

Student: _____

Date: _____

Teacher: Shawn McGirr

OAKEN MEAD

By: Matthew David Becket

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Pronunciation: AE

Directions: Practice by saying the word pairs and example sentences, then speak the words from this reading.

Word Pairs bat-bet, cat-pet, sad-said, rack-wreck, mat-met

Example sentence: That cat spat at Matt.

Examples from this reading: Granted - Medallion - Fact - Anxious - Landed -

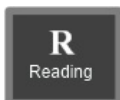
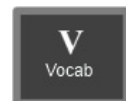
Vocabulary

Directions: Study the following keywords and definitions.

1. show up -(v) - appear; come to
2. in the air -(id) - Current, exerting an influence.
3. anxious -(adj) - Extremely worried, overly concerned.
4. mead -(n) - A meadow.
5. semicircle -(n) - A half-circle.
6. overturned -(v) - Change a rule, law or decision.
7. plop -(v) - To fall or drop suddenly and make a sound like falling into water.
8. gazed -(v) - Look calmly.
9. awaited -(v) - Wait for someone or something.
10. tried -(v) - To consider and decide in court.
11. granted -(v) - To give someone something they asked for.
12. strolled -(v) - To walk slowly and enjoy what is around.
13. arc -(n) - Any piece of a circle or curve.
14. landed -(v) - (air travel) cause to come to the ground
15. fact -(n) -

Which words are the hardest?

Focus on the tough ones!



Reading

Directions: Read the following passage carefully.

1. Read the entire passage quickly and generate questions using the graphic organizer below.
2. Read the passage again more carefully and try to answer your questions.

Thick Questions

Big questions that you need to THINK and SEARCH to find the answers to.

EXAMPLES:

Why does the author think that...?

What would happen if ...?

Why does...?

Thin Questions

Smaller questions that you can find the answer to RIGHT IN THE TEXT.

EXAMPLES:

What...?

Who...?

When...?

		Where...?	
Questions	Possible Answers	Questions	Possible Answers

Temptor, the storyteller, strolled into town. The children pointed and yelled, every child in the village loved him and awaited his return. Stories! He was full of them! Amazing stories about hill giants and swords that came to life, about giant serpents and mischevious goblins. The children gathered in a semicircle around him as he took his usual seat at an old overturned log. Their filthy, adorable faces lit up the slipshod village.

Even nature realized the evening was soon to be filled with magic. The largest moon the children had ever seen peeked through the clouds, an owl landed on a nearby tree, and the crickets quieted in respect. The storyteller gazed into the fire.

"What will it be this time?" an anxious child yelled.

"Faeries," Temptor's eyes widened as a little girl clapped. "The very faeries that occupy the woods around the village." He guestured to the nighttime forest in an arc.

"Oh, what is this about then? More o'that nonsense you call storytellin'? Gerald staggered through the circle of children, drunk as usual, only to plop right down next to the storyteller. His bottom so huge it caused Temptor to fly up a few inches. Gerald was bald, fat, and had the furriest feet in the village. The children rolled their eyes, this was the same man that had heckled poor Temptor during his last three stories.

"Ahh, Gerald. I thought you might show up." Temptor pinched his nose in disgust. "Do us a favor and shut your mouth. Unlike some of my other stories, this one is one hundred percent true!"

The children looked at each other and gasped whie Gerald laughed into his mug of ale.

"Now let me see . . . " Temptor began.

"This should be good." Gerald mocked.

Temptor pointed at him and said, "Remember, shut your mouth."

"Yeah, yeah."

"Now where was I? Yes, the faeries! Just beyond these trees live a court of fariries. So lovely, tiny and naughty. These are the types of creatures you should never turn your back on and I had the pleasure of meeting them. I even met their queen!"

"Poppycock and rubbish!" Gerald spit a brown gob of goo near Temptor's feet.

"No, my dear spitty friend, it is absolutely true. They didn't view me as a friend, however. In fact, they bewitched me. I stood in the woods and saw the most beautiful maiden floating a foot or two in the air. Her sparkling hair met the sunshine in such a way that would drive any mortal man insane. She was singing and I couldn't help but go to her. When I reached her she gave me a chalice filled with golden mead."

"Speakin' o' drink. I'm out! Barkeep!" Gerald yelled down the hill to the pub.

"No worries, mate." Temptor grabbed a flask and filled Gerald's mug. Gerald jerked the full mug out of Temtpro's grasp and gulped it down like a slob.

The children yelled in unison - "Back to the story!"

"Yes, anyhow, as I began to drink the golden mead I heard laughter. The beautiful maiden burst apart and turned into a hundred or more laughin faeries! I tried to run, but my legs stiffened. The skin on the back of my hands thickened and split, changing into bark. I was turning into a tree!"

"Oh no!" cried a little boy.

"Oh yes. The faeries had played a trick on me and wanted to keep me forever in the forest as an oak."

"But how did you make it out?" another child asked.

"This is such a stupid story," Gerald said, dribbling amber liquid down his chin.

Temptor ignored this and continued, "Well if you have heard me tell stories before, I may have mentioned that I was a personal friend of the Troll King. I once saved his life and he gave me a silver medallion as a reward. When I began turning into a tree I dropped the medallion. The Faerie Queen noticed and reversed the spell in a heartbeat. She was afraid that hurting me may start a war with the trolls and she certainly didn't want that. She begged my forgiveness and granted me one request."

"A request? What did you ask for?" said the oldest child in the group.

Temptor patted Gerald's stiff shoulder and plucked a twig from what was once his ear. Gerald was very quiet -- silent as a tree.

"Simple. I asked her for her recipe."

Question 1: Suggest a different title for this text. Why do you think that this would make a good title?

Question 2: What connections can you make between the text and other texts, information, or experiences?

Question 3: If you were asked to edit this text down to half its length, what details would you remove?

Question 4: Write 3-5 sentences summarizing the text.

Question 5: What is the tone of this text?



Focus on Grammar

The **simple present** is used in 3 cases.

1. General truths: "The sun rises in the east."
2. Habits: "I drink coffee every morning."
3. Conditions: "Today is sunny."

How is the **simple present** used in the sentence(s) below?

Directions: Identify how the **simple_present** is used in the sentence(s) below

1. Do us a favor and shut your mouth.

2. More o'that nonsense you call storytellin'?

3. Just beyond these trees live a court of farities.

4. She was singing and I couldn't help but go to her.
-



Word Roots & Stems

Rule: The suffix **ous** changes a noun into an adjective, like *dangerous*.

Directions: Identify the word that ends with -ous in each sentence and write it on the line.

1. an anxious child yelled.

2. Amazing stories about hill giants and swords that came to life, about giant serpents and mischevious goblins.
-

Directions: Fill in the blanks below, just as in the models.

gaseous	gas + eous	Above 100 degrees C., water becomes gaseous.
furious	(fury-y) + ious	When you pull her tail, the cat gets furious.
mysterious	_____	_____
spacious	_____	_____
nervous	(nerves - es) + ous	I was nervous when he drove fast.
glorious	_____	_____



Vocabulary Practice

FILL IN THE BLANK

Directions: Use the word bank to identifv the word that best completes the

sentence.

show up	in the air	anxious	mead	semicircle	overturned
plop	gazed	awaited	tried	granted	strolled
arc	landed	fact			

1. They _____ through the park.
2. The young couple held each other and _____ at the sunset.
3. He _____ped into the chair.
4. The manager said yes but the company president _____ the decision.
5. It is _____ that we will be getting a new president next week.
6. The new parents _____ word from the doctor on the health of their baby.
7. "the pilot managed to _____ the aeroplane safely"
8. His boss _____ him the raise he asked for.
9. A crust of a slice of pie is an _____.
10. They always _____ late to parties.
11. The judge _____ the murder case.
12. The _____ woman worries.

MATCHING

Directions: Write the letter of word that matches the definition on the line. If it helps, feel free to also draw a line between the definition and the matching word.

1. _____ To walk slowly and enjoy what is around.
2. _____ Look calmly.
3. _____ To fall or drop suddenly and make a sound like falling into water.
4. _____ Change a rule, law or decision.
5. _____ A half-circle.
6. _____ Current, exerting an influence.
7. _____ Wait for someone or something.
8. _____ (air travel) cause to come to the ground
9. _____ To give someone something they asked for.
10. _____
11. _____ A meadow.
12. _____ Any piece of a circle or curve.
13. _____ appear; come to
14. _____ To consider and decide in court.
15. _____ Extremely worried, overly concerned.

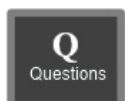
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|---------------|
| A. show up |
| B. in the air |
| C. anxious |
| D. mead |
| E. semicircle |
| F. overturned |
| G. plop |
| H. gazed |
| I. awaited |
| J. tried |
| K. granted |
| L. strolled |
| M. arc |
| N. landed |
| O. fact |

WRITE YOUR OWN SENTENCES

Directions: For each of the words in the box, write an original sentence using the word. Circle the vocabulary word in each sentence. Be sure to write a sentence that would help the reader better understand the meaning of the word.

show up	in the air	anxious	mead	semicircle	overturned
plop	gazed	awaited	tried	granted	strolled
arc	landed	fact			

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____



LESSON:

Aim:I can orally draw conclusions from this story using general vocabulary. Grade: 7 Subject: Prepared by: Shawn McGirr

Objectives:

- Students will be able to understand, pronounce, and use the words in the vocabulary list below.
- Students will be able to demonstrate comprehension of the passage by answering questions which require basic understanding and interpretation of the content.
- The student will be able to infer the meaning of the story by explaining it's moral.

Standards addressed:

- Lit 2, Grade 7 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Lit 4, Grade 7 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- Language 4, Grade 6,7,8,9,10,11,12 - The student will determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- CCR Anchor 1, Grade 6,7,8,9,10,11,12 - Read closely to determine what the text says explicitly and to make logical inferences from it.

Vocabulary:

1. show up	2. in the air	3. anxious	4. mead	5. semicircle	6. overturned
7. plop	8. gazed	9. awaited	10. tried	11. granted	12. strolled
13. arc	14. landed	15. fact			

Activity	Description	Differentiation Guide	Assessment
Pronunciation Practice: AE	<ul style="list-style-type: none">• Introduce key phoneme with minimal pairs.• Model and emphasize pronunciation.• Individual and choral repetition.	Give students who need extra help the opportunity to practice in smaller groups or individually. Alternate choral and individual repetition, calling on individual students at random. Struggling students may need additional instruction on how to make new sounds. Some students may benefit from being challenged to think of their own minimal pair.	ALL Students will be able to demonstrate an increase in pronunciation skills by successfully pronouncing the new sound during choral or individual repetition. SOME students will be able to recognize and identify the sound in other words they know.
Introduction of vocabulary	<p>Introduce the new words from the vocabulary list in above (see Objectives) by modeling pronunciation, individual and choral repetition.</p> <p>Review definitions</p> <p>Sample Questioning:</p> <ul style="list-style-type: none">• In your own words, explain the definition.• Who can think of a time when this word might be used?• Can you use this word in a sentence?• What's the antonym (opposite) of this word?	When appropriate, give different types of learners an opportunity to write down the new words, associate a visual image to cue to understanding of the word, or develop a physical action to increase the student's ability to remember the new words.	ALL Students will be able to increase their understanding and awareness of the new words.SOME Students will be asked to orally demonstrate knowledge of new words.

Reading & Comprehension Questions	Students will read the passages of and demonstrate comprehension of the content by question.	Depending on the population: Read the entire passage aloud, to model phrasing and fluency. Pause at key moments and model good reading strategies through a think aloud. Ask students to volunteer to read parts of the passage aloud. Instruct students to read the passage silently and complete the questions independently, while working with students who need more literacy help. Ask students to complete the questions by doing Think, Pair, Share	ALL Students will read the passage or follow along as the passage is read. ALL Students will strive to demonstrate comprehension of the passage by answering the questions. SOME students will be given an opportunity to share their answer aloud.
Grammar	Students will review the usage of and then identify simple_present in sentences from the reading. Students will write 5 original sentences using simple_present.	Give students need time to work on completing their own practice sentences for the grammatical structure. Invite early finishers to put their sentences on the board or challenge them to not only use the grammar structure, but also include the vocabulary from the lesson in their sentences.	ALL Students will be able to demonstrate an increased mastery of the grammar structure by independently writing sentences that correctly employ simple_present.
Word Building: Roots and Stems	Students will be encouraged to take away a word-attack strategy from this lesson by reviewing -y, which was used in the reading.	Students may benefit from having time to complete this portion of the worksheet individually or in pairs.	ALL students will be able to recognize the suffix -y and understand The suffix y changes a noun into an adjective, like dirty..
Practicing New Vocabulary	Students will be given a chance to practice applying new vocabulary by completing cloze sentences.	Students complete this section of worksheet independently prior to group review of the answers. When appropriate, have students work in pairs or small groups.	ALL Students will increase their familiarity with the new vocabulary and their ability to successfully use these new words in context. Students who get more than two of the cloze sentences wrong should be asked do other reinforcement (i.e. flash cards).
Summary	Instructor will review the objectives of the lesson with the class a whole.	The summary can be completed as quick discussion or by asking student to summarize in their notes.	Example quick assess: 3 new pieces of information from text, 2 new words, 1 question about what they learned.

Fill-in-the-blank Answer Key:

1) strolled 2) gazed 3) plop 4) overturned 6) in the air 7) awaited 8) land 9) granted 12) arc 13) show up 14) tried 15) anxious

Matching Answer Key:

- A. 13
- B. 6
- C. 15
- D. 11
- E. 5
- F. 4
- G. 3
- H. 2
- I. 7
- J. 14
- K. 9
- L. 1
- M. 12
- N. 8
- O. 10