telling stories.

"Come, everybody! My master just killed the giant, the enemy of Princess Micomicona!" he said.

They ran to the room. Don Quixote was in a rage, stabbing a "giant," shouting, insulting him. "From this day on, Your Highness, you are free. The giant who dethroned your father the King is dead!" he said to the "princess."

The innkeeper was beside himself. He kept the wine for the inn in wineskins, enormous containers made out of animal skins. He stored them in that room. Don Quixote had cut open the wineskins, thinking they were giants. What a loss! Sancho was just as unhappy. His hopes for an island were gone!

The priest and the barber had a wooden cage built in a hurry. It was large enough to hold a person. A few hours later, while the exhausted Don Quixote was still asleep, they grabbed him and put him in the cage. They were disguised, and told Don Quixote he was under a spell. Don Quixote took it all in stride, but Sancho was more than a little suspicious.

They got home in the middle of the day. It was as if the circus had arrived in town! The children ran to tell the housekeeper. Word got to Teresa Panza, Sancho's wife.

F [Have a student read the first paragraph on page 17 aloud. Alternatively, you may have all students read the paragraph silently.]

G *Literal* What is the friends' plan to bring Don Quixote and Sancho home? [Have students record the answer(s) to question 3 on the activity page.]

» They have a woman pretend to be an African princess who needs Don Quixote's help.

H [Have a student read the rest of page 17 aloud. Alternatively, you may have all students read silently.]

I *Literal* What does Don Quixote do to make the innkeeper angry? [Have students record the answer(s) to question 4 on the activity page.]

» He thinks the wineskins, containers for wine, are the giants who hurt the princess's family, so he cuts them, spilling the wine.

Support The phrase *beside himself* means in an extreme state of emotion. What emotion is the innkeeper feeling here?

» He is very angry.

J *Literal* How do Don Quixote's friends finally manage to get him home?

» They put Don Quixote into a large wooden cage while he is asleep and carry him home.

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Micomicona	/mee*koe*mee*koe*no/

A [Have a student read page 18 aloud. Alternatively, you may have students read this page silently.]

B *Evaluative* Contrast the ways Sancho's wife and the women in Don Quixote's household react to their return. [Have students record the answer(s) to question 5 on the activity page.]

» Sancho's wife is curious about what Sancho brought home with him, whereas the women in Don Quixote's household are angry with the books about knighthood that led Don Quixote to leave for his adventures.

A "How's the donkey, husband?" was the first thing she asked.

"In better shape than his owner," Sancho replied.

"Well, husband, what did you bring me? What did you bring the children? Clothing? Shoes?" she asked.

"None of that, woman, but something more valuable," he answered. "The next time my master and I go away, I'll come back governor of an island. You'll be rich."

"I hope so. . . . But, what did you say, what island?" Teresa wanted to know.

"Be in no hurry, wife," Sancho told her. "You'll know at the right time. You'll be called 'Excellency'!"

In the meantime, the niece and the housekeeper had put Don Quixote to bed. He didn't know where he was; he didn't know who they were.

B The priest advised the women to keep an eye on him: he might want to take off again. The women cursed those confounded novels of knighthood for the millionth time.

7. Don Quixote Learns He Is Already Famous

C ONE month had gone by since Don Quixote had come back home, and his friends still had not seen him. The priest and the barber were everyday callers, but they were afraid he might remember past events if he saw either one of them. Sancho, of course, wasn't allowed in the house. And how desperately he wanted to see his master! One day, he almost made it inside, but the niece and the housekeeper caught him trying to sneak in.

"What are you doing in this house, you beast?" yelled the housekeeper. "Haven't you done enough damage yet? You're responsible for taking Master away and doing all those crazy things."

"Evil, forked-tongue housekeeper, the one who's been talked into going is me," he said. "Your master told me a lot of things that weren't true. He even promised to give me an island to govern, and I'm still waiting for it." **D**

"No matter; go away! Go take care of your household and your field," the niece commanded.

Such loud conversation was not missed by Don Quixote. He called Sancho in. "I am sorry, Sancho, that you feel I have misled you," his master told him. "We left together, we traveled together, we suffered together. I did not deceive you intentionally. You must agree that fortune **E** was not with us. Now tell me, what have you heard about me? Tell me everything, without adding or subtracting a word."

"Fine, Your Grace," Sancho said, "but promise me you won't get angry at me."

"I won't; I promise," said the gentleman.

Then Sancho told him. "Well, there are many opinions

19

C [Have a student read page 19 aloud, stopping before the last line. Alternatively, you may have all students read silently.]

D *Literal* Who does the housekeeper blame for Don Quixote leaving his home?

» She blames Sancho.

Literal Who does Sancho blame for not finding an island for him to govern?

» He blames Don Quixote.

E *Inferential* Based on the way in which it is used in this paragraph, what does the word *fortune* mean?

» luck

A [Have a student read the last line on page 19 and all of page 20 aloud. Alternatively, you may have all students read silently.]

B *Inferential* Based on your understanding of the meaning of *fortune*, what do you think the word *unfortunate* means?

» unlucky

Inferential If the verb *meddle* means to interfere with someone else’s business, what do you think the adjective *meddlesome* means?

» It is an adjective that describes someone who meddles.

C *Inferential* Why do Don Quixote and Samson become friends? [Have students record the answer(s) to question 6 on the activity page.]

» Samson says he read about Don Quixote’s adventures in a book and is happy to meet the knight from those stories. Don Quixote is happy to meet someone who admires him so much.

A about you in this town. Some say, ‘He’s crazy but funny’; others, ‘He’s brave but unfortunate’; others, ‘He’s polite but meddlesome.’ And there’s more! You remember the son of Bartholomew Carrasco, Samson, don’t you? He came back from Salamanca yesterday—he just graduated from the university. I went to say hello to him, and he told me there’s already a book about you . . . and I’m mentioned in it, and Lady Dulcinea is mentioned, and a whole lot of what’s happened to us!”

Don Quixote wanted to meet Samson. Sancho went to the Carrasco home.

Samson was about twenty-four years old. He was a small man and not particularly good-looking. His mind was very quick, though, and he had a tremendous sense of humor. When he saw Don Quixote, he knelt on one knee, took Don Quixote’s hand, and kissed it while he said, “It is with the most humble heart that I salute you, noble knight, one of the most famous in the world. I cannot become tired of reading the story of your adventures. I would be happy to be your servant.”

Don Quixote asked him to rise and take a seat next to him. They discussed at length the book Samson liked to read. Don Quixote was very pleased with what he heard. Sancho was beside himself with joy.

The young university graduate and the old gentleman became friends. Samson now joined the priest and the barber on their regular visits to Don Quixote.

C

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Bartholomew Carrasco	/bar*tho*ləm*ue/ /co*ro*skoe/
Salamanca	/so*lo*mong*ko/

8. On the Road Again

D THE niece and the housekeeper thought Sancho was spending too much time in Don Quixote’s room, behind closed doors. They suspected the two were planning to leave again, but they had no way to prove it or to stop them. Night came. Knight and squire left again, one for the third time, the other for the second. Destination: El Toboso. Purpose: to seek Dulcinea’s blessings.

They arrived in El Toboso late the following evening. All was quiet. There was no one to tell them where Dulcinea lived. Even if there had been people around to ask, how would anyone know about “Dulcinea,” a lady produced by Don Quixote’s imagination? There was a real farm girl somewhere, but her name wasn’t Dulcinea, and the gentleman had seen her only once before.

F They rode around the deserted streets until near dawn, when they saw a farmhand going to work. Don Quixote stopped him. “Say, good man, could you tell us where is the palace of the beautiful princess Doña Dulcinea del Toboso?”

“Sir, I don’t know,” the man replied. “I’m from out of town; I’m only working here for a while. The priest and the sexton live in that house across the street. They might know. . . . Hmm . . . but I don’t think there’s a princess living in this village.”

Daylight had come. Don Quixote stayed hidden in a nearby bush while Sancho went to look for the lady he had never seen. Don Quixote asked him to come back quickly.

“What will I do?” Sancho thought. “How can I get out of this one?”

D [Have a student read the first two paragraphs on page 21. Alternatively, you may have all students read silently.]

E *Literal* What were some of the obstacles to finding Dulcinea?

» There is no one who can tell them where she lives; there is no one named Dulcinea since that is a name that Don Quixote made up for the farm girl; and Don Quixote had only seen the farm girl once before.

F [Have a student read the rest of page 21 aloud. Alternatively, you may have all students read silently.]

G *Inferential* Why does Sancho say, “What will I do? How can I get out of this one?” [Have students record the answer(s) to question 7 on the activity page.]

» He knows that Don Quixote has given him another difficult, if not impossible, job to do because Sancho has never seen Dulcinea.

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Doña	/doe*nyo/

A [Read page 22 aloud to the students.]

B *Inferential* Why did the author put the word “Dulcinea” in quotes on this page?

» Dulcinea is not this woman’s name, but Don Quixote thinks it is.

C *Inferential* Why does Sancho ask Dulcinea to “soften a little”? [Have students record the answer(s) to question 8 on the activity page.]

» She responds harshly to being interrupted by Don Quixote and Sancho, and Sancho wants her to soften the way she talks to them.

Literal Does Dulcinea soften her tone with them?

» no

D *Literal* How does Don Quixote explain that the way Dulcinea looks and acts is different from the way he imagines her?

» He says the enchanter (or ones who create magic) have turned his princess into a “gross, ordinary, ugly farm girl.”

A Then he saw three farm girls riding toward him. He ran back to Don Quixote.

“Master, master, Mistress Dulcinea and two other ladies are coming to see you!” he exclaimed.

“You are making fun of me, Sancho,” his master said.

“Master, why would I do that? Come out, see for yourself. . . . They’re beautiful!” Sancho insisted.

Don Quixote got out of the bush. He saw those less than glamorous women.

“Are they far, Sancho?” he asked.

“What do you mean, ‘far’? Can’t you see them, almost next to you?” Sancho replied.

Sancho grabbed the reins of one of the donkeys. Getting on his knees, he said, “Queen and princess and duchess of beauty! My name is Sancho Panza. I am the squire of that passionate knight you see next to me, the brave Don Quixote de la Mancha, who is in love with you!”

Don Quixote had gotten on his knees next to the girls.

B “Dulcinea” was terribly annoyed. What nonsense! They were wasting time, and there was all that work to be done at the field.

“Shut up and move!” she snapped. “We’re in a hurry! Move!”

C “Won’t you soften a little, lovely princess and queen of El Toboso?” Sancho pleaded.

“What do these town folks think we are?” one of the other girls said angrily. “You’d better move or our donkeys will walk all over you!”

Don Quixote moved and asked Sancho to move. Ah, those enchanter! They had done it again. They had just turned lovely Dulcinea into a gross, ordinary, ugly farm girl.

D Sancho was relieved. He had gotten away with that one!



Don Quixote had gotten on his knees next to the girls.

Discuss the Chapters and Wrap Up the Lesson

5 minutes

- Bring students back together as a class. Discuss the following question.

1. *Inferential* At the end of Chapter 8, why does Sancho feel relieved and think he “had gotten away with that one”?
 - » He is worried he will upset Don Quixote if he isn’t able to find Dulcinea (who doesn’t exist), so he is relieved that he is able to fool Don Quixote into thinking the women passing by on the street are Dulcinea and two other ladies.

- Have students take home Activity Page 5.3 to read and complete for homework.

Word Work: *Deceive*

5 minutes

1. In the chapter you read, “I did not deceive you intentionally.”
2. Say the word *deceive* with me.
3. *Deceive* means to make someone believe something that is not true.
4. The quarterback deceived the defense into thinking he was going to pass the football.
5. Do you think it is ever a good idea to deceive someone about something? Be sure to use the word *deceive* in your response. [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: “It is a good idea to deceive someone if/when _____. It is never a good idea to deceive someone because _____.”]
6. What part of speech is the word *deceive*?
 - » verb

[Use a *Synonyms* activity for follow-up.] What are some synonyms, or words with a similar meaning, of the word *deceive*? (Prompt students to provide words like *fool*, *lie*, *trick*, *betray*, and *dupe*.) Turn to your partner and create sentences using the synonyms he or she provided.

WRITING

45 minutes

Write a Claim

Model Writing a Claim

15 minutes

- Review the definitions of opinion and fact: an opinion is a personal view or belief, whereas a fact is true and can be proven.
- Remind students that in the previous lesson they wrote an opinion, supported it with a reason, and identified one piece of evidence from the text to support the reason. Evidence from the text must be either paraphrased or directly quoted.
- Refer to the Essay Prompt on display on the board/chart paper. Tell students that having an **O**pinion with a **R**eason and **E**vidence makes their writing strong, like iron **ORE**, which is a strong metal.
- Tell students they will begin working on their unit project—a persuasive essay in which they evaluate Don Quixote’s actions and determine whether his actions are justified based on his beliefs about knighthood and chivalry.
- When writing a persuasive essay, tell students they will first need to develop a claim. In persuasive writing, a claim is a strong opinion that can be backed up with a reason and evidence from the text. A claim is introduced in the introductory paragraph, and students defend/back up their opinion with reasons and evidence in the body paragraphs. The claim is an important part of persuading, or convincing, their readers to agree with their opinion.
- Refer to the Essay Prompt and tell students they will write a persuasive essay in response to the prompt, “Do Don Quixote’s good intentions justify his actions?”
 - **Support** An intention is something you plan or aim to do. *Justify* means to provide a good reason for doing something.
- Reference the Persuasive Essay Rubric. Explain that “Opinion is clearly stated” is the very first item because it is the most important part of their persuasive essay. The entire essay is anchored by, or based on, the opinion.
- Reread the introductory paragraph from the Example Persuasive Essay, introduced in Lesson 3:

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

Materials

- Essay Prompt
- Persuasive Essay Rubric
- Example Persuasive Essay
- Activity Pages 4.6, 5.4

- Point out that the opinion, or claim, is the last sentence of the introductory paragraph, but is always the first sentence drafted when writing a persuasive essay because it contains the most essential information in the essay—the opinion will be supported with reasons and evidence throughout the essay. You want to persuade the reader to agree with your opinion by the end of your essay. In the case of the example essay, that writer wants to persuade the reader to agree that the fisherman is a fool and should have acted differently.

Practice Writing a Claim

25 minutes

- Have students turn to Activity Page 5.4. Explain that this activity page is a graphic organizer that will help guide them through the process of drafting a strong claim.
- Tell students the first decision that they each must make is whether they will answer the prompt, “Do Don Quixote’s good intentions justify his actions?” with *yes* or *no*.
- Ask students to refer back to Activity Page 4.6. Ask two or three students to share their responses to the two items they completed for homework. Then suggest that each student take a few minutes to review all of their answers on Activity Page 4.6, as well as think about Don Quixote’s other adventures and consequences (the encounters with the farmer and young man, the stagecoach and horsemen, and prisoners and guards) to decide how they will answer the prompt, “Do Don Quixote’s good intentions justify his actions?”
- Direct students’ attention to the first row of the chart on Activity Page 5.4. Students should restate the prompt and answer it with their opinion. For now, students should write their opinion in the “1st Draft” column. It can be revised later if needed.
 - Yes, Don Quixote’s good intentions justify his actions.
 - No, Don Quixote’s good intentions do not justify his actions.
- Point out that the next row asks students to provide one reason why they answered the prompt *yes* or *no*. This does not have to be a complete sentence, but the word *because* should be used to introduce the reason.
 - Yes, because in his heart Don Quixote thinks he is doing good.
 - No, because Don Quixote is hurting people by recklessly attacking them.
- Point out that the last row asks students to provide at least two examples from the text to support the opinion and reason. Students practiced doing this on Activity Page 4.6 and should feel free to use the evidence provided in the text excerpts on that activity page as evidence for their opinion on Activity Page 5.4. Remind students that examples must be paraphrased or they should quote directly from the text, being sure to use quotation marks.
- Give students time to complete the chart. Circulate as students write, providing guidance and support as needed.

- **Feedback** Encourage students to refer back to the text for specific examples and vocabulary that support their opinion.

Wrap Up

5 minutes

- Tell students that as they read further into the text, they should always be looking for examples that will support their opinion regarding Don Quixote’s intentions justifying his actions.
- Have students share their opinion, reasons, and evidence with a partner.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 5.3 to read and complete for homework.

Materials

- Activity Page 5.3

Lesson 6

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Partner: Chapters 6–8 “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” Word Work: <i>Fortune</i>	40 min. 5 min.	Answer Key for Activity Page 5.3; Activity Pages 1.3, 4.2, 5.3, 6.1, 6.2; <i>Adventures of Don Quixote</i>
Grammar Practice Subject-Verb Agreement	15 min.	Subject-Linking Verb Agreement Poster; Subject-Linking Verb Agreement Chart; Activity Page 6.3
Morphology Introduce Root <i>vac</i>	15 min.	Roots Poster; Activity Page 6.4
Spelling Introduce Spelling Words	15 min.	Activity Pages 6.5, 6.6, SR.2
Take-Home Material Reading; Grammar; Morphology; Spelling	*	Activity Pages 6.2–6.6; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe several character traits of Don Quixote and Sancho Panza, citing evidence from the text to support the various traits.

Grammar: By the end of this lesson, students will be able to make a subject and linking verb agree in the present tense.

Morphology: By the end of this lesson, students will be able to indicate the meaning of words with the Latin root *vac* and correctly use these words in completing sentences.

Spelling: By the end of this lesson, students will be prepared to practice targeted spelling words.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read to learn about the character traits of Don Quixote and Sancho Panza.

Grammar

- Prepare and display the following Subject-Linking Verb Agreement Poster. Alternatively, you may access a digital version in the digital components for this unit.

Subject (Noun or Pronoun)		Agreement for Linking Verb in the Present Tense	
		<i>to be</i>	<i>to feel, look, taste, smell, sound</i>
Singular	I	am	feel, look, smell, sound
	you	are	feel, look, smell, sound
	he, she, it, Don Quixote, the girl, the house	is	feels, looks, tastes, smells, sounds
Plural	we	are	feel, look, smell, sound
	you	are	feel, look, smell, sound
	they, Don Quixote and Sancho Panza, the men, the windmills	are	feel, look, taste, smell, sound

- Prepare and display the following Subject-Linking Verb Agreement Chart on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Subject	Linking Verb	Agreement
the windmills	to be	
it	to be	
Dulcinea	to be	
she	to be	
Sancho Panza	to look	
he	to look	
Don Quixote and Sancho Panza	to feel	
they	to feel	
it	to smell	
it	to sound	
I	to be	

Materials

- Answer Key for Activity Page 5.3
- Activity Pages 1.3, 4.2, 5.3, 6.1, 6.2
- *Adventures of Don Quixote*

Morphology

- During this lesson, you will reference the Roots Poster you displayed during Unit 2.

Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 10. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

READING

45 minutes

Partner: Chapters 6–8 “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again”
40 minutes

Review
5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 5.3, which was assigned for homework.

Review the Chapters
5 minutes

- Tell students they will reread Chapters 6–8, “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again.”
- Have students turn to the table of contents, locate Chapter 6, and then turn to the first page of Chapter 6.
- You may wish to review the following vocabulary words before you reread the chapter.

1. **confounded**, *adj.* terrible or annoying (18)
2. **deceive**, *v.* to make someone believe something that is not true; trick or fool (19)
3. **fortune**, *n.* luck (19)
4. **sexton**, *n.* a person who takes care of church buildings and surrounding property (21)
5. **folks**, *n.* people (22)

- Remind students they can look up a word in the glossary (Activity Page SR.1 in the Activity Book) if they forget its meaning.
- Read the purpose for reading from the board/chart paper:

Read to learn about the character traits of Don Quixote and Sancho Panza.

Read “Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again” **20 minutes**

Pair students to read and discuss the chapter. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

- **Support** Explain that students will take turns reading a page aloud. As one partner reads the page aloud, the other student should read silently and follow along on the same page. Students can ask their partner for help with sounding out or defining words as necessary. Have students complete Activity Page 6.1 with their partners while they read.
- **Challenge** You may choose to direct some student pairs to read each page silently to themselves, but to work together in completing the questions on Activity Page 6.1.

Discuss the Chapters and Wrap Up the Lesson **10 minutes**

- Bring students back together as a class. Discuss the following questions.

1. **Evaluative** What new pieces of evidence from the text support the view that Don Quixote is idealistic? [Ensure students record this information on Activity Page 1.3 and draw an arrow from the “Character Trait” box to the “Evidence from Text” box(es).]
 - » Answers may vary, but may include that he wants to help the princess, Micomicona; he is not disturbed by being put in a cage (page 17); he believes they will be able to find Dulcinea and her palace (page 21); he remains convinced that the ordinary farm girl they see is the beautiful princess Dulcinea (page 22).
2. **Evaluative** What new pieces of evidence from the text support the view that Sancho Panza is realistic? [Ensure students record this information on Activity Page 4.2 and draw an arrow from the “Character Trait” box to the “Evidence from Text” box(es).]
 - » He realizes Don Quixote is strange sometimes (page 16); he is suspicious when Don Quixote is put into the cage (page 17); and he realizes they won’t be able to find Dulcinea because she doesn’t exist (page 21).

Note

These three chapters were read for the first time in Lesson 5. During this reread of these chapters, students will focus primarily on the author’s craft and on character development.

3. *Evaluative* What new pieces of evidence from the text support the view that Sancho Panza is loyal? [Ensure students record this information on Activity Page 4.2 and draw an arrow from the “Character Trait” box to the “Evidence from Text” box(es).]
- » He tells his wife he believes he will find the island the next time he and Don Quixote go on an adventure (page 18); he tries to see Don Quixote for a month although he is repeatedly turned away by the priest and the barber (page 19); he continues to travel with Don Quixote although he knows he is strange sometimes (page 21); and he agrees to try to find Dulcinea although he knows she doesn’t exist (page 21).

- Collect Activity Page 6.1 to review and grade at a later time.
- Have students take home Activity Page 6.2 and read for fluency.

Word Work: *Fortune*

5 minutes

1. In Chapter 7, you read, “You must agree that fortune was not with us.”
2. Say the word *fortune* with me.
3. *Fortune* means luck.
4. Some people believe a four-leaf clover brings good fortune.
5. Have you ever experienced good fortune? Be sure to use the word *fortune* when you talk about it. [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: “I experienced good fortune when _____.”]
6. What part of speech is the word *fortune*?
» noun

[Use a *Making Choices* activity for follow-up.] I am going to read you several sentences that all involve fortune (or luck). Fortune can be either good fortune or bad fortune. If I say something that is good fortune, say “That is good fortune.” If I say something that is bad fortune, say “That is bad fortune.”

1. Andrea thought she misplaced her homework and would have to redo it, but she found it in her desk.
» That is good fortune.
2. Mika spilled ketchup on her new sweater.
» That is bad fortune.
3. Don Quixote and Sancho did not find any spoils or islands for Sancho to govern.
» That is bad fortune.
4. Jose learned that the book he wanted to read was already checked out of the library.
» That is bad fortune.

GRAMMAR

15 minutes

Practice Subject-Verb Agreement

- Remind students that they have been practicing subject-verb agreement in the present tense with action verbs. An action verb shows action. Ask students to provide examples of several action verbs.
- Tell students that today they will learn about subject-verb agreement when the verb is a linking verb. A linking verb connects the subject to words in the predicate that describe the subject and it does not show action. For example, *is*, which is a form of the verb *to be*, is an example of one linking verb.
- There are a small number of other verbs that may also function as linking verbs, in addition to forms of the verb *to be*. Verbs associated with the five senses, such as *to feel*, *to look*, *to taste*, *to smell*, and *to sound*, can also act as linking verbs connecting the subject to words in the predicate that describe the subject. These linking verbs are typically followed by an adjective (i.e., I feel tired, you look happy, etc.).
- Direct students' attention to the Subject-Linking Verb Agreement Poster. Point out the following:
 - Unique verb forms of the present tense linking verb *to be* are used to show agreement with different subjects.
 - All plural subjects use the verb form *are*, as does the singular pronoun *you* when used as a subject.
 - When the singular pronoun *I* is the subject, the correct verb form is *am*.
 - When a singular noun or the pronouns *he*, *she*, or *it* is the subject, the correct verb form is *is*.

Materials

- Subject-Linking Verb Agreement Poster
- Subject-Linking Verb Agreement Chart
- Activity Page 6.3

- When using the present tense linking verbs *to feel*, *to look*, *to taste*, *to smell*, and *to sound*, the verb form changes to show agreement by adding –s to the end of the verb when a singular noun or the pronouns *he*, *she*, or *it* is the subject.
- Direct students’ attention to the Subject-Linking Verb Agreement Chart you prepared in advance. Referencing the poster you displayed, go through the chart identifying how to make the subject and verb agree, using the following as a reference.

Subject	Linking Verb	Agreement
the windmills	to be	the windmills are
it	to be	it is
Dulcinea	to be	Dulcinea is
she	to be	she is
Sancho Panza	to look	Sancho Panza looks
he	to look	he looks
Don Quixote and Sancho Panza	to feel	Don Quixote and Sancho Panza feel
they	to feel	they feel
it	to smell	it smells
it	to sound	it sounds
I	to be	I am

- Now, ask students to help you orally extend the first example in the chart, *the windmills are*, into an expanded, complete sentence.
 - Answers may vary, but should reflect the correct use of *the windmills are* and be a complete sentence.
 - For example, *The windmills are not actually giants but Sancho Panza can’t convince Don Quixote of that.*
- Continue in the same manner asking students to create an expanded complete sentence correctly using the last example, *I am*.
- Have students turn to Activity Page 6.3. Briefly review together the directions and the first completed example in both the chart and expanded sentence section below the chart. Tell students to complete the next item in the chart, as well as create another expanded sentence. Circulate around the room to be certain that students understand the directions.
- Tell students to complete the remainder of the activity page for homework.

Introduce Root *vac*

- Refer to the Roots Poster you displayed in the classroom during Unit 2 and read it.
- Tell students that the root they will study this week is *vac*. Explain that the origin of *vac* is Latin and that it means “to empty.”
- Write the Latin root *vac* and its meaning on the board/chart paper.
- Explain that prefixes can be added to the beginning of *vac* and suffixes can be added to the end. Adding prefixes and suffixes can change the part of speech of the root.
- Write *vacation* on the board/chart paper. Underline the Latin root *vac*. Explain that a vacation is a period of time spent away from home, school, or work. In this word, *vac* means to empty a home, school, or office. “Our family took a vacation to the mountains, leaving our home for a week.”
- Ask students to provide sentences using the word *vacation*.
- Continue in this manner with additional *vac* words, using the following chart as a guide.

Word	Meaning	Sentence
evacuate	(verb) to leave a dangerous place or remove someone from a dangerous place	Everyone had to evacuate the building due to the strong paint fumes.
vacancy	(noun) a job or position that is available to be taken; a room in a hotel that is available for use	There is one vacancy left for lifeguards at the pool this summer.
vaccinate	(verb) to give (a person or animal) a vaccine to prevent infection by disease	The free clinic will vaccinate everyone in the town against the deadly virus.
vacuum	(noun) an empty area or space in which there is no air or other gas	Outer space is a nearly perfect vacuum.
vacate	(verb) to leave	Students and teachers vacate the school building at the end of the day.

- Have students turn to Activity Page 6.4. Complete the first sentence as a class, and have students complete the rest of the activity page for homework.

Materials

- Roots Poster
- Activity Page 6.4

Note

You will not write the information in the shaded columns on the board as that information is for use during oral instruction.

Materials

- Activity Pages 6.5, 6.6, SR.2

Note

Remember to point out specific spelling patters in each word and their relationship to the sounds and spellings on the Individual Code Chart.

SPELLING

15 minutes

Introduce Spelling Words

- Explain that students will practice 10 words related to the content of the Reader, *Adventures of Don Quixote*. These words do not follow one single spelling pattern.
- Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 10. Tell students that after they write the words for the assessment, you will say a sentence out loud and students will write the sentence. You will say the sentence several more times to be sure students have had a chance to write the entire sentence.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

1. adventure	6. imagination
2. armor	7. knighthood
3. courage	8. nonsense
4. disguise	9. ordinary
5. enchanted	10. squire

Pronunciation/Syllabication Chart

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

Students who participated in CKLA instruction in Grades K–2 have been taught to read and spell using an explicit, systematic phonics approach. These students will be the most successful in learning to spell increasingly challenging words if they are encouraged to segment each word into manageable syllables and then make use of the specific letter-sound code knowledge they were taught in earlier grades. This letter-sound knowledge is summarized on the Individual Code Chart, which lists each sound in the English language, followed by all the possible ways that the given sound could be spelled; the spellings for each sound are listed in the order of frequency with which they occur in English, from most frequent to least frequent spelling. The Individual Code Chart is located in Teacher Resources and in the Activity Book (Activity Page SR.2).

As you introduce and write each word, it may be helpful if you point out particular spelling patterns within each word and show students where these spellings are reflected on the Individual Code Chart. For example, you might note that the word *armor* includes a less common spelling for /er/ in the second syllable of the word (i.e., the second syllable is pronounced /mer/, but spelled ‘mor’) and then point out the ‘or’ spelling for /er/ that is included on the Individual Code Chart.

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Teacher Resource section helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.”

If you have taught CKLA in Grades K–3, you will notice the sound-spelling notation is different in Grade 5 than in previous grades. In Grades K–3, we noted each individual sound spelling within //. For example, the sound spellings for *costly* would be /k//o//s//t//l//ee/. In Grade 5, we use a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is now notated as /kost*lee/.

Word	CK Code	Syllable Type
adventure	/ad*ven*cher/	closed*closed*r-controlled
armor	/ar*mer/	r-controlled*r-controlled
courage	/ker*əj/	r-controlled*ə
disguise	/dis*giez/	closed*digraph
enchanted	/en*chant*ed/	closed*closed*closed
imagination	/i*maj*ə*nae*shən/	open*closed*ə*open*ə
knighthood	/niet*hood/	closed*digraph
nonsense	/non*sens/	closed*closed
ordinary	/or*din*aer*ee/	r-controlled*closed*r-controlled*open
squire	/skwier/	r-controlled

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
adventure	an exciting or dangerous experience	My mom led the way on our white water <u>adventure</u> , paddling through the rapids as our canoe bounced against the rocks.
armor	a protective metal covering used to keep a person safe from injury during battle	During the Middle Ages, it was common for knights to wear stiff <u>armor</u> into battle.
courage	the ability to do something that you know is difficult or dangerous	It took a great deal of <u>courage</u> for me to ride the roller coaster with my brother.
disguise	to change the usual appearance, sound, taste, etc. of something (someone or something) so that people will not recognize that person or thing	Carlos decided to <u>disguise</u> himself as an astronaut for the costume party.

Spelling Word	Definition	Example Sentence
enchanted	put under a magic spell	The teacher read a story about a magician who <u>enchanted</u> a princess and turned her into a statue.
imagination	the ability of someone’s mind to form a picture of something without having seen or experienced that thing	I have never seen the ocean, but in my <u>imagination</u> it is filled with huge waves, tall ships, and many surfers.
knighthood	the rank or title of a knight	The page dreamed of the ceremony in which he would be rewarded with <u>knighthood</u> .
nonsense	words or ideas that are foolish or untrue	My little sister speaks such <u>nonsense</u> when she says that she can fly.
ordinary	normal or usual	My favorite days are <u>ordinary</u> days with no unexpected surprises.
squire	a young man in the Middle Ages who helped a knight before eventually becoming a knight himself	The <u>squire</u> handed the knight his sword before he went into battle.

- Tell students the word list will remain on display until the assessment so they can refer to it until then.
- Have students turn to Activity Pages 6.5 and 6.6. Explain that they will take home Activity Page 6.5 to practice spelling the words for homework and complete Activity Page 6.6 for homework.

TAKE-HOME MATERIAL

Reading; Grammar; Morphology; Spelling

- Have students take home Activity Page 6.2 to read and complete.
- Have students take home Activity Pages 6.3 and 6.4 to complete.
- Have students take home Activity Pages 6.5 and 6.6 to practice their spelling words.
- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.

Materials

- Activity Pages 6.2–6.6
- *Fluency Supplement* selection (optional)

Lesson 7

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Read-Aloud: Chapters 9 and 10 "The Knight of the Wood" and "The Adventure of the Lions" Word Work: <i>Bold</i>	40 min. 5 min.	Answer Key for Activity Page 6.2; Activity Pages 1.3, 6.2, 7.1, 7.2, SR.1; <i>Adventures of Don Quixote</i>
Writing Draft an Introductory Paragraph	45 min.	Example Persuasive Essay; Lead/Hook Ideas Poster; Activity Pages 7.3, SR.3; Persuasive Essay Rubric
Take-Home Material Reading	*	Activity Page 7.2

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to identify the Knight of the Wood and describe what happens between Don Quixote and the lions.

Writing: By the end of this lesson, students will have drafted the introductory paragraph for their persuasive essay.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digit components of the unit.

Listen and read to learn the identity of the Knight of the Wood and what happens between Don Quixote and the lions.

Writing

- Prepare and display an enlarged version of the Lead/Hook Ideas Poster on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Lead/Hook Ideas	Example
Ask the reader a question	<i>Have you ever read a story that made you want to shout at the main character?</i>
Define an important term	<i>Some say the definition of insanity is doing the same thing over and over again, but expecting different results.</i>
Describe a character	<i>Don Quixote is an old gentleman who convinces himself that he is a knight.</i>
Quote a memorable piece of dialogue from the book and explain it	<i>“Master, master...they are windmills!” Sancho repeated urgently. ‘They are not giants, master. THEY ARE WINDMILLS...WINDMILLS!’” This quotation is just one example of the crazy things Don Quixote does in his quest to be a knight in the modern world.</i>

- Display the Persuasive Essay Rubric and the Example Persuasive Essay.

Grammar; Morphology; Spelling

- Collect Activity Pages 6.3, 6.4, and 6.6 to review and grade as there are no grammar, morphology, or spelling lessons today.

Materials

- Answer Key for Activity Page 6.2
- Activity Pages 1.3, 6.2, 7.1, 7.2, SR.1
- *Adventures of Don Quixote*

READING

45 minutes

Read-Aloud: Chapters 9 and 10 “The Knight of the Wood” and “The Adventure of the Lions”

40 minutes

Review

5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 6.2, which was assigned for homework.

Introduce the Chapters

5 minutes

- Tell students you will read aloud Chapters 9 and 10, “The Knight of the Wood” and “The Adventure of the Lions.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate Chapter 9, and then turn to the first page of Chapter 9.
- Preview the following vocabulary words before reading the chapter.

- Begin by telling students the first vocabulary word they will encounter in this chapter is *duel*.
- Have them find the word in the third paragraph on page 25 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *duel*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 7.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **duel, *n.*** a fight between two people with weapons (**25**)
2. **scheme, *n.*** a clever plan or plot to get or do something (**26**)
3. **caravan, *n.*** a group of people, animals, or vehicles traveling together (**27**)
4. **bold, *adj.*** fearless (**28**)
5. **foolhardy, *adj.*** foolishly dangerous or daring (**28**)
6. **dumbfounded, *adj.*** shocked or surprised (**30**)

Vocabulary Chart for Chapters 9 and 10 “The Knight of the Wood” and “The Adventure of the Lions”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	duel	scheme caravan bold foolhardy dumbfounded
Spanish Cognates for Core Vocabulary		confundido fortuna
Multiple-Meaning Core Vocabulary Words		bold
Sayings and Phrases	as soon as day breaks victory had a sweet taste	in spite of prove beyond all doubt

- Read the purpose for reading from the board/chart paper:

Listen and read to learn the identity of the Knight of the Wood and what happens between Don Quixote and the lions.

Read “The Knight of the Wood” and “The Adventure of the Lions”

20 minutes

- Read the chapters aloud, as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

- A** [Read the title and page 24 aloud, stopping before the last partial paragraph.]
- B** *Inferential* Do you think the Knight of the Wood knows he is talking to Don Quixote?
- » Answers may vary, but most students will say “no,” based on the information provided on this page.
- Support** The word *selfsame* means that Don Quixote is referring to himself in this statement.
- C** [Read aloud the last two lines on page 24 aloud, continue to read page 25, stopping before the last partial paragraph on the page.]

9. The Knight of the Wood

- A** DON Quixote and Sancho were sleeping in the woods when a noise awakened them. Two men had come on horseback. One of them got off and invited the other to stay. There was good grass for the horses, and peace and quiet for thought, he said.
- Don Quixote looked carefully. One of them was wearing armor!
- “Sancho, my brother, adventure is before us!” he said.
- The other knight heard voices and asked who was there. Don Quixote answered, and they got together. The two squires took off in another direction.
- “The life of a squire is indeed hard, isn’t it?” the new squire said.
- “It wouldn’t be so bad if we ate regularly,” Sancho replied.
- The other one took food out of his saddlebag and they shared it. Then they watched the stars for a while and fell asleep.
- Their masters were neither eating nor sleeping. The other knight, who called himself The Knight of the Wood, said to Don Quixote: “The proudest moment of my life came when I defeated that famous knight Don Quixote de la Mancha. I made him confess that my lady Casildea is more beautiful than his Dulcinea.”
- “I don’t doubt that you have defeated the bravest knights in all Spain, but not Don Quixote de la Mancha,” the selfsame said. “Maybe someone who *looked* like him, but not him.”
- B**
- C** “Oh, no? I can prove it to you: he’s tall, thin, has a pointy nose, a big fallen mustache, and grayish hair,” the
- 24

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Casildea	/kas*eel*dae*ə/

other knight boasted. “His squire is a farmer by the name of Sancho Panza. His horse is named Rocinante, and the lady of his dreams is Dulcinea del Toboso.”

“It is absolutely false that you have defeated Don Quixote de la Mancha! I am Don Quixote de la Mancha, and you have never defeated me. I’ll prove it to you with the strength of my arms!” **D**

“So will I, as soon as day breaks,” his opponent said confidently.

Sancho was speechless when he heard the news. A duel! He feared for his master. The other squire suggested they, too, fight while their masters fought. That was the custom in his homeland, he said. Sancho replied that he was not going to fight—he had been a peaceful man all his life and intended to remain one. **E**

In broad daylight, Sancho saw an enormous nose on the other squire. “This time it must really be some kind of magic!” he thought. Don Quixote, on the other hand, could not see his opponent’s face, but he did see his armor. It was completely covered with tiny mirrors. He noticed, too, that the knight was a small man carrying an enormous lance.

“The winner of our fight will decide the fate of the loser,” The Knight of the Wood said.

“Agreed,” Don Quixote answered.

Sancho climbed a tree to see the battle better—or, as Don Quixote accused him later, “to have a better view without any danger.”

They fought. Don Quixote easily defeated the other knight. The fallen man looked dead. His squire—without the horrible nose—came running. So did Sancho, who wanted his master to kill the challenging knight. But then Don Quixote and Sancho saw the very figure of Samson Carrasco, the university graduate. And without the false nose, they discovered Tomé Cecial, Sancho’s neighbor! **F**

G The Knight of the Wood came to. Don Quixote put the sword to his chest. He made his opponent confess that Dulcinea was far superior and more beautiful than his

D Inferential What does Don Quixote mean when he says, “I’ll prove it to you with the strength of my arms”?

» He will use his weapons to show the Knight of the Wood that he cannot be defeated.

Support Point out that *arms* is a multiple-meaning word and that in this context it refers to weapons, not to the parts of the body.

E Inferential What is strange, or ironic, about Sancho saying he has been a peaceful man all his life and intends to remain one?

» He is a “squire,” which is a knight-in-training, and it is a knight’s job to fight.

Support *Ironic* means that two things seem contradictory. On the one hand, he says is peaceful, meaning he does not like fights, while on the other hand he is a squire for a knight-in-training.

F Literal Who were the Knight of the Wood and his squire?

» The Knight of the Wood was Samson, Don Quixote’s friend, the university graduate. (Samson’s face had been hidden by his armor/helmet until Don Quixote defeated him.) The Knight of the Wood’s squire was Sancho’s neighbor. He had been wearing a false nose earlier so Sancho did not recognize him.)

G [Read the last paragraph aloud, continuing to the next page.]

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Tomé Cecial	/toe*mae/ /sae*see*ol/

A [Read to the end of page 26 aloud.]

B *Inferential* Does Don Quixote believe the Knight of the Wood is really Samson? How does he explain why the knight looks like Samson?

» No; he thinks enchanter, or people who cast spells, made the knight look like Samson to confuse him.

Inferential With the information you now have, did the Knight of the Wood know from the beginning that he was talking to Don Quixote? What line can you point to in the text provides this information?

» Yes; The text says, “Samson had planned the scheme, thinking that he could easily defeat his friend and make him go back home.”

A Casildea. That the two men looked so familiar puzzled him a bit, but he concluded that they were not the men they seemed to be. “Oh, they’re just look-alikes sent by the enchanter. My enemies enjoy confusing me,” he said.

Of course, there was no enchantment involved. Samson had planned the scheme, thinking that he could easily defeat his friend and make him go back home. Unfortunately for Samson, he had been very wrong.

B

10. The Adventure of the Lions

C **V**ICTORY had a sweet taste. That taste was still with Don Quixote when they met a gentleman wearing a green overcoat. They decided to travel together, since they were going in the same direction.

The knight and the gentleman began a lively conversation. They talked about the man's family, what everyone did, and how his son who was a student had decided to become a poet. It didn't take long for the man in the green coat to think that his new friend was crazy.

Sancho wasn't interested in their talk, however. He saw some shepherds milking their sheep at the side of the road and took a small detour to talk to them. The shepherds had cottage cheese for sale, and Sancho bought some. About the same time, Don Quixote spotted a small caravan flying royal banners. He called his squire, because Sancho had the helmet. Sancho didn't have time to eat the cottage cheese. Since he didn't know what to do with it, he stuffed it in his master's helmet.

Don Quixote put the helmet on. The whey from the cottage cheese started to drip! Somewhat frightened, he asked Sancho for a cloth to clean himself with. Then he took the helmet off and smelled it.

"You traitor and bad friend, this is one of your dirty tricks," he yelled at Sancho. "You put cottage cheese in my helmet. And I thought there was something seriously wrong with me!"

Sancho said sheepishly: "Master, if it's cottage cheese, give it to me, and I'll eat it. But believe me, master, I don't know how that got in there. I think that some wizard must be after me, too, for being your squire."

27

C [Read the title and page 27 aloud.]

D Support Whey is the watery, milky part of cottage cheese.

A [Read page 28 aloud, stopping before reading the last sentence.]

B *Inferential* What does Don Quixote tell the lion keeper to do and why?

» He tells the lion keeper to let the lions out of their cages because he thinks they have been sent by the wizards to test whether he is brave and worthy of being a knight.

C [Read the last sentence aloud and continue reading the next page.]

A And as usual, Don Quixote blamed his “enemies.” “Everything is possible, Sancho,” he said.

Their traveling companion could not believe what he had just seen and heard . . . until he saw what came next.

The oxcart with royal banners was at their side now. With it came a cart driver and another man. Don Quixote planted himself in the middle of the road, blocking their way.

“Where to, brothers? What are you carrying in that oxcart? What do those banners mean?” he asked the men.

“The cart is mine,” the driver answered. “I’m transporting two brave lions to the Court. They are a gift to the King. The banners mean that the cargo is His Majesty’s property.”

“Are the lions big?” Don Quixote asked.

“They’re the biggest that have ever crossed from Africa to Spain,” the lion keeper said. “I should know. I have transported many other lions before, but none like these. The one in the front cage is the male, the other the female. Right now they are very hungry; they haven’t had a thing to eat all day. . . . So, Your Lordship, I suggest you move away and let us go. These animals need to be fed soon.”

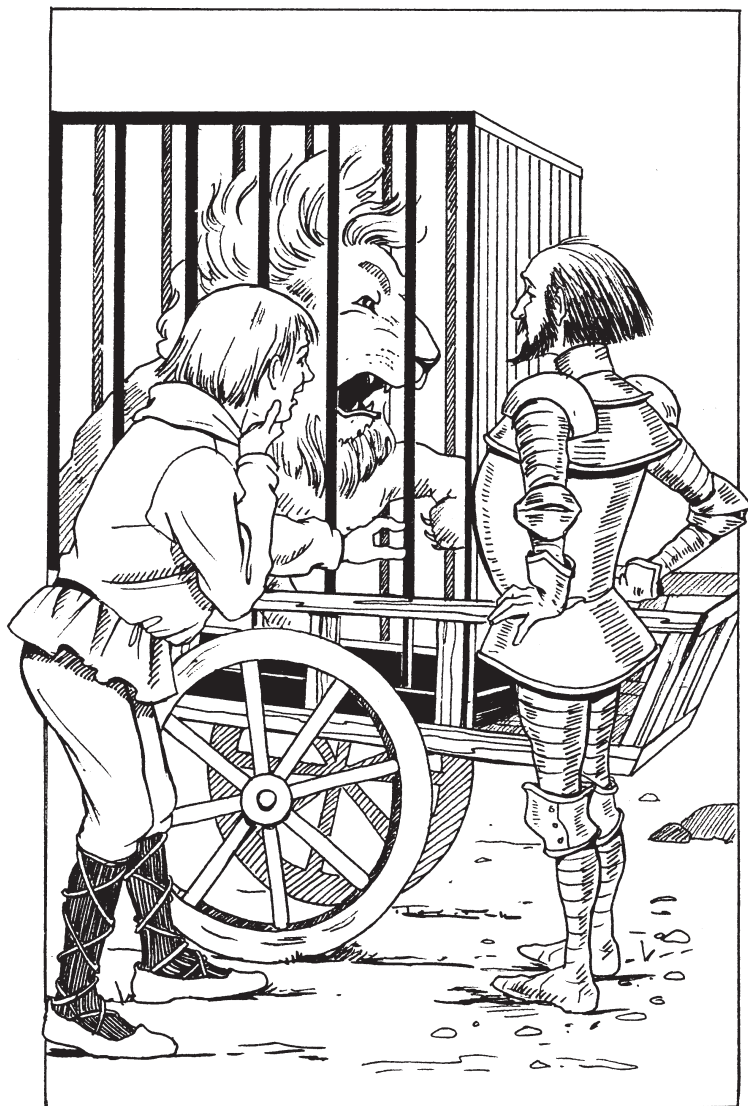
Don Quixote smiled with pure joy. “Lions, a couple of puny lions should scare me, eh?” he said. “Good man, since you are the lion keeper, open the cages and let those beasts out. I will show them who Don Quixote de la Mancha is, in spite of the wizards who have sent them to me.”

B The man in the green coat mumbled: “No doubt about it, either the man is crazy or the cottage cheese softened his brain!”

Sancho, who heard his remark, said, “No, he’s not crazy, just bold.”

Everybody wanted to convince Don Quixote that it was foolhardy to face the lions. Actually, it was suicide, they said. But all talk failed, and those present scattered as fast and as far away as they could before the cage was opened.

C Sancho cried deep, heartfelt tears. “Oh, my master, my



"Good man . . . open the cages and let those beasts out."

A [Continue to read page 30 aloud.]

B Inferential Why was everyone else dumbfounded?

- » They had been hiding and were shocked to see Don Quixote without any injuries because they assumed he fought the lions.

A friend, is going to become a lion's dinner," he said between sobs.

Under threat, then, the lion keeper opened one cage. Don Quixote thought for a minute. Should he face the lion on horseback or on foot? On foot, he decided; "Rocinante might get scared by the sight of the lion."

The lion turned around in his cage, then stretched. He opened his mouth and yawned, then showed a huge tongue and cleaned his face with it. Next he stuck his face out of the cage and looked around, his eyes like burning coals. Don Quixote stared at him. He wished with all his heart that the beast would jump on him so he could strangle it with his bare hands.

The lion, on the other hand, wasn't interested. He turned around, showed his back to the knight, and sat down again in his cage.

Don Quixote was furious. He wanted the lion keeper to make the lion mad. The lion keeper said he would not: "No, Your Lordship; the lion had the cage open and didn't feel like coming out. You have proved beyond all doubt that you are a brave and courageous man. The lion didn't want to fight; the shame is on him."

B Don Quixote was satisfied with this reasoning, and called all the others. They were dumbfounded at seeing him in one piece, without even a scratch! The lion keeper filled them in on the details of what they had missed, actions and words. "As soon as I arrive at the Court, I will personally tell His Majesty of Don Quixote's courage," he said.

Sancho, on Don Quixote's orders, gave the driver and the lion keeper a little money to make up for the delay. The men went happily on their way, relieved that nothing had happened when they had expected the worst.

From now on, Don Quixote announced, "I shall proudly bear the title 'Knight of the Lions' next to my own name."

Discuss the Chapters and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapters.

1. **Inferential** Why does Samson disguise himself as the Knight of the Wood and purposely lie and say that he has defeated Don Quixote? Cite evidence from the text.
 - » He planned the scheme so he could provoke Don Quixote into a duel, win the duel, decide Don Quixote's fate, and then force him to return home.
2. **Inferential** Is there any evidence from these chapters that support the view that Don Quixote is brave? Record this information on Activity Page 1.3. Be sure to record the page or pages on which you found the information.
 - » Answers may vary, but may include that Don Quixote fights the Knight of the Wood (pages 24–26); and he is willing to fight hungry lions (pages 27–30).
3. **Evaluative Think Pair Share** We have talked in other lessons about the word *quixotic* meaning unrealistically idealistic. Are there any examples in these chapters where Don Quixote exhibits quixotic behavior? [Ask several students to share the information exchanged between partners in the *Think Pair Share* activity.]
 - » Answers may vary, but may include challenging the Knight of the Wood to a duel and insisting that the lion keeper release the lions from the cage.

- Have students take home Activity Page 7.2 and read for fluency.

Word Work: Bold

5 minutes

1. In the chapter you heard Sancho say of Don Quixote, “No, he’s not crazy, just bold.”
2. Say the word *bold* with me.
3. *Bold* means fearless.
4. The Pilgrims took the bold step of sailing to a new land to find religious freedom.
5. Have you ever taken any bold actions or can you think of anyone who has ever taken bold actions? Be sure to use the word *bold* when you talk about it. [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: “I once took the bold action of _____.”]
6. What part of speech is the word *bold*?
 - » adjective

[Use a *Synonyms and Antonyms* activity for follow-up.] I am going to say several words to you. If the word is a synonym, or word with a similar meaning, of *bold*, say, “That is a synonym of *bold*.” If the word I say is an antonym, or word with an opposite meaning, of *bold*, say, “That is an antonym of *bold*.”

1.

brave

» That is a synonym of *bold*.
2.

courageous

» That is a synonym of *bold*.
3.

cautious

» That is an antonym of *bold*.
4.

daring

» That is a synonym of *bold*.
5.

fearful

» That is an antonym of *bold*.

Materials

- Example Persuasive Essay
- Lead/Hook Ideas Poster
- Activity Pages 7.3, SR.3
- Persuasive Essay Rubric

WRITING

45 minutes

Draft an Introductory Paragraph

Model Drafting an Introductory Paragraph

15 minutes

- Tell students that today they will draft the introductory paragraph to their persuasive essays. Remind students that in the previous writing lesson they drafted an opinion stating a claim that will be argued and supported in their persuasive essays. Students will incorporate that claim in the introductory paragraph as the last sentence.
- Explain that the introductory paragraph should first include a lead or hook. A lead or hook is the first sentence of an essay that effectively grabs the reader’s attention and gives the reader some sense of what the essay will be about.
- Display the model introductory paragraph and point to the hook/lead:

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

- Tell students that the lead/hook in the model paragraph grabs the reader’s attention by asking a question.

- The next few sentences of the introductory paragraph should introduce the reader to the text, author, and relevant details (such as main characters, setting, and basic plot summary).
- Point to the sentences in the model introductory paragraph that provide information about the text, author, and relevant details:

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

- Tell students that these sentences briefly introduce the reader to the text by providing the title of the text, author’s name, and a few details about the story.
- Note that lastly, the opinion is clearly stated at the end of the introductory paragraph.
- Point to the last sentence of the model introductory paragraph:

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

- Reread the model introductory paragraph in its entirety, to show students how all of the pieces prepare the reader for the claim or opinion that will be argued and supported in the rest of the essay.

Draft the Introductory Paragraph25 minutes

- Display and discuss the Lead/Hook Ideas Poster and the examples.

Lead/Hook Ideas	Example
Ask the reader a question	<i>Have you ever read a story that made you want to shout at the main character?</i>
Define an important term	<i>Some say the definition of insanity is doing the same thing over and over again, but expecting different results.</i>
Describe a character	<i>Don Quixote is an old gentleman who convinces himself that he is a knight.</i>
Quote a memorable piece of dialogue from the book and explain it	<i>“Master, master...they are windmills!” Sancho repeated urgently. ‘They are not giants, master. THEY ARE WINDMILLS...WINDMILLS!’” This quotation is just one example of the crazy things Don Quixote does in his quest to be a knight in the modern world.</i>

- Have students turn to Activity Page 7.3. This activity page contains a chart that will help them organize the parts of their introductory paragraph. Students can then draft the introductory paragraph in complete sentences on the lines below the chart.
- Remind students to refer to the Persuasive Essay Rubric located in the Student Resources section of the Activity Book, SR.3. They should read and refer to the exemplary column of the Persuasive Essay Rubric to ensure they include all necessary parts in their introductory paragraph.
- **Feedback** Circulate around the room as students write, providing guidance as needed.
- **Support** Briefly discuss the opinion statement that the student has decided to use in response to the persuasive essay prompt. Guide the student in choosing one of the lead or hook ideas and talk through concrete ways that the student can incorporate a hook into his introductory paragraph.

Wrap Up

5 minutes

- Have students share their introductory paragraphs with a partner.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 7.2 to read to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.

Materials

- Activity Page 7.2

Lesson 8

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Close Reading: Core Classics: <i>The Adventures of Don Quixote</i>	40 min.	Activity Pages 8.1, SR.1
Word Work: <i>Dumbfounded</i>	5 min.	
Writing Plan Body Paragraphs	45 min.	Example Persuasive Essay; dry-erase markers (3 colors); Structure of a Persuasive Essay Poster; Activity Pages 5.4, 8.3
Take-Home Material Reading	*	Activity Page 8.2

Primary Focus of Lessons

Reading: By the end of this lesson, students will use close reading of the lesson text, examining how the author’s words, sentences, and literary devices provide a deeper understanding of *Adventures of Don Quixote*.

Writing: By the end of this lesson, as part of a persuasive essay, students will be able to write body paragraphs that include specific textual evidence that supports the opinion with a clear explanation of how this evidence supports the stated opinion.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of *Adventures of Don Quixote*.

Writing

- Display the Example Persuasive Essay and the Structure of a Persuasive Essay Poster from Lesson 3.

Materials

- Activity Pages 8.1, SR.1

READING

45 minutes

Close Reading: Core Classics: *The Adventures of Don Quixote* 40 minutes

Review 5 minutes

- Tell students that one term that they have read and heard before to describe Don Quixote is *knight-errant*. Remind them that a knight-errant is a knight who wanders about, always in search of adventure and romance.
- Review information from previous lessons by asking the following questions:
 - As a knight-errant, what are some of Don Quixote’s character traits?
 - » Answers may vary, but should include that he is idealistic or quixotic and brave.
 - What are some examples of things from the text that show he is idealistic or quixotic?
 - » Answers may vary, but may include that he believes he can “right the wrongs in the world”; he believes the inn is a castle; he believes Dulcinea is a beautiful princess; he believes the windmills are giants that he must fight; he believes he finds an enchanted helmet made of gold.
 - What are some examples of things from the text that show Don Quixote is brave?
 - » He is willing to fight the giants/windmills; he agrees to a duel with the Knight of the Wood; and he wants to fight two hungry lions.

Introduce the Chapters 5 minutes

- Remind students that they learned many translations or adaptations of Cervantes’s *Adventures of Don Quixote* have been written. Explain that today they will read excerpts from another version of the story that are similar to the Reader Chapters 9 and 10, “The Knight of the Wood” and “The Adventure of the Lions.” These excerpts are included on Activity Page 8.1.
- Have students take out Activity Page 8.1.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *woes*.
- Have them find the word in the first paragraph on page 1 of Activity Page 8.1.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *woe*, and then have a student read the definition.

- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 8.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **woe**, *n.* sadness (**woes**) (1)
2. **unrequited**, *adj.* unreturned; one-sided (1)
3. **scorn**, *v.* to hate (**scorns**) (1)
4. **bestow**, *v.* to give (2)
5. **scoundrel**, *n.* a person with a bad reputation; a liar (3)
6. **folly**, *n.* craziness (**follies**) (3)
7. **vanquish**, *v.* to beat or defeat in battle (**vanquished**) (4)
8. **unyoke**, *v.* to free from a harness or wagon (**unyoked**) (8)
9. **commend**, *v.* to entrust or commit (**commended**) (9)

Note

You may wish to divide the presentation of vocabulary words, presenting words 1–6 before “The Strange Knight and Squire–Challenge, Victory and Transformation” and words 7–9 before “The Gentleman in Green, Adventure with the Lions, and Astonished Friends.”

Vocabulary Chart for “The Strange Knight and Squire-Challenge, Victory and Transformation” and “The Gentleman in Green, Adventure with the Lions, and Astonished Friends”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary		woe unrequited scorn bestow scoundrel folly vanquish unyoke commend
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	the less said, the sooner mended more trouble than profit the blind leading the blind to bear witness	

- Read the purpose for reading from the board/chart paper:

Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of *Adventures of Don Quixote*.

Close Reading

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading from the Core Classics version of *Adventures of Don Quixote* are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Note

Close reading lessons present excellent opportunities to ensure that English learners and other students who need additional support fully comprehend a reading selection.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Also, guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not presented in brackets should be read aloud verbatim.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

Read “The Strange Knight and Squire-Challenge, Victory and Transformation” and “The Gentleman in Green, Adventure with the Lions, and Astonished Friends”

20 minutes

- As you read portions of the chapter, pause to explain or clarify the text at each point indicated.

- A

[Have students read all of page 1 and lines 1–12 on page 2 silently.]
- B

[Ask a student to read the first two paragraphs through line 9 on page 1 aloud.]

COMP Literal

Don Quixote is talking to a stranger whom he has just met. What problem do both Don Quixote and the stranger have in common?

» Each is in love with a lady who does not love him back.

LIT Inferential

Cervantes uses a simile in this section of the text to describe one of the ladies. Read the simile and explain what it means.

» Sancho says of Dulcinea “. . . for she is as gentle as a lamb and as soft as butter,” meaning that she is kind and easy-going.

Support

A simile is a literary device comparing two different things, usually introduced by the word *like* or *as*.

Support

What other adjectives do you think of when you describe a lamb as gentle?

» *quiet, calm, kind*

Support

When you say something is as soft as butter, what do you think of?

» something squishy that can be molded into different shapes or that can be changed

Core Classics:

The Adventures of Don Quixote

- A

“The Strange Knight and Squire-Challenge, Victory and Transformation”
- B

The mournful stranger took Don Quixote by the arm and invited him to sit down. “From what I have just heard from you,” said Don Quixote, “I take it your woes are due to love—an unrequited passion for a fair lady?” The stranger nodded, and asked if Don Quixote was also suffering so. “That is my fate,” he replied, “though I cannot exactly say my lady scorns me.”

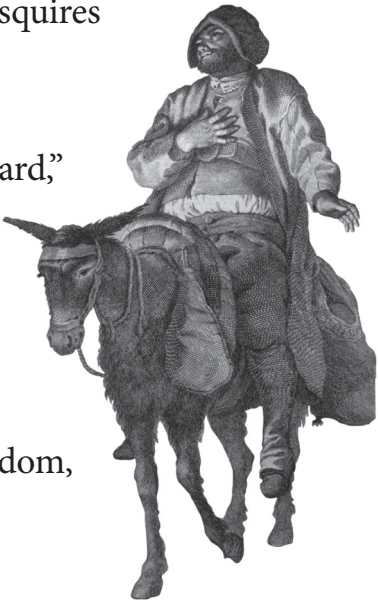
“Certainly not,” said Sancho, “for she is as gentle as a lamb and as soft as butter.”

“Is this your squire?” demanded the stranger. 1
“And do you allow him to speak when you are in 2
a conversation?” 3

“I can talk and I have talked to better people 4
than you. But never mind—the less said, the 5
sooner mended,” said Sancho. 6

The stranger’s squire now drew Sancho 7
aside, saying, “Come, let’s chat together, and let 8
our masters talk as they please about their love 9
problems.” And away they went to 10
discuss the hardships squires 11
put up with. 12

C “The hope of reward,” 13
said the stranger’s 14
squire, “makes up 15
for a lot. It is a poor 16
knight-errant who 17
cannot bestow an earldom, 18
or a government, on 19
his squire.” 20



C [Have students silently read the last paragraph, starting with line 13, and continue to the next page.]

- A** [Have students continue reading all of page 3 silently.]
- B** *COMP Evaluative* The two squires each describe their knights. According to these descriptions, how is Don Quixote similar to the other squire's knight and how is he different? Cite evidence from the text.
- » Both knights are described as crazy. The squire says of the strange knight, "mine is as crazy as he is brave." Sancho says Don Quixote "is certainly mad" and also says that he cannot leave Don Quixote "in spite of all his follies."
 - » However, the strange knight is described as a "scoundrel," or someone who is a liar or has a bad reputation, while Sancho describes Don Quixote as "honest and innocent."
- C** *SYN/VOC Inferential* What does the squire mean by the phrase *It's the blind leading the blind*?
- » The phrase means that someone who is not very good at something is leading someone equally bad at the same thing. Here, the squire means that he is afraid his knight and Don Quixote are equally crazy and might lead all of them "in a ditch"—or not lead them on adventures that result in getting rewards.

- A** "Yes," answered Sancho, "my master has promised me the governorship of an island." . . .
- "You may find," said the other, "that island government is more trouble than profit. Likely enough, if we were wise men we would stay at home with our families instead of tramping around the country with a master like mine, who is as crazy as he is brave, and even more than that, is a scoundrel."
- B** "Mine is certainly mad," said Sancho, "but he is not a liar. He's as honest and innocent as a babe. You can persuade him of anything, and that is why I love him and cannot leave him in spite of all his follies."
- C** "It's the blind leading the blind," said the other, "and we'll all end up in a ditch. But talking is making me dry. I have something in my saddlebag that will moisten our tongues." As he said it, he pulled out a flask of wine and a large rabbit pie and both men went on eating, drinking, and talking until at last they fell asleep.

D Meanwhile their masters spent the time in
courteous knightly conversation. “Finally, sir,”
the other knight was saying, “I fell desperately
in love with Casildea de Vandalia and she tested
E my devotion by laying on me such tasks as those
imposed on Hercules by his step-mother. . . . Now
she has ordered me to cross all the provinces of
Spain and force every knight-errant I meet to
confess that she is the best and most beautiful of
women and I am the bravest and most adoring
knight in the world. I have crossed Spain from
end to end and defeated all the knights who
dared to oppose me, especially that famous one
Don Quixote de la Mancha, who I compelled to
confess that my Casildea is more beautiful than
his Dulcinea. I consider my conquest of him to be
equal to the defeat of all the knights of the world
because he has defeated them all, and I therefore
reap all his glory and fame.”

“Sir knight,” said Don Quixote quietly, “I say
nothing about your other victories, but I do not
admit that you have vanquished Don Quixote

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Casildea de Vandalia	/kas*eel*dae*ə/ /dae/ /von*dol*ee*ə/

- D** [Have students read the remainder of page 4 and lines 1–3 on page 5 silently.]
- E** *COMP Inferential* What does the strange knight mean when he says his lady, Casildea, gives him “such tasks as those imposed on Hercules”?
- » He means that she has asked him to do things that seem impossible to accomplish.
- Support** Hercules is a fictional character in Greek mythology who performed 12 feats, or tasks. Those tasks were thought to be impossible, but Hercules was able to complete all 12.

- A** [Have students read the remainder of pages 5 and 6 silently.]
- B** *VOC Inferential* Based on the way it is used in this paragraph, what do you think the word *contrary* means?
- » It means the opposite.
- C** *SYN Inferential* Why is it odd that Don Quixote says “The man you speak of is a particular friend of mine”?
- » He is referring to himself.
- COMP Literal* How does Don Quixote explain why the strange knight thinks he may have defeated Don Quixote?
- » He says that one of the enchanters, who is an enemy of Don Quixote, may have pretended to be Don Quixote and let the strange knight beat him so others would think less of Don Quixote because he finally had been beaten.

de la Mancha. You may have overcome someone 1
resembling him, but certainly not the man 2
himself.” 3

A “How not the man himself?” exclaimed 4
the knight of the wood. “I swear to you the 5
B contrary. Is he not tall, with a long, lean face and 6
a hooked nose bent to one side, gray-haired, 7
lanky-limbed, with a heavy, drooping mustache, 8
and calls himself the Knight of the Sad Face or 9
the Sorrowful Countenance? Moreover, he has 10
for his squire a peasant by the name of Sancho, 11
and for his horse a steed named Rocinante, and 12
for his lady-love Dulcinea del Toboso, sometimes 13
called Aldonza Lorenzo. And if that is not 14
enough to prove I am telling the truth, then here 15
is my sword, which will force belief on the most 16
incredulous.” 17

“Softly, good sir. Listen to me for a moment,” 18
C answered Don Quixote. “The man you speak of 19
is a particular friend of mine, and though your 20
description is fairly accurate on the whole, 21

I am certain he is not the man in question.
He has many enemies among the enchanters,
one in particular, and one of these may have
impersonated him and allowed himself to
be defeated by you in order to damage Don
Quixote’s reputation. I can tell you as a fact that
in the last couple of days evil enchanters have
transformed the lovely Dulcinea del Toboso
into a lowly peasant girl. And if you are still
dissatisfied with what I say, then here stands, in
person, Don Quixote himself, ready to prove his
identity with his weapons in whatever fashion
you prefer.” Saying this, Don Quixote stood up,
clutched the hilt of his sword, and waited for the
knight to make his decision.

The strange knight replied quietly, “It is not
becoming for knight-errants to perform feats of
arms in the dark, like highwaymen,” he said. “Let
D us wait for daylight, and let the conditions of battle
be that the defeated shall obey the command of
the victor, so long as the command is something a
knight can obey without dishonoring himself.”

- D** *SYN Inferential* What does the knight of the wood mean when he says “the conditions of battle?”
» He is referring to the rules of their duel.
COMP Inferential In this version of the story, there is one condition of the duel that is similar to the version of the story in the Reader, and one condition that is different. What condition of the duel is included in both versions of the story?
» The strange knight says that the winner of the duel will be able to tell the defeated knight what to do.
COMP Inferential What condition of the duel is included in this version of the story that is not included in the story in the Reader?
» In this version of the story, the strange knight says that the winner of the duel cannot command the defeated knight to do anything that would dishonor the defeated knight.

- A** [Have students read all of page 7 and lines 1 and 2 on page 8 silently.]
- B** *VOC Inferential* Describe how the men on the cart responded to Don Quixote’s command that the lions be let out.
- » They were dumbfounded, or very surprised.
- SYN Inferential* What does the author mean by the phrase *not to continue with his purpose*?
- » The author means that the man in green asked Don Quixote to change his mind about wanting to fight the lions.

“The Gentleman in Green,
Adventure with the Lions, and
Astonished Friends”

- A** Don Quixote planted himself in the middle 1
of the road and yelled to the two men on the cart. 2
“Where are you going, friends, and what have you 3
on the wagon?” 4
- “The wagon and mules are mine,” said one of 5
the men, “but the crates contain two fierce lions, 6
presents to the king from the governor of Oran in 7
Africa. They are the biggest lions that ever came 8
to Spain.” 9
- “I am not scared of lions,” declared Don 10
Quixote, “however fierce or big they are. Open 11
the cages and let them out, and I will show 12
the enchanters who have sent them what Don 13
Quixote de la Mancha can do.” 14
- B** The men on the cart were dumbfounded at 15
this command. Sancho wrung his hands in 16

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Oran	/oe*ron/

despair. The gentleman in green urged Don Quixote not to continue with his purpose.

- C** “These lions are not sent to harm you or test your courage,” he said. “They are presents to His Majesty and you have no right to interfere with them.” “Let everybody mind his own business!” said Don Quixote. “Mine is to deal with these lions. Now, sir, open the cages at once or I will fasten you to your wagon with my lance.”

The terrified man, seeing that Don Quixote was determined, and probably crazy, said, “For God’s sake, sir, let me unhitch my mules, for if they are killed by the lions I am ruined.”

- This Don Quixote allowed. The wagon driver, calling on all there to bear witness that he was being forced against his will and over his protests, unyoked his animals and led them out of harm’s way. The gentleman in green, after trying again uselessly to reason with Don Quixote, also went off some distance, taking the tearful, trembling Sancho with him. The man

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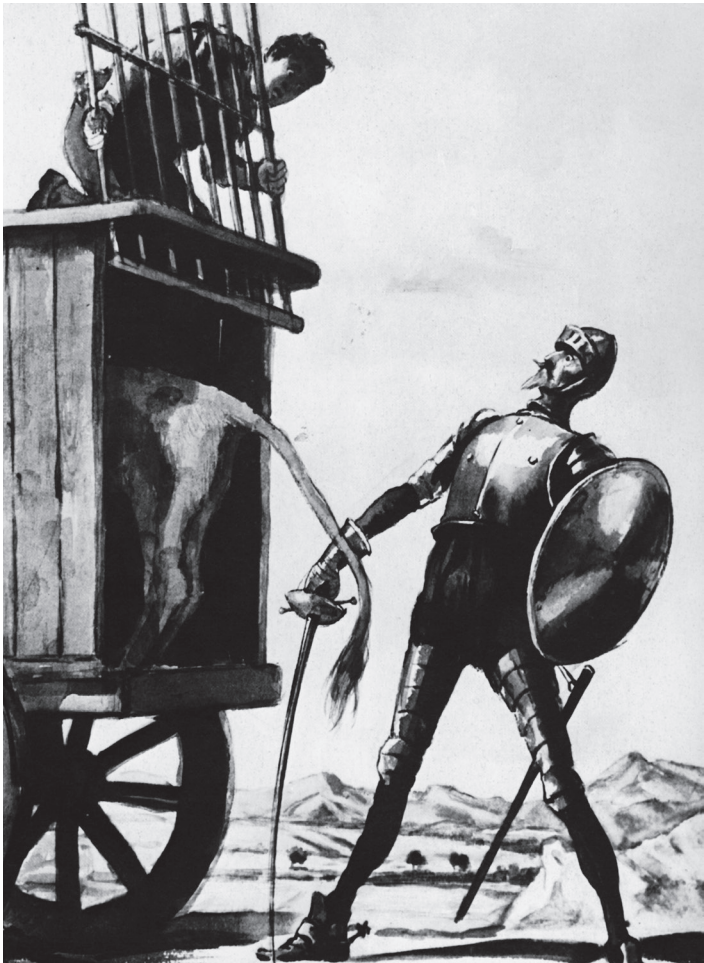
- C** [Have students read the rest of page 8 silently, to the end of the sentence in line 21.]
- D** *LIT Inferential* What is ironic about Don Quixote saying “Let everyone mind his own business!”?
- » The man leading the caravan of lions was minding his own business, whereas Don Quixote was the one interfering with him and his mission to deliver the lions.
- Support** What does the word *ironic* mean?
- » It means that something is funny because it means the opposite of what is said.
- VOC Inferential** Earlier in this unit you learned a new word that describes what Don Quixote is doing in this part of the text. What is that word?
- » *meddling*
- E** *VOC Inferential* From the way in which it is used in this paragraph, what does the phrase *bear witness* mean?
- » It means that the wagon driver is asking all the people present to agree with him, and to tell people later, that he is not voluntarily helping Don Quixote fight the lions.
- F** [Have students read the remaining words in line 21, continuing to read the next page, silently.]

- A** [Have students read the remainder of pages 9 and 10 silently.]
- B** *VOC Literal* What does the author mean when he describes the lion’s tongue as “two-hands long”?
- » It is an ancient unit of measurement based on the width of a human hand. Because everyone’s hand size varies, it is not an accurate measurement. Regardless of whose hand is used, an animal’s tongue that measures two hands is quite large.
- C** *VOC Inferential* Based on the way it is used in this paragraph, what do you think the word *undaunted* means?
- » It means that Don Quixote is not frightened by the lions.

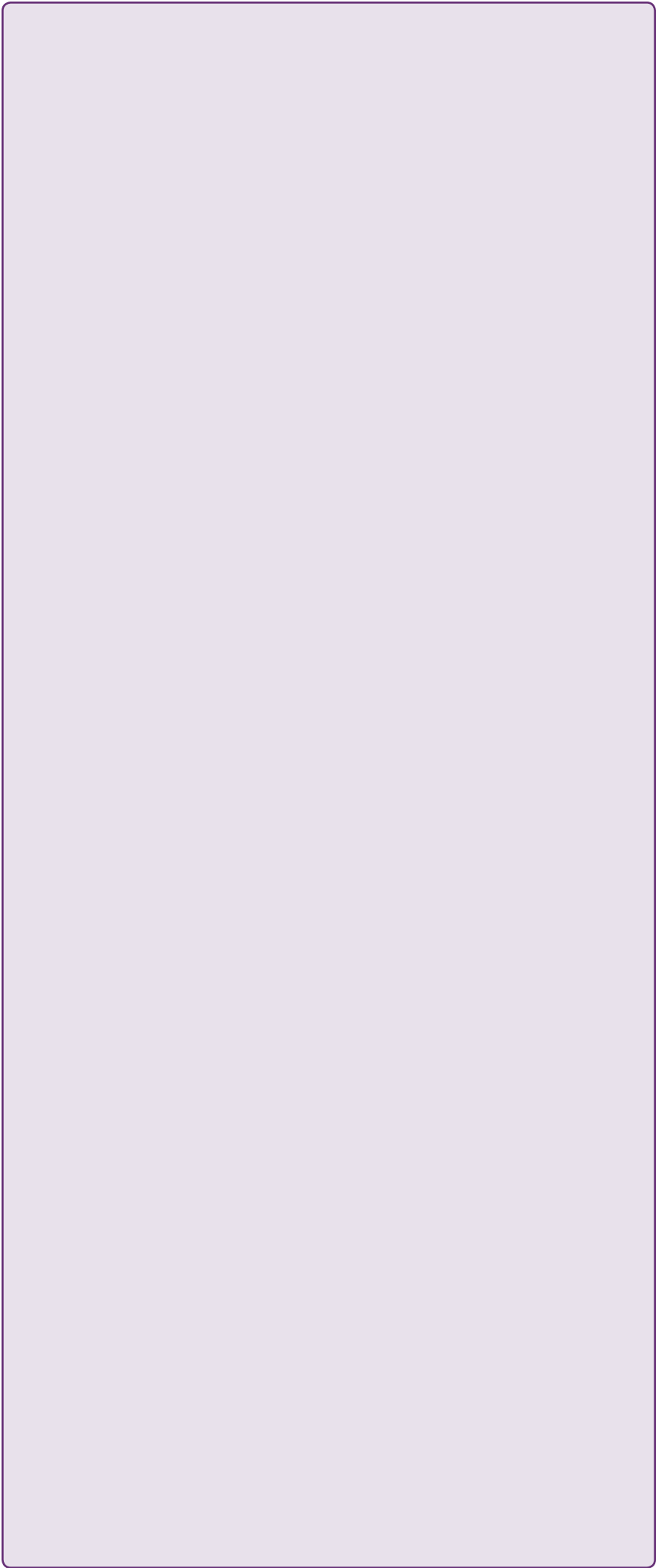
- A** left on the wagon also made an appeal, but got 1
only a stern command to open a lion’s cage as 2
an answer. While he set about this, Don Quixote 3
dismounted and turned Rocinante loose, having 4
resolved to fight the lions on foot with his sword. 5
Then he commended himself to God and to 6
Dulcinea, and stood ready in front of the lion’s 7
door. The keeper, seeing no other way, opened 8
the door of the cage and revealed a magnificent 9
lion stretched out on the floor of the crate. Dazed 10
by the sudden flood of light into his den, the lion 11
turned around, reached out an enormous paw 12
and stretched his body its full length. Next he 13
opened his mouth and yawned leisurely. After 14
this he got up and quietly surveyed the landscape. 15
- B** He extended his scarlet tongue, which was two- 16
hands long, and began to lick the dust from his 17
eyes and face. Then he stuck his head out the 18
doorway and gazed calmly around, his great eyes 19
searching, terrifying to even the bravest heart. 20
- C** Don Quixote, undaunted, waited with 21
impatience for the lion to leap out so that he 22

might engage him and slice him to pieces. But that moment never came. The majestic lion, seeming satisfied with what he had seen, turned back into his den without noticing the knight, slowly lay down again, and went back to sleep.

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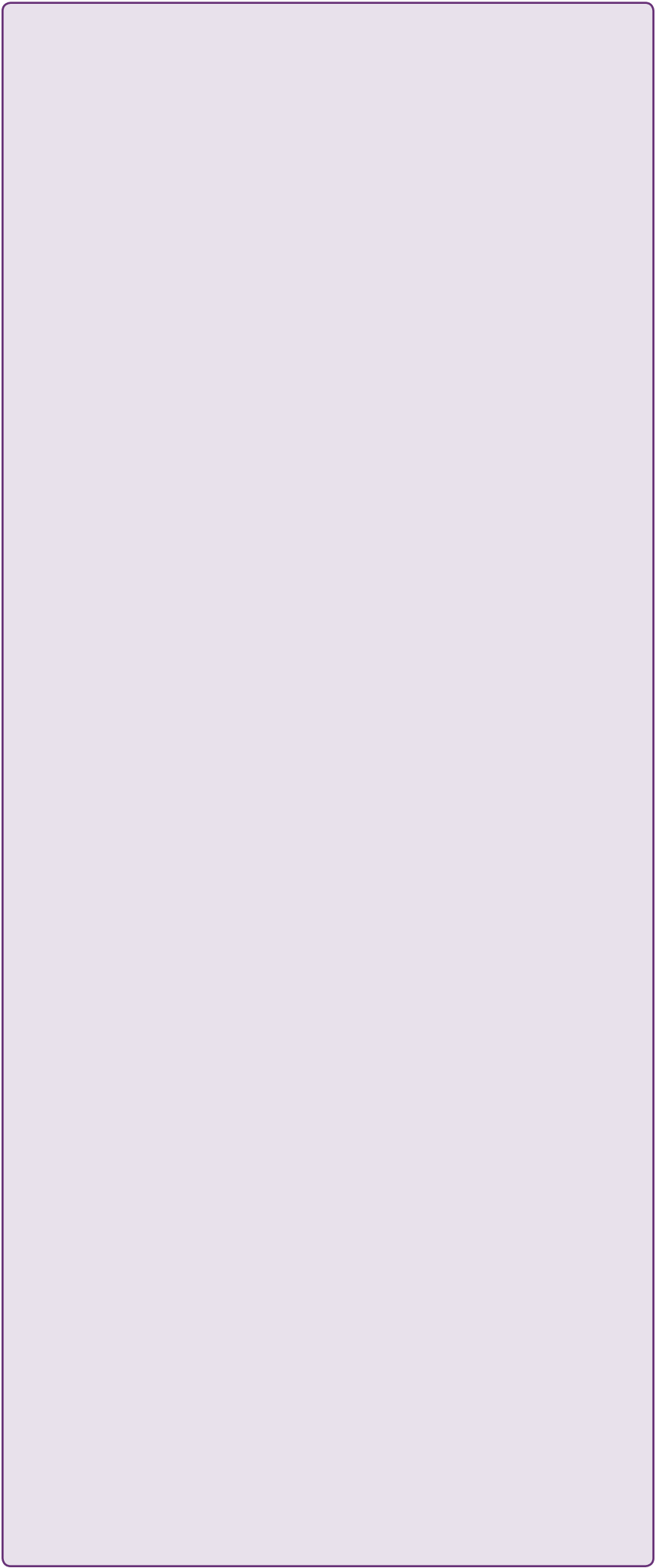
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- A** [Have students read pages 11 and 12 silently.]
- B** *SYN Inferential* What does Sancho mean by the phrase *I'll be hanged*?
- » He does not mean that he should actually be hanged. It is a phrase used to show extreme surprise.
- C** *SYN Inferential* What do you think Don Quixote means when he says, "And if the matter should come to the ears of the king"?
- » He means if the king should hear of the adventure with the lions.

- A** Don Quixote ordered the keeper to excite the lion by poking him with sticks and beating him, but the keeper refused, saying that the knight had already proven his courage and that he should not force combat on an unwilling opponent.
- The knight admitted the truth of this argument. "Shut the door then, and I will signal my friends to return," he said, tying a white cloth to the tip of his lance and then waving it for Sancho and the gentleman in green to see.
- B** "I'll be hanged if my master has not defeated the king of the beasts!" exclaimed Sancho, and he ran forward to learn what had happened.
- The keeper gave a full and flattering account of what had taken place. Don Quixote gave him a couple of gold coins for him and his companion as a reward for their trouble. "And if the matter should come to the ears of the king," he added, "and he should wish to know who performed this feat, tell him it was Don Quixote de la Mancha, now known as the Knight of the Lions, for I am

dropping the name ‘Sorrowful Countenance,’ and 1
adopting the other as the customs of chivalry 2
allow.” 3



Note

Encourage students to refer to their Readers and scan the chapter titles if they need help in remembering Don Quixote's adventures.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

- Use the following *Think Pair Share* questions to discuss these chapters.

1. *Inferential & Evaluative Think Pair Share* In the excerpt “The Strange Knight and Squire-Challenge, Victory and Transformation,” the strange knight says that Don Quixote “calls himself the Knight of the Sad Face or Sorrowful Countenance.” Later in “The Gentleman in Green, Adventure with the Lions, and Astonished Friends,” Don Quixote announces that he “is dropping the name ‘Sorrowful Countenance’ and will now be known as the ‘Knight of the Lions.’”

When I give you the signal, I want you to turn and talk to your partner about the following:

- Why do you think that Don Quixote called himself the “Knight of Sorrowful Countenance”? Think about all of his adventures up until the moment he encounters the lions.
- Why do you think Don Quixote decided to change his name to the “Knight of the Lions”? What might this change in name signify or mean?

Allow students to discuss with their partners and then ask several partners to share their thoughts with the class.

- » Answers may vary, but may include that when Don Quixote referred to himself as the “Knight of Sorrowful Countenance,” it means he is sad because he still has not won Dulcinea’s admiration, or unrequited love, and that many of Don Quixote’s early adventures had less than completely successful results, such as the confrontation with the merchants and their servants (Chapter 3), the battle with the windmills (Chapter 4), freeing the prisoners (Chapter 5), and killing the giant at the inn (Chapter 6), etc.
- » Don Quixote may have decided to change his name to the “Knight of the Lions” because in this adventure, there were no bad consequences (i.e., he emerged victorious). The name change signals that he is feeling more hopeful and optimistic; he may also think that this name may impress Dulcinea and cause others to think more highly of him.

- Have students take home Activity Page 8.2 to read and complete for homework.

Word Work: *Dumbfounded*

5 minutes

1. In the chapter you read, “The men on the cart were dumbfounded at this command.”
2. Say the word *dumbfounded* with me.
3. *Dumbfounded* means shocked or surprised.
4. The surprise ending to the mystery dumbfounded many readers.
5. Have you ever been dumbfounded by anything? Be sure to use the word *dumbfounded* when you talk about it. [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: “I was dumbfounded to learn . . .”]
6. What part of speech is *dumbfounded*?
» adjective

[Use a *Synonyms* activity for follow-up.] What does the word *dumbfounded* mean? What are some words that are synonyms, or words that have a similar meaning, of *dumbfounded*? (Prompt students to provide words like *surprised*, *amazed*, and *stunned*.) Turn to your partner and create sentences using the synonyms he or she provided.

WRITING

45 MINUTES

Plan Body Paragraphs

Model Planning Body Paragraphs

20 minutes

- Remind students that in previous lessons they drafted the introductory paragraph for their persuasive essay. Explain that opinions are arguable and can be agreed or disagreed with.
- In persuasive writing, a strong opinion is backed up with reasons and evidence from the text. The opinion is introduced in the introductory paragraph, and students back up their opinion with two reasons that are introduced, explained, and supported by text evidence in the body paragraphs.
- The reasons are provided in order to help persuade the reader to agree with the opinion. The reasons strengthen the opinion and make it harder to disagree with. Evidence from the text is proof that the reasons actually do support the opinion.
- Refer to the Structure of a Persuasive Essay Poster and review the structure of a persuasive essay.

Materials

- Example Persuasive Essay
- dry-erase markers (3 colors)
- Structure of a Persuasive Essay Poster
- Activity Pages 5.4, 8.3

- Body paragraphs develop the reasoning and evidence for the persuasive essay. Each body paragraph includes specific textual evidence that supports the opinion and a clear explanation of how this evidence supports the opinion.
- Tell students that in this lesson they will plan the two body paragraphs of the persuasive essay.
- Refer to the Example Persuasive Essay. Tell students you are going to underline the opinion (the last sentence of the introductory essay) and underline the two reasons given to back up the opinion (the first sentences of the two body paragraphs):

Have you ever read a story that made you want to shout at the main character? In the Brothers Grimm tale, “The Fisherman and His Wife,” a fisherman asks a magic fish to grant his greedy wife’s wishes. The fisherman always does what his wife says, even when she asks for the power to make the sun and moon rise and set. The fisherman is a fool and should have acted differently in the story.

The fisherman is a fool because he allows his wife to bully him into asking the fish for very extravagant things. For her first two wishes, the wife wants a bigger home each time. She is only satisfied for a week! In these early wishes, the fisherman should have recognized that his wife’s greed was growing too fast for their own good. Once the wife gets her bigger home, she decides she wishes to be queen and then wants the power to control the sun and moon. Why on earth would the fisherman think to ask a magic fish for such a power for his wife?

The fisherman is also a fool because he ignores the increasing signs of danger each time he asks the magic fish to grant another ridiculous wish. Each time the fisherman returns to the sea to ask the magic fish to grant a wish, the sea is darker and more dangerous. The fisherman should have recognized the warning in the sea color and movement changes. If he had recognized just how dangerous the sea was becoming, he could have stood up to his wife in time to stop her.

- First, review the example essay to identify the opinion statement. Underline the last sentence in the first paragraph.
- Next, review that the example essay contains two reasons to back up the opinion presented in the introductory paragraph. Underline the first sentence in each of the remaining paragraphs with a different color to identify both reasons.
- Refer to the example persuasive essay again. Now, model how to find evidence in each paragraph that supports each reason, underlining them in a different color so they stand out.
- Point out the manner in which each paragraph provides an explanation that connects the text evidence with the reason.

Plan Body Paragraphs

25 minutes

- Tell students that Activity Page 8.3 contains a graphic organizer that will help them plan their body paragraphs.

- Students have already come up with their opinion, first reason, and accompanying text evidence on Activity Page 5.4. Students may transfer this information to the graphic organizer on the front of Activity Page 8.3. Remind students of the importance of explaining how the evidence connects to the reason to support the opinion.
 - **Support** Some students may benefit from stapling Activity Page 5.4 to Activity Page 8.3 instead of transferring the information for Reason #1.
- Remind students they must include an explanation that connects the text evidence and the reason. The explanation of evidence is important because it helps persuade the reader to agree with the writer’s opinion and reasons for that opinion.
 - Tell students they should plan their second body paragraph using the chart on the back of Activity Page 8.3. First students should find a second reason that backs up their opinion. They then should include two new pieces of text evidence that support this second reason. Remind students of the importance of explaining how the evidence connects to the reason to support the opinion.
 - » **Support** Direct students to find a second reason and two new pieces of evidence from later chapters of *Adventures of Don Quixote*. Remind students that they drafted their first reason and found their first two pieces of evidence after reading Chapters 1–8 of the text, so they may want to refer to Chapters 9–10 to find a second reason.
- Explain that students will use Activity Page 8.3 to draft their body paragraphs in the next writing lesson.

Wrap Up

- Have students share their opinion and two reasons with a partner.

Note

During this lesson, students will complete only the graphic organizers. They will draft paragraphs on the blank lines provided on Activity Page 8.3 during the next writing lesson.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 8.2 to read and complete for homework.

Materials

- Activity Page 8.2

Lesson 9

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Small Group: Chapters 11 and 12 “The Puppet Show” and “At the Duke’s Palace” Word Work: <i>Monumental</i>	40 min. 5 min.	Answer Key for Activity Page 8.2, Activity Pages 1.3, 4.2, 8.2, 9.1–9.3, SR.1; <i>Adventures of Don Quixote</i>
Grammar Review Sentences, Verbs, and Subject-Verb Agreement	15 min.	Subject and Predicate Poster; Noun Subject-Action Verb Agreement Poster; Subject-Linking Verb Agreement Poster; Subject-Verb-Predicate Chart; Activity Page 9.4
Morphology Practice Root <i>vac</i>	15 min.	Root <i>vac</i> Practice Chart; Activity Page 9.5
Spelling Practice Spelling Words	15 min.	Activity Pages 9.6, SR.2
Take-Home Material Reading; Grammar	*	Activity Pages 9.3, 9.4

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe events from both chapters that provide further evidence of Don Quixote’s idealistic and quixotic character traits, as compared to Sancho’s more realistic character trait.

Grammar: By the end of this lesson, students will be able to form complete sentences with proper subject-verb agreement in the present tense.

Morphology: By the end of this lesson, students will be able to correctly use words with the root *vac*.

Spelling: By the end of this lesson, students will have gained additional practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read to find further evidence of Don Quixote’s idealistic and quixotic character traits, as compared to Sancho’s more realistic character trait.

Grammar

- Prepare and display the following Subject and Predicate Poster. Alternatively, you may access a digital version in the digital components for this unit.

Subject and Predicate
A sentence has two parts: a subject and a predicate.
Subject: tells who or what the sentence is about
Common noun: general person/place/thing (not capitalized)
Proper noun: specific person/place/thing (capitalized)
Predicate: tells what the subject is doing, did, or will do
Action verb: shows action
Linking verb: connects the subject to word(s) in the predicate that describe the subject (does not show action)

- Prepare and display the following Subject-Verb-Predicate Chart. Alternatively, you may access a digital version in the digital components for this unit.

Subjects	Verbs	Predicates
The lion	to look	back to the palace to prepare for his guests’ arrival
The Duke	to be	across the field
Rocinante	to stretch	in his cage
Sancho	to hurry	a very famous puppeteer
Master Peter	to gallop	scared

- Display the Noun Subject-Action Verb Agreement Poster from Lesson 2 and the Subject-Linking Verb Agreement Poster from Lesson 6.

Morphology

- Prepare and display the “Word Choices” column of the following Root vac Practice Chart on the board/chart paper . Alternatively, you may access a digital version in the digital components for this unit.

Word Choices	Sentences
1. evacuate, vacuum, vacant	When meteorologists predicted a tsunami for the region, the coastal people were forced to _____ their homes.
2. vacate, vacant, vacation	An apartment complex was torn down, leaving a _____ lot on which the neighborhood children played ball.
3. vacancy, vaccination, vacuum	Doctors now administer a _____ for chicken pox that helps to prevent the disease.
4. vacant, evacuee, evacuate	The young girl tried to sleep on a cot in the noisy gym where she had been taken as an _____ after the hurricane warning.
6. evacuee, vacant, vacate	Thunder and lightning forced all the swimmers to _____ the pool.

Materials

- Answer Key for Activity Page 8.2
- Activity Pages 1.3, 4.2, 8.2, 9.1–9.3, SR.1
- *Adventures of Don Quixote*

READING

45 minutes

Small Group: Chapters 11 and 12 “The Puppet Show” and “At the Duke’s Palace”

40 minutes

Review

5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 8.2, which was assigned for homework.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 11 and 12 “The Puppet Show” and “At the Duke’s Palace.”
- Have students turn to the table of contents, locate Chapter 11, and then turn to the first page of Chapter 11.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *Moors*.
- Have them find the word in the first paragraph on page 32 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *Moors*, and then have a student read the definition.

- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 9.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **Moors, *n.*** Muslims who invaded and conquered parts of Spain in the Middle Ages **(32)**
2. **monumental, *adj.*** great or extreme **(32)**
3. **brocade, *n.*** a type of fabric or cloth with raised designs in gold or silver thread **(35)**
4. **clergyman, *n.*** a church leader who performs religious services **(35)**
5. **laughingstock, *n.*** a person regarded as very foolish and ridiculous **(35)**

Vocabulary Chart for Chapters 11 and 12 “The Puppet Show” and “At the Duke’s Palace”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	Moors brocade clergyman	monumental laughingstock
Spanish Cognates for Core Vocabulary	brocado clérigo	monumental
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	the eyes of his imagination the flower and cream of knighthood in my defense have the time of your life	

Read the purpose for reading from the board/chart paper:

Read to find further evidence of Don Quixote’s idealistic and quixotic character traits, as compared to Sancho’s more realistic character trait.

Note

You may wish to introduce words 1–2 before reading “The Puppet Show,” and introduce words 3–5 before reading “At the Duke’s Palace.”

Establish Small Groups

Before reading the chapters, divide students into two groups using the following guidelines:

✪ **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text. This is an excellent time to make notes in your anecdotal records. Students will complete Activity Page 9.2 with your support during reading.

✪ **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the chapter, discuss it with others in Small Group 2, and then complete Activity Page 9.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 9.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner's work after they have completed the activity page
- confer with students individually or as a group at a later time

Over the course of the year, students may change groups, depending on individual students' needs.

Read "The Puppet Show" and "At the Duke's Palace"

20 minutes

The following guided reading supports are intended for use with Small Group 1. Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

Suggest to students in Small Group 2 that they complete the Challenge question on Activity Page 9.2 if they complete the reading and the rest of the activity page before the class is brought back together at the end of the lesson.

11. The Puppet Show

A ONE day, Don Quixote and Sancho stopped at an inn. Later on, a man with a green eye patch came to the same place. He wanted a room, and the innkeeper, on recognizing him, said, "Of course. I'd give you a room if I had to take it away from the most powerful duke in Spain."

C The man went back outside for his belongings. Don Quixote wanted to know who that stranger, so well received, was.

"He's a very famous puppeteer, that Master Peter," said the innkeeper. "He goes from town to town with a puppet show and a most unusual monkey, who can answer questions. The animal knows about the present and the past! You ask him a question, he jumps on his master's shoulder and whispers the answer. Master Peter then tells you what the animal said."

The man came back at that moment. The monkey got on his shoulder and started whispering, without being asked any questions. Master Peter got on his knees in front of Don Quixote. Hugging the knight's knees, he said, "I embrace the knees of the most famous of all knights, Don Quixote de la Mancha, fighter of evil and savior of the unfortunate."

How surprised Don Quixote was!

The man went on, "You, Sancho Panza, are the best squire of the best knight in the world!"

Sancho's eyes were as big as saucers.

"Now, in honor of you both and the other people at this inn," said Master Peter, "we're going to have a puppet show."

The stage was set. Master Peter went behind the scenes

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A [Have a student read the first paragraph on page 31 aloud.]

B *Inferential* At the end of the first paragraph on page 31, the innkeeper says he would give the man with the green eye patch a room even if it meant taking one away from the most powerful duke in Spain. What does this tell you about the way the innkeeper feels about the man with the green eye patch? [Have students record the answer(s) to question 1 on the activity page.]

» He respects the man with the green eye patch very much and wants him to be a guest at his inn.

C [Have a student read the rest of page 31 aloud, stopping before the partial sentence at the bottom of the page.]

D *Literal* What is the name of the man with the green eye patch and why is he famous?

» His name is Master Peter, and he is a traveling puppeteer who travels with a monkey who knows about the present and the past.

Inferential How does the puppeteer feel about Don Quixote and Sancho? [Have students record the answer(s) to question 2 on the activity page.]

» He admires them and is happy, or excited, to meet them.

A [Have a student read the first three paragraphs on page 32 aloud, beginning with the partial sentence on the bottom of page 31.]

B *Literal* Describe the story of Doña Melisendra. [Have students record the answer(s) to question 3 on the activity page.]

» Answers may vary, but may include that Doña Melisendra was being held prisoner in Spain by the Moors; her husband, Don Gaiferos, tried to rescue her to take her away on horseback; Doña Melisendra’s skirt gets caught on the bars of the balcony; and King Marsilio pursued the couple.

Support Who are the characters in the puppet show performed by Master Peter?

» Doña Melisendra; her husband, Don Gaiferos; King Marsilio; and the Moors

C [Have a student read the rest of page 32 aloud.]

D *Literal* What monumental confusion does Don Quixote create at the puppet show?

» He thinks the Moors are real and are chasing Doña Melisendra and Don Gaiferos, so he destroys the puppets.

Inferential How does this event support the view that Don Quixote is idealistic, or quixotic? [Have students record the answer(s) to question 4 on the activity page.]

» He does not see things as they really are, but he sees it as an opportunity for a knight to right a wrong and save Doña Melisendra.

Support What does the word *monumental* mean?

» It means great or extreme.

A to handle the puppets. A young boy stood by the side to explain the action and show with a pointer the different figures that were coming on stage.

There was a blast of drums and trumpets.

“This is the true story of Doña Melisendra, wife of Don Gaiferos, on the occasion of her rescue from the prison in which the Moors had her in Spain,” the boy said. “Emperor Charlemagne, Melisendra’s father, is coming to scold his son-in-law Don Gaiferos for wasting his time playing chess. Now Don Gaiferos runs to her rescue! He comes to the tower where she’s held prisoner. Now Don Gaiferos arrives; Doña Melisendra climbs down the balcony and jumps on her husband’s horse.”

The boy kept pointing at the puppets moving around the stage. He went on: “Oh, what bad luck! Her skirt gets caught in the iron bars of the balcony. She’s hanging, not able to reach the ground! Don Gaiferos grabs her and puts her on his horse; he asks her to hold tight so she doesn’t fall. Look at that horse fleeing! But King Marsilio has been warned and starts pursuing the couple. I’m afraid he’s going to catch up with them and bring them back tied to his horse’s tail, and that’s terrible!!!”

B Don Quixote stood up and shouted: “I won’t let that happen in my presence to the brave knight Don Gaiferos. Stop, you villains! Don’t pursue him if you don’t want to face me in combat!”

C Then, with his sword, he destroyed all the puppets in the show. Heads, legs, and arms flew in all directions.

“They’re not *real* Moors, they’re just puppets!” Master Peter cried. “You’re ruining my show! You’re ruining me!”

D The confusion was monumental. The monkey ran away. Sancho was scared—he’d never seen his master *so* angry before.

When he finished his task, Don Quixote calmed down and said, “I’d like to see before me all those who claim that knights do no good. I have just saved Don Gaiferos and Doña Melisendra from the wicked Moors. Long live knighthood!”

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Doña Melisendra	/doe*nyo/ /mae*lee*sen*dro/
Don Gaiferos	/doen/ /gie*fer*oes/
Charlemagne	/shar*la*maen/
Marsilio	/mor*see*lee*oe/

E Master Peter was crying real tears. Sancho, saddened by those tears, told him that his master would pay for all the damage.

Don Quixote agreed to pay, but he also said that he was more convinced than ever that wizards were playing tricks on him. It was not the first time that he believed what the eyes of his imagination saw instead of what was real.

Sancho and Master Peter made an estimate of the damage, and Don Quixote paid every last bit of it. All was well and the damage was forgotten. They had dinner together.

But who was that Master Peter? Remember the cocky Ginés de Pasamonte, one of the convicts freed by Don Quixote? This was the same man, now disguised with the eye patch. He was making a living with his traveling puppet show and the monkey fortuneteller.

It was rumored that, before he entered a town, he would ask a few people in the vicinity what was news in the area. That way, the monkey would “know” what to tell. And that’s why he could tell only about the past and the present, not the future. But in the case of Don Quixote and Sancho, no one had to tell anything to anyone. Ginés de Pasamonte remembered them very well.

F

G

E [Have a student read page 33 aloud.]

- F Inferential** Based on the way it is used in this paragraph, what do you think the phrase *what the eyes of his imagination saw* means? [Have students record the answer(s) to question 5 on the activity page.]
- » It means that he saw it in his mind, but it didn’t really exist.
- G Inferential** On page 31, the text says that Master Peter’s “ . . . monkey can answer questions. The animal knows about the present and past! You ask him a question, he jumps on his master’s shoulder and then whispers the answer. Master Peter then tells you what the animal said.” Is the monkey in fact able to answer questions about the present and the past? Describe what is really happening. [Have students record the answer(s) to question 6 on the activity page.]
- » When Master Peter was about to visit a new town, he would first ask people in the area for news of the town. Then, when people in the town asked the monkey questions, Master Peter would pretend that the monkey was whispering the answer in his ear and that he was just repeating what the monkey said. In fact, Master Peter would use the information he learned from people in the area before visiting the town to answer the questions himself.

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Ginés de Pasamonte	/hee*naes/ /dae/ /pos*om*oen*tae/

A [Read page 34 and the partial paragraph at the top of page 35 aloud.]

B Inferential Why does the Duchess invite Don Quixote and Sancho to the palace for a visit with her and the Duke? [Have students record the answer(s) to question 7 on the activity page.]

» She and her husband wanted to have a good time, making fun of Don Quixote and Sancho.

Support What reason does the Duchess give to Sancho for inviting him and Don Quixote to the palace?

» She tells him Don Quixote can come to the palace to serve her and her husband.

Inferential The text says that the Duke rode ahead of the Duchess, Don Quixote, and Sancho “to prepare the palace for the guests’ arrival!” Based on what happens when Don Quixote arrived, how did the Duke prepare for the guests’ arrival?

» He gave directions to the servants to welcome Don Quixote and Sancho as if they were truly the great knights of the Middle Ages: he told beautiful ladies to put a scarlet, or dark red, robe on Don Quixote’s shoulders and spray perfume everywhere; he told the servants to decorate the big hall with silk and brocade, fancy embroidered fabric; and he told 12 pages to escort Don Quixote to a richly decorated table.

12. At the Duke’s Palace

A AFTER leaving the inn, Don Quixote and Sancho traveled around the countryside for a while. One day, near a wood, they saw a large hunting party. A beautiful lady, mounted on a magnificent white horse, was in the center of it.

“Sancho, go to that beautiful lady,” Don Quixote said. “Tell her that I, the Knight of the Lions, kiss her hands and am willing to serve her with the strength of my arms if Her Highness permits.”

Sancho went and introduced himself. The beautiful hunter didn’t let him remain on his knees, for he was the squire of a very famous knight, she said.

“Tell your master that he is welcome. He may come and serve me and my husband, the Duke, in a palace we have near here.”

“So beautiful,” Sancho thought, “and so sweet.” He brought the message to Don Quixote, who immediately hurried to meet her.

She, meanwhile, had called the Duke aside. They decided to amuse themselves by treating Don Quixote as the novels of knighthood said knights should be treated.

B The Duke, the Duchess, and Don Quixote rode toward the palace. Sancho and the rest of the party followed. The Duke himself went ahead of the others to prepare the palace for the guests’ arrival!

When Don Quixote got off his horse, two beautiful ladies put a scarlet robe on his shoulders. Then the corridors filled with servants chanting, “Welcome to the flower and cream of knighthood!” They sprayed perfume over him, the Duke, and the Duchess. In a big hall decorated

with silk and brocade, six ladies helped him take off his armor. After that, twelve pages escorted him to a richly decorated table with four settings. Everybody had a hard time keeping from laughing at the knight and the squire.

C There was a solemn-looking clergyman with the Duke and Duchess in the dining room. Don Quixote was asked to sit at the head of the table. The clergyman sat opposite him, with the Duke on one side and the Duchess on the other.

The Duchess wanted to know about Dulcinea. "Have you sent her any giants lately to pay respects, dear Don Quixote?" she asked.

"Yes, Your Highness," he confessed, "but my luck is such that one of my enemies has transformed her into an ordinary farm girl."

The serious-minded priest, hearing all that talk about giants and enchantments, imagined that this must be the hero of the book the Duke liked to read often. So he said to Don Quixote, "Who has told you that you are a knight, you fool? Who has charged you with the job of fighting evil creatures? Go back to your home, take care of your children and spouse, and of your affairs. Stop roaming around, being everybody's laughingstock!" **D**

Don Quixote stood up, shaking from head to toe. "Be thankful that I respect your priestly state," he said. "But tell me, Your Grace, why do you order me to take care of wife and children without knowing whether I have any? Going through the world righting wrongs and punishing evil is no easy task, but it is satisfying work. And if I am called a fool for that, say something in my defense, Honorable Duke and Duchess."

The priest addressed the squire next. "Are you, by chance, that Sancho Panza to whom his master promised an island to govern?"

"Yes, Your Holiness," Sancho answered. "And I deserve it as much as anyone."

E Host and hostess were having the time of their lives. They would not let the priest spoil their fun. The Duke

C [Read the rest of page 35, stopping at the partial paragraph at the bottom of the page.]

D *Evaluative* The Duke and the clergyman react to Don Quixote differently. In what way are their reactions different?

» The Duke thinks Don Quixote is amusing, and he laughs. The clergyman thinks Don Quixote is foolish and gets angry at him.

[Have students record the answer(s) to questions 8 and 9 on the activity page.]

E [Read the last two lines of page 35 aloud, continuing to page 36.]

A [Finish reading page 36 aloud.]

B *Literal* How do the Duke and Duchess continue to have fun with Sancho?

» The Duke claims that he is appointing Sancho governor of an island.

36

Argentina Palacios

A said to Sancho, "Sancho, my friend, I, in the name of the great Don Quixote, appoint you governor of one of my islands."

"Kneel, Sancho," commanded Don Quixote, "and kiss His Highness's feet."

Sancho did as he was told. The priest could not bear it any longer. "You are *all* crazy," he said. "I shall not set foot

B in this palace as long as those foolish guests remain here."

Discuss the Chapters and Wrap Up the Lesson

10 minutes

- Bring students back together as a class. Use the following questions to discuss the chapters.

1. **Inferential** Which event in these two chapters best supports the idea that Don Quixote is idealistic or quixotic? [Have students record their answers on Activity Page 1.3, in the “Evidence from Text” column across from the “Character Trait” box that states “idealistic.”]
 - » Answers may vary, but may include that Don Quixote thinks Doña Melisendra is being harmed so he tries to save her (pages 32–33); and that he thinks he is invited to the palace to serve the Duke and Duchess, although they simply want to make fun of him (pages 33–34).
2. **Inferential** Which event in these two chapters best supports the idea that Sancho is realistic? [Have students record their answers on Activity Page 4.2, in the “Evidence from Text” column across from the “Character Trait” box that states “realistic.”]
 - » Sancho realizes Don Quixote ruined Master Peter’s puppets and promises that he will pay for the damage (page 35).
3. **Evaluative** We have described Don Quixote as idealistic and Sancho as realistic, comparing and contrasting these character traits. Nonetheless, is there any evidence in the chapter “At the Duke’s Palace,” that Sancho is idealistic, even momentarily?
 - » Yes, Sancho believes that the Duke can make him the governor of an island. He kneels down at the Duke’s feet so he can be appointed governor.

- Have students take home Activity Page 9.3 to read and complete for homework.

Word Work: Monumental

5 minutes

1. In the chapter you read, “The confusion was monumental.”
2. Say the word *monumental* with me.
3. *Monumental* means great or extreme.
4. Neil Armstrong’s walk on the moon was a monumental event in American history.
5. Have you ever witnessed a monumental event or made a monumental decision? Be sure to use the word *monumental* in your response. [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: “It was monumental when _____”]
6. What part of speech is the word *monumental*?
 - » adjective

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence I read is an example of something great or extreme, say, “That is monumental.” If the sentence I read is not an example of something that is great or extreme, say “That is not monumental.”

1.

Juanita decided to ride her bike to school rather than walk.

» That is not monumental.
2.

Two feet of snow fell during the blizzard, closing almost everything in the town for several days.

» That is monumental.
3.

People have climbed to the top of Mt. Everest, the tallest mountain in the world.

» That is monumental.
4.

Ms. Miller took her umbrella to work today because it looked like it was going to rain.

» That is not monumental.

Materials

- Subject and Predicate Poster
- Noun Subject-Action Verb Agreement Poster
- Subject-Linking Verb Agreement Poster
- Subject-Verb-Predicate Chart
- Activity Page 9.4

GRAMMAR

15 minutes

Review Sentences, Verbs, and Subject-Verb Agreement

- Direct students’ attention to the posters prepared in advance, and remind them of what they have learned in previous units:
 - Sentences have two parts: a subject (who or what the sentence is about) and a predicate (what the subject is doing, did, or will do).
 - The predicate includes a verb. The verb may either be an action verb (shows action) or a linking verb (connects the subject to words in the predicate that describe the subject, and it does not show action).
 - The verb must always agree with the subject of the sentence. If the subject of the sentence is singular, or only one person or thing, the verb must be singular; if the subject is plural, meaning more than one person or thing, the verb must be plural.

- Direct students’ attention to the Subject-Verb-Predicate Chart prepared in advance, pointing out that the verbs in the center column are a mixture of action verbs and linking verbs. Referencing the posters you displayed, match each subject with its predicate (including one of the verbs from the middle column). This finished chart is provided for your reference:

Subjects	Verbs	Predicates
The lion (1)	to look (4)	back to the palace to prepare for his guests’ arrival (2)
The Duke (2)	to be (5)	across the field (3)
Rocinante (3)	to stretch (1)	in his cage (1)
Sancho (4)	to hurry (2)	a very famous puppeteer (5)
Master Peter (5)	to gallop (3)	scared (4)

- Number each subject, verb, and predicate as you match them, saying each complete sentence aloud. After orally completing the sentence with *The lion* as the subject, write the completed sentence on the board, pointing out how the verb changes in order to agree with the subject.
 - *The lion stretches in his cage.*
- After orally completing the sentence with *The Duke* as the subject, write the completed sentence on the board, pointing out how the verb changes in order to agree with the subject.
 - *The Duke hurries back to the castle to prepare for his guests’ arrival.*
- Match the remaining subjects, verbs, and predicates, saying each complete sentence aloud only. Do not write the completed sentences on the board.
- Have students turn to Activity Page 9.4. Together review the directions and the first completed example in the chart as well as the sentence section below the chart. Tell students to complete the next item in the chart, writing the complete sentence on the lines provided. Circulate around the room to be certain that students understand the directions.
- If time permits, explain the Challenge directions and example on the back of the page.
- Tell students to complete the remainder of the activity page for homework, clearly stating whether or not they are to complete the Challenge item.

Note

If some or all students need more scaffolded practice on subject-verb agreement, substitute Activity Pages PP.1 and PP.2 for Activity Page 9.4.

Materials

- Root vac Practice Chart
- Activity Page 9.5

MORPHOLOGY

15 minutes

Practice Root *vac*

- Review the definition of a root. (A root is the main element of a word that forms the basis of its meaning. A prefix or suffix added to the root can change the meaning).
- Briefly review the root *vac*, reminding students that it means “to empty.”
- Direct students’ attention to the Root *vac* Practice Chart.
- Tell students you will read a sentence aloud that is missing a word. Then, students should choose the word from the left column that best fits in the blank in the sentence on the right.
- Practice with the first sentence.
- Ask students if they know which word best fits the blank from the choices given. If students are having trouble, ask which words they could eliminate from the list to narrow the options. Remind students of word meanings if necessary. (*Evacuate*, because it means to leave a dangerous place.)
- Continue in this manner with the remaining sentences as time permits.

Word Choices	Sentences
1. evacuate, vacuum, vacant	When meteorologists predicted a tsunami for the region, the coastal people were forced to _____ their homes. (evacuate)
2. vacate, vacant, vacation	An apartment complex was torn down, leaving a _____ lot on which the neighborhood children played ball. (vacant)
3. vacancy, vaccination, vacuum	Doctors now administer a _____ for chicken pox that helps to prevent the disease. (vaccination)
4. vacant, evacuee, evacuate	The young girl tried to sleep on a cot in the noisy gym where she had been taken as an _____ after the hurricane warning. (evacuee)
6. evacuee, vacant, vacate	Thunder and lightning forced all the swimmers to _____ the pool. (vacate)

- Have students turn to Activity Page 9.5. Briefly review the directions and have students complete the first sentence as a group. Have students complete the rest of the activity page independently.
- Collect completed Activity Page 9.5 to review and grade at a later time.

SPELLING

15 MINUTES

Practice Spelling Words

- Tell students they will practice writing spelling words.
- Have students turn to Activity Page 9.6. Explain that they will work with a partner to create sentences for each of these words.
- Remind students that they will complete their spelling assessment during the next lesson.
- Collect completed Activity Page 9.6 to review and grade at a later time.

Materials

- Activity Pages 9.6, SR.2

TAKE-HOME MATERIAL

Reading; Grammar

- Have students read and complete Activity Page 9.3.
- Have students complete Activity Page 9.4.

Materials

- Activity Pages 9.3, 9.4

Lesson 10

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Spelling		
Assessment	15 min.	Activity Page 10.1
Reading		
Read-Aloud: Chapters 13 and 14 “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho”	40 min.	Answer Key for Activity Page 9.3; Activity Pages 1.3, 4.2, 9.3, 10.2, 10.3, SR.1; <i>Adventures of Don Quixote</i>
Word Work: <i>Worth</i>	5 min.	
Writing		
Draft Body Paragraphs	30 min.	Activity Pages 5.4, 8.3; Example Persuasive Essay (optional)
Take-Home Material		
Reading	*	Activity Page 10.3

Primary Focus of Lessons

Spelling: Students will be assessed on their knowledge of the correct spelling of targeted words.

Reading: By the end of this lesson, students will be able to describe events from both chapters that provide further evidence of Don Quixote’s and Sancho’s various character traits.

Writing: By the end of this lesson, students will be able to draft two body paragraphs of their persuasive essays.

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version of this in the digital components for this unit:

Listen and read to find further evidence of Don Quixote’s idealistic, quixotic, and brave character traits, as compared to Sancho’s more realistic character trait.

Writing

- Write the following transition words on the board/chart paper.

Words That Show Similarity
Similarly
Just like
Same as
Likewise
Another example
Like

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Grammar

- Collect Activity Page 9.4 to review and grade at a later time as there is no grammar lesson today.

SPELLING

15 minutes

Assessment

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

Materials

- Activity Page 10.1

Note

- This is a good opportunity to use the Tens scoring system to gather formative assessment data.

1. adventure	My mom led the way on our white water <u>adventure</u> , paddling through the rapids as our canoe bounced against the rocks.
2. armor	During the Middle Ages, it was common for knights to wear stiff <u>armor</u> into battle.
3. courage	It took a great deal of <u>courage</u> for me to ride the roller coaster with my brother.
4. disguise	Carlos decided to <u>disguise</u> himself as an astronaut for the costume party.
5. enchanted	The teacher read a story about a magician who <u>enchanted</u> a princess and turned her into a statue.
6. imagination	I have never seen the ocean, but in my <u>imagination</u> it is filled with huge waves, tall ships, and many surfers.
7. knighthood	The page dreamed of the ceremony in which he would be rewarded with <u>knighthood</u> .
8. nonsense	My little sister speaks such <u>nonsense</u> when she says that she can fly.
9. ordinary	My favorite days are <u>ordinary</u> days with no unexpected surprises.
10. squire	The <u>squire</u> handed the knight his sword before he went into battle.

- After reading all of the words, review the list slowly, reading each word once more.
- Tell students that, starting with today’s spelling assessment, you will also dictate a sentence for students to write. Remind students you will read the sentence several times.
- Have students write the following sentence as dictated.

Sancho was an ordinary squire who enjoyed his master’s adventures.

- Repeat the sentence slowly several times, reminding students to check their work for appropriate capitalization and punctuation.
- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students’ errors.

READING

45 minutes

Read-Aloud: Chapters 13 and 14 “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho” 40 minutes

Review 5 minutes

Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 9.3, which was assigned for homework.

Materials

- Answer Key for Activity Page 9.3
- Activity Pages 1.3, 4.2, 9.3, 10.2, 10.3, SR.1
- *Adventures of Don Quixote*

Introduce the Chapters

5 minutes

- Tell students you will read aloud “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho.” They should follow along in their Readers as you read.
- Have students turn to the table of contents, locate Chapter 13, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *ordinary*.
- Have them find the word on page 38 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *ordinary*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 10.2 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **ordinary, *adj.*** normal or usual **(38)**
2. **bellows, *n.*** a mechanical device that blows out air when its sides are pressed together **(38)**
3. **scorched, *adj.*** burned **(38)**
4. **worth, *n.*** importance or value **(41)**
5. **wisdom, *n.*** knowledge gained from having many experiences in life **(41)**
6. **swineherd, *n.*** someone who takes care of pigs **(41)**
7. **envy, *v.*** to be jealous of **(42)**
8. **justice, *n.*** fairness **(42)**
9. **unkempt, *adj.*** messy **(42)**
10. **Almighty, *n.*** God **(43)**

Note

You may wish to introduce words 1–3 before reading “The Adventure of the Wooden Horse,” and introduce words 4–10 before or while reading “Don Quixote Advises Sancho.”

Vocabulary Chart for Chapters 13 and 14 “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	bellows swineherd	ordinary scorched worth wisdom envy justice unkempt Almighty
Spanish Cognates for Core Vocabulary		ordinario justicia
Multiple-Meaning Core Vocabulary Words	bellows	
Sayings and Phrases	put on airs do justice the weight of the law	

- Read the purpose for reading from the board/chart paper:

Listen and read to find further evidence of Don Quixote’s idealistic, quixotic, and brave character traits, as compared to Sancho’s more realistic character trait.

Read “The Adventure of the Wooden Horse” and “Don Quixote Advises Sancho”

20 minutes

Read the chapter aloud, as students follow along in their Readers. As you read the chapters, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

13. The Adventure of the Wooden Horse

A **E**VERYONE at the palace was having a grand time playing tricks on the knight and the squire. The Duke and Duchess played many themselves, and they also encouraged their servants to come up with ideas of their own.

One fine afternoon, while Duke, Duchess, and guests were in the garden, twelve young ladies came in two lines. Following them was an older lady. All thirteen had their faces covered by thick black veils.

The older lady said they were looking for Don Quixote de la Mancha and Sancho Panza. Her voice was a little deep, but no one paid much attention to that. She said she had heard of the knight's courage and deeds. Both Sancho and Don Quixote stood up and identified themselves.

C She said she was Countess Trifaldi, governess of Princess Antonomasia, from the kingdom of Candaya. The very young princess fell in love with Don Clavijo, and on her own agreed to be his wife. But Don Clavijo was only a knight, and Princess Antonomasia was the heir to the throne. Then, one day, giant Malambruno, a wizard, came riding a wooden horse and turned Antonomasia into a bronze monkey and Clavijo into a crocodile of an unknown metal. The giant left a note saying: "They shall not return to their natural shapes until the brave knight from La Mancha himself fights me."

Countess Trifaldi explained that she and the ladies who served in the palace had been punished too: they all grew beards overnight. They lifted their veils and showed.

Don Quixote was moved. He could not see that these were not women but men dressed in women's clothing. He promised to save them all. Countess Trifaldi said that

- A** [Read the first three paragraphs of page 37 aloud.]
- B** *Inferential* Why do you think the author pointed out that the older lady's voice was a little deep?
- » Answers may vary, but may include that it might not be a lady, but rather a man in disguise.
- C** [Read the rest of page 37 aloud.]
- D** *Inferential* Why were the men dressed in women's clothes?
- » They were trying to fool Don Quixote into thinking they were women who were given beards by the wizard.
- E** [Read the sentence that begins on the bottom of page 37 aloud, continuing to the next page.]

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Trifaldi	/trif*awl*dee/
Antonomasia	/on*toe*noe*mos*ee*ə/
Candaya	/kon*da*yo/
Don Clavijo	/doen/ /klo*vee*hoe/
Malambruno	/mol*om*broo*noe/

- A** [Read to the end of page 38 aloud.]
- B Inferential** Why do you think Don Quixote willingly gets on the horse and Sancho hesitates?
- » Don Quixote is idealistic and is willing to do anything a knight would do; Sancho is realistic and is unconvinced and unhappy about going on the trip.
- C Inferential** What trick did everyone play on Don Quixote and Sancho to make them think they were flying on the wooden horse?
- » They used bellows to blow air past the riders so it would feel as if they were actually flying.

Support What are bellows?

- » Bellows are a mechanical tool that blows out air when its sides are pressed together. It is often used to blow air on a fire to make it burn more strongly.

- 38 *Argentina Palacios*
- A** Malambruno would send a flying wooden horse to take the knight to fight with him. It was a horse made for two, a horse for knight and squire. The horse was named Clavileño. His reins were wooden pegs. “He’s very swift, Your Grace,” she said.
- Sancho was unhappy about this trip. He wanted to stay with the Duchess when his master went to fight, but Don Quixote said he must go or the spell wouldn’t be broken.
- Clavileño came on the shoulders of four big, monstrous-looking men. One of the monsters said that both riders should be blindfolded and should remain blindfolded until the horse neighed.
- B** Don Quixote mounted willingly, Sancho less willingly. The master squeezed the wooden peg, and the veiled “women” started shouting their good wishes.
- “God be with you.”
- “Look at that—fast as an arrow.”
- “Sancho, hold tight, don’t fall.”
- “Master,” Sancho asked, “how can we be flying so high if we can still hear their voices?”
- “This is no ordinary adventure,” Don Quixote answered.
- “Don’t pay attention to that. Don’t be afraid, Sancho.”
- C** “Master, I feel so much air, it feels like bellows.”
- Sancho was right; the pranksters were blowing air from bellows to make the riders believe they were flying. But Don Quixote said they were arriving at the second region of space, where hail and snow come from. “After this, in the third region, there’s fire,” he predicted.
- After having fun for a while, the people decided to end the adventure. They set fire to Clavileño’s tail. The horse was full of firecrackers; it flew into hundreds of pieces. Don Quixote and Sancho were thrown to the ground, half scorched.
- Knight and squire got up in pitiful shape. They were astonished to see themselves in the same garden they had left. So many people were lying on the ground, too! They were even more astonished when they saw this sign hanging from a lance:

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Clavileño	/klo*vee*laen*yoe/



"Sancho, hold tight, don't fall."

A [Read page 40 aloud.]

B Inferential Did Don Quixote and Sancho believe that they had flown on the wooden horse and accomplished what they set out to do?

- » Answers may vary, but may include that Don Quixote and Sancho do think they accomplished their mission because they were surprised to see that they were in the same garden and then see a sign saying that the giant Malambruno was satisfied and had lifted the enchantment that he had placed on the ladies, Don Clavijo, and Doña Antonomasia. The Duke also tells Don Quixote that he is “the best knight of all times.”

Support What happens to the wooden horse at the end?

- » The wooden horse, which was full of firecrackers, exploded when the people set fire to the horse’s tail. Don Quixote and Sancho were thrown to the ground, along with others who were watching. When they open their eyes, they all see a sign.

C Evaluative Why do you think Sancho claims to have seen many stars, including some that looked like little bears?

- » Answers may vary, but may include that he didn’t want to admit he hadn’t seen anything because everyone else seemed so convinced they had actually flown on the horse.

- A** The renowned Don Quixote de La Mancha ended the adventure of Countess Trifaldi on the first try. Malambruno is satisfied. The beards of the young women are gone. Don Clavijo and Doña Antonomasia are returned to their previous shapes.
- B**

The Duke and Duchess “woke up,” as “surprised” as the others. The Duke read the sign, too, and with open arms went to embrace Don Quixote, “the best knight of all times.”

- C** Sancho was asked about the trip. “Oh, I saw many stars . . . some looked like little bears,” he said.
- Duke and Duchess would have something to laugh about for a long time, and Sancho, something to remember and talk about all his life.

14. Don Quixote Advises Sancho

D IT was time for Sancho to go to the island, and the Duke asked him to get ready.

"I don't have to get any special clothing," Sancho said. "In any fashion, I'm the same old Sancho Panza."

"True," said the Duke. "Still, one should dress according to what one does—a soldier doesn't dress like a priest, and a lawyer doesn't dress like a soldier."

The decision was that part of Sancho's wardrobe would be like that of a lawyer or judge, and part like a military uniform. But Sancho said there and then that he would not part with his own poor clothes; he would take them with him.

Don Quixote asked for permission to be alone with Sancho. He wanted to talk to the new governor in private. Most of all, he wanted to give him advice for his new life. These are some of the words of advice he gave:

"Sancho, my son, I thank heaven for your happiness, which you have found even before I found my reward. If you look at it carefully, it is just luck. I'm telling you this because I don't want you to think it's your worth alone."

Sancho was paying strict attention. Don Quixote continued, "First of all, my son, you should fear God. Fear of God is wisdom, and with wisdom you cannot make mistakes."

"Second, you should put your eyes upon yourself, that is, you should know yourself, which is the most difficult knowledge of all. If you know yourself, you don't put on airs; if you do put them on, it will only come out that you were a swineherd before. Be proud of what you are. You should never be ashamed of your family of farmers and la-

41

D [Read page 41 aloud.]

E *Inferential* What does Sancho mean when he says "In any fashion, I'm the same old Sancho Panza"?

» He is the same person regardless of what clothing he wears.

F *Literal* What does Don Quixote tell Sancho about the reason he is going to rule an island?

» He says it is because of luck, not because of anything special about Sancho.

G *Inferential* What does Don Quixote mean when he tells Sancho to "put your eyes upon yourself"?

» He wants Sancho to think about the type of person he is.

Literal What specific advice is Don Quixote giving Sancho when he says he should not put on airs?

» He means that Sancho should just be himself.

Support What does the phrase *put on airs* mean?

» It means to pretend you are different or better than you really are.

H [Read the incomplete sentence at the bottom of page 41 aloud, continuing to page 42.]

A [Read page 42 aloud.]

B *Literal* Which does Don Quixote say is more important: material things or virtue?

» He says virtue is more important.

Support What are “material things”?

» They are things that can be bought with money and owned by someone.

Support What is “virtue”?

» *Virtue* means goodness or behaving in a proper or moral way.

C *Evaluative* Which of these pieces of advice do you think is the more important?

» Answers may vary, but should be supported by information from the text.

A borers. No one will make fun of you if you are proud of yourself and your relatives.

“Look, Sancho, you should always do good, and not envy anyone who has more than you. Material things are

B acquired, and virtue is more valuable than material things.

“If a relative of yours comes to the island while you’re governor, treat him or her very well. If you bring your wife with you, teach her, because she’s not educated. Help her to be polite. Manners are important for people in public life.

“A poor person’s tears should make you feel pity, but if a rich person complaining about the poor one is right, you should do justice.

“Always try to discover the truth through the promises and gifts of a rich person as well as through the sobs of a poor one.

“When you must apply the law, do not impose all the weight of it on the convict. It is better to be compassionate than too stern.

“If you must pass sentence on a matter in which an enemy of yours is involved, forget you are not friends. Look only at the truth of the matter.

“Above all, Sancho, be devout and merciful. God likes mercy.

“If you follow these rules, you shall live a long life, and become famous throughout the world. That’s all I’m telling you about spiritual matters. Now let me give you advice about manners.

“The first thing you must remember is to be clean and clip your fingernails. Don’t be sloppy. People will think you’re disorganized if they see you unkempt.

“Don’t eat garlic and onion, especially when you have to meet people. The smell will tell you’re not well bred.

“Don’t overeat. Health is tied to the stomach!

“Don’t drink too much, either. It is not very wise.

C “Don’t take too big a bite and don’t belch in front of others.

D “Don’t oversleep. Get up early and enjoy the day. Remember that hard work breeds good luck, and laziness its opposite.

“And one more thing. Don’t ever discuss family backgrounds, or compare one with another. No one is better than anyone else. You only stand to make enemies when you make comparisons.

“This is all for now, Sancho. Later on, when there’s need, I’ll give you more advice.”

Sancho spoke at long last.

“Master, all the things you said are good, I guess, but what good will they do me? I won’t remember half of them. Give them to me written down. You know I don’t know how to read, but I can give them to someone like the priest to read to me.”

“Heaven help us! You can’t read!” Don Quixote exclaimed. “This is wrong. A governor should know how to read and write! I am serious, Sancho. I want you to learn.”

“Well, master, I know how to sign my name,” Sancho said. “Later, later.”

“May the Almighty guide you in your governorship, Sancho,” his master said. “Let’s say no more. If you are a bad governor, it will be your fault, but the shame will be mine.”

Sancho worried about those final words. “Master, if Your Grace thinks I’m not qualified, I’m resigning right here and now. If the devil is going to take me for being governor, I prefer to go to heaven being my own self: Sancho Panza.”

“That’s enough, Sancho,” Don Quixote said. “You make me very proud. You are capable of being a good governor, not of one but of many islands.”

E

D [Read page 43 aloud.]

E *Inferential* How do you think Don Quixote feels about Sancho becoming governor of the island? Cite evidence from the text.

- » He is nervous about him becoming governor as evidenced by all of the advice he gives Sancho and the fact he learns that Sancho cannot read. But he also says that he is proud of Sancho and that he will be a good governor.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapters.

1. *Inferential* What evidence from these chapters supports the view that Don Quixote is brave? Record this information in the “Evidence from Text” column across from the “Character Trait” box on Activity Page 1.3. Be sure to record the page or pages on which you found the information.
 - » Answers may vary, but may include that Don Quixote willingly goes on the adventure of the wooden horse (pages 37–38).
2. *Inferential* What evidence from these chapters supports the view that Sancho is realistic? Record this information in the “Evidence from Text” column across from the “Character Trait” box on Activity Page 4.2. Be sure to record the page or pages on which you found the information.
 - » Answers may vary, but may include that Sancho is skeptical of going on the flying horse (pages 37–38); he understands he is not a different person simply because he wears different clothes (page 41); and he realizes he will never be able to remember all the pieces of advice Don Quixote is giving him (page 43).
3. *Evaluative Think Pair Share* We have described Don Quixote as idealistic and Sancho as realistic, comparing and contrasting these character traits. Nonetheless, is there any evidence in these chapters that suggests Don Quixote is, even momentarily, realistic? Be sure that you provide evidence from the text.
 - » Answers may vary, but may include that Don Quixote provides Sancho with a great deal of advice that seems reasonable and practical (e.g., how to treat his relatives, how to treat rich people and poor people, what type of manners and behavior are important, etc.). He also advises Sancho that he must learn to read if he wants to be a good governor.

Ask several students to share the information exchanged between partners in the *Think Pair Share* activity.

- Have students take home Activity Page 10.3 to read to a family member. Explain that they are rereading this portion of the text for fluency, so they should read through it at least once from beginning to end without stopping.

Word Work: *Worth*

5 minutes

1. In the chapter you heard, “I’m telling you this because I don’t want you to think it’s your worth alone.”
2. Say the word *worth* with me.
3. *Worth* means importance or value.
4. The worth of the rare painting was difficult to determine.
5. What things have the most worth to you? Be sure to use the word *worth* when you talk about it. [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: “I think _____ has the most worth because . . .”]
6. What part of speech is the word *worth*?
» noun

[Use a *Synonyms* activity for follow-up.] What does the word *worth* mean? What are some synonyms, or words that have a similar meaning, of *worth*? [Prompt students to provide words like *value*, *meaning*, and *significance*.] With a partner, create a sentence for each of the synonyms of *worth* he or she provides.

WRITING

30 minutes

Draft Body Paragraphs

Model Drafting Body Paragraphs

10 minutes

- Remind students that in the previous lesson, they planned their body paragraphs. Students should aim to complete the drafts of both body paragraphs by the end of this lesson and/or for homework.
- Remind students that body paragraphs develop the reasoning and evidence for the persuasive essay. Each body paragraph includes specific textual evidence that supports the opinion and a clear explanation of how this evidence supports the opinion.
- Review the graphic organizers on Activity Page 8.3. Explain that the graphic organizer first has students restate their opinion from their introductory paragraphs. Their reasons (#1 and #2 on the front and back of Activity Page 8.3) back up this opinion. Each reason is supported by two pieces of text evidence. Finally, students explain how each piece of evidence supports the reason.

Materials

- Activity Pages 5.4, 8.3
- Example Persuasive Essay (optional)

- Today students will arrange these elements into complete sentences in a paragraph. Tell students that they should state the reason in the first sentence in their body paragraph. You may wish to refer to the Example Persuasive Essay for an example. The next few sentences in their body paragraph will include the two pieces of text evidence and the explanation of how the text evidence supports the reason.
- Point out the transition words that show similarity that you prepared in advance. Explain that transition words can be used to connect examples of text evidence that support the same reason.

Words That Show Similarity
Similarly Just like Same as Likewise Another example Like

- Students can end each body paragraph either by restating the reason or with a persuasive appeal to the reader to agree with the opinion.

Practice Drafting Body Paragraphs

20 minutes

- Tell students they will draft their body paragraphs on the bottom of the front and back of Activity Page 8.3. Remind them to also refer to and use the transition words on the board to connect text examples supporting the same reason within a single paragraph.
 - **Support** You may wish to group students who need more scaffolding and immediate feedback into a small group, working directly with you.
- Encourage students to complete these drafts by the end of the lesson. If additional time is necessary, have students complete the drafts for homework.

Wrap Up

- Students should share with a partner at least one of the ways they connected evidence to a reason.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 10.3 to read to a family member. To build fluency, encourage students to read it at least once from beginning to end without stopping.

Materials

- Activity Page 10.3

Spelling Analysis Chart

[illegible]

SPELLING

Assessment

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

Word	CK Code	Syllable Type
adventure	/ad*ven*cher/	closed*closed*r-controlled
armor	/ar*mer/	r-controlled*r-controlled
courage	/ker*əj/	r-controlled*ə
disguise	/dis*giez/	closed*digraph
enchanted	/en*chant*ed/	closed*closed*closed
imagination	/i*maj*ə*nae*shən/	open*closed*ə*open*ə
knighthood	/niet*hood/	closed*digraph
nonsense	/non*sens/	closed*closed
ordinary	/or*din*aer*ee/	r-controlled*closed*r-controlled*open
squire	/skwier/	r-controlled

- Students might make the following errors:
 - adventure*: using ‘cher’ for /cher/
 - armor*: using ‘er’ for /er/
 - courage*: using ‘er’ for /er/; using ‘i’ for ə
 - imagination*: using ‘shun’ for /shən/
 - knighthood*: using ‘n’ for /n/; using ‘ie’ or ‘i_e’ for /ie/
- Also, examine the dictated sentence for errors in capitalization and punctuation.
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words, but not single-syllable words?

Lesson 11

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Whole Group: Chapters 15–17 “Sancho, Governor for Life,” “Danger at the Island,” and “Sancho’s Wisest Decision” Word Work: <i>Ingenuity</i>	40 min. 5 min.	Answer Key for Activity Page 10.3; Activity Pages 4.2, 10.3, 11.1, 11.2, SR.1; <i>Adventures of Don Quixote</i>
Grammar Review Words and Phrases That Compare and Contrast	15 min.	Words and Phrases That Compare and Contrast Poster; Compare/Contrast Chart; Activity Page 11.3
Morphology Review Prefixes <i>il–</i> , <i>ir–</i> , <i>inter–</i> , Suffix <i>–ness</i> , and Root <i>tract</i>	15 min.	Activity Page 11.4
Spelling Introduce Spelling Words	15 min.	Activity Pages 11.5, 11.6, SR.2
Take-Home Material Reading; Grammar; Morphology; Spelling	*	Activity Pages 11.2–11.6; <i>Fluency Supplement</i> selection (optional)

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe whether Sancho’s experiences as governor of the island were what he expected.

Grammar: By the end of this lesson, students will be able to create sentences using words and phrases that compare and contrast.

Morphology: By the end of this lesson, students will be able to create words using the prefixes *il–*, *ir–*, *inter–*; the suffix *–ness*; and root *tract*.

Spelling: By the end of this lesson, students will be prepared to practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read to learn whether Sancho’s experiences as governor of the island were what he expected.

Grammar

- Prepare and display the following Words and Phrases That Compare and Contrast Poster. Alternatively, you may access a digital version in the digital components for this unit.

Words and Phrases That Compare and Contrast	
Compare	Contrast
similar to	however
similarly	in contrast
likewise	on the contrary
in the same way	alternatively
just as	whereas
at the same time	instead
additionally	on the other hand
also	but

- Prepare and display the following Compare/Contrast Chart. Alternatively, you may access a digital version in the digital components for this unit.

	Don Alonso	Don Quixote
role in life	village gentleman	honorable knight
clothing	gentleman's clothes	suit of armor
transportation	old nag	noble steed
housing	simple cottage	magnificent castle

Fluency (optional)

Choose and make sufficient copies of a text selection from the online *Fluency Supplement* to distribute and review with students for additional fluency practice. If you choose to do a fluency assessment, you will assess students in Lesson 15. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Materials

- Answer Key for Activity Page 10.3
- Activity Pages 4.2, 10.3, 11.1, 11.2, SR.1
- *Adventures of Don Quixote*

READING

45 minutes

Whole Group: Chapters 15–17 “Sancho, Governor for Life,” “Danger at the Island,” and “Sancho’s Wisest Decision”

40 minutes

Review

5 minutes

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 10.3, which was assigned for homework.
- Review information from previous lessons by asking the following questions:
 - When Don Quixote originally convinces Sancho to go on adventures with him, what does he promise Sancho will get in return?
 - » Sancho is promised he will be able to share in the spoils and will be able to govern his own island.
 - Summarize the discussion Don Quixote and Sancho have before Sancho leaves to become governor of the island to which he was appointed by the Duke.
 - » Don Quixote gives Sancho advice—from how and what to eat, to how to treat people—and he tells Sancho he knows he will make a good governor. Don Quixote also says that if Sancho is not a good governor it will not only be his own fault, but will bring shame on Don Quixote.

Introduce the Chapters

5 minutes

- Tell students they will read three chapters today, “Sancho, Governor for Life,” “Danger at the Island,” and “Sancho’s Wisest Decision.”
- Have students turn to the table of contents, locate Chapter 15, and then turn to the first page of Chapter 15.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *reason*.
- Have them find the word in the first paragraph on page 45 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *reason*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows:
noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.

Note

You may wish to introduce word 1 before reading “Sancho, Governor for Life,” word 2 before reading “Danger at the Island,” and introduce words 3–10 before reading “Sancho’s Wisest Decision.”

- Have students reference Activity Page 11.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **reason, v.** to think in a sensible and logical way **(45)**
2. **partridge, n.** a bird that is hunted and eaten for food **(partridges) (46)**
3. **commotion, n.** noise **(49)**
4. **ingenuity, n.** skill or cleverness that allows someone to create something or solve a problem **(49)**
5. **reluctantly, adv.** done with hesitation or unwillingness **(49)**
6. **agony, n.** extreme pain **(50)**
7. **booty, n.** valuable goods or money taken as a prize after victory **(50)**
8. **administration, n.** government **(51)**
9. **resign, v.** to give up a job in an official way **(51)**
10. **dignity, n.** calm behavior and self-control **(51)**

Vocabulary Chart for Chapters 15–17, “Sancho, Governor for Life,” “Danger at the Island,” and “Sancho’s Wisest Decision”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	booty	reason partridge commotion ingenuity reluctantly agony administration resign dignity
Spanish Cognates for Core Vocabulary		razón ingenio agonía
Multiple-Meaning Core Vocabulary Words		reason
Sayings and Phrases	sizing him up To arms! To arms! going under	

- Read the purpose for reading from the board/chart paper:

Read to learn whether Sancho’s experiences as governor of the island were what he expected.

Read “Sancho, Governor for Life,” “Danger at the Island,” and “Sancho’s Wisest Decision” **20 minutes**

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

- A** [Have students read pages 44 and 45 silently.]
- B Inferential** Why is the word *island* in quotes in the first paragraph?
- » It is foreshadowing that alerts the reader to the fact that Sancho is not going to an island.

Support Sancho was told he had arrived at Barataria Island. Was he actually on an island? Where had he arrived?

- » He was not on an island; he had arrived at a village that had been under the Duke’s protection. The Duke had told the villagers to go along with the joke that he was playing on Sancho by pretending to welcome Sancho to their “island” as their governor.
- C Inferential** Why is Sancho given the keys to the city?
- » The text says the town was surrounded by walls, as were many towns in the Middle Ages, to protect against enemies. In these medieval towns, there were gates through which people entered or left the town, and the key would be used to lock or unlock the gates. By giving Sancho the keys to the city, the townspeople are saying he is an important person.

[Explain to students that in modern times, important people who visit a town or city are often given a key to the city. This key does not actually open a gate, but it is a tradition dating back to medieval times when the key to the city was given to important people.]

15. Sancho, Governor for Life

- A**
- B** **S**ANCHO left for the “island,” a gentleman on a fine horse. The Duke’s butler and a large group escorted him. Rucio, the donkey, walked behind, adorned with ribbons and bows. His owner turned back occasionally to look at him fondly.
- They soon arrived in a village of about one thousand people. This was, Sancho was told, “Barataria Island.” The truth is, it was not an island at all. It was just one of those small towns and villages that used to be under a nobleman’s protection. The nobleman in this case was the Duke. Like many other towns and villages in the old days, this one was surrounded by walls as protection against enemies.
- They soon arrived in a village of about one thousand people. This was, Sancho was told, “Barataria Island.” The truth is, it was not an island at all. It was just one of those small towns and villages that used to be under a nobleman’s protection. The nobleman in this case was the Duke. Like many other towns and villages in the old days, this one was surrounded by walls as protection against enemies.
- The villagers had been told of Sancho’s arrival. Everybody was there to greet him, and the church bells rang in celebration. There was a big thanksgiving service in the church, and at the end of it, Sancho was given the keys to the town in a most ridiculous ceremony.
- C** “We hereby declare you, Honorable Sancho Panza, Governor for Life of Barataria Island,” said a man who called himself an alderman.
- “Long live our Governor for Life,” the people cried.
- From the church he was taken to the courthouse. The next part of the ceremony called for the new governor to answer a few difficult questions. “That’s the way for people to know what kind of governor they have,” the Duke’s butler said. “If he’s smart, the people are happy; if he’s stupid, they’re sad.”
- Several cases were brought before His Honor. There were many quarrels among people who didn’t get along

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Rucio	/roo*see*oe/
Barataria	/bor*ot*or*ee*ə/

with one another, and there was an interesting case, a dispute between a tailor and a farmer.

“Your Honor,” the tailor said, “this man brought me a piece of cloth for me to make a cape for him. Then he said he wanted two capes out of the same piece of fabric. Then he said, ‘Make me three,’ then, ‘Make me four,’ then, ‘Make me five.’ I made his five capes. Now he comes to get them and he doesn’t want to pay me.”

“Is the tailor telling the truth?” Sancho asked the farmer.

“Well, your Honor, I did ask him to make a cape, and in the end, I asked for five,” said the farmer. “But, Your Honor, ask him to show you what he made. The capes are so little they are useless. They are only good for children to play with.”

The tailor showed the five capes, five tiny capes. Everyone wondered which man would win the case. Sancho thought for a minute and said, “The whole dispute seems silly. One man didn’t give all the information needed; he didn’t give measurements, he didn’t give sizes. The other one didn’t even bother to ask for the information. My decision is: the farmer loses his cloth and the tailor loses his work. The case is closed.”

The people were very surprised at their governor. They had not expected a man who would reason so well. But, then, Sancho had a lot of common sense.

From the courthouse, Sancho and the official party went to the palace that was to become his residence.

D

D *Literal* Describe the dispute that is presented to Sancho to resolve.

- » A man took cloth to a tailor and asked the tailor to make him a cape. Later, the man asked for a total of five capes but did not bring the tailor any more cloth. After the tailor made the five capes, the man refused to pay for them because they were very small.

Support What does the word *dispute* mean?

- » It means disagreement.

Literal How does Sancho resolve the dispute between the tailor and the man who ordered the capes?

- » He says the man did not give the tailor all the information he needed, such as the measurements of the capes, and the tailor did not bother to ask for that information. In the end, Sancho decides that the tailor should lose the money he would have been paid for the work, and the man should lose the cloth.

E

E *Literal* What do the townspeople think about the way Sancho resolves the dispute?

- » They are surprised he can reason so well.

Support What does the word *reason* mean?

- » It means to think in a sensible and logical way.

A [Have students read page 46 silently, stopping before they read the partial paragraph at the bottom of the page.]

B *Literal* Describe the interaction between Sancho and the physician.

» The official physician doesn't let Sancho eat anything. He tells Sancho it is his job to keep Sancho from eating anything bad for him, and he doesn't let him eat anything.

Inferential Why do you think the physician doesn't let Sancho eat anything?

» Answers may vary, but may include that everyone but Sancho knows he is not the real governor and is there only as a joke being played by the Duke; the physician is trying to upset Sancho and get him to leave the "island."

16. Danger at the Island

A THE governor's palace was large and rich. Sancho arrived to the sound of trumpets. He was greeted by four pages, who escorted him to the dining room. There was a large table—overflowing with delicious foods—and only one chair. A page put a bib on him, another placed a bowl of fresh fruit before him. Sancho had taken only one bite when a man standing beside him touched the plate with a stick and, presto, the bowl was removed.

The butler brought another plate. Sancho didn't even get a taste before the man with the stick had it taken away. The governor was annoyed. What kind of game was this? The man with the stick said, "Sir, I am the official physician of the governor of this island. I am present at all his meals. I make sure he is healthy and fit. I do not allow him to eat what I do not consider good for him."

"In that case," Sancho said, "those partridges will be fine for me."

"Don't even mention them," the doctor said. "Our great Hippocrates, the father of medicine, says that a bellyful is bad, and if it is a bellyful of partridges, it is worse."

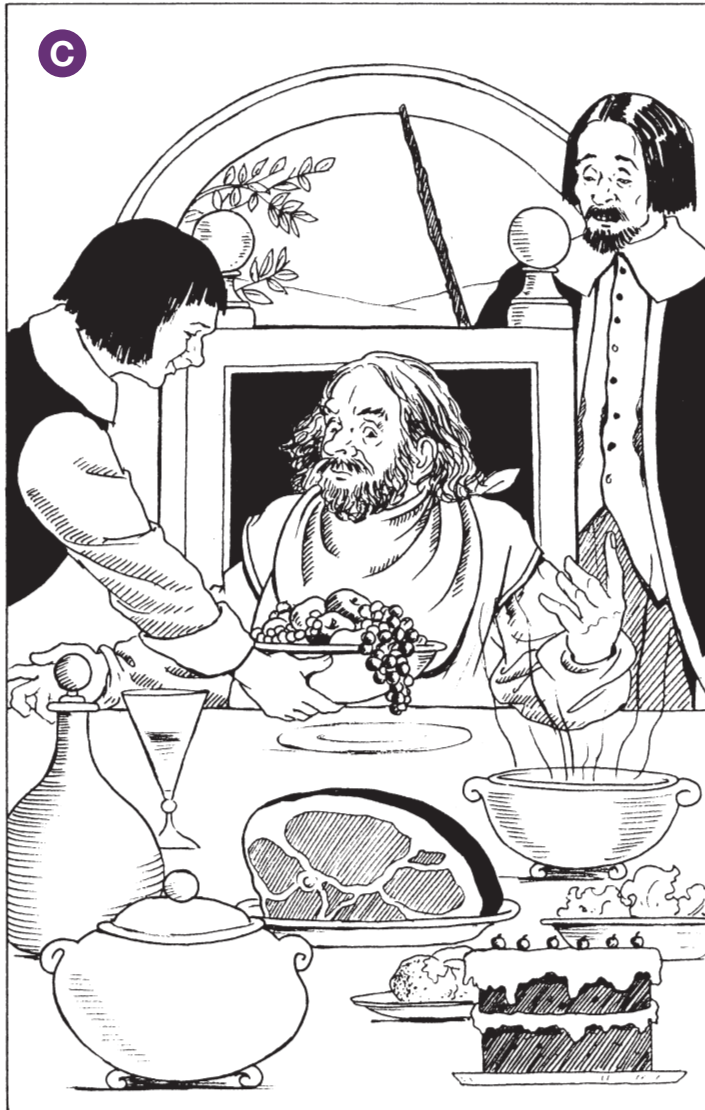
"Well, Mr. Doctor, find something good for me to eat. I'm starving. . . . How about some of that beef stew?" he asked.

B "Strictly forbidden!" answered the doctor. "There is nothing worse than beef stew."

Now Sancho was really angry. Looking at the doctor—sizing him up—from head to toe, he roared: "YOU QUACK, OUT OF MY SIGHT! Quick, or I'll have all doctors in this island beaten to death on your account! Move, I said, or I'll break this chair on your head! I want food—or I give up

At the bottom of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more proper names and other unique words found in the Reader.

Word	Pronunciation
Hippocrates	/hip*ok*rə*teez/



The butler brought another plate. Sancho didn't even get a taste . . .

- C** [Have students reflect on the image on page 47.]
Literal Describe what you see in this image.
 » Answers may vary, but should be supported by the image.
- D** [Have students silently read the partial paragraph at the bottom of page 46, continuing to page 48.]

A [Have students read the rest of page 48 silently.]

B *Literal* What does the Duke say in his message to Sancho?

» He warns Sancho that there is an attack planned on the island and that Sancho needs to be alert for his safety.

C *Inferential* Why does Sancho think the physician is part of this plot against him?

» In his letter, the Duke warns Sancho not to eat anything, and Sancho already thinks the doctor is trying to starve him to death.

A the governorship. A job that doesn't feed you is not worth two peas!"

The doctor was scared. He was leaving when in came the butler, running, all excited, with a letter from the Duke. The envelope read: "To the Honorable Don Sancho Panza, Governor of Barataria Island, in his own hands or in the hands of his secretary."

Inside, the message was:

I have learned, Honorable Don Sancho Panza, that some enemies of mine in that island are planning an attack one of these evenings. My advice is: be on the alert to avoid surprises. I have also learned that four persons—in disguise—have entered the island with the intention of killing you. Take precautions; pay attention to those who come to talk to you. Also, don't eat anything given to you. I will be prepared to come to your aid if necessary.

B This message is so urgent that it has been written at 4 A.M.

Your friend,

(signed) The Duke

Some news! Sancho turned to the butler and said, "What we must do now is jail the doctor. If anyone is trying to kill me, it's got to be him."

"I'm also of the opinion," the butler said, "that Your Honor should not eat the things on the table. Who knows? They may be poisoned."

"Well, then," Sancho said, "bring me bread and grapes.

C I cannot go without food. I must be prepared for any battle."

17. Sancho's Wisest Decision

D ON the night of Sancho's seventh day as governor, just when he began to fall asleep, there was a great commotion outside. Bells were ringing and people were shouting, as if the island were going under. Trumpets and drums were heard, too.

Sancho peeked out his bedroom door. About twenty people carrying torches were coming toward his room, shouting, "To arms! To arms, Your Honor! This island is under enemy attack! We need your strength, your ingenuity, your courage to guide us!" **E**

At the door, one said to him, "Take up arms, your Honor, or we'll lose the entire island!"

"Why should I take up arms?" Sancho replied. "I don't know a thing about combat. That's my master Don Quixote's business, not mine."

"Take up arms, Your Grace," said another. "Be our guide and leader."

"All right, all right, I'll take up arms," Sancho reluctantly agreed. **F**

They brought two shields and put the governor between them, like a sandwich, then tied some string around it all. It was impossible for him to move, walk, or even bend his knees! They gave him a lance, which he leaned on for support. **G**

"Lead us, Your Honor. Lead us, Your Honor," they chanted.

"How do you think I can lead you?" Sancho protested. "Like this, the best I can do is stand in front of a door or window to block it."

49

D [Have students read page 49 silently.]

E *Literal* What happens on Sancho's seventh night as governor?

» The townspeople rush to his house shouting that the island is under attack.

Challenge What evidence from the text is there to support the view that the "island" is not under attack and the townspeople are playing a part in the Duke's joke on Sancho?

» The townspeople say "The island is under enemy attack" although they know they are not on an island. Sancho only believes they are on an island because the Duke told him they are.

F *Inferential* How does Sancho feel about taking up arms against the enemy attackers?

» He is not happy to be taking up arms.

Support What evidence in the text supports the view that Sancho is not happy to be taking up arms against the enemy?

» It says he does so reluctantly, which means he does this with hesitation or unwillingness.

G *Literal* Describe what the townspeople do to Sancho.

» They tie two shields around him so it is impossible to move and tell him to lead them.

A [Have students read pages 50 and 51 silently.]

B *Literal* What do the townspeople say is causing Sancho to stay in place?

» They say it is his fear that is keeping him from moving.

Literal What is really causing Sancho's inability to move?

» He has been tied between two shields.

C *Literal* What does Sancho decide to do after this fake attack on the "island"?

» He decides to give up being governor and return to his friends.

Challenge Given what happens in this chapter, why is the title to Chapter 15 ("Sancho, Governor for Life") ironic?

» He stays as governor of the "island" for only one week.

A "Come on, Sir Governor! Fear doesn't let you move," someone taunted.

B Sancho tried to move but fell down, like a turtle or a snail in his shell. Then those heartless people blew out the torches and ran around, shouting, walking all over him, stabbing the shields as if they were enemies on the attack. It was a frightening and dangerous moment for this simple peasant turned governor.

Poor Sancho prayed, "God Almighty, if you could only finish this fight. I don't care if the island is lost. All I want is to be free from this agony."

And then he heard the cries: "Victory, victory! Get up, Sir Governor. Come enjoy our victory. Let's go divide the booty."

"We owe it all to you, our courageous governor," someone whispered in his ear.

"Help me," Sancho pleaded. "I don't want any part of any booty. All I want is a friend, if I have any, to bring me something to drink and wipe my face."

A helping hand wiped his face, gave him a drink, and freed him from the prison of the shields. Then he fainted! The pranksters were beginning to feel sorry for what they had done—had they played too dirty a trick?—when Sancho came to. He asked what time it was. It was almost daybreak.

C Silently he got up, dressed, and went to the stables in a hurry, followed by a few curious people. He went straight to his donkey, kissed its face, and said, "My friend and companion, when my only worry was to take care of you, I was a happy man. But I left you. I became too ambitious and uppity, and I became miserable, and I have suffered for it."

As he talked, he was harnessing the donkey. Still very sore from what had happened to him, he mounted. Then he tearfully addressed the butler, the doctor, and all the others: "Make way, gentlemen; let me go back to my freedom. I was not born to be governor or to defend islands from enemies. I know more about farming than about laws

and defense. I also prefer to eat soup than to be subjected to the grip of a doctor who wants to kill me by starving me to death. Please let me go; I have a few broken ribs—the enemy stepped on me last night.”

“Sir Governor, don’t worry,” said the doctor. “I’ll prepare a good medicine for you. And about the food, I’ll let you eat everything you want and as much as you want.”

“It’s too late for that, my friend,” Sancho replied. “Pranks like those are played only once. I am a Panza. In my family, when one says no, it’s no. Let me go; it’s getting late.”

The butler said, “We would let you go, even though we’re sorry to lose you, but every governor must account for his administration.” **D**

“Nobody can ask me for any account,” Sancho snapped, “except the Duke himself or a person *he* names. I’m on my way to see the Duke. Besides, look at me. Look at my clothes. I have only what belongs to me. I have behaved like an angel.”

“The great Sancho is right,” the doctor said. “I think we should let him go. The Duke will be glad to see him.”

They let him go. They even offered him escort and anything he wanted for his trip. His only request was barley for the donkey and half a loaf of bread and a little cheese for himself.

Sancho was a man without schooling, yet he was a wise man. He found out he could not handle the job, and he had the courage to resign.

The villagers, with the Duke’s knowledge and encouragement, had played a lot of tricks on their governor, and they had had fun. At the end, though, his honesty and dignity made them admire Sancho Panza as a human being. **E**

D Inferential Why does the butler ask Sancho to account for his administration?

- » He wants to be sure Sancho is not taking anything that doesn’t belong to him.

E Literal How did the townspeople feel about Sancho when he leaves the “island”? Why? Cite evidence from the text.

- » They admire him because during the entire time the trick was being played, Sancho was honest and remained calm. “At the end, though, his honesty and dignity made them admire Sancho Panza as a human being.”

Discuss the Chapters and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapters.

1. *Evaluative* Do you think Sancho's experiences as governor of an island were what he expected? Support your answer with examples and evidence from the text.
 - » Answers may vary, but may include that originally Sancho thought life on an island as governor would be perfect because he would become rich and able to send money to his family (page 9), but he encounters bothersome problems (the doctor not letting him eat any of the food he wants because it is bad for his health), dangers (someone trying to poison him) (page 48) and an enemy attack (page 49).
2. *Inferential* What evidence in these chapters supports the view that Sancho is realistic? [Have students record this information in the "Evidence from Text" column across from the "Character Trait" box labeled "realistic" on Activity Page 4.2.]
 - » Answers may vary, but may include that using reason, he finds a good solution to the dispute presented to him (page 45); and he realizes he is happier with a simpler life than being "governor" of the "island." (pages 50–51)
3. *Inferential* We have described Don Quixote as idealistic and Sancho as realistic, comparing and contrasting these character traits. Nonetheless, is there any evidence in these chapters that Sancho is idealistic, even momentarily?
 - » Answers may vary, but may include that Sancho believes that he is on an island where he is governor and still does not realize that the Duke directs everything that happens as part of the joke he is playing on both Don Quixote and Sancho.

- Have students take home Activity Page 11.2 to read and complete for homework.

Word Work: *Ingenuity*

5 minutes

1. In the chapter you read, “We need your strength, your ingenuity, your courage to guide us!”
2. Say the word *ingenuity* with me.
3. *Ingenuity* means skill or cleverness that allows someone to create something or to solve some problem.
4. With ingenuity, Matias was able to build a robot and win the top prize in the school’s science fair.
5. Have you ever used ingenuity to create something or solve a problem? Be sure to use the word *ingenuity* when you talk about it. [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: “It took ingenuity to . . .”]
6. What part of speech is *ingenuity*?
» noun

[Use a *Making Choices* activity for follow-up.] I am going to read several sentences. If the sentence I read is about something that takes ingenuity to solve or create, say, “That takes ingenuity.” If the sentence I read is not about something that takes ingenuity to create or solve, say, “That does not take ingenuity.”

1. The scientists at NASA built a machine called Rover that has explored the surface of Mars.
» That takes ingenuity.
2. Annabel fell asleep while she was watching television.
» That does not take ingenuity.
3. Jorge brushed his teeth in the morning.
» That does not take ingenuity.
4. Alexander Graham Bell invented the first telephone in the late 1800s.
» That takes ingenuity.
5. Using materials found around the house, Penelope created a beautiful sculpture.
» That takes ingenuity.

Materials

- Linking Words and Phrases That Compare and Contrast Poster
- Compare/Contrast Chart
- Activity Page 11.3

Materials

- Activity Page 11.4

GRAMMAR

15 minutes

Review Words and Phrases That Compare and Contrast

- Direct students’ attention to the Words and Phrases That Compare and Contrast Poster and remind them they have practiced using words and phrases to compare and contrast ideas and pieces of information in earlier units.
- Direct students’ attention to the Compare/Contrast Chart. Referencing the Linking Words and Phrases Poster, model using words and phrases to compare and contrast the information in the chart. Give one or two examples such as the ones listed below:
 - Don Alonso was a village gentleman, whereas Don Quixote was an honorable knight.
 - Don Alonso was a village gentleman, but Don Quixote was an honorable knight.
 - Don Alonso wore gentleman’s clothes. In contrast, Don Quixote wore a suit of armor.
 - Just as Don Alonso rode a horse, Don Quixote rode a horse.
 - Don Alonso rode an old nag instead of Don Quixote’s noble steed.
 - Don Alonso lived in a simple cottage. However, Don Quixote lived in a magnificent castle.
- Continuing in this manner, have students create their own sentences, comparing and contrasting Don Alonso with Don Quixote.
- Have students turn to Activity Page 11.3. Briefly review the directions and the first example as a class. Have students work independently to complete the activity page. If additional time is required, have students complete it for homework.

MORPHOLOGY

15 minutes

Review Prefixes *il–, ir–, inter–*, Suffix *–ness*, and Root *tract*

- Tell students that they will review the prefixes *il–, ir–, inter–*, the suffix *–ness*, and the root *tract*.
- Remind students that a prefix is a syllable or syllables placed at the beginning of a root word to change the word’s meaning.
- Write the word *legible* on the board.

- Ask students to read the word. Discuss its meaning and ask students to name the part of speech.
 - able to be read; adjective
- Add the prefix *il-* to *legible* and have students read the new word. (*illegible*)
- Ask students what the prefix *il-* means.
 - not
- Ask students what *illegible* means and what part of speech it is.
 - not able to be read; adjective
- Follow the same procedures for the following words: *illegal*, *irresponsible*, *irreplaceable*, *irregular*, *international*, *interaction*, *intersection*.
- Remind students that a suffix is a syllable or syllables placed at the end of a root word to change the word's meaning.
- Write the word *happy* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech.
 - glad or feeling good; adjective
- Add the suffix *-ness* to *happy* and have students read the new word. (*happiness*)
- Ask students what the suffix *-ness* means.
 - state or condition of being
- Ask students what *happiness* means and what part of speech it is.
 - state of being glad or feeling good; noun
- Follow the same procedures for the following words: *brightness*, *emptiness*, *drowsiness*.
- Remind students that a root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.
- Write the word *retract* on the board.
- Ask students to read the word. Discuss its meaning and ask students to identify the root in the word.
 - to take or pull back; Latin root *tract* means to draw or pull.
- Ask students what prefix or suffix has been added to the root.
 - Prefix *re-* means again or backward.

- Use the word *retract* in sentences: *The cat retracted its claws after it saw the dog walk away. The newspaper will retract its story now that inaccuracies have been discovered.*
- Follow the same procedures for the following words: *subtract, detract, distract, extract, and tractor.*
- Have students turn to Activity Page 11.4. Briefly review the directions and complete the first sentence together. Have students complete the rest of the activity page independently. If more time is required, have students complete Activity Page 11.4 for homework.

SPELLING

15 minutes

Introduce Spelling Words

- Explain that students will practice 12 words related to affixed and root words they have studied in morphology. Apart from the suffix or root, these words do not follow one single spelling pattern. Tell students they will be assessed on these words and will write a dictated sentence related to one or more of these words in Lesson 15.
- Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly. You may wish to use the pronunciation chart to guide students in saying the words.

1. drowsiness	7. extract
2. friendliness	8. tractor
3. greatness	9. evacuate
4. steadiness	10. vacancy
5. attract	11. vaccinate
6. distract	12. vacuum

Pronunciation/Syllabication Chart

The following chart includes pronunciation and syllabication information for the spelling words. The first column lists the words. The second column breaks the words into decodable sounds based on the Core Knowledge code approach to decoding words. The third column lists syllable types in each word. This information is provided so you can present these new, unfamiliar spelling words in a way that calls upon and reinforces the manner in which students were taught to decode and encode in the earlier grades.

As you introduce and write each word, it may be helpful if you point out particular

Materials

- Activity Pages 11.5, 11.6, SR.2

Note

- Remember to point out specific spelling patterns in each word and their relationship to the sounds and spellings in the Individual Code Chart.

spelling patterns within each word and show students where these spellings are reflected on their Individual Code Chart. For example, you might note that the word *greatness* includes a less common spelling for /ae/ in the first syllable of the word (i.e. the first syllable is pronounced /graet/, but spelled ‘great’) and then point out the ‘ea’ spelling for /ae/ that is included on the Individual Code Chart.

If you are unfamiliar with the CKLA phonics approach and/or have limited phonics training, you may also find the following materials in the Teacher Resource section helpful: “Using Chunking to Decode Multisyllable Words” and “Sound and Spelling of Schwa.”

If you have taught CKLA in Grades K–3, you will notice the sound-spelling notation is different in Grade 5 than in previous grades. In Grades K–3, we noted each individual sound spelling within //. For example, the sound spellings for *costly* would be /k//o//s//t//l//ee/. In Grade 5, we use a sound-spelling notation that follows linguistic and dictionary conventions, making each notation easier to see and read. For example, the word *costly* is now notated as /kost*lee/.

Word	CK Code	Syllable Type
drowsiness	/drouz*ee*nes/	closed*open*closed
friendliness	/frend*lee*nes/	closed*open*closed
greatness	/graet*nes/	digraph*closed
steadiness	/sted*ee*nes/	closed*open*closed
attract	/ə*trakt/	ə*closed
distract	/dis*trakt/	closed*closed
extract	/ex*trakt/	closed*closed
tractor	/trak*ter/	closed*r-controlled
evacuate	/ə*vak*ue*aet/	ə*closed*open*closed
vacancy	/vae*kan*see /	open*closed*open
vaccinate	/vak*sin*aet/	closed*closed*closed
vacuum	/vak*uem/	closed*digraph

- After writing and pronouncing the words, use the following chart to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
drowsiness	(noun) the state or condition of being ready to fall asleep	The bottle’s label warned that the allergy medicine may cause drowsiness.
friendliness	(noun) the state or condition of being kind and helpful; acting like a friend	The neighbors showed their friendliness by bringing us cookies when we moved into the neighborhood.
greatness	(noun) the state or condition of being more superior in character or quality	The king achieved greatness by providing food to all people in his kingdom.
steadiness	(noun) the state or condition of not shaking or moving	I lost my steadiness as the giant waves rocked the boat from side to side.
attract	(verb) to pull to or draw toward oneself or itself	A large magnet was used to attract metals from beneath the earth’s surface.

Spelling Word	Definition	Example Sentence
distract	(verb) to draw or take attention away from something	When I do my homework, I like the room to be quiet so nothing will distract me.
extract	(verb) to remove something by pulling	The doctor used tweezers to extract the long splinter from my foot.
tractor	(noun) a vehicle that pulls something, such as farm equipment or a trailer	The farmer pulled the plow behind his tractor to break up the soil on his land.
evacuate	(verb) to leave a dangerous place or remove someone from a dangerous place	Everyone who lived in the coastal town was forced to evacuate before the hurricane hit.
vacancy	(noun) a job or position that is available to be taken; a room in a hotel that is available for use	There is only one vacancy left in the hotel.
vaccinate	(verb) to give (a person or animal) a vaccine to prevent infection by disease	The vet must vaccinate the puppies before they board with other dogs in the kennel.
vacuum	(noun) an empty area or space in which there is no air or other gas	When we breathe, our diaphragms contract and create a vacuum in our lungs to help them fill up with air.

- Tell students the word list will remain on display until the assessment so students can refer to it until then.
- Have students turn to Activity Pages 11.5 and 11.6. Explain that they will take home Activity Page 11.5 to practice spelling the words for homework and complete Activity Page 11.6 for homework.

TAKE-HOME MATERIAL

Reading; Grammar; Morphology; Spelling

- Have students take home Activity Page 11.2 and complete for homework.
- If students did not complete Activity Pages 11.3 and 11.4, have them complete for homework.
- Have students take home Activity Page 11.5 to practice spelling words and Activity Page 11.6 to complete.
- Have students take home a selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.

Materials

- Activity Pages 11.2–11.6
- *Fluency Supplement* selection (optional)

Lesson 12

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Partner: Chapters 14–16 “Don Quixote Advises Sancho,” “Sancho, Governor for Life,” and “Danger at the Island” Word Work: <i>Reason</i>	40 min. 5 min.	Activity Pages 4.2, 11.2, 12.1; <i>Adventures of Don Quixote</i>
Writing Draft a Concluding Paragraph	45 min.	Persuasive Essay Rubric; Structure of a Persuasive Essay Poster; Example Persuasive Essay; Activity Pages 7.3, 8.3 12.2, 12.3
Take-Home Material Writing	*	Activity Pages 7.3, 8.3, 12.2, 12.3

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to compare and contrast the character traits of Don Quixote and Sancho Panza.

Writing: By the end of this lesson, students will be able to draft the concluding paragraph for their persuasive essay.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read to be able to compare and contrast the character traits of Don Quixote and Sancho Panza.

Writing

- Display the Persuasive Essay Rubric, Structure of a Persuasive Essay Poster, and the Example Persuasive Essay from Lesson 3.

Grammar; Morphology; Spelling

- Collect Activity Pages 11.3, 11.4, and 11.6 to review and grade as there are no grammar, morphology, or spelling lessons today.

Materials

- Activity Pages 4.2, 11.2, 12.1
- *Adventures of Don Quixote*

Note

You may wish to divide the presentation of vocabulary words, presenting words 1–7 before “Don Quixote Advises Sancho,” and word 8 before “Sancho, Governor for Life” and “Danger at the Island.”

READING

45 minutes

Partner: Chapters 14–16 “Don Quixote Advises Sancho,” “Sancho, Governor for Life,” and “Danger at the Island” 40 minutes

Review 5 minutes

- Collect Activity Page 11.2 that students completed for homework. Review students’ work and provide feedback at a later point.
- Tell students they will reread “Don Quixote Advises Sancho,” “Sancho, Governor for Life,” and “Danger at the Island.”
- Have students turn to the table of contents, locate Chapter 14, and then turn to the first page of Chapter 14.
- You may wish to review the following vocabulary words before you reread these chapters.

1. **worth, n.** importance or value (41)
2. **wisdom, n.** knowledge gained from having many experiences in life (41)
3. **swineherd, n.** someone who takes care of pigs (41)
4. **envy, v.** to be jealous of (42)
5. **justice, n.** fairness (42)
6. **unkempt, adj.** messy (42)
7. **Almighty, n.** God (43)
8. **reason, v.** to think in a sensible and logical way (45)

- Remind students they can look up a word in the glossary if they forget its meaning.
- Read the purpose for reading from the board/chart paper:

Read to be able to compare and contrast the character traits of Don Quixote and Sancho Panza.

Read “Don Quixote Advises Sancho,” “Sancho, Governor for Life,” and “Danger at the Island” 25 minutes

Pair students to read and discuss the chapter. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

- Explain that both students will read the first page silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partner for help with sounding out or defining words as necessary.
- Have students complete Activity Page 12.1. with their partners while they read.

Discuss the Chapters

5 minutes

- Review the following questions from Activity Page 12.1.

1. **Inferential** On page 41, why does Sancho say he will take his own, old clothes with him to the island?
 - » Answers may vary, but may include that he feels more comfortable with his old clothes; he does not think he needs new clothes to serve as governor because he says “In any fashion, I’m the same old Sancho Panza.”
2. **Literal** What does Don Quixote say is “the most difficult knowledge of all”?
 - » knowing oneself

Inferential Why do you think Don Quixote believes this is the most difficult knowledge of all?

 - » Answers may vary, but may include that it is hard for people to know themselves because it is difficult for them to see their own faults; people like to always think the best of themselves.
3. **Inferential** How did the townspeople’s opinion of Sancho change after he settled the dispute between the tailor and the man requesting the capes?
 - » They first thought he was not smart and they were making fun of him, but they were surprised that he could reason so well in settling the dispute.
4. **Inferential** On page 51, the author says Sancho “was a wise man.” On Activity Page 4.2, add the word *wise* to a “Character Trait” box. [Have students add these answers to the “Evidence from Text” column across from the *wise* “Character Trait” box.] What evidence from Chapters 14, 15, and 16 support the view that Sancho is wise?
 - » He understands changing his clothing will not change the type of person he is (page 41); he finds a good solution to the dispute between the tailor and the man requesting the capes (page 45); he realizes the doctor’s advice about not eating does not make sense (page 46); he realizes he cannot fight when he’s tied up with the shields (page 49); and he realizes he is happier with his old life and not his life as a governor (page 50).

Note

Depending on students’ needs, you may instead choose to have students read only silently, one to two pages at a time, and then orally discuss the page and/or answer questions on Activity Page 12.1 with their partner.

Note

Some students may see Don Quixote’s characterization as idealistic and that of Sancho as realistic as more nuanced, citing examples when Don Quixote behaved in a realistic way and Sancho behaved in an idealistic way.

Wrap Up

5 minutes

1. *Evaluative* Based on the information contained in Chapters 1 through 17, in what ways are Don Quixote and Sancho similar? Provide examples from the chapters to support your opinion.
 - » Answers may vary, but may include that they both want to go on adventures; they both intend to do good deeds; and they are both loyal friends.
2. *Evaluative* Based on the information contained in Chapters 1 through 17, in what ways are Don Quixote and Sancho different from one another? Provide examples from the chapters to support your opinion.
 - » Answers may vary, but may include that Don Quixote is brave and is willing to fight for what he thinks is right, whereas Sancho does not like to fight; and Don Quixote is idealistic, or sees things as he’d like them to be, whereas Sancho is more realistic.

Word Work: Reason

5 minutes

1. In the chapter you read, “They had not expected a man who would reason so well.”
2. Say the word *reason* with me.
3. *Reason* means to think in a sensible and logical way.
4. To solve the difficult math problem, Mariana had to reason carefully.
5. Was there ever a problem you solved by reasoning well? Be sure to use the word *reason* when you talk about it. [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: “I solved _____ by reasoning well.”]
6. What part of speech is the word *reason*?
 - » verb

[Use a *Synonyms* activity for follow-up.] What does the word *reason* mean? What are some synonyms, or words that have a similar meaning, of *reason*? [Prompt students to provide words like *think*, *analyze*, and *determine*.] With a partner, create a sentence for each of the synonyms of *reason* he or she provides.

Draft a Concluding Paragraph

Model Drafting a Concluding Paragraph

15 minutes

- Tell students that today they will draft the concluding paragraph for their persuasive essays. Remind students that in the previous lessons they drafted the introductory and body paragraphs for their persuasive essays. Students will incorporate the opinion from the introductory paragraph in the concluding paragraph.
- Remind students that they should use the “Exemplary” column of the Persuasive Essay Rubric to ensure they include all necessary parts in their concluding paragraphs.
- Their concluding paragraphs should restate the opinion from the introductory paragraph to emphasize that this is what the writer is trying to persuade the reader to believe. Then, the writer should use some other persuasive technique (see the strategies that follow) to continue to change the reader’s mind. Finally, the conclusion should provide the reader with one final thought to consider—something that will make the reader think after he/she has finished reading the essay.
- Provide students with strategies for writing a concluding paragraph:
 - Use concluding words—*overall, ultimately, for these reasons, as a result of, due to*, etc.
 - Restate your opinion in a different way
 - Use a quotation from the text
 - Use emotion to persuade the reader
 - Leave the reader on a positive note by saying something nice about Don Quixote regardless of the writer’s opinion
- Refer to the concluding paragraph of the Example Persuasive Essay and point to the restated opinion:

The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.

- Remind students that the original opinion in the introductory paragraph called the fisherman a fool and said that he should have acted differently. Note that the first sentence of the concluding paragraph emphasizes that the fisherman should have acted differently, but is more specific and uses the strong verb *refuse* to further emphasize the opinion.

Materials

- Persuasive Essay Rubric
- Structure of a Persuasive Essay Poster
- Example Persuasive Essay
- Activity Pages 7.3, 8.3, 12.2, 12.3

- The next sentence(s) of the concluding paragraph attempt to further persuade the reader to agree with the opinion. Students can combine their reasons and then make a judgment about the main character(s), as is done in the example concluding paragraph below. Students may also choose to cite a quotation or use emotion to persuade the reader. The inclusion of the concluding words previously suggested may also be helpful in crafting an effective persuasive statement.
- Refer to the concluding paragraph of the Example Persuasive Essay and point to the second sentence:

The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.

- Lastly, the concluding paragraph provides one final thought for the reader. Persuasive essays seek to convince the reader, and essays that leave the reader with something to think about are remembered long after the reader has finished reading the essay. In the example persuasive essay, the writer used a well-known saying. Students might also try to leave the reader with a positive thought about the main character, and what can be learned from reading the text even if the persuasive essay mostly disagreed with the character's actions.
- Refer to the concluding paragraph of the Example Persuasive Essay and point to the last sentence:

The fisherman should have had the courage to refuse to ask the magic fish to grant more wishes. By ignoring the growing greed of his wife and increasing danger of the sea, the fisherman and his wife got what they deserved in the end. This tale reminds us all to be very careful what we wish for.

- Reread the concluding paragraph in its entirety.

Practice Drafting the Concluding Paragraph

25 minutes

- Have students turn to Activity Page 12.2. This activity page contains a graphic organizer that will help them organize the parts of their concluding paragraphs. Students can then draft the concluding paragraph in complete sentences on the lines on the back of Activity Page 12.2.
- Circulate around the room as students write, providing guidance and feedback.
 - **Support** You may wish to group students who need more scaffolding and immediate feedback into a small group, working directly with you.

Wrap Up

5 minutes

- Have students share their concluding paragraphs with a partner.
- For homework, students will copy the introductory paragraph from Activity Page 7.3, the body paragraphs from Activity Page 8.3, and the concluding paragraph from Activity Page 12.2 into a single essay. Suggest students first read each paragraph they have already written while they refer to the Persuasive Essay Rubric on Activity Page 12.3; students can then make edits before copying each paragraph into a single essay.

TAKE-HOME MATERIAL

Writing

Using Activity Pages 7.3, 8.3, 12.2, and 12.3, have students copy the parts of their persuasive essay into a single essay.

Materials

- Activity Pages 7.3, 8.3, 12.2, 12.3

Lesson 13

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading Whole Group: Chapters 18 and 19 “Knight and Squire Reunited” and “The Knight of the White Moon” Word Work: <i>Resolve</i>	40 min. 5 min.	<i>Adventures of Don Quixote</i> ; Activity Pages 4.2, 13.1, 13.2
Writing Share Persuasive Essays	45 min.	Activity Pages 7.3, 8.3, 12.3, 13.3; Sharing Essays Poster; Example Persuasive Essay; Persuasive Essay Rubric; Structure of a Persuasive Essay Poster
Take-Home Material Reading; Writing	*	Activity Pages 13.2, 13.3

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to describe how Don Quixote and Sancho reunite, and identify the Knight of the White Moon.

Writing: By the end of this lesson, students will be able to provide respectful feedback to peers and use feedback to self-reflect and set revision goals for their own writing.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version in the digital components for this unit.

Read to learn how Don Quixote and Sancho reunite and the identity of the Knight of the White Moon.

Writing

- Plan to create small writing groups of three or four students for sharing persuasive essays.
- Display the Persuasive Essay Rubric, Structure of a Persuasive Essay Poster, and Example Persuasive Essay. Alternatively, you may access digital versions in the digital components for this unit.

- Prepare and display the following Sharing Essays Poster. Alternatively, you may access a digital version in the digital components for this unit.

Speaking	Listening	Responding
<ul style="list-style-type: none">• Volume: loud enough for group members to hear, without distracting other groups• Pace: slow enough for listeners hearing the story for the first time to visualize and think as they listen	<ul style="list-style-type: none">• Keep your body still• Make eye contact• Use appropriate nonverbal responses, such as reacting with subtle facial expressions	<ul style="list-style-type: none">• Use the Structure of a Persuasive Essay Poster and Persuasive Essay Rubric to help think of compliments (The first reason was supported well by two pieces of text evidence.) or questions (Could you add more persuasive language in the introduction and conclusion?)• Always start with a compliment• Be respectful—criticism can make a writer feel discouraged

Response Starters:

What made you choose to . . . ?

I'm left wondering about . . . ?

Did you think about including . . . ?

READING

45 minutes

Whole Group: Chapters 18 and 19 “Knight and Squire Reunited” and “The Knight of the White Moon”

40 minutes

Review

5 minutes

- Review information from the previous lesson by asking the following:
 - Describe Sancho’s time as governor.
 - » Answers may vary, but may include that the Duke appointed him governor of an “island,” which was really a town enclosed by a wall; the townspeople were in on the joke being played by the Duke; the townspeople presented Sancho with a dispute, which he solved because he reasoned well; the physician tried to keep Sancho from eating any food; the townspeople pretended the island was under attack and that Sancho saved them; Sancho decided to leave the “island” and return to his family and friends; and the townspeople came to admire Sancho.

Introduce the Chapters

5 minutes

- Tell students they will read Chapters 18 and 19, “Knight and Squire Reunited” and “The Knight of the White Moon.”

Materials

- *Adventures of Don Quixote*
- Activity Pages 4.2, 13.1, 13.2

- Have students turn to the table of contents, locate Chapter 18, and then turn to the first page of Chapter 18.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *reunite*.
- Have them find the word *reunite* in the title on page 52 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary (Activity Page SR.1 in the Activity Book), locate *reunite*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 13.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

Note

You may wish to introduce words 1–3 before reading “Knight and Squire Reunited” and introduce words 4–7 before or while reading “The Knight of the White Moon.”

1. **reunite, v.** to come together again (**reunited**) (52)
2. **bray, v.** to make the harsh cry of a donkey (**brayed**) (53)
3. **resolve, v.** to clear up or deal with successfully (**resolved**) (53)
4. **captivity, n.** being held as if a prisoner (54)
5. **delicacy, n.** a delicious and rare food that is a special treat to eat (**delicacies**) (54)
6. **intone, v.** to speak in a way that sounds like music or chanting (**intoned**) (54)
7. **confess, v.** to admit something is true (55)

Vocabulary Chart for Chapters 18 and 19 “Knight and Squire Reunited” and “The Knight of the White Moon”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	bray intone	reunite resolve captivity delicacy confess
Spanish Cognates for Core Vocabulary	entonar	confesar
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	on the contrary	

- Read the purpose for reading from the board/chart paper:

Read to learn how Don Quixote and Sancho reunite and the identity of the Knight of the White Moon.

Read “Knight and Squire Reunited” and “The Knight of the White Moon” 20 minutes

Guided reading supports in brackets are intended to guide you in facilitating discussion and should not be read verbatim to students. Guided reading supports not in brackets should be read aloud verbatim.

A [Have students read pages 52 and 53 silently.]

B *Inferential* What does Don Quixote mean when he says his life was too soft?

» It means it is too easy and he is not being challenged.

C *Literal* What happened to Sancho after he left the “island”? How do he and Don Quixote reunite?

» While Sancho was riding his donkey to return to the Duke’s palace, both Sancho and the donkey fell into a deep cave and could not get out. Don Quixote happened to be out riding and heard Sancho calling for help; he rescued Sancho and the donkey.

Support When Don Quixote first hears Sancho’s voice, what does he think?

» He thinks Sancho is dead.

Support What convinces Don Quixote that Sancho is alive in the cave?

» Sancho’s donkey brays and Don Quixote recognizes the bray as belonging to Sancho’s donkey.

18. Knight and Squire Reunited

A DARKNESS came while Sancho was still a little way from the palace of the Duke and Duchess. He took a path on the side of the main road, intending to spend the night outdoors and start again in the morning. But the donkey walked up to a canyonlike cave . . . and fell in. Frightened at first and then relieved because neither was hurt, Sancho started thinking. “How are we ever going to get out of here?” he asked himself out loud.

B Meanwhile, Don Quixote was restless at the palace. He missed his squire, his friend. His life was too soft. That morning, he went for a ride in the countryside. As he rode, he heard a voice coming from deep down in the earth. The voice seemed familiar. Could it be . . . ?

“Who’s down there? Who’s complaining?” he asked.

“Who could it be but beat-up Sancho Panza!” said the voice. “The unfortunate governor of Barataria Island, formerly the squire of the famous knight Don Quixote de la Mancha.”

This cannot be, Don Quixote thought. Perhaps Sancho was dead and this was his soul speaking. So he said, “If you are a spirit, tell me what you want me to do for you. My profession is to help the needy in this world. I suppose I can also do something for the needy in the other world.”

“Then,” said the voice from below, “you are my master, Don Quixote de la Mancha! I recognize your voice!”

C “I am Don Quixote, certainly. Tell me who you are. You have me confused. If you are the soul of my dead squire, Sancho Panza, I can have a few masses said for your eternal peace.”

“Wouldn’t you know it! Master, Knight Don Quixote de la

Mancha, I swear I am your squire, Sancho Panza, alive as can be. I left the governorship—I'll tell you why later—and I fell in this cave, with my donkey. He'll tell you too."

The donkey brayed!

"Oh, yes, I recognize your donkey's bray! Sancho, wait! I'll go back to the palace. I'll be back soon with help!"

After the rescue, a happy pair returned to the palace. The Duke and Duchess were waiting for them. But first things first: Sancho went to the stables to take care of his donkey.

Then he returned to the palace and spoke seriously to the Duke and Duchess:

"I, Your Highnesses, went to govern Baratania Island because you are very generous, not because I deserve it. I went there dressed poorly; dressed poorly I am now. You may want to know if I was a good governor. There are witnesses who can tell you whatever they want. I settled disputes, I resolved doubts; that is, I did my job. While I was governor, I almost died of hunger because the doctor wouldn't let me eat. One night, the enemy came. The citizens are now saying that my bravery brought victory, but they are not truthful. In short, I found out that I cannot carry on my shoulders the obligations and duties of a governor. Yesterday morning, I left the island. It remained exactly as I found it: same streets, houses, roofs, everything there was when I got there."

That was all. Don Quixote was relieved: his beloved squire had spoken well, and he was safe.

"I am sorry you left the governorship so soon," the Duke said. "I can give you another job of less responsibility and more suited to you, if you wish." But Sancho said no, he had had enough.

The Duke and Duchess hugged him and ordered that he be treated very nicely and made comfortable.

D Inferential In the fifth paragraph on page 53, Sancho gives the Duke and Duchess a summary of what he did while he was governor. What new character trait does Sancho show in the way he summarizes his time as governor?

- » He shows he is honest. He tells the Duke and Duchess the good things he did as governor, and, although he says the townspeople would tell them he won the battle against the enemy, he tells them honestly that he did not.

A [Have students silently read page 54 to the end of the partial paragraph at the top of page 55.]

B *Literal* What does Don Quixote say are the greatest gifts one can have?

» freedom and honor

Inferential How does the author use the phrase *on the contrary*?

» The author uses it to show that the two things—freedom and captivity—are opposite of each other.

C *Inferential* What evidence in this paragraph supports the view that Sancho is practical or realistic?

» He realizes they will not always be able to find a palace in which to stay, so he says they should be grateful to the Duke's butler for giving them some gold they can use to stay at some inns.

Support What word in the third paragraph on page 54 is a synonym for the word *realistic*?

» *practical*

19. The Knight of the White Moon

A LIFE at the palace was not satisfying. Don Quixote kept thinking of the needy people in the world who could use his help. One day, he secured permission to leave, and knight and squire took to the road again.

“Freedom, Sancho, is one of the greatest gifts heaven can give a person. Nothing can compare with it, not the riches deep in the earth, nor the riches deep in the sea. One’s freedom, and one’s honor, are as important as life itself. Captivity, on the contrary, is the worst evil that can fall on a person. I am telling you this, Sancho, because you saw and experienced the great life we had at the palace. But I can now tell you that, in the middle of those grand banquets, I felt hungry, because I was not free. Those were not *my* delicacies. Happy is the person who has a piece of bread and only has to thank heaven for it.”

B “Well, master,” the practical Sancho said, “we should not be ungrateful to the Duke. His butler gave me this little bag with two hundred gold coins in it. We’re not going to find palaces all over; we may need to stay at a few inns.”

C Don Quixote decided to head for Barcelona, a beautiful city by the sea.

One morning, Don Quixote, dressed in full armor, was riding along the beach. Suddenly a knight came toward him, also dressed in full armor, a shining moon painted on his shield. When he was within hearing distance he intoned:

“Famous Don Quixote de la Mancha, knight who has not yet been recognized in all his worth! I am the Knight of the White Moon. No doubt you have heard of my deeds. I am

here to fight with you, to test the strength of your arms, to make you confess that my lady—anyone I choose for my lady—is infinitely more beautiful than your Dulcinea. If you confess this truth immediately, you will not die at my hand; you will spare me the trouble of killing you. If we fight and I win, I only want you to abandon your armor and stop looking for adventure. I want you to go back to your hometown and live there in peace for an entire year, without touching a sword, because you need to look after your estate and you need to rest. If you win, my head will be at your disposal, and my armor and horse will be yours, and my fame will be added to yours. Tell me what is your wish; I want to finish this business today.”

E “How arrogant, that Knight of the White Moon,” Don Quixote thought, “and what a ridiculous cause for a challenge! No beauty comes near Dulcinea’s.” He said calmly and gravely, “Knight of the White Moon, I have not heard of you before, and I will make you vow that you have never seen Dulcinea del Toboso. You would not have made your foolish remarks if you had seen her. I accept your challenge, with one exception: I do not want your fame added to mine, because I don’t know about your deeds. Let’s get on with it, then. Take the side of the field you prefer.”

Don Quixote prayed to God and thought of Dulcinea. He was ready.

They headed toward each other. The Knight of the White Moon had a faster horse; Don Quixote fell off Rocinante without even being touched by his opponent’s lance. Planting his lance on Don Quixote’s helmet, the victor said, “You are beaten, Sir Knight Don Quixote de la Mancha, and you’ll die if you do not confess what we agreed upon.”

Don Quixote would rather die. With a deep voice, as if coming from the other world, he said, “Dulcinea del Toboso is the most beautiful woman in the world, and I am the most unfortunate knight on earth. Her name and her honor are not to suffer because I am weak. Go on, Sir

D**F**

D Inferential Based on what you have read so far, who do you think is the Knight of the White Moon? Why?

» Answers may vary, but may include that the Knight of the White Moon is their friend Samson. Samson impersonated the Knight of the Wood in an earlier chapter. The challenge to a duel that the Knight of the White Moon presents to Don Quixote is similar to the one presented by the Knight of the Wood. In both cases, the knight tries to push Don Quixote into a duel by saying his lady is more beautiful than Dulcinea, and in both cases, the knight says that if he wins the duel he can order Don Quixote to return home.

E [Have students read the rest of page 55 to the end of the partial paragraph on the top of page 56 silently.]

F Literal What happens in the duel between Don Quixote and the Knight of the White Moon?

» Don Quixote loses the duel and the Knight of the White Moon asks him to confess that his lady is more beautiful than Dulcinea. Don Quixote refuses to do so and is ready to die rather than say anyone is more beautiful than Dulcinea.

A [Have students read the rest of page 56 silently.]

B *Literal* What is the Knight's response to Don Quixote's refusal to say anyone is more beautiful than Dulcinea?

- » He agrees that Don Quixote does not have to confess that the Knight of the White Moon's lady is more beautiful than Dulcinea, but he does say that Don Quixote has to return home, which he does.

C *Literal* Who is the Knight of the White Moon?

- » It is Don Quixote and Sancho's friend Samson.

Knight of the White Moon, drive the lance through; take my life, since you have taken my honor."

A "I shall not!" said the Knight of the White Moon. "Long live the beauty of Doña Dulcinea del Toboso, lady of the brave knight Don Quixote de la Mancha! I am content with the second part of the pledge: Don Quixote shall return to his hometown for a year, or as long as I say, as agreed before the fight."

B "Anything not against my lady Dulcinea del Toboso I will do as a true gentleman," he replied humbly, sadly.

Don Quixote was numb; Sancho, sad and confused. Was this a bad dream, a nightmare? What was going to happen? One whole year without taking up arms! What about Rocinante? And what about his master? Was he badly hurt? "O God, please let this be only a nightmare," he prayed.

Don Quixote was bedridden for a few days. He was not wounded, but he was feverish. And in his better moments, one thought kept coming to his mind: Who was the Knight of the White Moon? He had never heard of him. He had no idea that it was none other than his friend Samson Carasco! The young man, the priest, and the barber had never stopped thinking of ways to make their friend go back to a normal life at home. This time, they had succeeded.

C When Don Quixote recovered, it was time to go home. The knight wore regular clothes; his armor was put over Sancho's donkey. His faithful squire walked all the way home to La Mancha.

Discuss the Chapters and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapters.

1. [Ask students to turn back to page 54 and follow along as you read the following excerpt from the second paragraph: “Captivity, on the contrary, is the worst evil that can fall on a person. I am telling you this, Sancho, because you saw and experienced the great life we had at the palace. But I can now tell you that, in the middle of those grand banquets, I felt hungry, because I was not free. Those were not *my* delicacies. Happy is the person who has a piece of bread and only has to thank heaven for it.”]

Inferential Think Pair Share What does Don Quixote mean when he says he was hungry? What was he hungry for? What does he think of life at the palace now that he has lived there awhile?

- » Answers may vary, but may include that Don Quixote was hungry for his life of adventure and romance, instead of the easy life at the palace. He recognizes that while some people enjoy the luxury of the rich palace life, he wants a simpler life that has greater value to him personally, the life of a knight righting wrongs.

[Ask several students to share the information exchanged between partners in the *Think Pair Share* activity.]

2. *Evaluative* What evidence from these chapters supports the idea that Sancho Panza is realistic? Record this information in the “Evidence from Text” column across from the *realistic* “Character Trait” box on Activity Page 4.2. Be sure to record the page or pages on which you found the information.
 - » Answers may vary, but may include that he realizes he is happier living his old life rather than any new position the Duke could give him (page 53); and he realizes they need to have money to stay in inns while they travel because they may not be able to find many palaces in which to stay (page 54).

- Have students take home Activity Page 13.2 to read and complete for homework.

Note

You may want to also point out the metaphorical use of the banquet scene and the comparison and contrast of banquet delicacies with bread to describe Don’s Quixote’s desire to return to the life of a knight.

Word Work: *Resolve*

5 minutes

1.

In the chapter you read, “I settled disputes, I resolved doubts; that is, I did my job.”
2.

Say the word *resolve* with me.
3.

Resolve means to clear up or deal with successfully.
4.

Our teacher was able to resolve the confusion about how to solve the new math problem.
5.

When was a time you resolved something? Be sure to use the word *resolve* when you talk about it. [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: “I was able to resolve _____.”]
6.

What part of speech is *resolve*?
» verb

[Use an *Antonyms* activity for follow-up.] What are some antonyms, or words with the opposite meaning, of the word *resolve*? (Prompt students to provide words like *confuse*, *complicate*, and *muddy*.) Turn to your partner and create sentences using the antonyms he or she provided.

Materials

- Activity Pages 7.3, 8.3, 12.3, 13.3
- Sharing Essays Poster
- Example Persuasive Essay
- Persuasive Essay Rubric
- Structure of a Persuasive Essay Poster

WRITING

45 minutes

Share Persuasive Essays

Model Sharing Persuasive Essays

15 minutes

- Ask students to take out the writing homework that they completed (i.e., copying their introductory paragraph, body paragraphs, and concluding paragraph onto a single page). Point out that now students have a complete draft of their persuasive essay. Therefore, today they will be working in the share and evaluate stages of the writing process to gain feedback and reflect on their own writing. Gaining feedback and reflecting on writing helps writers refine writing to make it more clear and enjoyable for readers to read.
- Provide an overview of the plan for today’s writing lesson before you elaborate on each step during modeling.
 - Work in small writing groups.
 - Read persuasive essays aloud.
 - Share one compliment and one question.

- Respond to one another respectfully.
- Use Activity Page 13.3 to reflect on the essay and set revision goals.
- Tell students you will read the model persuasive essay to model sharing. (You may have the whole class act as listening and responding group members or select three students to sit with you and model a small group for the rest of the class.)
- Display the Sharing Essays Poster and review expectations for speaking, listening, and responding.
- Model reading the Example Persuasive Essay aloud with appropriate volume and pace.
- After reading aloud, have a few students each share one compliment and one question related to the example essay.
- Explain students will now work in small groups, taking turns reading their essays aloud and giving and receiving feedback. Encourage students to use the Persuasive Essay Rubric and Structure of a Persuasive Essay Poster to help think of compliments or questions. All students should have a chance to read aloud and discuss their essays.
- Also explain that after everyone has read aloud their essays and participated in sharing, students should return to their seats and then take a few minutes to independently complete Activity Page 13.3 as follows:
 - First write down compliments or questions they want to remember from their group discussions.
 - Then use the chart on Activity Page 13.3 to make notes about their own persuasive essay. Suggest that students refer to the rubric, as well as think about how each element in their persuasive essay may be similar or different from another persuasive essay they listened to and whether they have ideas about how to change or add to their own persuasive essay.
 - Last, use the feedback and additional thinking to set two revision goals.

Practice Sharing Persuasive Essay

25 minutes

- Have students move into their small writing groups and remind them to bring their persuasive essay draft and a pencil.
- Tell the groups to decide who will share first and begin.
- Circulate as students are working in their writing groups. Provide complimentary and corrective feedback as needed.
- As groups finish, the students may return to their seats to complete Activity Page 13.3.
- If students complete Activity Page 13.3 with time remaining, they may begin revising their persuasive essay. You may also choose to have students revise for homework or during the Pausing Point.

Note

Collect and provide feedback on student drafts if you plan to have students work on revisions for homework or in the Pausing Point with your comments to guide them. The rubric and editing checklist are provided in the Teacher Resources section.

Materials

- Activity Pages 13.2, 13.3

Wrap Up

5 minutes

- Have a few students share revision goals they set for their persuasive essay.
- Tell students to finish Activity Page 13.3 for homework if they were not able to complete it during class.

TAKE-HOME MATERIAL

Reading; Writing

- Have students take home Activity Page 13.2 to read to read and complete for homework.
- Have students take home and finish Activity Page 13.3 for homework if they were not able to complete it during class.

Lesson 14

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Reading		
Partner: Chapter 20 “Don Quixote’s Last Illness”	40 min.	Answer Key for Activity Page 13.2; Activity Pages 1.3, 13.2, 14.1–14.3; <i>Adventures of Don Quixote</i>
Word Work: <i>Instrumental</i>	5 min.	
Grammar		
Use Commas to Separate Items in a Series	15 min.	Commas to Separate a Series Poster; Activity Page 14.4
Morphology		
Review Prefixes <i>il-</i> , <i>ir-</i> , <i>inter-</i> , Suffix <i>-ness</i> , and Root <i>tract</i>	15 min.	Answer Key for Activity Page 11.4; Activity Pages 11.4, 14.5; Morphology Review Chart
Spelling		
Practice Spelling Words	15 min.	Activity Page 14.6
Take-Home Material		
Reading	*	Activity Pages 1.3, 14.3

Primary Focus of Lessons

Reading: By the end of this lesson, students will be able to cite evidence from the text supporting Samson’s characterization of Don Quixote as “a good man, brave to the last moment, who will be remembered forever in the entire world for having lived crazy and died sane.”

Grammar: By the end of this lesson, students will be able to correctly use commas to separate items in a series in a sentence.

Morphology: By the end of this lesson, students will be able to correctly use the prefixes *il-*, *ir-*, and *inter-*; the suffix *-ness*; and the root *tract*.

Spelling: By the end of this lesson, students will have gained additional practice spelling targeted words.

ADVANCE PREPARATION

Reading

- Write the purpose for reading on the board/chart paper. Alternatively, you may access a digital version the digital components for this unit.

Read to find out how Samson summarizes Don Quixote’s life.

Grammar

- Prepare and display the following Commas to Separate a Series Poster. Alternatively, you may access a digital version in the digital components for this unit.

Series of Single Words	Series of Groups of Words (Phrase or Clause)
coats, hats, and scarves	puffy coats, woolen hats, and colorful scarves
hit, ran, and slid	hit the baseball, ran the bases, and slid over home plate
marching, twirling, or blowing	marching in formation, twirling batons, or blowing trombones

Morphology

- Prepare and display the following word choices on the board/chart paper corresponding to the sentences in the chart. Alternatively, you may access a digital version in the digital components for this unit.

Word Choices	Sentences
1. distracted, subtracted, detracted, attracted	Don Quixote was _____ to the lifestyle of knights during the Middle Ages.
2. irresponsible, responsible, logical, illogical	It seems _____ that Don Quixote would charge at windmills, but he claimed that the windmills were actually giants that had been transformed by a wizard.
3. emptiness, drowsiness, crispness, steadiness	You can certainly admire Sancho for his _____ in supporting Don Quixote throughout the text.
4. intercede, intercept, irregular, regular	Don Quixote’s friends tried to _____ and convince him that he should stay home, but Don Quixote would not listen.
5. attracted, distracted, retracted, extracted	Don Quixote became so _____ by books about knights that he decided to become a knight.
6. irresponsible, responsible, logical, illogical	Do you think it was brave or _____ for Don Quixote to let the prisoners go?
7. interaction, intersection, action, section	The _____ between Don Quixote and the mule drivers did not go so well; Don Quixote attacked the mule drivers for trying to water their mules at the trough.

READING

45 minutes

Partner: Chapter 20 “Don Quixote’s Last Illness”

40 minutes

Review

- Using the Answer Key at the back of this Teacher Guide, review student responses to Activity Page 13.2, which was assigned for homework.

Introduce the chapter

10 minutes

- Tell students they will read Chapter 20, “Don Quixote’s Last Illness,” the last chapter in *Adventures of Don Quixote*.
- Have students turn to the table of contents, locate the chapter and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is actually a phrase, *last will and testament*.
- Have them find the phrase in the third paragraph on page 57 of the Reader.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary in Student Resources in the Activity Book, locate *last will and testament*, and then have a student read the definition.
- Explain the following:
 - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
 - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.

Materials

- Answer Key for Activity Page 13.2
- Activity Pages 1.3, 13.2, 14.1–14.3
- *Adventures of Don Quixote*

- Have students reference Activity Page 14.1 while you read each word and its meaning noting that:
 - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
 - Words are listed in the order in which they appear in the chapter.

1. **last will and testament, *n.*** a legal document in which a person states how his property should be distributed and to whom after his death **(57)**
2. **rejoice, *v.*** to celebrate **(57)**
3. **scribe, *n.*** a person who copies or writes out documents **(57)**
4. **estate, *n.*** property and belongings **(57)**
5. **instrumental, *adj.*** very important **(59)**
6. **turmoil, *n.*** a state of extreme confusion or action **(59)**
7. **epitaph, *n.*** something written or said about a person who died **(59)**

Vocabulary Chart for Chapter 20 “Don Quixote’s Last Illness”		
Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	scribe	last will and testament rejoice estate instrumental turmoil epitaph
Spanish Cognates for Core Vocabulary		
Multiple-Meaning Core Vocabulary Words		instrumental
Sayings and Phrases		

- Read the purpose for reading from the board/chart paper:

Read to find out how Samson summarizes Don Quixote’s life.

Read “Don Quixote’s Last Illness”

15 minutes

Pair students to read and discuss the chapter. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.

- Explain that students will take turns reading a page aloud. As one partner reads the page aloud, the other student should read silently and follow along on the same page. Students can ask their partner for help with sounding out or defining words as necessary.
- Have students complete Activity Page 14.2 with their partners while they read.

Discuss the Chapter

5 minutes

- Review students’ responses to Activity Page 14.2 with the whole class. You may wish to select different students to read each question and share their responses, including the page number where the answer was located.

1. **Literal** Contrast the way Don Quixote and his friends respond to the news that Don Quixote is at the end of his life.
 - » Don Quixote takes the news calmly, but his friends are very sad and cry a great deal (pages 57–59).
2. **Inferential** Why does Don Quixote say he is no longer Don Quixote but Alonso Quixano?
 - » That was his name before he became a knight-errant, and now he is returning to the person he was before he took the name *Don Quixote* (page 57).
3. **Inferential** Why does Don Quixote say that his niece will inherit all his money and property unless she wants to marry a man who wants to be a knight?
 - » Answers may vary, but may include that he knows from his own experience how being a knight-errant can be a difficult life (pages 57–59).

Wrap Up

10 minutes

- Use the following additional questions to discuss the chapter.

1. **Evaluative** The book ends with Samson's words characterizing Don Quixote as "a good man, brave to the last moment, [who] will be remembered forever in the entire world for having lived crazy and died sane." Explain the meaning of Samson's words and provide evidence from the book or Activity Page 1.3 to support your answer.
 - » Answers may vary, but may include that while he was indeed crazy, throughout his life Don Quixote was brave (willing to attack the windmills he thought were giants, fight lions, etc.) and always idealistic and good, trying to right wrongs (willing to defend a princess in a stagecoach he thought was being kidnapped, free prisoners he thought were destined for a cruel fate, etc.) Students may also note that it is ironic that Don Quixote came to his senses as he was dying and realized that he had been living a fantasy.
2. **Evaluative** If you wrote your own epitaph for Don Quixote, what would it say? The epitaph should include specific character traits and supporting evidence you recorded on Activity Page 1.3.
 - » Answers may vary, but should be supported with information from Activity Page 1.3.

- Have students take home Activity Page 14.3 to write an epitaph that would be appropriate for Don Quixote, based on information recorded on Activity Page 1.3.

Word Work: Instrumental

5 minutes

1. In the chapter you read, "In my madness, I made him my squire, and was instrumental in getting him an island to govern."
2. Say the word *instrumental* with me.
3. *Instrumental* means very important.
4. Juarez was instrumental in his team's win because he scored the winning goal.
5. Who or what would you describe as instrumental? Be sure to use the word *instrumental* when you talk about it. [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: "_____ is/was instrumental in . . ."]
6. What part of speech is *instrumental*?
 - » adjective

[Use a *Synonyms and Antonyms* activity for follow-up.] I am going to say several words. If the word means something similar to instrumental, say "That is a synonym of *instrumental*." If the word means the opposite of *instrumental*, say "That is an antonym of *instrumental*."

1. very useless
» That is an antonym of *instrumental*.
2. significant
» That is a synonym of *instrumental*.
3. very useful
» That is a synonym of *instrumental*.
4. unimportant
» That is an antonym of *instrumental*.
5. valuable
» That is a synonym of *instrumental*.

GRAMMAR

15 minutes

Use Commas to Separate Items in a Series

- Direct students' attention to Commas to Separate a Series Poster. Explain that commas are used to separate items in a series. A series is a list of three or more items, the last two of which are joined by *and*, *or*, or *nor*.
- Tell students that many sentences include a series of items, such as the six series included on this poster.
- Explain that a series may be simply a list of single items or words (such as those in the first column) or groups of words, such as phrases or clauses (such as those in the second column).
- Tell students they will use these series on the poster to create sentences. Model writing a sentence using the first series of words from the second column on the poster:

Before they went to play in the snow, the children put on puffy coats, woolen hats, and colorful scarves.

- Have students create sentences for the next two series of words in the second column on the poster. Their responses may vary, but may be similar to the following:
 - The batter hit the baseball, ran the bases, and slid over home plate.
 - The band members were marching in formation, twirling batons, or blowing trombones.

Materials

- Commas to Separate a Series Poster
- Activity Page 14.4

Note

Use of commas to separate items in a series was introduced in Grades 3 and 4 CKLA. This exercise is intended as review.

Note

As students complete the remaining items, it is not necessary to recopy the sentences, only insert the commas appropriately in each sentence.

Materials

- Answer Key for Activity Page 11.4
- Activity Pages 11.4, 14.5
- Morphology Review Chart

- Have students turn to Activity Page 14.4. Briefly review the directions and the first two examples as a group. Have students complete the activity page independently.
- Collect Activity Page 14.4 to review and grade at a later time.

MORPHOLOGY

15 minutes

Review Prefixes *il-*, *ir-*, *inter-*, Suffix *-ness*, and Root *tract*

- If you have not already done so, review the correct answers for Activity Page 11.4, using the Answer Key included in the Teacher Resources section of this Teacher Guide.
- Review the definition of *root*.
 - A root is the main element of a word that forms the basis of its meaning. A prefix or suffix added to the root can change the meaning.
- Briefly review the root *tract*, reminding students that it means “draw” or “pull.”
- Review the definition of *prefix*.
 - A prefix is a syllable or syllables placed at the beginning of a root word to change the word’s meaning.
- Briefly review the prefixes *il-* and *ir-*, reminding students that they mean “not” and occur before words that begin with /l/ and /r/.
- Briefly review the prefix *inter-*, reminding students that it means “among, between, or together.”
- Review the definition of *suffix*.
 - A suffix is a syllable or syllables placed at the end of a root word to change the word’s meaning.
- Briefly review the suffix *-ness*, reminding students that it means “state or condition of being” and transforms adjectives into nouns.
- Direct students’ attention to the Morphology Review Chart.
- Tell students you will read a sentence aloud that is missing a word. Then, students must decide which word from the four options on the board best fits in the blank. Point out that the word choices are listed in the left column and the sentences are in the right column.
- Practice with the first sentence:

1. Don Quixote was _____ to the lifestyle of knights during the Middle Ages.

- Ask students if they know which word best fits in the blank from the choices given. If they are having trouble, ask which words they could eliminate from the list to narrow down the options. Remind students of word meanings if necessary.
 - *attracted*, because it means to draw or pull toward something.
- Continue in this manner with the remaining sentences as time permits:

2. It seems _____ that Don Quixote would charge at windmills, but he claimed that the windmills were actually giants that had been transformed by a wizard. (illogical)
3. You can certainly admire Sancho for his _____ in supporting Don Quixote throughout the text. (steadiness)
4. Don Quixote’s friends tried to _____ and convince him that he should stay home, but Don Quixote would not listen. (intercede)
5. Don Quixote became so _____ by books about knights that he decided to become a knight. (distracted)
6. Do you think it was brave or _____ for Don Quixote to let the prisoners go? (irresponsible)
7. The _____ between Don Quixote and the mule drivers did not go so well; Don Quixote attacked the mule drivers for trying to water their mules at the trough. (interaction)

- Have students turn to Activity Page 14.5. Briefly review the directions and tell students to complete it for homework. Remind students to read the sentences carefully, as not all of the answers will be words with the root *tract*.
- At a later date, make arrangements to check that students completed Activity Page 14.5 correctly. You may choose to do one of the following to address this:
 - collect the pages and correct them individually
 - provide an answer key to students to check their own or a partner’s work after they have completed the activity page
 - confer with students individually or as a group

SPELLING

15 minutes

Practice Spelling Words

- Tell students they will practice writing the spelling words for this week.
- Have students turn to Activity Page 14.6, explaining that the spelling words are listed in the box on the activity page and on the board/chart paper from Lesson 11.
- Have students read the sentence for the question #1 silently and fill in the blank. After students complete the question #1, call on one student to read the sentence aloud with the spelling word in the blank.

Materials

- Activity Page 14.6

- Ask students if anyone had a different answer. Discuss the correct answer to ensure students understand why it is correct.
- Have students check their spelling with the spelling in the word bank at the top of the activity page, make corrections if needed, and then turn their page over.
- Have students say, spell, and say the word again with you without looking at their paper. Students may close their eyes, look up at the ceiling, or trace on the back of their paper with their finger to help them visualize the spelling as they spell with you.
- Turn the page over and repeat the steps for the remaining items.
- Complete the say, spell, say the word again step for the unused words: *drowsiness*, *greatness*, *vacancy*, and *vacuum*.
- Then, students may work independently to write their own sentences.
- Remind students they will complete their spelling assessment during the next lesson.

TAKE-HOME MATERIAL

Reading

- Have students take home Activity Page 14.3 to complete for homework and Activity Page 1.3 to reference while completing Activity Page 14.3.

Materials

- Activity Pages 1.3, 14.3

Lesson 15

Unit 3: Adventures of Don Quixote

LESSON AT A GLANCE	TIME	MATERIALS
Spelling		
Assessment	15 min.	Activity Page 15.1
Unit Assessment		
Unit Assessment	75 min.	Activity Page 15.2
Optional Fluency Assessment		Recording Copy of Fluency Assessment text, one for each student (optional); Fluency Scoring Sheet, one for each student (optional)

ADVANCE PREPARATION

Spelling

- Erase or cover the list of spelling words prior to the assessment.

Unit Assessment

- Determine how many students will be assessed for fluency, and make that number of copies of the Recording Copy of “Christopher Columbus” and the Fluency Scoring Sheet.

Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

Reading

- Collect Activity Page 14.3 to review and grade as there are no reading lessons today.

Materials

- Activity Page 15.1

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data.

SPELLING

15 minutes

Assessment

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that, at the end, you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

1. drowsiness	The bottle’s label warned that the allergy medicine may cause <u>drowsiness</u> .
2. friendliness	The neighbors showed their <u>friendliness</u> by bringing us cookies when we moved into the neighborhood.
3. greatness	The king achieved <u>greatness</u> by providing food to all people in his kingdom.
4. steadiness	I lost my <u>steadiness</u> as the giant waves rocked the boat from side to side.
5. attract	A large magnet was used to <u>attract</u> metals from beneath the earth’s surface.
6. distract	When I do my homework, I like the room to be quiet so nothing will <u>distract</u> me.
7. extract	The doctor used tweezers to <u>extract</u> the long splinter from my foot.
8. tractor	The farmer pulled the plow behind his <u>tractor</u> to break up the soil on his land.
9. evacuate	Everyone who lived in the coastal town was forced to <u>evacuate</u> before the hurricane hit.
10. vacancy	There is only one <u>vacancy</u> left in the hotel.
11. vaccinate	The vet must <u>vaccinate</u> the puppies before they board with other dogs in the kennel.
12. vacuum	When we breathe, our diaphragms contract and create a <u>vacuum</u> in our lungs to help them fill up with air.

- After reading all of the words, review the list slowly, reading each word once more.
- Have students write the following sentence as dictated.

I was attracted to stories of the knight’s courage during many adventures.

- Collect all spelling assessments to grade later. Use of the template provided at the end of this lesson is highly recommended to identify and analyze students’ errors.

UNIT ASSESSMENT

75 minutes

- Make sure each student has a copy of Activity Page 15.2. You may have collected this activity page from students at the beginning of the unit.
- Tell students they will read two selections, answer questions about each, and respond to a writing prompt. In the next sections, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

Reading Comprehension

The reading comprehension section of the Unit Assessment contains two selections and accompanying questions. The first selection is an informational text that describes important aspects of knighthood. The second selection is a literary text based on the story of King Arthur.

These texts were created using guidance from the Common Core State Standards (CCSS) and recommendations from Student Achievement Partners (AchieveTheCore.org). These texts are considered worthy of students’ time to read and meet the expectations for text complexity at Grade 5. The texts feature core content and domain vocabulary from the *Adventures of Don Quixote* unit that students can draw on in service of comprehending the text.

The questions pertaining to these texts are aligned to the CCSS 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-response item addresses Writing standards. To prepare students for CCSS-aligned assessments, such as those developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced, some items replicate how technology may be incorporated in those assessments, using a paper and pencil format.

Materials

- Activity Page 15.2

Note

This is a good opportunity to use the Tens scoring system to gather formative assessment data.

Optional Fluency Assessment

You may wish to assess students’ fluency in reading, using the selection “Christopher Columbus.” Assessing fluency requires that you work one-on-one with individual students to administer the assessment. Because this assessment requires you to work with one student at a time, you may wish to administer it either while other students complete the unit assessment or at a different time while students read enrichment selections and complete accompanying activity pages. Alternatively, you may have other time during the school day when you can administer this assessment as well.

Administration Instructions

- Turn to the student copy of “Christopher Columbus” that follows these directions. This is the text students will read aloud. Turn to this copy of the selection each time you administer this assessment.
- Using one Recording Copy of “Christopher Columbus” for each student, create a running record as you listen to each student read orally.
- Call the student you will assess to come sit near you.
- Explain that you are going to ask him or her to read a selection aloud and you are going to take some notes as he or she reads. Also, explain that he or she should not rush but rather read at his or her 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 using the following guidelines:

Words read correctly	No mark is required.
Omissions	Draw a long dash above the word omitted.
Insertions	Write a caret (^) at the point where the insertion was made. If you have time, write down the word that was inserted.
Words read incorrectly	Write an “X” above the word.
Substitutions	Write the substitution above the word.
Self-corrected errors	Replace original error mark with an “SC.”
Teacher-supplied words	Write a “T” above the word (counts as an error).

- 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 him or her to respond orally to the following questions:

1. *Inferential* Why was Christopher Columbus treated like a hero?
 - » Many people had read the report he had sent to the king and queen, so they knew of his news.
2. *Literal* What were two ways that people had learned about Columbus and his travels?
 - » through the printed report and by listening to others share the news
3. *Literal* What did King Ferdinand and Queen Isabella give Columbus for his second voyage?
 - » 17 ships and money
4. *Evaluative* For the first trip, Columbus had a hard time getting men to sail with him. The second time, he had so many excited soldiers who wanted to sail with him that he had to turn several away. Why do you think this change occurred?
 - » The sailors had read or heard of his report and they wanted to be part of an adventure. Columbus had a new title, “Admiral of the Ocean Sea,” and he was seen as a hero. People may have known that Columbus had more ships and money, and maybe they thought they could be rewarded, too.

Repeat this process for additional students. Scoring can be done later, provided you have kept running records and marked the last word students read after one minute elapsed.

SPELLING ASSESSMENT ANALYSIS

Spelling Analysis Chart

[illegible]

- It may be helpful to refer back to the Pronunciation/Syllabication Chart.

Word	CK Code	Syllable Type
drowsiness	/drouz*ee*nes/	closed*open*closed
friendliness	/frend*lee*nes/	closed*open*closed
greatness	/graet*nes/	digraph*closed
steadiness	/sted*ee*nes/	closed*open*closed
attract	/ə*trakt/	ə*closed
distract	/dis*trakt/	closed*closed
extract	/ex*trakt/	closed*closed
tractor	/trak*ter/	closed*r-controlled
evacuate	/ə*vak*ue*aet/	ə*closed*open*closed
vacancy	/vae*kan*see /	open*closed*open
vaccinate	/vak*sin*aet/	closed*closed*closed
vacuum	/vak*uem/	closed*digraph

- Students might make the following errors:
 - greatness*: using ‘ate’ or ‘ait’ for /aet/
 - tractor*: using ‘er’ for /er/
- Although any of the above student-error scenarios may occur, misspellings may be due to many other factors. You may find it helpful to use the analysis chart to record any student errors. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the ends of the words?
 - Is the student consistently making errors in multisyllable words, but not single-syllable words?
- Also, examine the dictated sentence for errors in capitalization and punctuation.

UNIT ASSESSMENT ANALYSIS

Quantitative and Qualitative Analysis of Text

The texts used in the reading comprehension assessment, “The Life of a Knight” (informational text) and “The Story of King Arthur” (literary text), have been profiled for text complexity using the quantitative measures described in the Common Core State Standards for English Language Arts, Supplement to Appendix A, “New Research on Text Complexity,” (CoreStandards.org/resources). Both selections fall within the Common Core Grades 4–5 Band.

Reading Comprehension Item Annotations and Correct Answer and Distractor Rationales

*To receive a point for a two-part question, students must correctly answer both parts of the question.

Item	Correct Answer(s)		Standards
1 <i>Inferential</i>	Answers may vary, but may include that the knight-to-be would not stay up all night praying; he might simply be handed a helmet and sword; and a higher-ranking man might simply tap him on the shoulder and send him into battle.		RI.5.1, RI.5.3, RI.5.4, RI.5.10
*2 Part A <i>Inferential</i>	Chain Mail	Steel Plates	RI.5.1, RI.5.3, RI.5.4, RI.5.10
	metal rings reinforced with plates of steel	hinged and fitted steel plates	
	about 25 pounds	about 65 pounds	
	protected his upper body	protected the knight from head to toe	
*2 Part B <i>Evaluative</i>	Answers may vary, but should include information about the characteristics of the two types of armor and the ways in which they are similar to or different from each other.		RI.5.1, RI.5.3, RI.5.4, RI.5.10
3 <i>Inferential</i>	Both castles and knights became useless after the invention of powerful weapons such as cannons and bullets. Neither castles nor the armor that protected the knights were able to stop these more powerful weapons.		RI.5.1, RI.5.3, RI.5.4, RI.5.10
4 <i>Literal</i>	A		RI.5.1, RI.5.3, RI.5.4, RI.5.10
5 <i>Literal</i>	B		RI.5.1, RI.5.3, RI.5.4, RI.5.10
6 <i>Inferential</i>	D		RL.5.1, RL.5.10
7 <i>Inferential</i>	A		RL.5.1, RL.5.10
*8 Part A <i>Inferential</i>	A		RL.5.1, RL.5.4, RL.5.10
*8 Part B <i>Inferential</i>	D		RL.5.1, RL.5.4, RL.5.10
9 <i>Literal</i>	C		RL.5.1, RL.5.10

Item	Correct Answer(s)		Standards
*10 Part A Inferential	Sir Hector	Sir Hector's Wife and Daughters	RL.5.1, RL.5.3, RL.5.10
	greet the guests happily	remove the armor of the knights	
	summon the castle's workers to take the horses	place velvet cloaks on the knights' and ladies' shoulders	
		offer tubs to wash	
*10 Part B Inferential	Answers may vary, but may include that they were happy to see the guests.		RL.5.1, RL.5.10

Writing Prompt Scoring

The writing prompt addresses CCSS W.5.2.a–e L.5.1, L.5.2, L.5.6

Score	4	3	2	1
Criteria	A separate character trait is clearly identified for Don Quixote and Sancho Panza. The answer clearly states how the character traits are similar and how they are different from one another. The answer provides at least two examples from the text supporting each similarity and each difference. The answer includes transitional words that compare and contrast.	A separate character trait is clearly identified for Don Quixote and Sancho Panza. The answer states only how the character traits are similar or different, but not both. The answer includes one example from the text supporting the similarities/ differences, rather than two examples for each. The answer includes only one transitional word that compares or contrasts.	A character trait is lacking for either Don Quixote or Sancho Panza, or the answer identifies a trait that is clearly not possessed by the named character. The answer states only how the character traits are similar or different, but not both. The answer lacks a supporting example from the text for some, but not all, identified character traits. The answer includes only one transitional word that compares or contrasts.	The answer lacks an identification of character traits for both Don Quixote and Sancho Panza, or it identifies traits that are clearly not possessed by the named character. The answer fails to show how the character traits are similar to, and different from, each other. The answer lacks any supporting examples from the text. The answer lacks any transitional words that compare or contrast.

Grammar Answer Key

1. Margarite draws
2. the girls sing
3. we play
4. you are
5. Mr. Henderson is
6. the puppies are
7. I am
8. he looks
9. Answers may vary, but should include a phrase from 1–8 above.
10. Answers may vary, but should include a phrase from 1–8 above.
11. Answers may vary, but must include *red*, *blue*, and (or) *orange*.
12. Answers may vary, but must include *blue sky*, *warm sunshine*, and *crashing waves*.
13. Answers may vary, but must include *cereal*, *milk*, and *juice*.
14. Answers may vary, but must include *large whales*, *graceful dolphins*, and *colorful clownfish*.

Morphology Answer Key

1. great
2. silliness
3. coldness
4. brightness
5. vacant
6. evacuation
7. distracted
8. attracted
9. illegible
10. illegal
11. interlock
12. irremovable

Optional Fluency Assessment

The following is the text for the Optional Fluency Assessment, titled “Christopher Columbus.” Turn to this copy of the selection each time you administer this assessment.

You will also find a Recording Copy of the text for doing a running record of oral reading for each student you assess. There is also a Fluency Scoring Sheet. Make as many copies of the Recording Copy and the Fluency Scoring Sheet as you need, having one for each student you assess.

Christopher Columbus

When Christopher Columbus returned home after his first voyage, he was greeted as a hero. The report he sent to King Ferdinand and Queen Isabella of Spain was printed in large amounts using the recent invention of the printing press. Thousands of people read Columbus's report, and others heard the reports read aloud. Soon everybody was talking about Columbus and his voyage. Columbus was honored by the king and queen. He was named "Admiral of the Ocean Sea," and was given ships and money for a second voyage.

The second voyage was a much bigger operation than the first one. Columbus had a fleet of three ships and about a hundred men for the first voyage. On the second one, he had a fleet of seventeen ships and more than a thousand men! When he was recruiting sailors for his first voyage, Columbus had a hard time finding sailors willing to go into uncharted waters. For his second voyage, he had so many eager, interested soldiers that he had to turn many of them away.

Recording Copy

Christopher Columbus

When Christopher Columbus returned home after his first voyage, 9
he was greeted as a hero. The report he sent to King Ferdinand and 23
Queen Isabella of Spain was printed in large amounts using the recent 35
invention of the printing press. Thousands of people read Columbus’s 45
report, and others heard the reports read aloud. Soon everybody was 56
talking about Columbus and his voyage. Columbus was honored by the 67
king and queen. He was named “Admiral of the Ocean Sea,” and was 80
given ships and money for a second voyage. 88

The second voyage was a much bigger operation than the first 99
one. Columbus had a fleet of three ships and about a hundred men for 113
the first voyage. On the second one, he had a fleet of seventeen ships 127
and more than a thousand men! When he was recruiting sailors for his 140
first voyage, Columbus had a hard time finding sailors willing to go 152
into uncharted waters. For his second voyage, he had so many eager, 164
interested soldiers that he had to turn many of them away. 175

Word Count: 175

Student Name _____ Date _____

Fluency Scoring Sheet

	<div></div>	Words Read in One Minute
_____	<div></div>	Uncorrected Mistakes in One Minute
<hr/>		
	<div></div>	W.C.P.M

W.C.P.M.	National Percentiles for Winter, Grade 5
182	90th
156	75th
127	50th
99	25th
74	10th
Comprehension Total _____ / 4	

Guidelines for Fluency Assessment Scoring

To calculate a student’s W.C.P.M. (Words Correct Per Minute) score, use the information you wrote on the Recording Copy and follow these steps. You may wish to have a calculator available.

1. 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.
 2. 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.)
 3. 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 winter 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 for Grade 5 from Hasbrouck and Tindal (2006)

Percentile	Fall	Winter	Spring
90	166	182	194
75	139	156	168
50	110	127	139
25	85	99	109
10	61	74	83

Reference

Hasbrouck, Jan and Tindal, Gerald A. “Oral reading fluency norms: A valuable assessment tool for reading teachers.” *The Reading Teacher* 59 (2006): 636-644.

Pausing Point

Unit 3: *Adventures of Don Quixote*

Pausing Point for Differentiation of Instruction

Please use the final four days of this unit to address results of the Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology), and spelling assessments. Use each student's scores on the Unit Assessment to determine which remediation and/or enrichment opportunities will benefit particular students. In assigning these remediation and/or enrichment activities, you may choose to have students work individually, in small groups, or as a whole class.

Remediation

Reading Comprehension

It is important to understand that poor performance on the Reading Comprehension section of the end-of-unit assessment may be attributable to any number of factors. To ascertain which remediation efforts will be most worthwhile, it is highly recommended that you ask any student who performed poorly on this section to read at least one of the assessment passages aloud to you orally, one on one. As the student reads, make note of any words the student struggles with or reads incorrectly. If the student occasionally misreads words in the text, analyze the types of errors in code knowledge and consult the CKLA *Decoding and Encoding Remediation Supplement*. This online publication provides further guidance in assessing, analyzing, and remediating specific decoding skills so targeted remediation can be provided. If the student frequently misreads words in the text, this is indication of a more global decoding problem that may require further assessment and remediation by a reading specialist. The *Decoding and Encoding Remediation Supplement* can be accessed online in the Grade 5 Ancillary Materials at: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fifth-grade/>.

If the student does not misread words, but reads haltingly, a lack of fluency may impede comprehension. Administer the optional fluency assessment to verify whether the student's reading rate is below the norm. If so, remediation efforts should be targeted at building fluency.

Once the student finishes reading the passage(s) aloud, ask the comprehension questions orally. Analyze whether the student makes errors on the same questions answered incorrectly on the written assessment, as well as the type of questions answered incorrectly. Does the student have difficulty answering particular types of questions? If so, guided rereading of specific chapters in a small group setting with

other students who are struggling may be helpful. Choose chapters that were not already used for small group instruction and provide specific guidance as to how to use clues in the text to arrive at the correct answer.

Also analyze whether there was a marked difference between the student's comprehension of the informational and literary passages. Good performance on the informational passage requires that students make use of the domain specific vocabulary and knowledge presented throughout the unit. Students who performed poorly on the informational passage may benefit from rereading chapters from the unit, with more intensive focus on the domain vocabulary.

Good performance on the literary passage of this assessment requires some knowledge of domain specific vocabulary from this unit (though not to the extent of the informative passage), as well as general knowledge of Tier 2 and academic vocabulary. Students who performed poorly on the literary passage, but did well on the informative passage, may benefit from specific practice with Tier 2 and academic vocabulary.

Fluency

Students who struggle with fluency will benefit from having multiple opportunities to reread a particular text. If students demonstrate a need for remediation related to fluency, you may have them either reread selections from the Reader or choose an excerpt from the *Fluency Supplement*.

Grammar and Morphology

If students demonstrate a need for remediation in the foundational grammar and morphology skills required for the lessons in Grade 5, consult the CKLA Grade 3 Skills Strand materials or the Grade 4 materials for additional grammar and morphology lessons and activities. Alternatively, for students who demonstrate a general proficiency in grammar and morphology, but who demonstrate a need for remediation in connection with specific skills covered in *Adventures of Don Quixote*, you may provide a more targeted remediation by reteaching only the lessons for those skills. For additional practice with the grammar and morphology skills taught in this unit, you may wish to have students complete the Pausing Point activity pages provided in the Activity Book.

Spelling

If students demonstrate a need for remediation in spelling, but they exhibit general proficiency in code knowledge, have them use the Individual Code Chart to assist in spelling unfamiliar words, syllable by syllable.

If students exhibit specific code knowledge problems, as revealed by the spelling assessment analyses, they may benefit from remediation to target specific letter-sound correspondences. See the *Decoding and Encoding Remediation Supplement* online in the Grade 5 Ancillary Materials at: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fifth-grade/>.

Writing

- Redirect students to Activity Page 13.3 (Sharing Persuasive Essays), Activity Page SR.3 (Persuasive Essay Rubric), Activity Page SR.4 (Persuasive Essay Editing Checklist), and their completed persuasive essay. Provide time during the Pausing Point for students to revise and rewrite their essay using all of the above tools. The Persuasive Essay Rubric and Persuasive Essay Editing Checklist are included in the Teacher Resources section of this Teacher Guide for your reference.
- If possible, meet briefly with each student to review his or her plans for revision and provide additional guidance.
- Evaluate students' work after revisions are complete using the Persuasive Essay Rubric and Persuasive Essay Editing Checklist. Meet briefly with each student to provide feedback.

Enrichment

If students have mastered the skills in *Adventures of Don Quixote*, their experience with the unit concepts may be enriched by the following activities:

- Students may read the enrichment selections contained in the Activity Book (Activity Pages SR.5 and SR.6), with Core Vocabulary included on Activity Page SR.7. Each selection contains an excerpt from the Core Classics version of *Don Quixote*. Each selection encompasses episodes students read in the Reader, *Adventures of Don Quixote*, but contains richer, more complex vocabulary and syntax. The Activity Book contains activity pages that students can complete as they read these selections; see Activity Pages PP.7 and PP.8.
- Students may enjoy watching movie versions of *Don Quixote* or *Man of La Mancha* and then comparing and contrasting the book with the movie. See the Recommended Resources list in the digital components for this unit.
- Students may work in small groups to write dialogue and perform any episode contained in *Adventures of Don Quixote*.
- Students may write a new adventure involving Don Quixote and Sancho Panza that takes place either during the same historical period as in the original *Adventures of*

Don Quixote or they may choose to create an adventure in which Don Quixote and Sancho find themselves in contemporary times.

- Students may want to write and then perform a mock trial in which Don Quixote is being judged in regards to his destruction of Master Peter's puppets. Different students may assume the perspective of Don Quixote's attorney, presenting arguments in defense of Don Quixote's actions, the prosecutor, presenting arguments about the destruction Don Quixote created, the judge, and witnesses. Other episodes from the Reader that may also be used as the subject of a mock trial include Don Quixote's freeing of the prisoners or his destruction of the wineskins at the inn.
- Students may write a letter from Sancho Panza to Dulcinea describing Don Quixote's adventures and victories all in her honor.
- Students may rewrite the episode in which Don Quixote meets the farm girl he thinks is Dulcinea from the farm girl's perspective.
- Students may respond to any of the following writing prompts, conducting independent research necessary to support their response:
 - The word *quixotic* was inspired by the main character in *Adventures of Don Quixote*. This word does/does not accurately represent the character of Don Quixote because . . .
 - If I were the innkeeper who was asked to dub Don Quixote a knight, I would . . .
 - If I were Sancho and presented with the dispute between the tailor and the man requesting the capes, I would settle the dispute by . . .
 - If I could rewrite the ending to *Adventures of Don Quixote*, I would write . . .
 - My favorite character in *Adventures of Don Quixote* is _____ because . . .
- Students may share, either with a small group or with the class, the writing they generated in this unit or in response to the writing prompts in this Enrichment section.

Teacher Resources

Unit 3: *Adventures of Don Quixote*

In this section, you will find:

- Excerpt from Grade 4, *The Middle Ages*: “Gloomy Castles and Jousting Knights”
- Glossary for *Adventures of Don Quixote*
- Pronunciation Guide for *Adventures of Don Quixote*
- Individual Code Chart
- Anecdotal Reading Records
- Tens Recording Chart and Tens Conversion Chart
- Using Chunking to Decode Multisyllable Words
- Sound and Spelling of Schwa
- Structure of a Persuasive Essay
- Persuasive Essay Rubric
- Persuasive Essay Editing Checklist
- Enrichment Selection 1
- Enrichment Selection 2
- Resources for the Enrichment Selections in *Adventures of Don Quixote*
- Activity Book Answer Key

Chapter 3

Gloomy Castles and Jousting Knights

THE BIG QUESTION

Why was there a need for knights and castles during the Middle Ages?

Whether rich or poor, young men in the Middle Ages learned how to use a weapon of some kind. Rivalries between nobles, wars with other nations, even violence between neighbors required that they be able to fight. When a lord needed to raise an army, he turned to those he governed.

In the Middle Ages, ordinary foot soldiers were trained to fight with an axe and a long spear called a pike. Others were trained to be skillful archers and crossbowmen. Some foot soldiers might have worn chainmail, an early form of metal **armor**, but most had padded coats and carried daggers. However, the most **esteemed** soldiers were knights.



Crossbowman and pikeman



Knight in suit of armor riding armored horse

Knights were soldiers who fought on horseback, and sometimes on foot, for their lord. If you wanted to be a

knight, you had to be able to afford horses and armor. You also had to find someone willing to train you. Because it was very expensive to become a knight, these mounted warriors were usually sons of wealthy, **influential** members of society.

Being a knight was one way of making a fortune. If you were involved in successful battles and wars, you might receive money or land as payment for your services. Sometimes a king might also reward you with a **title**. Having a title usually meant that you were an influential member of society. Knights also made money by looting and by holding certain people for **ransom**.

If You Were A Knight



Young boy training to be a knight

Your training to become a knight begins at a young age. You leave home to live with a family friend or relative who has agreed to train you. In the first several years of your training, you help to dress and to serve the lord. You are known as a page. During these early years as an **aspiring** knight, you probably learn to use a sword, to ride a horse, and to wield a lance, or long wooden pole with a metal tip. Later, when you are ready to learn more challenging skills, you become a squire.

Although you are still a servant, as a squire you are now responsible for grooming and saddling the lord's horses. You are also responsible for cleaning and polishing his armor. You learn how to fight while riding a horse. You learn to use other weapons, including a heavier lance. This part of your training lasts for several years.



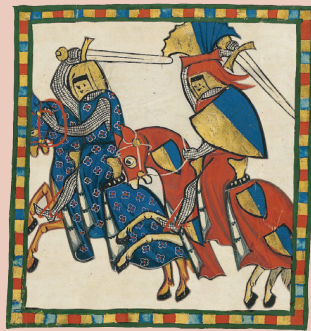
Squires learned to fight with swords.

If you are a successful squire, you might be knighted by the lord. In what is called the dubbing ceremony, the lord taps you on the shoulder with the flat part of his sword. Then, a priest might bless you with a prayer.



King knighting a squire

The Way of the Knight



Knights were supposed to be brave in battle.

They were required to honor and protect the Church and weaker members of society. They were also expected to treat other knights captured in battle as honored guests until a ransom was received. Sometimes it took months before a captured knight's family paid up. Once payment was received, the captured knight was free to go home.

In France in the 1100s and 1200s, certain expectations about how knights should behave in society were developed. The term *chivalry*, which refers to a warrior horseman or knight, became the term used to describe these expectations. These ideas of chivalry spread to other European countries. Knights were expected to serve their



A knight was expected to guard and protect weaker members of society.

Charge!

Knights could prove their strength and abilities by taking part in jousting matches. Jousting matches were mock, or pretend, battles between two or more knights. Knights rode horses, wore full armor, and carried lances. Those who took part in jousts did so to gain respect and possibly a generous prize. For the privileged, attending the jousting matches was considered to be a day of excitement and entertainment. It was very much like watching a football or baseball game today. When the joust began, the knights charged at each other. With the aid of a lance, each knight attempted to knock his opponent off his horse.



Jousting was a popular sport.



Knights competing in a joust

Glossary for *Adventures of Don Quixote*

A

administration, n. government

afield, adv. off the right course; far from the starting point

agitate, v. to disturb, excite, or anger (**agitated**)

agony, n. extreme pain

Almighty, n. God

ardent, adj. having or showing very strong feelings

armor, n. a protective suit, usually made of heavy metal, worn by knights in the Middle Ages

B

ballad, n. a poem or song that tells a story (**ballads**)

basin, n. a shallow bowl

belfry, n. a tower in which a bell sits (**belfrys**)

bellows, n. a mechanical device that blows out air when its sides are pressed together

bestow, v. to give

bewilder, v. to confuse

blow, n. a hard hit using a part of the body or an object

bold, adj. fearless

booty, n. valuable goods or money taken as a prize after victory

bray, v. to make the harsh cry of a donkey (**brayed**)

brocade, n. a type of fabric or cloth with raised designs in gold or silver thread

C

captivity, n. being held as if a prisoner

caravan, n. a group of people, animals, or vehicles traveling together

clergyman, n. a church leader who performs religious services

commend, v. to entrust or commit (**commended**)

commotion, n. noise

confess, v. to admit something is true

confounded, adj. terrible or annoying

D

deceive, v. to make someone believe something that is not true; trick or fool

deficiency, n. a condition in which something important is lacking or missing

delicacy, n. a delicious and rare food that is a special treat to eat (**delicacies**)

dignity, n. calm behavior and self-control

dromedary, n. a one-humped camel (**dromedaries**)

dub, v. to give a name or title to someone; to make someone a knight (**dubbed**)

duel, n. a fight between two people with weapons

dumbfounded, adj. shocked or surprised

E

enchanted, adj. magical or charmed

envy, v. to be jealous of

epitaph, n. something written or said about a person who died

estate, n. property and belongings

F

folks, n. people

folly, n. craziness (**follies**)

foolhardy, adj. foolishly dangerous or daring

fortune, n. luck

friar, n. a male member of a religious group who studies or teaches about Christianity; similar to a monk (**friars**)

H

homage, *n.* special respect or honor

homely, *adj.* unattractive

honorable, *adj.* deserving respect

I

ingenuity, *n.* skill or cleverness that allows someone to create something or solve a problem

inn, *n.* a place where people who are traveling can eat, rest, or sleep

instrumental, *adj.* very important

intone, *v.* to speak in a way that sounds like music or chanting (**intoned**)

J

joust, *v.* to participate in a competition to practice the fighting skills used by a knight (**jousting**)

justice, *n.* fairness

K

knight-errant, *n.* a knight who spent his time wandering and searching for adventure and romance

L

lance, *n.* a long wooden pole with a metal tip

last will and testament, *n.* a legal document in which a person states how his property should be distributed and to whom after his death

laughingstock, *n.* a person regarded as very foolish and ridiculous

lofty, *adj.* very high; deserving admiration

M

meddle, *v.* to interfere in other people's business in an unwanted way (**meddled, meddling**)

menace, *v.* to threaten to harm (**menacing**)

mercy, *n.* kind or forgiving treatment by someone in power

monumental, *adj.* great or extreme

Moors, *n.* Muslims who invaded and conquered parts of Spain in the Middle Ages

mount, *n.* a horse or other animal intended to be ridden

O

ordinary, *adj.* normal or usual

P

page, *n.* a young boy in training to become a knight; the first step in the process of becoming a knight (**pages**)

palfrey, *n.* a type of horse generally ridden by women in the Middle Ages (**palfreys**)

partridge, *n.* a bird that is hunted and eaten for food (**partridges**)

preposterous, *adj.* very foolish or silly

provisions, *n.* a supply of food and other things that are needed

psalm, *n.* a poem or song used in religious worship (**psalms**)

R

reason, *v.* to think in a sensible and logical way

rejoice, *v.* to celebrate

reluctantly, *adv.* done with hesitation or unwillingness

resign, *v.* to give up a job in an official way

resolve, *v.* to clear up or deal with successfully (**resolved**)

resonant, *adj.* producing a loud, clear, deep sound

reunite, *v.* to come together again (**reunited**)

S

scheme, *n.* a clever plan or plot to get or do something

scorched, *adj.* burned

scorn, *v.* to hate (**scorns**)

scoundrel, *n.* a person with a bad reputation; a liar

scribe, *n.* a person who copies or writes out documents

sexton, *n.* a person who takes care of church buildings and surrounding property

solemnly, *adv.* done in a very serious or formal way

spoil, *n.* something valuable that is stolen or taken by soldiers or thieves (**spoils**)

squire, *n.* a young man in the final stages of training to become a knight

swineherd, *n.* someone who takes care of pigs

T

turmoil, *n.* a state of extreme confusion or action

U

unkempt, *adj.* messy

unrequited, *adj.* unreturned; one-sided

unyoke, *v.* to free from a harness or wagon (**unyoked**)

V

vanquish, *v.* to beat or defeat in battle (**vanquished**)

W

wisdom, *n.* knowledge gained from having many experiences in life

woe, *n.* sadness (**woes**)

worth, *n.* importance or value

Pronunciation Guide for *Adventures of Don Quixote*

Word	Pronunciation	Page
Alonso Quixano	/ə*lon*zoe/ /kee*hon*oe/	2
Quixada	/kee*hod*ə/	2
Quesada	/kae*sod*ə/	2
Quexana	/kae*han*ə/	2
Aldonza Lorenzo	/ol*don*zə/ /loe*ren*zoe/	2
Rocinante	/roe*see*non*tæ/	2
Don Quixote	/don/ /kee*hoe*tæ/	2
Dulcinea	/dool*see*nae*ə/	2
El Toboso	/el/ /tə b*oe*sue/	2
Caraculiambro	/car*ə*coo*lee*am*bro/	Activity Page 3.1, Page 2
Sancho Panza	/son*choe/ /pon*sə/	9
Rucio	/roo*see*oe/	9
Lápice	/lop*ee*sae/	12
El Toboso	/el/ /tə b*oe*sue/	12
Mambrino	/mom*bree*noe/	13
Ginés de Pasamonte	/hee*naes/ /dae/ /pos*om*oen*tæ/	14
Sierra Morena	/see*ae*ro/ /moe*rae*no/	16
Micomicona	/mee*koe*mee*koe*no/	17
Bartholomew Carrasco	/bar*tho*lam*ue/ /co*ro*skoe/	20
Salamanca	/so*lo*mong*ko/	20
Doña	/doe*nyo/	21
Casildea	/kas*eel*dae*ə/	24
Tomé Cecial	/toe*mae/ /sae*see*ol/	25
Casildea de Vandalia	/kas*eel*dae*ə/ /dae/ /von*dol*ee*ə/	Activity Page 8.1, Page 4
Oran	/oe*ron/	Activity Page 8.1, Page 7
Doña Melisendra	/doe*nyo/ /mae*lee*sen*dro/	32
Don Gaíferos	/doen/ /gie*fer*oes/	32
Charlemagne	/shar*la*maen/	32
Marsilio	/mor*see*lee*oe/	32
Ginés de Pasamonte	/hee*naes/ /dae/ /pos*om*oen*tæ/	33
Trifaldi	/trif*awl*dee/	37
Antonomasia	/on*toe*noe*mos*ee*ə/	37
Candaya	/kon*da*yo/	37
Don Clavijo	/doen/ /klo*vee*hoe/	37
Malambruno	/mol*om*broo*noe/	37
Clavileño	/klo*vee*laen*yoe/	38
Rucio	/roo*see*oe/	44
Barataria	/bor*ot*or*ee*ə/	44
Hippocrates	/hip*ok*ra*teez/	46
Antonia Quixano	/on*toe*nee*ə/ /kee*hon*oe/	59

Individual Code Chart

/p/

p
pot

pp
napping

/b/

b
bat

bb
rubbing

/t/

t
top

tt
sitting

ed
asked

/d/

d
dot

ed
filled

dd
add

/k/

c
cat

k
kid

ck
black

ch
school

cc
hiccup

/g/

g
gift

gg
egg

gu
guess

gh
ghost

/ch/

ch
chin

tch
itch

Individual Code Chart



g
gem

j
jump

ge
fringe

dge
judge

dg
judging

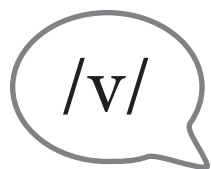


f
fit

ff
stuff

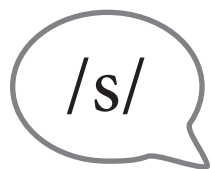
ph
phone

gh
tough



v
vet

ve
twelve



s
sun

c
cent

ss
dress

ce
prince

se
rinse

st
whistle

sc
scent



s
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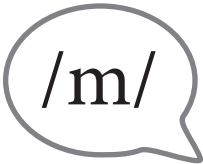


th
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Individual Code Chart



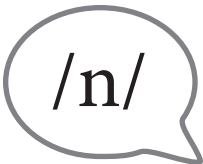
th
them



m
mad

mm
swimming

mb
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n
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nn
running

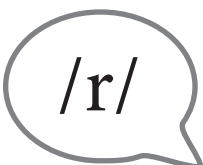
kn
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ng
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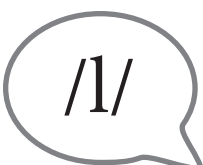
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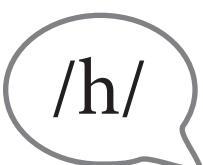
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l
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ll
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h
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Individual Code Chart

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wh
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y
yes

/x/

x
tax

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sh
shop

ch
chef

/qu/

qu
quit

Individual Code Chart

	<div>a</div> <div>hat</div>				
	<div>i</div> <div>it</div>	<div>y</div> <div>myth</div>			
	<div>e</div> <div>pet</div>	<div>ea</div> <div>head</div>			
	<div>u</div> <div>but</div>	<div>o</div> <div>son</div>	<div>o_e</div> <div>come</div>	<div>ou</div> <div>touch</div>	
	<div>o</div> <div>hop</div>	<div>a</div> <div>lava</div>			
	<div>a</div> <div>about</div>	<div>e</div> <div>debate</div>			
	<div>al</div> <div>animal</div>	<div>le</div> <div>apple</div>	<div>el</div> <div>travel</div>	<div>ul</div> <div>awful</div>	<div>il</div> <div>pencil</div>

Individual Code Chart

/ae/

a
paper

a_e
cake

ai
wait

ay
day

ey
hey

eigh
weight

ea
great

/ee/

y
funny

e
me

i
ski

ea
beach

ee
bee

ie
cookie

ey
key

e_e
Pete

/ie/

i
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i_e
bite

y
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ie
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igh
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ow
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Individual Code Chart



oo
soon

u
student

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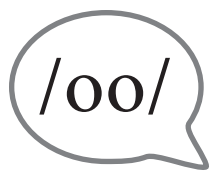
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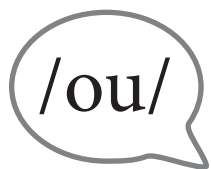
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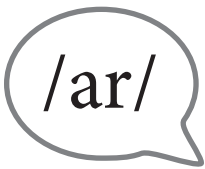
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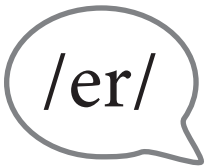
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Individual Code Chart



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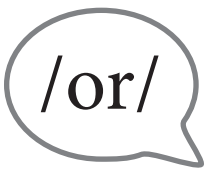
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more

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war

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roar

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door

Anecdotal Reading Records

Week of: _____

This template is for recording anecdotal notes about students’ reading abilities. You can record things such as: (1) repeated trouble with specific sound-spelling correspondences; (2) difficulty with certain digraphs/letter teams; (3) inability to segment isolated words; and (4) progress with specific skills.

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

Scoring Using a Tens Chart

Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name													

Tens Conversion Chart

		Number Correct																														
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Number of Questions	1	0	10																													
	2	0	5	10																												
	3	0	3	7	10																											
	4	0	3	5	8	10																										
	5	0	2	4	6	8	10																									
	6	0	2	3	5	7	8	10																								
	7	0	1	3	4	6	7	9	10																							
	8	0	1	3	4	5	6	8	9	10																						
	9	0	1	2	3	4	6	7	8	9	10																					
	10	0	1	2	3	4	5	6	7	8	9	10																				
	11	0	1	2	3	4	5	5	6	7	8	9	10																			
	12	0	1	2	3	3	4	5	6	7	8	8	9	10																		
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10																	
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10															
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10														
	17	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10													
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10												
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10											
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10										
	21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10									
	22	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10								
	23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10							
	24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10						
	25	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10					
	26	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10				
	27	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10			
	28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10		
	29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10	
	30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10

Locate the number of correct answers the student produced in the top row and the number of items in the activity in the leftmost column. The cell where the column and the row converge indicates the Tens score. Using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

The Tens Conversion Chart was created to be used with activities that have a defined number of items (such as written assessments, end-of-unit assessments, and activity pages). However, you may use the Tens system to record informal observations, such as an end-of-lesson check-in, as well. You may want to use the following rubric to interpret observational Tens scores.

Tens Score	Result
8–10	Student likely has a strong understanding of content/skills.
5–7	Student may benefit from additional support.
0–4	Student may benefit from intensive support or remediation.

Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught in CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is inserted as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Workbooks and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *punt·ed*). Typically, the dot is placed immediately before the suffix. In CKLA, words that contain double-letter spellings for consonants are divided after the double-letter spelling rather than between the two consonants (e.g., *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.) and it is preferable to be consistent in representing these spellings in the way students have been taught to process them (i.e., as whole entities for a sound). (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify five different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a “short” vowel sound (e.g., /a/, /e/, /i/, /o/, /u/:** pad, let, tin, rod, pic-nic, fun)
- **Vowel Digraph Syllables**—always associated with two vowel letters that represent a unique vowel sound: joint, speak, proud, play, coun-sel, be-low. [The Magic ‘E’ Syllable (VCE) can be considered a subtype of the Vowel Digraph Syllable. In this case, the letter ‘e’ at the end of a syllable, affects the pronunciation of the vowel letter that precedes it, even though it is separated from the ‘e’ by a consonant letter; always associated with a “long” vowel sound (/ae/, /ee/, /ie/, /oe/, /ue/): cake, mis-take, Pete, stam-pede, like, home, mule.]
- **R-Controlled Syllables:** art, ar-tist, fe-ver, clerk, girl, fort, curb, tur-nip
- **Open Syllables (V or CV)—always associated with a “long” vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/:** a-pron, me, com-pre-hend, hi, fi-nal, go, fu-ture)
- **Consonant –LE Syllables (C –LE):** sim-ple, puz-zle, raf-fle, ca-ble, ri-fle

In CKLA, one additional syllable type is designated:

- **Schwa Syllables:** a-bout, hos-pit-al, ben-e-fit, app-e-tite, e-mo-tion

Note: The consonant –LE syllable is also a schwa syllable, but in CKLA it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for you as you use the CKLA materials.

It is necessary, however, for students to become fluent readers of longer words in increasingly complex text. If they are able to visually parse certain spelling patterns as syllable chunks, they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

ad · mit	nap · kin	trum · pet
----------	-----------	------------

- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is done because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.).

traff · ic	muff · in	happ · en
------------	-----------	-----------

- When there are three consonants between two vowels, in general, the first consonant is divided so it goes with the first vowel and the other two consonants with the second vowel.

mon · ster	con · tract	pil · grim
------------	-------------	------------

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

magnet	
mag	
	net
magnet	

In Grade 1, students encountered other two-syllable words with various combinations of the magic ‘E’ syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

tar · get	for · get	es · cape	ig · loo	scoun · drel	char · coal
-----------	-----------	-----------	----------	--------------	-------------

In Grade 2, students were introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

pu · pil	vi · rus	mo · ment
----------	----------	-----------

unit	
u	
	nit

However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student’s oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el	mel · on	pun · ish
----------	----------	-----------

lemon	
lem	
	on

In Grade 2, students were also introduced to consonant –LE syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant –LE, it is divided in front of the consonant, creating a first syllable that may be open, closed, or even r-controlled, depending on the other spellings in the words:

ban · gle	twin · kle	sta · ble	cra · dle	tur · tle
-----------	------------	-----------	-----------	-----------

simple	
sim	
	ple

In the latter part of Grade 2, students were introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include ‘a’, ‘e’, ‘al’, ‘il’, ‘el’, and ‘tion’. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout	de · pos · it	med · al	e · vil	nick · el	lo · tion
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As noted earlier, the consonant –LE syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

pre · tend	non · sense	tri · cy · cle	re · peat	self · ish	sad · ness	help · less
------------	-------------	----------------	-----------	------------	------------	-------------

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten–Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Sound and Spelling of Schwa

In order to teach the concept of /ə/ well, you will need to first understand it yourself.

English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound linguists call schwa (/ə/). This happens in many English words. More than 3,000 of the 25,000 words in the CKLA database (about 13%) have at least one syllable in which the vowel sound is reduced to /ə/.

The exact pronunciation of /ə/ varies somewhat from word to word and also from region to region. In many words, and in many parts of the United States, /ə/ sounds very much like the sound /u/. For example, in the word *about*, the unstressed /ə/ sound in the first syllable sounds a great deal like /u/. In the word *America*, both the first and the last vowel sounds are unstressed, and both sound a great deal like /u/. In some regions of the United States, many speakers use an /u/-like /ə/ sound in words such as *along*, *balloon*, *debate*, *benefit*, and *telephone*.

However, for certain words, and/or for speakers in certain parts of the country, /ə/ may sound a little more like /i/. How do people in your region pronounce the word *benefit*? Do they pronounce the second vowel sound more like /u/ or /i/? What about *telephone*? Do people where you live say /t/ /e/ /l/ /u/ /f/ /oe/ /n/? Or does the spoken word sound more like /t/ /e/ /l/ /i/ /f/ /oe/ /n/? What about *debate*? Does the local pronunciation sound more like /d/ /u/ /b/ /ae/ /t/ or /d/ /i/ /b/ /ae/ /t/? Neither pronunciation is more correct than the other. These are all examples of natural variation or dialect. All of these examples contain a reduction to /ə/.

Spelling the Schwa Sound

Words that contain the schwa sound represent a significant spelling challenge since there are so many possible spellings for this sound. Some of the most frequent spellings are listed below with sample words:

- ‘a’ *about, China, around, aloud, acquire*
- ‘e’ *benefit, decay, appetite, severe, Tennessee*
- ‘al’ *final, normal, hospital*
- ‘le’ *apple, fable, crackle*
- ‘el’ *angel, chapel, nickel*
- ‘ul’ *awful, consul*
- ‘il’ *pencil, stencil, evil*
- ‘ion’ *emotion, determination, tension, revision*

Structure of a Persuasive Essay

Structure of a Persuasive Essay	
Introductory Paragraph	1. Hook that introduces topic or text and states an opinion
Body Paragraph #1	2. Reason #1 to support opinion with evidence
Body Paragraph #2	3. Reason #2 to support opinion with evidence
Concluding Paragraph	4. Conclusion that persuades reader to agree with opinion one more time and leaves reader with final thought

Persuasive Essay Rubric

	Exemplary	Strong	Developing	Beginning
Introduction	Opinion is clearly stated.	Opinion is stated.	Opinion is stated but is unclear.	An opinion is not stated.
	The hook effectively grabs the reader's attention.	The hook only partially grabs the reader's attention.	The hook does not grab the reader's attention.	A hook is not included.
	The topic or text the essay is based on is briefly introduced with relevant details, such as main characters, setting, plot summary.	The topic or text the essay is based on is introduced with some details.	The topic or text the essay is based on is introduced with few or no details.	The topic or text the essay is based on is not introduced.
Body	All reasons in the body paragraphs support the opinion.	Most reasons in the body paragraphs support the opinion.	Some reasons in the body paragraphs support the opinion.	Few or no reasons in the body paragraphs support the opinion.
Conclusion	Opinion is effectively restated in a different way from the introductory paragraph.	Opinion is restated in the same way as in the introductory paragraph.	Opinion is restated in an unclear way.	Opinion is not restated.
	An effective statement is included to persuade the reader to agree with the opinion.	A statement to persuade the reader to agree with the opinion is included, but is not fully convincing.	A statement to persuade the reader to agree with the opinion is included.	No statement to persuade the reader is included.
	The conclusion provides an original final new thought about the opinion.	The conclusion provides one final thought about the opinion.	The connection of the final thought to the opinion is unclear.	No final thought is included.
Structure of the piece	All sentences in paragraphs are presented logically.	Most sentences in paragraphs are presented logically.	Some sentences in paragraphs are presented logically.	Connections between sentences in paragraphs are confusing.
	All information has been paraphrased.	Most information has been paraphrased.	Some information has been paraphrased.	Little information has been paraphrased.
	All transition words or phrases are used appropriately.	Most transition words or phrases are used appropriately.	Some transition words or phrases are used appropriately.	Transition words or phrases are not used.

Persuasive Essay Editing Checklist

Persuasive Essay Editing Checklist	Notes
Meaning	
Is correct grammar used? <ul style="list-style-type: none">• Sentences are complete with subject and predicate.• Sentences are appropriate length (no run-ons).• Correct subject-verb agreement in the present tense.• The student has been supported with corrections for parts of speech, verb tense, and more complex sentence structures.• Words and phrases are used appropriately to compare and contrast.	
Format	
Does the student use appropriate formatting for the piece of writing? <ul style="list-style-type: none">• All paragraphs are indented.• Essay title is provided.	
Capitals	
Is capitalization appropriately applied? <ul style="list-style-type: none">• All sentences begin with a capital letter.• All proper nouns are capitalized.	
Spelling	
Are all words spelled correctly? <ul style="list-style-type: none">• Words using Core Knowledge Code are spelled appropriately.• Words from spelling and morphology lessons are spelled accurately.• The student has been supported in identifying other misspellings to be looked up in reference sources as needed.	
Punctuation	
Is punctuation appropriately applied? <ul style="list-style-type: none">• All sentences have appropriate ending punctuation.• Commas are used correctly for the ways they have been taught.	

Guidance for Teacher Use of Editing Checklists

Editing checklists allow students and teachers to evaluate students’ command of language conventions and writing mechanics within unit writing projects. They serve a different purpose than rubrics; rubrics measure the extent to which students apply specific instructional criteria they have been building toward across the unit whereas editing checklists measure the extent to which students apply English language conventions and general writing mechanics. With regard to expectations for accountability, we recommend using the editing checklist to measure students’ command of language conventions and writing mechanics only when students have received the appropriate instructional support and specific opportunity to review their writing for that purpose.

Evaluating Student Writing

Make enough copies of the rubric and editing checklist found in this section to evaluate each student's writing piece.

Enrichment Selection 1

“An Old-School Gentleman Gone Mad” and “The New Knight’s First Adventures”

Once upon a time there lived in a village in Spain, in the province of La Mancha, one of those gentlemen of the old school who keep an ancient lance and shield hung up in their hall, and maintain a riding horse and a hunting dog. About three-fourths of the income of this particular gentleman went in household expenses. The remainder served to keep him in decent clothes, with a best suit for Sundays and holidays, and one of good homespun for everyday use. His household consisted of an elderly housekeeper, a niece of his under twenty, and a handyman who could help in the house or outdoors and was equally good at saddling the horse or wielding the pruning knife.

Our gentleman was about fifty, thin, but tough of body, with a lean face, a very early riser, and a great lover of hunting. His name was Quixania.

This elderly gentleman got into the habit of reading romances of chivalry with such ardor and intensity that at last he lost interest in hunting and even neglected his daily concerns. He became so passionate about the subject that he even sold several acres of good cropland in order to buy as many books about chivalry as he could lay his hands on. He passed whole days and nights studying the preposterous adventures of Don Belianis, Amadis of Gaul and other knights, until at last his brain became so agitated and his judgment so warped, that he resolved to become a knight himself and ride about the world setting wrongs right and seeking adventures.

The first thing he did was polish up some old armor that had belonged to his ancestors and had lain for ages in a corner, covered with dust and

rust. Having cleaned and adjusted them as best he could, he found he had one great deficiency. There was no helmet, only a simple steel cap. However, his ingenuity soon made up for this defect. By means of some cardboard he made a visor that, fixed to the cap, gave the appearance of being a complete helmet. Unfortunately, he got the idea to test its strength for resisting cuts, and so, drawing his sword, he made a stroke at it and in one instant demolished the work that had taken a whole week. Deciding to make something stronger, he got strips of iron and made them a lining to the cardboard. He then declared his new visor was sufficiently strong, without risking any more experiments on it.

He next turned his attention to his horse, and though this animal had as many points as a mariner's compass, and was only skin and bone, it appeared to him to be a charger superior to the Bucephalus of Alexander.

He spent four days considering what he should name this wonderful animal. He said to himself that it would not be proper that the horse of so famous a knight as he was going to be, and an animal itself so excellent, should be without a worthy name. He therefore sought a name that would indicate at once what the horse was and what it had been. After making up and rejecting many possible names, he at last fixed on “Rocinante.” To his thinking, it was a lofty and resonant name, and it signified that the horse that before had been a mere hack was now the foremost of all the hacks in the world.

...

Everything being arranged, Don Quixote and his squire stole away in the middle of the night, unknown to anyone, and by daybreak were far enough away to be safe from interference from their friends.

They followed the route Don Quixote had originally taken, talking for a long time about the

circumstances under which a knight-errant was able to grant a governorship, or even a kingdom, to his squire. Sancho Panza was mightily well pleased.

They were still talking when they came in sight of thirty or forty windmills in the plain before them. Seeing them, Don Quixote shouted, “Chance has brought us better luck than we could have hoped for. See there, Sancho, thirty or more enormous giants! I shall attack and destroy them all, and we shall be rich with their spoils, as is legal in warfare, and, in addition, it is a service to God to rid the world of such an evil race.”

“What giants?” asked Sancho.

“Those with the great arms,” answered his master.

“Why, your honor,” said Sancho, “those are not giants, but only windmills, and what you call arms are the sails, which, being turned by the wind, cause the millstones to work.”

“It is evident,” replied Don Quixote, “that you are not experienced in adventures of this sort. They are giants surely enough, and if you are afraid you had better go back a little distance while I engage them in fearful and unequal battle.”

So saying, the knight spurred on Rocinante, ignoring the cries of his squire, who warned him that he was indeed attacking windmills. But so fixed was Don Quixote on the idea that they were giants that he would not listen to his squire or see with his own eyes what was plain enough in front of him. Forward he went, yelling, “Fly not, cowards and scoundrels! It is only a solitary knight who attacks you.”

Just then the wind rose a little and the great sails of the windmill began to revolve. Don Quixote shouted out, “Though you have more arms than Briares, you will still answer to me.” And commending himself to his lady Dulcinea, he charged at a full gallop against the nearest

windmill. The lance passed through the sail, which caught it and broke it, but not before Don Quixote and his steed were dragged up with it and then thrown down on the ground some distance away.



Sancho Panza rushed to help, exclaiming,
“Bless the Lord! Did I not tell your worship these
were only windmills? And no one could mistake
them for anything else unless he had something
like them in his own head!”

“Silence, Sancho!” replied Don Quixote,
slowly recovering from his injuries. “In war,
things are strangely liable to sudden changes.
Indeed, even more so than I supposed. It is clear
that the crafty Freston, who stole my library,



changed the giants into windmills in order to cheat me of the glory of defeating them. Such is his hatred of me, but in the end his tricks will be useless against the power of my sword!”

“As God pleases,” answered Sancho Panza, as he busied himself putting his master and Rocinante back in condition to continue their journey. They had not gone far when Sancho remarked that it seemed to be near dinnertime. Don Quixote replied that he did not feel hungry just then, but Sancho might eat whenever he pleased. With this permission, the squire arranged himself as well as he could on the back of his donkey. Taking some provisions from his pouch, he began to eat with great satisfaction, drinking long and often from a flask of wine he carried. On the whole, he thought it was pleasant enough to go about the country seeking adventures, even if they might be dangerous to others.

Enrichment Selection 2

“Hostile Armies, More Magic and the Spoils of Victory”

Soon they perceived a man on horseback coming along with something on his head that shone like burnished gold.

“Here comes a knight on a gray charger,” exclaimed Don Quixote, “who, if I am not mistaken, has on his head the famous golden helmet of Mambrino.”

“All I see,” said Sancho, “is a man on a gray donkey, like my Dapple, with something on his head that glistens.”

“Exactly,” said Don Quixote. “That is the helmet of Mambrino. Stand aside and see how, without a word, I shall secure the helmet.”

“I shall certainly get out of the way,” said Sancho, “and I hope this is not like the fulling mill affair.”

“I forbid you ever to mention the fulling mill again,” said his master in a rage. “If you do, I will mill your very soul for you.”

Now the fact of the matter was this traveler was a barber who worked in two nearby villages, carrying with him his brass basin and other tools of his trade. When it had begun to rain, he had put the basin on his head to protect his new hat. As he came closer, Don Quixote spurred Rocinante and charged at him at a gallop, crying out: “Defend yourself, coward, or surrender what is due to me!”

The astonished barber saw no way to avoid being run through with the lance than to slip off his donkey and dash away as fast as he could.

Don Quixote ordered Sancho to pick up the basin, which had fallen to the ground. Don Quixote took it from him and clapped it on his head, turning it around and around, trying to find the visor. “No doubt the pagan for whom this helmet was first made had an enormous

head, and it is a pity the visor is missing.” On hearing the basin described as a helmet, Sancho burst out laughing.

“What are you laughing at?” demanded Don Quixote sternly.

“I was only laughing, sir,” said Sancho meekly, “at the idea of the enormous head the pagan must have had.”

“I fancy,” said Don Quixote, “that it must have fallen once into the hands of a greedy and ignorant person, who melted it down for its gold and then made this thing with what was left, which certainly does bear some resemblance to a barber’s basin.”

“And as for this charger,” said Sancho, “which looks so much like a white donkey, what are we to do with it, for it seems the coward has abandoned it? And it is a better beast than my old Dapple.”

“It is not customary to take a defeated knight’s horse, unless the victor has lost his own in the combat,” answered the knight. “Therefore, leave this animal and doubtless the owner will come back for it later.”

“Can I at least trade equipment?” pleaded Sancho.



“I am not clear on that, but I know of nothing against such an exchange in the case of real necessity.”

Sancho declared that no greater necessity could possibly exist and immediately traded his equipment for that on the white donkey, which was very much to his advantage.

...

They asked a passing laborer about Lady Dulcinea, but he knew nothing and, as day was beginning to break, Sancho suggested that they retire into some woods near town to rest. Later on he would come alone and search for her ladyship's house. The knight agreed and they rode a couple of miles out of town, where they found shelter in a shady grove.

It was still early in the day when Sancho emerged from the grove, pretending to go find Dulcinea and puzzled about how he would get around his master on this matter. He went a little

way and then turned off the road, intending to hide until evening, so that Don Quixote would think he was occupied with his mission into Toboso.

He sat and thought for a long time and had not come to any conclusion, when, just as he was about to return to his master, he saw three peasant girls mounted on donkeys coming from the direction of the city. He had been thinking if only he could get a hold of some country girl, he could persuade his master that she was Lady Dulcinea in disguise, and here came the very thing he wanted. So, riding back to where Don Quixote sat, he called out:

“Mount at once, your worship, and ride into the road, for here comes Lady Dulcinea and two of her damsels to pay you a visit.”

“Gracious Heaven!” exclaimed Don Quixote. “What do you say? You are not deceived, or are you deceiving me?”

“Not a bit,” answered Sancho. “See for yourself. The princess and her attendants are blazing all over with gold and diamonds and pearls and rubies, and their hair flies behind their shoulders like bundles of sunbeams and they are mounted on the three finest belfrys you ever saw.”

“You mean palfreys, Sancho.”

“Belfrys or palfreys, it’s all the same for what it matters. There they are at any rate—the finest ladies you ever set eyes on, especially Princess Dulcinea, who is perfectly dazzling.”

As Sancho and Don Quixote emerged from the wood, Sancho whispered, “There they are, shining like the sun.”

“I see only three plain-looking country girls,” said Don Quixote, “riding on donkeys.”

“God save us!” said Sancho, pretending to be amazed. “Is it possible you see only donkeys where there are three belfrys, or whatever you call them, as white as pure snow?”

“I tell you, Sancho, they are donkeys—at least they appear so to me.”

“Sir,” said Sancho, solemnly, “say no more, but clear your eyes if you can and come pay reverence to the mistress of your soul, even if she be in a disguise.”

Then he led the way to where the girls were passing, took hold of the bridle of one donkey, and fell to his knees in the dust, saying to the girl, “Queen, Princess, Duchess of Beauty, let your grandness be pleased to receive the homage of



yon captive knight, who stands there turned to stone by your amazing beauty and magnificent presence. I am Sancho Panza, his squire, and he is Don Quixote de la Mancha, otherwise known as the Knight of the Sorrowful Face.”

By this time Don Quixote was also on his knees in front of the girl, but he could see only her wide, homely face and flat nose, and felt so confused he could not say a word.

For their part, the girls were astonished and bewildered both at being stopped and at being addressed in such a fashion. The one who had been called “Queen” first broke the silence, saying, “Get out of the way, you couple of fools, and let us go about our business.”

Resources for the Enrichment Selections in *Adventures of Don Quixote*

Students may read the enrichment selections contained in the Activity Book (Activity Pages SR.5 and SR.6), with Core Vocabulary included on Activity Page SR.7. Each selection contains an excerpt from the Core Classics version of *The Adventures of Don Quixote*. Each selection encompasses episodes students read in the Reader, *Adventures of Don Quixote*, but contains richer, more complex vocabulary and syntax. The Activity Book contains activity pages that students can complete as they read these selections; see Activity Pages PP.7 and PP.8.

Core Vocabulary for Enrichment Selections

1. **agitate, v.** to disturb, excite, or anger (**agitated**)
2. **belfry, n.** a tower in which a bell sits (**belfrys**)
3. **palfrey, n.** a type of horse generally ridden by women in the Middle Ages (**palfreys**)
4. **deficiency, n.** a condition in which something important is lacking or missing
5. **homely, adj.** unattractive
6. **lofty, adj.** very high; deserving admiration
7. **preposterous, adj.** very foolish or silly
8. **provisions, n.** a supply of food and other things that are needed
9. **resonant, adj.** producing a loud, clear, deep sound
10. **solemnly, adv.** done in a very serious or formal way

NAME: _____
DATE: _____

1.3ACTIVITY PAGE

Character Chart: Don Quixote

Physical Description	Evidence from Text
about 50 years old; tall; thin; has a small beard; dressed in old armor that must be tied together	Page(s) 1, 2 He only reads books about fantastic adventures of knights; used to practice jousting alone in his room; sold his farmland to buy more books about knights.
	Page(s) 3 He thinks anyone can make him a knight.
Character Trait	Page(s) _____
eccentric	Page(s) _____
	Page(s) _____

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 39

NAME: _____
DATE: _____

1.3ACTIVITY PAGE

Character Chart: Don Quixote

Physical Description	Evidence from Text
about 50 years old; tall; thin; has a small beard; dressed in old armor that must be tied together	Page(s) 1, 2 He believes he can go out into the world to right all that is wrong or evil; has a positive interpretation of his horse's name, while others have a negative interpretation; not upset about wearing old armor that has to be tied together; believes Dulcinea is his "lady," even though he met her only once before.
	Page(s) 3 He sees a simple inn and thinks it is a castle; he believes a dinner of badly-cooked codfish and stale bread is a banquet.
Character Trait	Page(s) 17, 21, 22 He wants to help the princess, Micomicona; he is not disturbed by being put in a cage; he believes they will be able to find Dulcinea and her palace; he remains convinced that the ordinary farm girl they see is the beautiful Dulcinea.
idealistic	Page(s) 32, 33, 34–36 He thinks Doña Melisendra is being harmed so he tries to save her; he thinks he is invited to the palace to serve the Duke and Duchess, although they invite him simply to make fun of him.
Character Trait	Page(s) 1 He likes to read about knights and their adventures.
curious	Page(s) _____

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 310

NAME: _____
DATE: _____

1.3CONTINUEDACTIVITY PAGE

Character Chart: Don Quixote

Physical Description	Evidence from Text
about 50 years old; tall; thin; has a small beard; dressed in old armor that must be tied together	Page(s) 1 He wants to right all that is wrong in the world and punish evil, even if it means he will encounter dangerous monsters or giants.
	Page(s) 7, 8 He confronts the farmer who is punishing the young boy; and he confronts the group of merchants and their servants.
Character Trait	Page(s) 24–26; 27–30 Don Quixote fights the Knight of the Wood; he is willing to fight hungry lions
brave	Page(s) 37, 38 He willingly goes on the adventure of the wooden horse.
Character Trait	Page(s) 6, 7 He tries to make the farmer do the right thing and pay the young boy the money that is owed.
honorable	Page(s) _____

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 311

NAME: _____
DATE: _____

1.3CONTINUEDACTIVITY PAGE

Character Chart: Don Quixote

Physical Description	Evidence from Text
about 50 years old; tall; thin; has a small beard; dressed in old armor that must be tied together	Page(s) _____
	Page(s) _____
Character Trait	Page(s) _____
	Page(s) _____
Character Trait	Page(s) _____
	Page(s) _____

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 312

NAME: _____
DATE: _____

2.2
CONTINUED

TAKE-HOME

Don Quixote Leaves Home 5

The rest of the mule drivers couldn't just stand by and watch. It was their turn. That could have been the end of Don Quixote, they gave him such a beating. But the innkeeper managed to calm everybody down, and he decided to conclude the ceremony immediately, before something worse happened. Pretending that a book he used to keep his accounts was a prayer book, the innkeeper sang a couple of psalms and finished the ceremony.

The sword was handed to Don Quixote and his spurs were buckled. He also received a ceremonial blow with the side of the sword on neck and back. A true knight at last! He mounted Rocinante, gave his most heartfelt thanks, and left the inn. It was just before sunup.

1. In what ways is the dubbing ceremony described in this chapter different from a real dubbing ceremony in the Middle Ages?

Answers may vary, but may include that the ceremony described in *Don Quixote* was not performed by a lord; it was not blessed by a priest; it did not take place in a church or chapel; and it was not at the end of a lengthy training period.

Page(s) 4, 5

NAME: _____
DATE: _____

2.3
TAKE-HOME

Noun Subject-Action Verb Agreement

Fill in the "Agreement" column using the information provided. The first one is done for you.

Subject	Action Verb	Agreement
the boys	run	Example: <i>The boys run</i>
Gabriela	suggest	Gabriela suggests
my father	trust	my father trusts
Don Quixote	choose	Don Quixote chooses
Julio	dry	Julio dries
the police officer	identify	the police officer identifies
the artist and the sculptor	create	the artist and the sculptor create
the men	encourage	the men encourage
Damion	wish	Damion wishes
the dog	gobble	the dog gobbles
the horse	approach	the horse approaches
the principal and teacher	announce	the principal and the teacher announce
Susan	relax	Susan relaxes
the knight	rush	the knight rushes
the baby	miss	the baby misses

Write expanded sentences for five noun subject-verb agreement statements from the chart.

Example: Usually the boys run home from school.

1. Answers may vary for all, but should include correct subject-verb agreement statements from Activity Page 2.3.
- 2.
- 3.
- 4.
- 5.

NAME: _____
DATE: _____

2.4 TAKE-HOME

Suffix –ness

Write the correct word to complete each sentence. It may help to remember that words with the suffix –ness are nouns, while the other choices without this suffix are adjectives.

steady	greatness	drowsy	drowsiness
crispness	steadiness	crisp	bright

- The crisp morning air helped me wake up even though it was very early and barely light outside.
- It was incredible to watch the artist work with such steadiness as he painted a picture of the river and its banks.
- The baby's drowsiness caused him to yawn and rub his eyes.
- She chose a bright paint color for the kitchen to make it seem warm and inviting.
- I appreciated the crispness of the bacon on my sandwich but everyone else said it was overcooked.
- The heat was turned up high in the library, which made me feel drowsy as I read, so I kept shifting in my seat to stay alert.

7. Write a sentence for each of the words not used from the box.
- a. Answers may vary, but should be a complete sentence using either steady or greatness.
- b. Answers may vary, but should be a complete sentence using whichever word (steady or greatness) not used in 7a.

Read each word and its meaning. Then, add the suffix –ness to the word. Determine the meaning of the new word and write a sentence using the new word.

8. Root word: friendly
Meaning: kind and helpful
New word: friendliness
Meaning: a state or condition of acting like a friend; being kind and helpful
Sentence:
Answers may vary, but should include a complete sentence in which friendliness is used correctly.
9. Root word: wild
Meaning: uncontrolled and dangerous
New word: wildness
Meaning: a state or condition of being untamed or out of control
Sentence:
Answers may vary, but should include a complete sentence in which wildness is used correctly.

NAME: _____
DATE: _____

2.5 ACTIVITY PAGE

Fact or Opinion?

Read each sentence and determine whether the sentence is a fact or an opinion. Circle the word Fact or Opinion depending on your answer. Then, explain your reasoning.

1. Knights had the most important job in the Middle Ages.
Fact or Opinion?
Reasoning:
This sentence contains a word that describes an extreme (most important).
2. In the dubbing ceremony, the lord taps the knight on the shoulder with the flat part of his sword.
Fact or Opinion?
Reasoning:
This sentence contains facts about what happens at a dubbing ceremony without making any judgment about it.
3. Knights were soldiers who fought on horseback for their lord.
Fact or Opinion?
Reasoning:
This sentence contains facts about what knights did without making any judgments about it.

4. It was better to be a knight than a monk during the Middle Ages.
Fact or Opinion?
Reasoning:
This sentence contains a judgment word (better).
5. Knights swore to protect the Church and weaker members of society.
Fact or Opinion?
Reasoning:
This sentence contains facts about what knights swore to do without making any judgments about it.

NAME: _____
DATE: _____

3.2
CONTINUED TAKE-HOME

1. In what ways is this passage different from the version you read in “Don Quixote Leaves Home” (Chapter 2, Activity Page 2.2)?

Answers may vary, but may include that the version in Activity Page 3.2 contains more details about how Don Quixote decided on his name (such as using Amadis as an example of how knights should be named); it contains more details about the inn (such as the description of the spires of polished silver, a drawbridge and moat); it contains a description of a pig-driver blowing his horn, which Don Quixote takes to be a signal of his arrival; it contains less detailed information about the dinner and what food was served; it contains more details about the dubbing ceremony; and Don Quixote speaks in a manner that is odd and more complex than in the version in the Reader.

NAME: _____
DATE: _____

4.2
CONTINUED ACTIVITY PAGE

Character Chart: Sancho Panza

Physical Description	
a poor farmer who is short and stout	Evidence from Text
	Page(s) 10, 13 He sees windmills rather than the giants Don Quixote sees; he sees a barber wearing a basin rather than the enchanted helmet Don Quixote sees.
realistic	Page(s) 16, 17, 21 He realizes Don Quixote is strange some times; he is suspicious when Don Quixote is put into the cage; and he realizes they won't be able to find Dulcinea because she doesn't exist.
	Page(s) 33 He realizes Don Quixote ruined Master Peter's puppets and promises that he will pay for the damage.
Character Trait	Page(s) 37-38, 41, 43 He is skeptical of going on the flying horse; he understands he is not a different person simply because he wears different clothes; he realizes he will never be able to remember all the pieces of advice Don Quixote is giving him.
	Page(s) 45, 50-51 He finds a good solution to the dispute presented to him; he realizes he is happier with a simpler life than being "governor" of the "island."
Character Trait	Page(s) 53, 54 He realizes he is happier living his old life rather than any new position the Duke could give him; and he realizes they need to have money to stay in inns while they travel because they may not be able to find many palaces in which to stay.

Character Chart: Sancho Panza

Evidence from Text	
loyal	Page(s) 9, 14 He leaves his family and travels with Don Quixote; he stays with Don Quixote when the angry prisoners throw stones at them after they are freed, and as the guards thrash them without mercy.
	Page(s) 18, 21 He tells his wife he believes he will find the island the next time he and Don Quixote go on an adventure; he tries to see Don Quixote for a month although repeatedly turned away by the priest and the barber; he continues to travel with Don Quixote although he knows he is strange sometimes; and he agrees to try to find Dulcinea although he knows she doesn't exist.
wise	Page(s) 41, 45, 46, 49, 50 He understands changing his clothing will not change the type of person he is; he finds a good solution to the dispute between the tailor and the man requesting the capes; he realizes the doctor's advice about not eating does not make sense; he realizes he cannot fight when he's tied up with the shields; and he realizes he is happier with his old life and not his life as a governor.
	Page(s) _____ Page(s) _____

Character Chart: Sancho Panza

Evidence from Text	
Character Trait	Page(s) _____
	Page(s) _____
Character Trait	Page(s) _____
	Page(s) _____
Character Trait	Page(s) _____
	Page(s) _____

Evidence from Text

Character Trait	Page(s) _____
	Page(s) _____
	Page(s) _____
	Page(s) _____
	Page(s) _____
Character Trait	Page(s) _____
	Page(s) _____
	Page(s) _____
	Page(s) _____
	Page(s) _____

NAME: _____

DATE: _____

4.3
CONTINUED

TAKE-HOME

1. Write a brief summary of this adventure, using the core vocabulary words *spoils*, *friars*, and *bewilder*.

Answers may vary, but should include the correct use of the words *spoils, friars, and bewilder*, and should accurately summarize the adventure.

[illegible]

NAME: _____

DATE: _____

4.4

TAKE-HOME

Mixed Practice: Noun and Pronoun Subject-Action Verb Agreement

Fill in the "Agreement" column using the information provided. The first two are done for you.

Subject	Action Verb	Agreement
Robert	work	Example: <i>Robert works</i>
he	work	Example: <i>he works</i>
Don Quixote and Sancho Panza	travel	Don Quixote and Sancho Panza travel
they	travel	they travel
the housekeeper	worry	the housekeeper worries
she	worry	she worries
the arrow	miss	the arrow misses
it	miss	it misses
the king	govern	the king governs
he	govern	he governs
the mule	carry	the mule carries
it	carry	it carries
we	challenge	we challenge
the lady	beg	the lady begs
I	wish	I wish

Using only pronouns for subjects, write expanded sentences for five pronoun subject-verb agreement statements from the chart.

Example: He works late on the weekends.

1. Answers may vary, but should include sentences that use only pronouns as subjects and have correct subject-verb agreement
2. statements from Activity Page 4.4.
- 3.
- 4.
- 5.

NAME: _____
DATE: _____

Practice Suffix –ness

Write the correct word to complete each sentence.

drowsiness	brightness	steadiness
crispness	greatness	emptiness

1. I walked outside and the brightness of the day lifted my spirits after being sick on the couch for two days.
2. Maria felt a sense of accomplishment when she noticed the emptiness of her desk after cleaning off all the unnecessary papers and supplies she had piled on top of it.
3. Drowsiness set in about halfway through the movie as many of the people in the audience started to close their eyes instead of watch the screen.
4. I love the crispness of celery and the way it crunches when I take a bite.

Choose the statement that best answers the question.

5. Which of the following best demonstrates steadiness?
- A. a chair with a wobbly leg
- ☒ B. my dad holding the ladder while I climb up to reach a kite in the tree
- C. a child riding a bike without training wheels for the first time
6. Which of the following best demonstrates greatness?
- A. a man walking down the street
- B. a baby watching his mother bounce a ball
- ☒ C. a well-known scientist giving a talk about the cure he discovered for a disease

7. Which of the following best demonstrates brightness?
- A. the basement of a house during a storm
- ☒ B. a room with lots of windows letting in sunshine on a cloudless day
- C. a cloudy day
8. Which of the following best demonstrates emptiness?
- ☒ A. a laundry basket with no clothes inside
- B. a bathtub overflowing with water
- C. a very heavy backpack that is hard to pick up off the ground

NAME: _____
DATE: _____

Read each excerpt and complete the activity in the next column.

Chapter/ Page #	Excerpt from Don Quixote	Write an opinion, support it with a reason, and identify one piece of evidence from the excerpt to support the reason. Prompt: Is Don Quixote's desire to be a knight (which leads him to guard his armor) a good enough reason for attacking the mule drivers? Opinion: Reason: Evidence from Text:
Chapter 2, Page 4	First there was the watching of the armor in this part of the [dubbing] ceremony, the knight had to honor his armor by standing guard over it. Don Quixote paced back and forth in the moonlight, with most of the guests as an audience. Also staying at the inn that night were a group of mule drivers. It so happened that about that hour was the normal time to give water to their mules. But Don Quixote had placed his armor over the water tank! One of the mule drivers started to move the armor, but Don Quixote cried out: "You evil creature! What are you doing?" The mule driver went on with his business. He didn't even look at the knight. "Keep your hands off my armor!" Don Quixote said as he attacked in a wild rage. Then a second mule driver came to the water tank. But before he could even touch the armor, Don Quixote attacked him, this time in complete silence.	Opinion: Don Quixote was wrong to attack the mule drivers because he did not give the mule drivers a chance to talk about it before attacking them. Reason: Don Quixote was wrong to attack the mule drivers because he did not give the mule drivers a chance to talk about it before attacking them. Evidence from Text: Then a second mule driver came to the water tank. But before he could even touch the armor. Don Quixote attacked him, this time in complete silence.
Chapter 3, Pages 7–8	Meanwhile, Don Quixote had met other people further up the road, some merchants and their servants. The knight painted himself in the middle of the road, challenging every one of those knights to fight, one by one or in a group. We are mortal people, we are merchants, we are not knights," they said. That's what you are," he taunted. One of the servants threw a stone at Don Quixote. Many stones followed, and a very furious Don Quixote fell to the ground. He did not move an inch. The fellows all knifed a little but did not move and then, to pass the time he began singing old ballads...	Prompt: Is Don Quixote's desire to be a knight (which leads him to challenge the people he met) a good enough reason for suffering the pain of getting hit by stones? Opinion: Reason: Evidence from Text: Answers may vary, but may include that his desire to be a knight is not a good enough reason for suffering the pain of getting hit by stones. Answers may vary, but may include that he suffered physical pain but did not account for anything about the merchants, who were doing nothing wrong when he encountered them.

Chapter 3, Page 8	The next morning, while [Don Quixote] was still asleep, the priest and the barber returned. The two of them helped the women burn the books. They tossed the valuable books into the courtyard and made a huge bonfire with them. Then they agreed to tell him—if he asked—that a wizard came in a smoke cloud and took all the books. He did ask, and that's what he was told. After the books were burned, they thought everything would go back to normal. How mistaken they were!	Prompt: Is Don Quixote's friends' burning of his books and telling him that a wizard took his books likely to stop him from continuing to pursue knightly deeds? Opinion: Reason: Evidence from Text: Answers may vary, but may include that his friends' actions are not likely to stop him from continuing to pursue his knightly deeds. Answers may vary, but may include that he suffered greater setbacks (such as getting hit by stones) that did not stop him from pursuing his knightly deeds, so the mere destruction of his books would not likely stop him either.
Chapter 4, Page 10	On the road again after a while, they caught a glimpse of thirty or forty windmills, a common sight in those parts. Don Quixote thought this was wonderful. "Look yonder, Sancho: there are thirty or more monstrous giants. I shall engage with them in fierce combat. And when I win, Sancho, we'll be on our way to riches with the spoils!" "What giants, Your Grace?" asked Sancho. "Those yonder, those with the long arms," his master replied. "But Your Grace, they're not giants. They're windmills!" Sancho warned. "There are no arms, just the sails going with the wind." "It is crystal clear, Sancho, that you don't know what you're saying," Don Quixote affirmed. "If you are afraid, stand to the side. Let me fight them alone." But horse and knight were flung to the ground...	Prompt: Is Don Quixote's desire to be a knight (which leads him to attack the windmills) a good enough reason for suffering the pain and bruises of falling off his horse? Opinion: Reason: Evidence from Text: Answers may vary, but may include that his desire to be a knight and attack the windmills is not a good enough reason for suffering the pain of falling off his horse. Answers may vary, but may include that he suffered physical pain but did not accomplish anything by attacking the windmills, which were not causing harm to anyone.

NAME: _____

DATE: _____

5.2ACTIVITY PAGE

“Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again”

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found support for each answer. Answer in complete sentences and restate the question in your answer whenever possible.

1. The phrase *with all due respect* is used when someone is going to disagree with, or criticize, someone they do not want to offend. Why do you think Sancho uses that phrase on page 16?

He does not want to offend the priest when he disagrees with him about returning home.

Page(s): 16

2. Why does the barber ask Sancho not to tell Don Quixote that he saw them, and why will they be in disguise?

Answers may vary, but may include that they are afraid if Don Quixote knows they are waiting for him, he will avoid them so they don't try to take him home.

Page(s): 16

3. What is the friends' plan to bring Don Quixote and Sancho home?

They have a woman pretend to be an African princess who needs Don Quixote's help.

Page(s): 17

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4. What does Don Quixote do to make the innkeeper angry?

He thinks the wineskins, containers for wine, are the giants who hurt the princess's family, so he cuts them, spilling the wine.

Page(s): 17

5. Contrast the ways Sancho's wife and the women in Don Quixote's household react to their return.

Sancho's wife, Teresa, is curious about what Sancho brought home with him, whereas the women in Don Quixote's household are angry with the books about knighthood that led Don Quixote to leave for his adventures.

Page(s): 18

6. Why do Don Quixote and Samson become friends?

Samson says he read about Don Quixote's adventures in a book and is happy to meet the knight from those stories. Don Quixote is happy to meet someone who admires him so much.

Page(s): 20

7. Why does Sancho say, “What will I do? How can I get out of this one?”

He knows that Don Quixote has given him another difficult, if not impossible, job to do since Sancho has never seen Dulcinea.

Page(s): 21

NAME: _____

DATE: _____

5.2CONTINUEDACTIVITY PAGE

8. Why does Sancho ask Dulcinea to “soften a little”?

She responds harshly to being interrupted by Don Quixote and Sancho, and Sancho wants her to soften the way she talks to them.

Page(s): 22

Challenge: When Don Quixote asks Sancho what other people think of him, Sancho tells him that some say he's crazy, but funny; some say he's brave, but unfortunate; and some say he's polite, but meddlesome. Which of these six things do you think best describes Don Quixote? Provide one piece of evidence from the text to support your answer.

Answers may vary, but should include textual support for one of the six descriptions of Don Quixote.

Page(s): _____

NAME: _____

DATE: _____

5.3TAKE-HOME

18 *Argentina Palacios*

“How’s the donkey, husband?” was the first thing she asked.

“In better shape than his owner,” Sancho replied.

“Well, husband, what did you bring me? What did you bring the children? Clothing? Shoes?” she asked.

“None of that, woman, but something more valuable,” he answered. “The next time my master and I go away, I’ll come back governor of an island. You’ll be rich.”

“I hope so. . . . But, what did you say, what island?” Teresa wanted to know.

“Be in no hurry, wife,” Sancho told her. “You’ll know at the right time. You’ll be called ‘Excellency!’”

In the meantime, the niece and the housekeeper had put Don Quixote to bed. He didn’t know where he was; he didn’t know who they were.

The priest advised the women to keep an eye on him: he might want to take off again. The women cursed those confounded novels of knighthood for the millionth time.

1. How do the priest and the barber get Don Quixote in a cage?
When Don Quixote was asleep, they grabbed him and put him in the cage. They were disguised and told Don Quixote that he was under a spell, and he believed them.

Page(s): 17

2. How do Don Quixote and Sancho each respond to being taken back home by the priest and the barber? Is there any connection between the way each responds and the character traits you have identified for each?
Don Quixote “takes it all in stride,” or is not upset by it, whereas Sancho is very suspicious. This is consistent with Don Quixote’s character traits of eccentric and idealistic, and with Sancho’s character trait of being realistic.

Page(s): 17

NAME: _____
DATE: _____

Write a Claim

Use the graphic organizer to draft a claim.

Essay Prompt: Do Don Quixote’s good intentions justify his actions?		
	1st Draft	Revised
Opinion (Restate the prompt and answer it yes or no.)	Answers may vary, but should include information based on the completed Activity Page 4.6.	
Reason (What is one reason why you chose yes or no?)	1. Answers may vary, but may include “Yes, because in his heart Don Quixote thinks he is doing good” or “No, because Don Quixote is hurting people by recklessly attacking them.”	
Evidence (What examples from the text support your opinion and reason?)	1. Answers may vary, but should include evidence from the text as recorded on Activity Page 4.6.	
	2.	

NAME: _____
DATE: _____

“Back to La Mancha,” “Don Quixote Learns He Is Already Famous,” and “On the Road Again”

As you and your partner read the chapters, answer the following questions.

1. On page 16, Sancho makes a comment about Don Quixote and says, “He’s a little strange sometimes, talking to Lady Dulcinea.” What does this reveal about Sancho’s character?
Answers may vary, but may include that Sancho is realistic about Don Quixote and his eccentric behavior, but he is still loyal to Don Quixote in spite of this.

The following question, for Chapter 6, has two parts. Answer Part A and then answer Part B.

2. **Part A:** How does Sancho feel about the priest and the barber?
- A. He dislikes them very much.
 - B. He is frightened of them and wants to get away from them as quickly as possible.
 - ☒ C. He admires them and does not want to offend them.
 - D. He thinks he is better than they are.

Part B: What statement from the text best supports the answer to Part A?

- A. “Master and I go around righting things that are wrong in the world and fighting evil.”
- B. “We’ll be in disguise when you come out.”
- C. “His estate needs attention; you yourself would be better off helping your wife take care of the fields.”
- ☒ D. “With all due respect, you don’t understand.”

Page(s): 16

3. When the priest and the barber put Don Quixote in the wooden cage, Don Quixote and Sancho react differently. How does each react?

Don Quixote “takes it all in stride,” or is not upset by it, whereas Sancho is very suspicious.

Page(s): 17

4. The author uses the phrase *beside himself* twice in these chapters—once on page 17 and once on page 20. What does this phrase mean? What is the difference between the use of the phrase on page 17 and the use of the phrase on page 20?
The phrase *beside himself* means very emotional or very angry. On page 17, the phrase is used to describe the innkeeper, who is very angry that Don Quixote destroyed the wineskins and spilled all the wine. On page 20, it is used to describe Sancho, who is very happy Don Quixote was happy to meet Samson.

5. What new pieces of evidence from the text support the view that Don Quixote is idealistic? Record this information on Activity Page 1.3.
6. What new pieces of evidence from the text support the view that Sancho Panza is realistic? Record this information on Activity Page 4.2, drawing an arrow from the box in the center column to the box(es) in which you record the evidence.
7. What new pieces of evidence from the text support the view that Sancho is loyal? Record this information on Activity Page 4.2.

NAME: _____
DATE: _____

6.3 TAKE-HOME

Subject-Linking Verb Agreement

Fill in the “Agreement” column using the information provided. The first two are done for you.

Subject (Noun or Pronoun)	Linking Verb	Agreement
the criminals	to be	Example: <i>the criminals are</i>
they	to be	Example: <i>they are</i>
Don Quixote	to feel	Don Quixote feels
he	to feel	he feels
the guards and criminals	to look	the guards and criminals look
she	to look	she looks
a lady and her maids	to be	a lady and her maids are
they	to be	they are
it	to taste	it tastes
I	to be	I am
it	to smell	it smells
you	to be	you are

Write expanded sentences for five additional subject-linking verb agreement statements from the chart. Choose nouns as subjects for two sentences and pronouns as subjects for the remaining three sentences.

Example: The criminals are on their way to do hard labor on the king’s ships.

- Answers may vary, but should include sentences that have nouns as subjects for two sentences and pronouns as subjects for three sentences. All sentences should have correct subject–verb agreement statements from Activity Page 6.3.
-
-
-
-

NAME: _____
DATE: _____

6.4 TAKE-HOME

Practice Root vac

Write the correct word to complete each sentence.

evacuate	vacancy	vaccinate	evacuee	vacant
vacate	vacuum	evacuation	vacation	vaccination

- After our neighbors moved, their house stood **vacant** for many months.
- A clever invention keeps drinks hot or cold by creating an airtight **vacuum** between two bottles, one placed inside the other.
- We drove and drove, looking for a motel with a(n) **vacancy** sign.
- The cat yelped when the veterinarian gave her a(n) **vaccination**.
- Someone who must leave an area is called a(n) **evacuee**.
- The forced **evacuation** from the town caused a huge traffic jam for miles around.
- Mom told us to **vacate** the house because of our muddy shoes.
- The doctor must **vaccinate** all young babies to prevent the spread of dreadful diseases.

- When the bus swerved off the road, all the passengers had to **evacuate** the bus.
- My favorite summer **vacation** is going to the beach.

NAME: _____
DATE: _____

6.6 TAKE-HOME

Practice Spelling Words

adventure	imagination	ordinary	courage	squire
disguise	knighthood	enchanted	nonsense	armor

List the spelling words in alphabetical order.

1. adventure
2. armor
3. courage
4. disguise
5. enchanted
6. imagination
7. knighthood
8. nonsense
9. ordinary
10. squire

NAME: _____
DATE: _____

8.2 CONTINUED TAKE-HOME

Don Quixote ordered the keeper to excite the lion by poking him with sticks and beating him, but the keeper refused, saying that the knight had already proven his courage and that he should not force combat on an unwilling opponent.

The knight admitted the truth of this argument. “Shut the door then, and I will signal my friends to return,” he said, tying a white cloth to the tip of his lance and then waving it for Sancho and the gentleman in green to see.

“I’ll be hanged if my master has not defeated the king of the beasts!” exclaimed Sancho, and he ran forward to learn what had happened.

The keeper gave a full and flattering account of what had taken place. Don Quixote gave him a couple of gold coins for him and his companion as a reward for their trouble. “And if the matter should come to the ears of the king,” he added, “and he should wish to know who performed this feat, tell him it was Don Quixote de la Mancha, now known as the Knight of the Lions, for I am

dropping the name ‘Sorrowful Countenance,’ and adopting the other as the customs of chivalry allow.”

Write the correct word from this excerpt to complete each sentence.

unyoked	undaunted	dumbfounded	commended
---------	-----------	-------------	-----------

1. My sister was truly dumbfounded when she heard that she won a prize in the contest.
2. After plowing the fields, the farmer led the unyoked mules back to the barn.
3. The fireman seemed undaunted as he courageously fought the blaze.
4. Before charging into battle, the knight paused for a moment and commended his safety to God.

NAME: _____
DATE: _____

9.2 ACTIVITY PAGE

“The Puppet Show” and “At the Duke’s Palace”

Answer each question thoughtfully, citing evidence from the text and page number(s) where you found evidence for each question. Answer in complete sentences and restate the question in your answer whenever possible.

1. At the end of the first paragraph on page 31, the innkeeper says he would give the man with the green eye patch a room even if it meant taking one away from the most powerful duke in Spain. What does this tell you about the way the innkeeper feels about the man with the green eye patch?

He respects the man with the green eye patch very much and wants him to be a guest at his inn.

Page(s): 31

2. How does the puppeteer feel about Don Quixote and Sancho?

He admires them and is happy, or excited, to meet them.

Page(s): 31

3. Describe the story of Doña Melisendra.

Answers may vary, but may include that Doña Melisendra was being held prisoner in Spain by the Moors; her husband, Don Gaiferos, tried to rescue her to take her away on horseback; Doña Melisendra's skirt gets caught on the bars of the balcony; and King Marsilio pursued the couple.

Page(s): 32

4. What monumental confusion does Don Quixote create at the puppet show? How does this event support the view that Don Quixote is idealistic?

He does not see things as they really are, but he sees it as an opportunity for a knight to right a wrong and save Doña Melisendra.

Page(s): 32

5. Based on the way it is used in this paragraph, what do you think the phrase *what the eyes of his imagination saw* means?

It means that he saw it in his mind, but it didn't really exist.

Page(s): 33

NAME: _____
DATE: _____

9.2
CONTINUED

ACTIVITY PAGE

6. On page 27, the text says that Master Peter's "...monkey can answer questions. The animal knows about the present and past! You ask him a question, he jumps on his master's shoulder and then whispers the answer. Master Peter then tells you what the animal said." Is the monkey in fact able to answer questions about the present and the past? Describe what is really happening.

When Master Peter was about to visit a new town, he would first ask people in the area for news of the town. Then, when people in the town asked the monkey questions, Master Peter would pretend that the monkey was whispering the answer in his ear and that he was just repeating what the monkey said. In fact, Master Peter would use the information he learned from people in the area before visiting the town to answer the questions himself.

Page(s): 27, 33

7. Why does the Duchess invite Don Quixote and Sancho to the palace for a visit with her and the Duke ?

She and her husband wanted to have a good time, making fun of Don Quixote and Sancho.

Page(s): 34

8. Contrast the way the Duke and the clergyman react to Don Quixote.

The Duke thinks Don Quixote is amusing, and he laughs.
The clergyman thinks Don Quixote is foolish and he gets angry at him.

Page(s): 35

The following question has two parts. Answer Part A and then answer Part B.

9. **Part A:** What does Don Quixote think of the clergyman?

- A. He thinks the clergyman is funny and he laughs at him.
- B. He thinks the clergyman is too serious and tries to make him laugh.
- ☒ C. He thinks the clergyman is wrong and he gets very angry at him.
- D. He thinks the clergyman is trying to ruin the fun Don Quixote and Sancho are having at the palace.

Part B: What line from the text best supports the correct answer to Part A?

- A. "The serious-minded priest, hearing all that talk about giants and enchantments, imagined that this must be the hero of the book the Duke liked to read often."
- ☒ B. "Don Quixote stood up, shaking from head to toe."
- C. "Host and hostess were having the time of their lives. They would not let the priest spoil their fun."
- D. "I shall not set foot in this palace as long as those foolish guests remain here."

Page(s): 35

NAME: _____
DATE: _____

9.3
CONTINUED

TAKE-HOME

Using the three core vocabulary words for this chapter (brocade, clergyman, and laughingstock), write a one-paragraph summary of this chapter.

Answers may vary, but should include the correct use of the words brocade, clergyman, and laughingstock, and should accurately summarize the chapter.

Page(s): _____

NAME: _____
DATE: _____

Review Sentences, Verbs, and Subject-Verb Agreement

Use the chart below to match each subject with its predicate (including one of the verbs from the middle column). Hint: You may want to number each subject, verb, and predicate. See the example in the chart. Then, write complete sentences on the lines below, making sure to use capital letters, proper punctuation, and any additional words necessary. The first one has been done for you.

Subjects	Verbs	Predicates
the lion keeper (1)	relax	Dulcinea does not love him
La Mancha	to look	Don Quixote is a laughingstock.
the puppeteer	worry	Don Quixote that he is a brave and courageous man (1)
the priest	to be	before the Duke
Sancho	kneel	on the puppeteer's shoulder
Don Quixote	tell (1)	a province in the heart of Spain
the monkey	think	very upset

1. The lion keeper tells Don Quixote that he is a brave and courageous man.
2. Answers may vary, but here are a few examples.
La Mancha is a province in the heart of Spain.
3. The puppeteer looks very upset.
4. The priest thinks Don Quixote is a laughingstock.

5. Sancho kneels before the Duke.
6. Don Quixote worries Dulcinea does not love him.
7. The monkey relaxes on the puppeteer's shoulder.

Challenge: Write a complete sentence using a pronoun as the subject and a linking verb as the verb.

Example: I am really thirsty after running the race.

8. _____

NAME: _____
DATE: _____

Root Word vac

Write the correct word to complete each sentence.

1. Creating a vacuum (vacuum, vacancy) is a very difficult thing to do because it is nearly impossible to make a space without any air or other gases.
2. Farmers must vaccinate (vacate, vaccinate) their grazing animals to protect them from diseases carried by wild prey.
3. When Juan moved away, he left a vacancy (evacuee, vacancy) in the fifth grade class.
4. The town was like a ghost town after the mass evacuation (evacuation, vaccination).

For each word, write a sentence using the word.

5. vacant
Answers may vary, but should be a complete sentence using the word vacant correctly.

6. vacation
Answers may vary, but should be a complete sentence using the word vacation correctly.

NAME: _____
DATE: _____

9.6 ACTIVITY PAGE

Practice Spelling Words

Write a sentence for each of the spelling words.

adventure	armor	courage	disguise	enchanted
imagination	knighthood	nonsense	ordinary	squire

Answers may vary, but should be complete sentences using each of the spelling words correctly.

NAME: _____
DATE: _____

10.1 ACTIVITY PAGE

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. adventure
2. armor
3. courage
4. disguise
5. enchanted
6. imagination
7. knighthood
8. nonsense
9. ordinary
10. squire

Sancho was an ordinary squire who enjoyed his master's adventures.

NAME: _____
DATE: _____

10.3 TAKE-HOME
CONTINUED

Don Quixote Advises Sancho 43

"Don't oversleep. Get up early and enjoy the day. Remember that hard work breeds good luck, and laziness its opposite."

"And one more thing. Don't ever discuss family backgrounds, or compare one with another. No one is better than anyone else. You only stand to make enemies when you make comparisons."

"This is all for now, Sancho. Later on, when there's need, I'll give you more advice."

Sancho spoke at long last.

"Master, all the things you said are good, I guess, but what good will they do me? I won't remember half of them. Give them to me written down. You know I don't know how to read, but I can give them to someone like the priest to read to me."

"Heaven help us! You can't read!" Don Quixote exclaimed. "This is wrong. A governor should know how to read and write! I am serious, Sancho. I want you to learn."

"Well, master, I know how to sign my name," Sancho said. "Later, later."

"May the Almighty guide you in your governorship, Sancho," his master said. "Let's say no more. If you are a bad governor, it will be your fault, but the shame will be mine."

Sancho worried about those final words. "Master, if Your Grace thinks I'm not qualified, I'm resigning right here and now. If the devil is going to take me for being governor, I prefer to go to heaven being my own self: Sancho Panza."

"That's enough, Sancho," Don Quixote said. "You make me very proud. You are capable of being a good governor, not of one but of many islands."

Write the correct word from the excerpt to complete each sentence.

envy	worth	unkempt	justice	wisdom
------	-------	---------	---------	--------

1. It is highly likely that one of the reasons the man was not hired was his unkempt appearance during the interview.
2. There was a certain justice in my mother's decision that my brother would be not be given any dessert after dinner since he had snacked on cookies in the afternoon, even though my mother told us that we could only have a piece of fruit.
3. I really envy my best friend Sam who just got a new cell phone.
4. It is difficult to know the car's worth since it has a lot of damage from a recent parking accident.
5. The president must make a very important decision that will require much wisdom.

NAME: _____
DATE: _____

11.2
CONTINUED

TAKE-HOME

Sancho's Wisest Decision 51

and defense. I also prefer to eat soup than to be subjected to the grip of a doctor who wants to kill me by starving me to death. Please let me go; I have a few broken ribs—the enemy stepped on me last night.”

“Sir Governor, don’t worry,” said the doctor. “I’ll prepare a good medicine for you. And about the food, I’ll let you eat everything you want and as much as you want.”

“It’s too late for that, my friend,” Sancho replied. “Pranks like those are played only once. I am a Panza. In my family, when one says no, it’s no. Let me go; it’s getting late.”

The butler said, “We would let you go, even though we’re sorry to lose you, but every governor must account for his administration.”

“Nobody can ask me for any account,” Sancho snapped, “except the Duke himself or a person *he* names. I’m on my way to see the Duke. Besides, look at me. Look at my clothes. I have only what belongs to me. I have behaved like an angel.”

“The great Sancho is right,” the doctor said. “I think we should let him go. The Duke will be glad to see him.”

They let him go. They even offered him escort and anything he wanted for his trip. His only request was barley for the donkey and half a loaf of bread and a little cheese for himself.

Sancho was a man without schooling, yet he was a wise man. He found out he could not handle the job, and he had the courage to resign.

The villagers, with the Duke’s knowledge and encouragement, had played a lot of tricks on their governor, and they had had fun. At the end, though, his honesty and dignity made them admire Sancho Panza as a human being.

Write a one-paragraph summary of this chapter, using as many of the core vocabulary words in the box as you can. Underline the words in your summary.

commotion ingenuity reluctantly agony resign

Answers may vary, but should include the correct use of several of the words *commotion, ingenuity, reluctantly, agony, and resign*, and should accurately summarize the chapter.

NAME: _____
DATE: _____

11.3
ACTIVITY PAGE

Review Words and Phrases That Compare and Contrast

Use words and phrases from the following chart to compare and contrast the two things in each numbered item below. Be sure to write your answers in complete sentences. The first one has been done for you.

Words and Phrases That Compare and Contrast	
Compare	Contrast
similar to	however
similarly	in contrast
likewise	on the contrary
in the same way	alternatively
just as	whereas
at the same time	instead
additionally	on the other hand
also	but

1. (country inn to magnificent castle)

The country inn was small and toasty warm. In contrast, the magnificent castle was enormous and icy cold.

2. (windmills to giants)

1-5 Answers may vary for all, but should be complete sentences that compare and contrast the provided items, using words or phrases from the chart.

3. (princesses to peasant girls)

NAME: _____
DATE: _____

11.4
ACTIVITY PAGE

Morphology Review

Complete each sentence by creating a new word using the correct prefix or suffix and the root word in parentheses.

il- ir- inter- -ness

- When walking to school, we stop and wait for the cross signal at the busy intersection (section).
- The teacher always reminds her students to write carefully and neatly; otherwise, their writing will be illegible (legible).
- Each side of a square is supposed to be the same length. You must measure carefully to properly draw a square; otherwise your shape will be irregular (regular).
- Jada met the president when she was eight years old. Ever since this interaction (action), Jada has wanted to run for president one day.
- The buzz of the fan and the afternoon heat did not help my drowsiness (drowsy).
- My mother warned us to be extra careful around her great-grandmother's vase because it was irreplaceable (replaceable).
- He had to shield his eyes from the brightness (bright) of the stadium lights.

NAME: _____
DATE: _____

11.6 TAKE-HOME

Practice Spelling Words

Sort the spelling words into categories based on the suffix or root in each word.

steadiness	vaccinate	extract
distract	drowsiness	vacancy
vacuum	attract	greatness
friendliness	evacuate	tractor

-ness	tract	vac
steadiness	distract	vacuum
friendliness	attract	vaccinate
drowsiness	extract	evacuate
greatness	tractor	vacancy

List the spelling words in alphabetical order.

1. attract
2. distract
3. drowsiness
4. evacuate
5. extract
6. friendliness
7. greatness
8. steadiness
9. tractor
10. vacancy
11. vaccinate
12. vacuum

NAME: _____
DATE: _____

12.1 ACTIVITY PAGE

“Don Quixote Advises Sancho,” “Sancho, Governor for Life,”
and “Danger at the Island”

As you and your partner read the chapters, answer the following questions.

1. On page 41, why does Sancho say he will take his own, old clothes with him to the island?
Answers may vary, but may include that he feels more comfortable
with his old clothes; he does not think he needs new clothes to serve as
governor because he says “In any fashion, I’m the same old Sancho Panza.”
2. What does Don Quixote say is “the most difficult knowledge of all”? Why do you think Don Quixote believes this is the most difficult knowledge of all?
knowing oneself
Answers may vary, but may include that it is hard for people to know
themselves because it is difficult for them to see their own faults;
people like to always think the best of themselves.
3. How did the townspeople’s opinion of Sancho change after he settled the dispute between the tailor and the man requesting the capes?
They first thought he was not smart and they were making fun of
him, but then they were surprised that he could reason so well in
settling the dispute.

NAME: _____
DATE: _____

13.2 ACTIVITY PAGE

56 Argentina Palacios

Knight of the White Moon, drive the lance through; take my life, since you have taken my honor.”

“I shall not!” said the Knight of the White Moon. “Long live the beauty of Doña Dulcinea del Toboso, lady of the brave knight Don Quixote de la Mancha! I am content with the second part of the pledge: Don Quixote shall return to his hometown for a year, or as long as I say, as agreed before the fight.”

“Anything not against my lady Dulcinea del Toboso I will do as a true gentleman,” he replied humbly, sadly.

Don Quixote was numb; Sancho, sad and confused. Was this a bad dream, a nightmare? What was going to happen? One whole year without taking up arms! What about Rocinante? And what about his master? Was he badly hurt? “O God, please let this be only a nightmare,” he prayed.

Don Quixote was bedridden for a few days. He was not wounded, but he was feverish. And in his better moments, one thought kept coming to his mind: Who was the Knight of the White Moon? He had never heard of him. He had no idea that it was none other than his friend Samson Carrasco! The young man, the priest, and the barber had never stopped thinking of ways to make their friend go back to a normal life at home. This time, they had succeeded.

When Don Quixote recovered, it was time to go home. The knight wore regular clothes; his armor was put over Sancho’s donkey. His faithful squire walked all the way home to La Mancha.

Write a one-paragraph summary of this excerpt using the core vocabulary words *confess* and *intoned*, and the phrase *on the contrary*.

Answers may vary, but should accurately summarize the chapter
and include the correct use of the words *confess* and *intoned* and the
phrase *on the contrary*.

NAME: _____
DATE: _____

“Don Quixote’s Last Illness”

As you and your partner read the chapter, answer the following questions.

1. Contrast the way Don Quixote and his friends respond to the news that Don Quixote is at the end of his life.

Don Quixote takes the news calmly, but his friends are very sad and
cry a great deal.

Page(s) 57–59

2. Why does Don Quixote say he is no longer Don Quixote but Alonso Quixano?

That was his name before he became a knight-errant, and now he is
returning to the person he was before he took the name Don Quixote.

Page(s) 57

3. Why does Don Quixote say that his niece will inherit all his money and property unless she wants to marry a man who wants to be a knight?

Answers may vary, but may include that he knows from his own
experience how being a knight-errant can be a difficult life.

Page(s) 57–59

NAME: _____
DATE: _____

An Epitaph for Don Quixote

Using the information you recorded on Activity Page 1.3, write an epitaph for Don Quixote. Be sure to include at least one character trait and one specific reference to a piece of evidence that supports that character trait.

Answers may vary, but should be supported with information from
Activity Page 1.3.

NAME: _____
DATE: _____

Use Commas to Separate Items in a Series

Read the following sentences and separate each item in a series with a comma. Remember, the series may be single words or groups of words (phases or clauses). The first two are done for you.

1. Don Quixote dreamed of knights princesses castles and battle.

Don Quixote dreamed of knights, princesses, castles, and battle.

2. Don Quixote put on his suit of armor mounted his horse and rode into the countryside.

Don Quixote put on his suit of armor, mounted his horse, and rode into the countryside.

3. For dinner, Don Quixote ate codfish, stale bread, and raw carrots.

4. Don Quixote left behind his niece, a housekeeper, and a young boy.

5. Don Quixote’s squire took along saddlebags full of food, clothing, and money.

6. The lion turned in his cage, stretched, yawned, and licked his face.

7. The puppeteer traveled from town to town with puppets, a stage, and a monkey.

8. The priest told Don Quixote to go home, take care of his children and spouse, and handle his affairs.

9. Sancho decided to leave home so that he could own an island,lead a kingdom,and get rich.
10. Don Quixote was called brave,courageous,crazy,mad,and a laughingstock.

NAME: _____
DATE: _____

14.5 ACTIVITY PAGE

Morphology Review

Write the correct word to complete each sentence.

1. Don Quixote read many books that illuminated the greatness of knighthood.
(greatness, drowsiness, emptiness, steadiness)
2. Don Quixote refused to listen to anyone who would detract from the glorious reputation of the exquisite Dulcinea.
(detract, attract, extract, subtract)
3. The *Adventures of Don Quixote* has been translated into many languages and has attracted a(n) international audience worldwide.
(detracted, attracted, extracted, distracted) (intersection, intercede, international, national)
4. Stories of kings, queens, damsels in distress, and dragons distracted Don Quixote so much that he could no longer think of anything else.
(subtracted, distracted, attracted, retracted)
5. The unique imaginations of Sancho and Don Quixote are irreplaceable in the canon of literature.
(irreplaceable, replaceable, regular, irregular)

Challenge: For each word, write a sentence describing the word. Have a partner guess which word you are describing.

6. emptiness
Answers may vary, but should include complete sentences that correctly use the words provided.
7. illegible
8. interaction

NAME: _____
DATE: _____

14.6 ACTIVITY PAGE

Practice Spelling Words

Write the correct word to complete each sentence. Words will not be used more than once; some words will not be used.

drowsiness	evacuate	distract
attract	tractor	greatness
vaccinate	friendliness	vacancy
extract	steadiness	vacuum

1. Don Quixote wanted to attract the beautiful Dulcinea to be his bride.
2. The hikers' legs lost their steadiness by the end of the long climb up the mountain.
3. Long before the tractor was invented, horses and oxen were used to pull plows on farms all around the world.
4. It is important to vaccinate people against deadly diseases so the diseases will not spread.
5. When my puppy tries to chew on the sofa, I distract him with a chew toy.
6. I appreciated the friendliness of the students in my new school.
7. Grandpa had a toothache and the dentist had to extract his tooth.
8. Every time we have a fire drill at school, we have to evacuate the building.

Write sentences using spelling words of your choice that were not used in the first eight sentences. Be sure to use correct capitalization and punctuation.

9. Answers may vary, but should include complete sentences that
correct use the words *drowsiness, greatness, vacancy, or vacuum.*
10. _____

NAME: _____
DATE: _____

Spelling Assessment

Write the spelling words as your teacher calls them out.

1. drowsiness
2. friendliness
3. greatness
4. steadiness
5. attract
6. distract
7. extract
8. tractor
9. evacuate
10. vacancy
11. vaccinate
12. vacuum

I was attracted to the stories of the knight's courage during many
adventures.

NAME: _____
DATE: _____

- 10 Chivalry also required knights to be courteous to women. A part of the code called for knights to show courtly love to a lady. A knight would pledge his honor to a lady and would perform acts of bravery to win her approval. The knight called himself his lady's vassal, placing himself below her just as a vassal placed himself below a lord. A knight who fought in a tournament would often tie his lady's scarf to his helmet to show that he was fighting on her behalf.
- 11 People loved to hear romantic stories about the adventures of knights and their ladies. Troubadours wrote long songs that told the stories of courtly lovers, and minstrels traveled about, singing and performing these songs for those who would pay to listen.

The End of the Mounted Knight

- 12 What happened to knights? Remember you read earlier that castles became useless as armies started using cannons. The same thing happened to knights. Steel armor was fine protection against arrows and swords. But it was useless against cannonballs and bullets. However, knights did not disappear completely. Rulers continued to offer knighthood to men who had provided services to their kingdoms other than fighting. Explorers, artists, and scientists could become knights for outstanding achievements in their fields. Indeed, in Great Britain famous people are still awarded knighthoods today.

Questions

1. In paragraph 2, the text says the knighting ceremony might not be so elaborate during wartime. How would a wartime knighting ceremony be different from other times, and why might it not be as elaborate?

Answers may vary, but may include that the knight-to-be would not stay up all
night praying; he might simply be handed a helmet and sword; and a higher-
ranking man might simply tap him on the shoulder and send him into battle.

The following question has two parts. Answer Part A and then answer Part B.

2. **Part A:** Use the following chart to compare and contrast chain mail to steel plates.

	Chain Mail	Steel Plates
Made from what material?	metal rings reinforced with plates of steel	hinged and fitted steel plates
How heavy?	about 25 pounds	about 65 pounds
What part of the body did it cover?	protected his upper body	protected the knight from head to toe

Part B: Select one armor characteristic from the chart and write a sentence that compares or contrasts the characteristic between the two types of armor.

Answers may vary, but should include information about the
characteristics of the two types of armor and the ways in which they
are similar to or different from each other.

3. At the end of the selection, the text says that castles and knights became useless because of the same reason. What changed, and how did it make castles and knights useless?
- Both castles and knights became useless after the invention of powerful
weapons such as cannons and bullets. Neither castles nor the armor that
protected the knights were able to stop these more powerful weapons.

NAME: _____
DATE: _____

15.2
CONTINUED ASSESSMENT

4. Why did lords make rules for the knights to follow?
- ☒ A. The lords wanted to control the knight's dangerous behavior.
- B. The lords wanted the knights to be respected.
- C. The lords had good manners and wanted others to be polite as well.
- D. The lords did not make rules for the knights to follow.
5. The text explains the Code of Chivalry that the knights were to follow. Which of the following is **not** an example of something that was part of that code?
- A. The knights were to stand by their lords and always fight for them.
- ☒ B. The knights were to try to escape if captured and flee.
- C. The knights were to show great respect for a lady and work to win her approval.
- D. The knights were to show good manners and be giving to others.

Informational Text Comprehension Score: _____ / 5 points

NAME: _____
DATE: _____

15.2
CONTINUED ASSESSMENT

5. Sometimes the knights and ladies came to visit Sir Hector. Arthur would hurry from the forest to the castle to see them. Sir Hector would stand on the lowered drawbridge to happily greet his guests. Once they passed over the drawbridge, Sir Hector led them into the courtyard. When they entered the courtyard, Sir Hector would take a huge hammer and beat it on a table. Immediately the castle's squires and servants would come running from all over to take the horses of the knights and ladies. Sir Hector's wife and daughters would then appear. Carefully, the wife and daughters would remove the armor of the knights. They would offer golden tubs of water and towels for washing, and afterwards, they would place velvet cloaks upon the shoulders of the knights and ladies. The guests would then go to the supper table.
6. Arthur did not spend all his time dreaming in the woods or gazing at knights and ladies. For many hours of the day he practiced fighting in the courtyard. It was the custom in England to train boys of noble birth to be knights. As soon as they were old enough, they were taught to ride. Later on, they lived much among the ladies and maidens, learning gentle manners. Under the care of the knights, they learned to hunt, to carry a lance properly, and to use the sword; and having gained this skill, they were made squires if they had shown themselves to be of good character.

Questions

6. What is the setting of this story?
- A. In the past near Rome
- B. In the present in London
- C. In the past in London
- ☒ D. In the past outside of London

7. Based on the description from paragraph 3, which adjective best describes the woods?
- ☒ A. peaceful
- B. dark
- C. boring
- D. lively

The following question has two parts. Answer Part A and then answer Part B.

8. **Part A:** In paragraph 4, the author states that the ladies were alluring. What is the meaning of *alluring*?
- ☒ A. attractive
- B. intelligent
- C. humorous
- D. kind

Part B: Which phrase from paragraph 4 best helps the reader determine the meaning of *alluring*?

- A. made of velvet
- B. long ribbons of purple, white, or scarlet silk
- C. happy voices
- ☒ D. pretty faces
9. Why weren't there many knights and ladies on the road near the castle?
- A. The roads were bumpy.
- B. The roads were dark.
- ☒ C. The roads were unsafe.
- D. The roads were empty.

NAME: _____
DATE: _____

15.2
CONTINUED ASSESSMENT

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Box 1 lists the things that Hector and his family would do when the knights and ladies would arrive at the castle. Look at paragraph 5, and then list the actions in the appropriate column in Box 2.

Box 1	
Details from the Story	
remove the armor of the knights	place velvet cloaks on the knights' and ladies' shoulders
greet the guests happily	summon the castle's workers to take the horses
	offer tubs to wash

Box 2	
Sir Hector	Sir Hector's Wife and Daughters
greet the guests happily	remove the armor of the knights
summon the castle's workers to take the horses	place velvet cloaks on the knights' and ladies' shoulders
	offer tubs to wash

Part B: Based on Sir Hector and his family's actions, what inference can you make about how they felt about the arrival of knights and ladies at their castle?

Answers may vary, but may include that they were happy to see the guests.

Literary Text Comprehension Score: _____ / 13 points

Reading Comprehension Total: _____ / 10 points

Writing Prompt: Write a short answer comparing and contrasting the character traits of Don Quixote and Sancho Panza. Discuss how they are similar and how they are different, providing at least two examples from the text supporting each similarity and difference you identify. Include the use of transitional words that compare and contrast in your answer. You may refer to the *Adventures of Don Quixote* Reader.

Answers may vary, but should be evaluated in accordance with the

Writing Prompt Scoring rubric in Lesson 15 of the Teacher Guide

Writing Prompt Score: ____ / 4 points

NAME: _____
DATE: _____

Grammar

Using the information provided in the “Subject” and “Verb” columns of the following chart, fill in the “Agreement” column so the subject and verb provided are in agreement.

Subject	Verb	Agreement
Margarite	draw	1. Margarite draws
the girls	sing	2. the girls sing
we	play	3. we play
you	to be	4. you are
Mr. Henderson	to be	5. Mr. Henderson is
the puppies	to be	6. the puppies are
I	to be	7. I am
he	to look	8. he is

Write complete sentences for any two of the subject-verb agreement statements you created in the chart above.

9. Answers may vary, but should include a phrase from 1–8 above.
-
-
10. Answers may vary, but should include a phrase from 1–8 above.
-
-

For each of the following series of items, write a complete sentence using commas correctly.

red blue orange
blue sky warm sunshine crashing waves
cereal milk juice
large whales graceful dolphins colorful clownfish

11. Answers may vary, but must include red, blue, and (or) orange.
-
-
12. Answers may vary, but must include blue sky, warm sunshine, and crashing waves.
-
-
13. Answers may vary, but must include cereal, milk, and juice.
-
-
14. Answers may vary, but must include large whales, graceful dolphins, and colorful clownfish.
-
-

Grammar Score: ____ / 14 points

NAME: _____
DATE: _____

Morphology

Write the correct word to complete each sentence.

1. Many people consider George Washington to be a great president.
(great/greatness)
2. The silliness of the movie made Thomas laugh.
(silly/silliness)
3. The coldness of the ice cream felt good on the hot summer day.
(cold/coldness)
4. When the light was suddenly turned on in the darkened room, its brightness hurt my eyes.
(bright/brightness)
5. The house on the corner has been vacant for six months.
(evacuate/vacant)
6. The evacuation of the town before the storm went smoothly.
(evacuation/vacancy)
7. I could not concentrate on my homework because I was distracted by the loud music playing in the next room.
(subtracted/distracted)
8. Bees are attracted to flowers that produce a great deal of pollen.
(attracted/detracted)

Complete each sentence by creating a new word using the correct prefix or suffix and the root word in parentheses.

<i>il-</i>	<i>ir-</i>	<i>inter-</i>
------------	------------	---------------

9. If my writing is illegible, it will be difficult for the teacher to check my work. (legible)
10. It is illegal to drive through a red stoplight. (legal)
11. If it is made well, the pieces of a puzzle will interlock easily. (lock)
12. The sticker Janice placed on her notebook was meant to be permanent, so it was irremovable. (removable)

Morphology Score: ____/ 12 points

NAME: _____

DATE: _____

PP.1

ACTIVITY PAGE

Subject-Verb Agreement

Using the information provided in the “Subject” and “Verb” columns of the following chart, fill in the “Agreement” column so that the subject and verb provided are in agreement. The first one has been done for you.

Subject	Verb	Agreement
teachers	to be	Example: <i>teachers are</i>
Paul	to be	Paul is
you	to be	you are
Celeste	study	Celeste studies
I	bake	I bake
rabbits	hop	rabbits hop

Write complete sentences for any four of the subject-verb agreement statements you created in the chart above.

1. Answers may vary, but should include complete sentences that correctly use any of the subject-verb agreement phrases from PP.1.

2.

NAME: _____

DATE: _____

PP.2

ACTIVITY PAGE

Practice Subject-Verb Agreement

Read each sentence and determine which form of the verb in parentheses agrees with the subject. Write that form of the verb on the line.

1. Sancho Panza _____ **tries** _____ to convince Don Quixote that one of the three girls they encounter in El Toboso is Dulcinea. (try)
2. Don Quixote _____ **learns** _____ he is famous when Samson describes a book he read about Don Quixote's adventures. (learn)
3. Don Quixote _____ **looks** _____ very tired after dueling with the other knight. (to look)
4. Don Quixote's housekeeper and niece _____ **are** _____ not happy that Sancho Panza spends so much time with Don Quixote in his room at home. (to be)
5. Nobody _____ **knows** _____ who Dulcinea is because Don Quixote is the only person who has ever seen her. (know)
6. A squire _____ **is** _____ a young man in the final stages of training to become a knight. (to be)
7. Sancho Panza hears Don Quixote say he does not intentionally _____ **deceive** _____, or trick, him with talk of giving Sancho Panza his own island to govern. (deceive)

Write a sentence for each subject-verb pair.

8. **Subject:** I **Verb:** to be
- Answers may vary, but should include a complete sentence that correctly uses the phrase *I am*.

9. **Subject:** It **Verb:** to taste

Answers may vary, but should include a complete sentence that correctly uses the phrase *It tastes*.

10. **Subject:** Don Quixote and Sancho Panza **Verb:** travel

Answers may vary, but should include a complete sentence that correctly uses the phrase *Don Quixote and Sancho Panza travel*.

11. **Subject:** He **Verb:** meddle

Answers may vary, but should include a complete sentence that correctly uses the phrase *He meddles*.

12. **Subject:** They **Verb:** menace

Answers may vary, but should include a complete sentence that correctly uses the phrase *They menace*.

NAME: _____
DATE: _____

PP.3 ACTIVITY PAGE

Use Commas to Separate Items in Series

For each of the following series of items, write a complete sentence using commas correctly.

pencils paper books
green grass colorful flowers leafy trees
umbrella raincoat boots
long-necked giraffe powerful bears majestic lions

1. Answer may vary, but should be a complete sentence that includes the series pencils, paper, and books.
2. Answer may vary, but should be a complete sentence that includes the series green grass, colorful flowers, and leafy trees.
3. Answer may vary, but should be a complete sentence that includes the series umbrella, raincoat, and boots.
4. Answer may vary, but should be a complete sentence that includes the series long-necked giraffe, powerful bears, and majestic lions.

NAME: _____
DATE: _____

PP.4 ACTIVITY PAGE

Suffix -ness

Write the correct word to complete each sentence.

sogginess	loud	soft	brightness	loudness
happiness	soggy	happy	softness	bright

1. The happiness Julian felt when he first saw the new puppy was clear; he could not stop smiling.
2. The roar of the jet's engine was so loud the passengers could not hear each other talk.
3. The baby was wrapped in the soft blanket.
4. The brightness of the full moon made it easier to see at night.
5. The sogginess of the wet grass made it difficult to play soccer.

Write a sentence for each of the words not used from the box.

6. Answers may vary, but should include complete sentences that correctly use the words loudness, soggy, happy, softness, and bright.
7. _____

NAME: _____
DATE: _____

PP.5 ACTIVITY PAGE

Roots vac and tract

Write the correct word to complete each sentence.

evacuate	vacancy	vaccinate	evacuee	vacant
vacate	vacuum	evacuation	vacation	vaccination

1. The people along the coast were told to evacuate before the hurricane.
2. Many people like to have a vacation at the beach in the summer.
3. The veterinarian gave the puppy its vaccination so it would be protected from disease.
4. The bleachers were vacant after the game ended and the fans went home.
5. One of my favorite chores is to use the vacuum to clean the carpet in my room.

Write a sentence using each word.

6. distract
Answers may vary, but should include complete sentences that correctly use the words provided.
7. extract

8. retract

9. attractive

NAME: _____

DATE: _____

PP.6

ACTIVITY PAGE

Prefixes *il-*, *ir-*, *inter-*

Complete each sentence by creating a new word using the correct prefix and the root word in parentheses.

il-

ir-

inter-

1.

It is illogical to go out in a snowstorm without wearing a coat. (logical)

2.

Because it is irreplaceable, the rare and fragile sculpture was moved very carefully so it wouldn't break. (replaceable)

3.

A new stop sign was installed at the intersection, making it safer for people to walk in the neighborhood. (section)

4.

The words on the page became illegible when the paper was left outside in the rain. (legible)

5.

Although she knew it didn't make any sense, Amelia had a(n) irrational fear of cats. (rational)

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 3 219

NAME: _____

DATE: _____

PP.7

ACTIVITY PAGE

Enrichment Selection 1

“An Old-School Gentleman Gone Made” and
“The New Knight’s First Adventures”

The following question has two parts. Answer Part A and then answer Part B.

1.

Part A:

The first chapter refers to “gentlemen of the old school.” This phrase means:

A.

men who attended a school that no longer exists

B.

men who live in a household with other people

C.

men who have habits and practices that are old fashioned or from another time

D.

men who paid the household expenses

Part B:

The phrase that provides a clue as to the meaning of “gentlemen of the old school” is:

A.

once upon a time

B.

his household consisted of an elderly housekeeper, a niece of his under twenty and a handyman

C.

who keep an ancient lance and shield hung up in the hall, and maintain a riding horse and a hunting dog

D.

about three-fourths of the income of this particular gentleman went in household expenses

Answer the following question using complete sentences.

2.

Describe what Quixania did to make his ancestor’s old armor suitable for use.

He polished the armor, adjusted it, and created a helmet by taking a steel cap and made a visor out of cardboard lined with strips of iron.

Core Knowledge Language Arts | Grade 5

Activity Book | Unit 3 221

3. Who is Quixiana?

A.

Sancho Panza

B.

Samson

C.

the handyman

D.

Don Quixote

Answer the following questions using complete sentences.

4.

What are the two reasons Don Quixote gives Sancho Panza to explain why he is going to attack the windmills that he mistakes for giants?

He said they will become rich from the spoils, and that it is a service to God to rid the world of the evil of the giants.

5.

At the end of this excerpt, Sancho Panza decides that it was “pleasant enough to go around the country seeking adventures, even if they might be dangerous to others.” Who might Sancho be thinking of as “others?” Who had a dangerous experience in the adventure described in this excerpt?

Sancho is worried that their adventures will cause danger to the innocent people they encounter on their way. In this excerpt, it was Don Quixote and his horse who had the dangerous experience, as they were thrown to the ground when they charged at the windmills.

222 Unit 3 | Activity Book

Grade 5 | Core Knowledge Language Arts

NAME: _____

DATE: _____

PP.8

ACTIVITY PAGE

Enrichment Selection 2

“Hostile Armies, More Magic and the Spoils of Victory”

Answer the following questions using complete sentences.

1.

Why did the barber place a basin on his head?

The barber was walking in the rain with the tools of his trade, including a basin, and he put the basin on his head to protect himself from the rain.

2.

Sancho Panza asks Don Quixote if he may exchange his donkey for the donkey abandoned by the barber. What does Don Quixote say and how does his response demonstrate Don Quixote’s desire to follow the code of chivalry?

Don Quixote says it is the custom of knights to take the horse of the losing knight only if the winning knight loses his own horse in the battle. Rather than take the abandoned animal, Don Quixote strictly follows the rules of jousting and the code of chivalry.

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Activity Book | Unit 3 223

3. Describe how Sancho took advantage of the fact that three peasant girls happened to come riding by while he was trying to decide what to tell Don Quixote about his search for Dulcinea.

Since Dulcinea did not exist, and he had no hope of finding someone
who did not exist. Just as he was trying to decide what he should tell
Don Quixote, the three farmer girls rode by, and he decided to tell
Don Quixote they were Dulcinea and her damsels.

4. Sancho Panza tells Don Quixote that he saw a princess and two ladies mounted on three “belfreys.” Don Quixote corrects Sancho, saying, “You mean palfreys, Sancho.” Based on the context, the word *palfreys* probably means:

- A. bell towers
B. sunbeams
☒ C. horses
D. a gold and diamond carriage

5. Why do you think Don Quixote knelt before the peasant girl?

Don Quixote knelt before the peasant girl because he was following
the lead of Sancho Panza pretending that she was Dulcinea.



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