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Summer Scholars Language Arts Rising 7th Grade

This sample includes the following:

Management Guide pages

- Cover and Table of Contents (3 pages)
- How to Use This Resource pages (9 pages)
- Grade Level Details pages (7 pages)

Teacher's Guide pages

- Cover (1 page)
- Days 1–2 Overview (1 page)
- Day 1 Lesson (4 pages)
- Day 2 Lesson (4 pages)

Student Guided Practice Book pages

- Cover (1 page)
- Day 1 Student Pages (15 pages)
- Day 2 Student Pages (3 pages)

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SUMMER Scholars

Language Arts

Management Guide

Rising 7th and Rising 8th Grades



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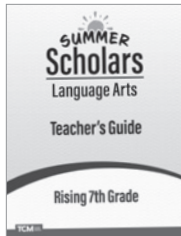
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How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, word root study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

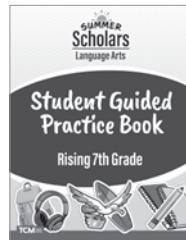
What's Included?

Teacher's Guide



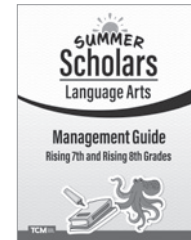
The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

Student Guided Practice Book



This book encourages growth in students' reading, writing, speaking, listening, and word study skills.

Management Guide



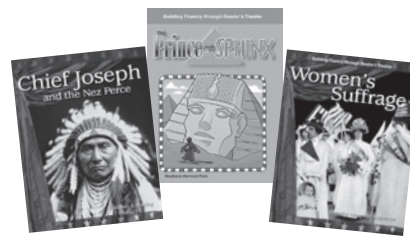
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

How to Use This Resource *(cont.)*

Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 59 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

TIME FOR KIDS™ Text Cards

3A
A Book with Staying Power
INFORMATIONAL TEXT
USE TEXT FEATURES
TIME

A Book with Staying Power

The *Outsiders* was made into a movie in 1983 by director Francis Ford Coppola.

First published in 1967, S.E. Hinton's classic novel *The Outsiders* still speaks to readers around the world.

S.E. Hinton was a 15-year-old at Will Rogers High School, in Tulsa, Oklahoma, the day a friend was beaten by rival gang members on his way home from school. In a fit of anger, Hinton began writing. "I was mad and not going to take it anymore," the author said. "I wanted to read a book that was based on real teen life, not some sappy romance."

Until then, Hinton had not seen a novel that represented the way the kids she knew really lived. So she decided to change that. Over the next year, she continued to write what would become her first novel, *The Outsiders*. When it was published, in 1967, many adults were shocked by its depiction of the pain and confusion of teenage life. But that was exactly what made the book an instant hit with teenagers. It has since become the most popular young-adult novel of all time. It has sold some 15 million copies and in 1983 was turned into a movie.

Twenty years after it was published, the book became a **staple** of middle school English classes. It still is. That accolade surprised Hinton. But since its publication nearly 50 years ago, she has recognized the book's staying power. "The theme of feeling like an outsider, even in your own group, is universal," she said. "And apparently timeless."

A Tale Based in Truth
The story comes straight out of the Oklahoma town where Hinton grew up in the 1950s. The plot follows a group of working-class boys, called greasers, who must defend one another against the bullying of a group of wealthy kids known as the Socs (pronounced so-shit).

A special 50th-anniversary edition of *The Outsiders* was published in November 2016.

Actor Matt Dillon, who played Dally in the movie version of *The Outsiders*, poses with author S.E. Hinton in 1982.

148226 © Teacher Created Materials, Inc. © TIME For Kids

One night, the boys are pushed too far, and a fight leads to murder. The boys must then confront issues like their place and justice.

Ponyboy, the story's 14-year-old narrator, and his older brothers, Sodapop and Darry, are fictional characters, as are the other members of their gang. But their **rivalry** with the wealthier kids in town is based on real-life experience. Hinton says the conflict between Socs and greasers really happened at her school. She was friends with the greasers.

Hinton has said that, at 15, it hadn't occurred to her that the boys she hung around with were different from anyone else. Then one day, someone on the street called them "greasers," and she realized those boys were being **stereotyped**. This made her angry, and that anger fueled the writing of *The Outsiders*.

The Outsiders has captivated readers in North America, Europe, and Asia. It has been translated into Hebrew, Spanish, Italian, Chinese, and Korean, among other languages. "The clash of ideals against adult compromise, the feeling of being outside the norm," says Hinton, "are universal themes."

—By Brian S. McGrath

The *Outsiders* has been translated into many languages, including (from left) Italian, Japanese, Dutch, and Portuguese.

3A
ESSENTIAL QUESTION
Why do some things endure over time?

KEY WORDS

rivalry (noun): a state or situation in which people or groups are competing with each other.
There is a **rivalry** between the two soccer teams.

staple (noun): something having widespread and constant use or appeal.
Game shows were a **staple** when I was growing up.

stereotype (verb): to categorize or make an assumption about someone based on the way he or she looks, dresses, speaks, etc.
Ethel does not want to be **stereotyped** as a middle class.

TEXT STRUCTURE
Description

DETAIL #1
KEY IDEA
DETAIL #2
DETAIL #3
DETAIL #4
DETAIL #5

READ AND THINK

Preview the text.
Before reading, preview the text. Look at the title, introductory text, images, captions, and headings. What questions do these text features spark? What predictions can you make? What are you prepared to learn from this article?

© TIME For Kids

Comprehension strategy and genre are clearly noted.

Key words are bolded within the text and defined on the back of each text card.

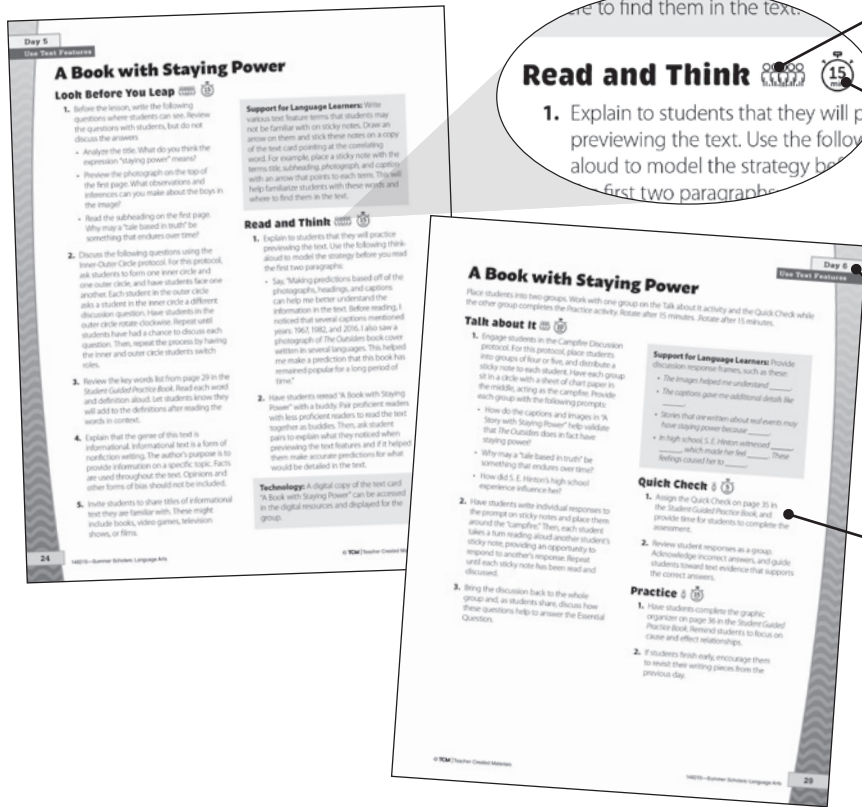
Additional activities are included for easy reference.

Be sure you introduce the Essential Question with the first reading of the card.

How to Use This Resource (cont.)

Reading Comprehension (cont.)

Lesson Plans



Read and Think

1. Explain to students that they will preview the text. Use the following aloud to model the strategy for the first two paragraphs.

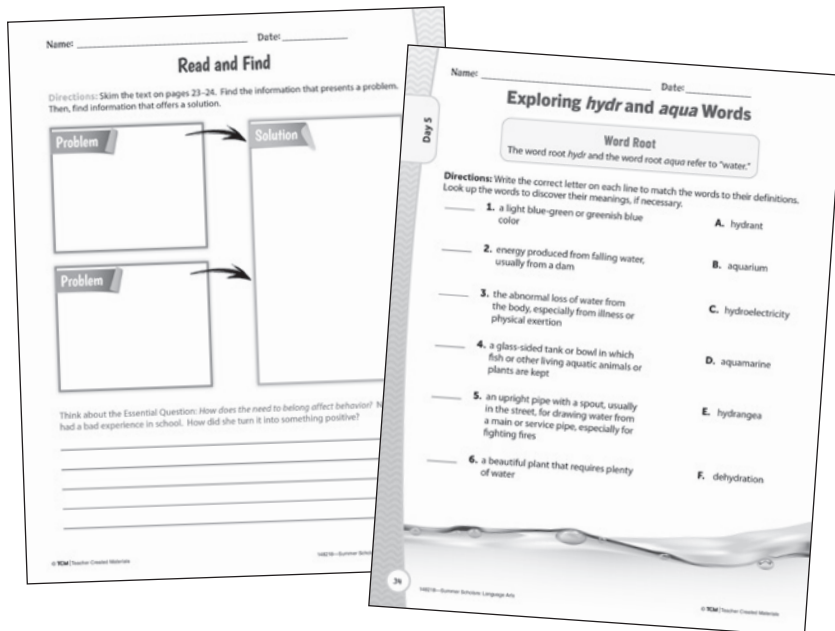
Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

Student Guided Practice Book



There are many ways for students to access the activities in the *Student Guided Practice Book*:

- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

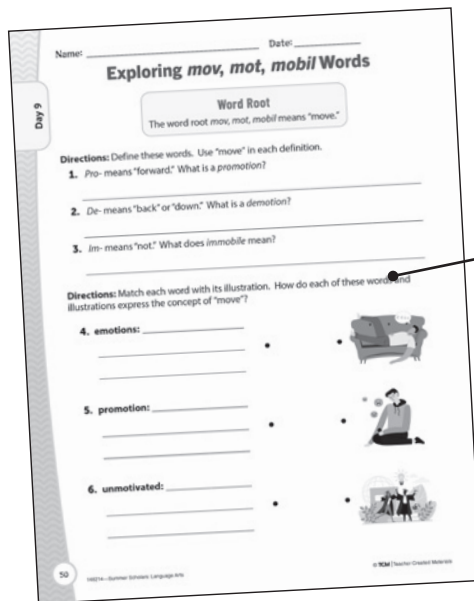
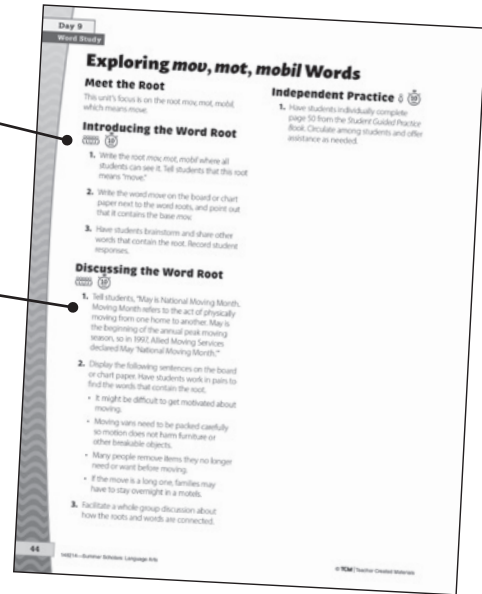
How to Use This Resource *(cont.)*

Word Root Study

Each of the twelve word root study units is organized over two days. These lessons offer a variety of activities to enhance student learning while providing numerous opportunities for both guided and independent practice.

On the first day of the lesson, the word root and its definition are introduced, and students apply learned concepts as they read and speak each word that is introduced.

Each lesson includes background information about the root(s), as well as prompts for whole-group, small-group, and partner discussions.

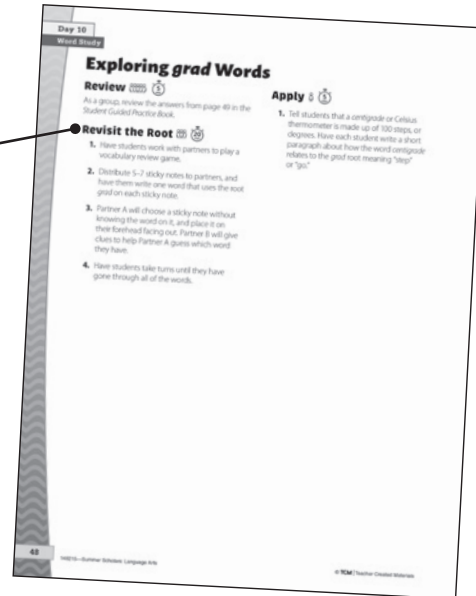


Practice exercises in the *Student Guided Practice Book* allow for increased retention.

How to Use This Resource *(cont.)*

Word Root Study *(cont.)*

On the second day, students revisit the word study focus and work in small groups to interact with the words presented in the unit.



How to Use This Resource *(cont.)*

Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.

Day 17
Fluency and Oral Language

Chief Joseph and the Nez Perce

Collaborative Activity

- Have students work in small groups to make T-charts and write their thoughts about the following questions. It can be fun for one group of people to take the lead away from another group of people who are living there?
- In the left hand column of their T-charts, have students list the reasons why it is not fun to live in the high-land columns, have students list special circumstances where it might be enjoyable, such as when people are destroying the land.
- Discuss the charts as a group. Then, ask students what responsibilities, if any, do people who take the land have for the people who are living there. Explain to students that in this reader's theater piece, they will study the westward expansion of the United States and what it meant to the American Indians who were already living in the West.

Introducing the Script

- Tell students to close their eyes as you read the following: "When this war began, I was asked to carry water and food to the warriors in the front. The sound of gunfire was exciting to a boy of my age. I never dreamed that one day I too would wear the warrior feathers and charge the enemy along with my brave brothers." Ask students to write what they visualized as you read the sentences to them.
- Provide students with the script. Tell students that as they listen to the script, they should pay attention to how the readers convey the thoughts and feelings of the characters through their tones and expressions.
- Play the recording of the script for students, which is available as audio-only or as a read-along ebook in the digital resources.

Chief Joseph and the Nez Perce

© TCM Teacher Created Materials

On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.

Name: _____ Date: _____

Chief Joseph and the Nez Perce

Act I

Reader's Theater

Lieutenant Wood: It is imperative that the Nez Perce and our government come to an agreement.

General Howard: I had hoped that the meetings held the spring would have produced so

Lieutenant Wood: We were both patient and sat in C

General Howard: Who can claim that I do not have gentleman during those meetings?

Lieutenant Wood: Do not be so hard on yourself. I like that.

General Howard: The Nez Perce are offended. I cannot think for them.

Lieutenant Wood: But General, our government understand that? They accuse claim that Earth is their mo

General Howard: Stop! I cannot stand to hear stubborn. I was forced to th

Lieutenant Wood: Yes General, I know. They reservation. They claimed

General Howard: Precisely. They had a cho reservation, or they wou

Lieutenant Wood: It's too bad they chose th

General Howard: This has been a thorn in

Lieutenant Wood: General Howard, a me the commander of the

Name: _____ Date: _____

General Howard: Let me see it. It reads, "General Howard, if you are tired, give the assignment to a more energetic officer." Rubbish! I have become the object of ridicule by my superior.

Lieutenant Wood: General, why are you crumpling the note in your hand?

General Howard: Does he not remember my commitment to this country when I served under his command in the Civil War? I lost my arm in battle, yet I returned in just a few months and fought for the Union.

Lieutenant Wood: You don't have to tell me, General. I remember when President Grant visited you out West.

General Howard: Yes, I held a grand reception for him and his wife. They were finishing up a two-year tour of the world.

Lieutenant Wood: He knows your value as a general. It was he who gave you your command at Fort Vancouver under his Peace Policy.

General Howard: I know that there are many ways to address these Indian conflicts. I must figure out a solution.

Lieutenant Wood: Sir, you are doing your best to overtake these Indians. We all know that.

General Howard: Yes, but Chief Joseph and his people are relentlessly eluding my capture. A new strategy must be planned to outwit them.

Lieutenant Wood: What can I do to help, sir?

General Howard: Lieutenant, read me a copy of the letter I had you send 10 days ago.

Lieutenant Wood: On the twelfth of September, you wrote:

Colonel Nelson Miles:

Sir, your assistance in capturing the Nez Perce Indians is required due to your proximity to the tribe. Please send a courier with your answer.

General Howard: I wonder why he has not replied to me. Doesn't he know the urgency of this matter?

Lieutenant Wood: Sir, look, a new letter has just arrived. Here, it might be from Colonel Miles.

© TCM Teacher Created Materials

Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

How to Use This Resource *(cont.)*

Reader's Theater *(cont.)*

Day 19
Fluency and Oral Language

Chief Joseph and the Nez Perce

Practice

- Tell students that in this script, there are times when different characters show strong emotions. When reading these sentences, it is especially important they use the appropriate tone and voice to convey the characters' thoughts and feelings.
- Divide students into their performance groups. Have them focus on using their voices to convey emotion when reading their lines. Give students a few choices of emotions such as excited, sad, angry, and scared. Let groups discuss how they would show the emotions with their voices. Have them assign their lines emotions to verbally express.
- Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

- Have students turn to Chief Joseph's surrender speech, "I Will Fight No More Forever." Play the audio reading of the speech while students follow along.
- Divide students into small groups, and describe the thoughts and emotions of Chief Joseph. Have students discuss if he was hopeful or without hope, fearless or afraid, respectful or unrespectful, and why?

Chief Joseph and the Nez Perce
Assigning Roles

- Place students in groups of six or less. These will be their reader's theater groups for performing the script.
- Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads a line that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
 - Estahwahmah: Rising Reader
 - Yellow Bull: Rising Reader
 - Chief Joseph: Proficient Reader
 - Lieutenant Wood: Proficient Reader
 - General Howard: Advanced Reader
 - Colonel Miles: Advanced Reader

Practicing the Script

- Place students into their small groups for repeated reading practice. Encourage students to listen in reading with accuracy.
- Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

Day 18
Fluency and Oral Language

Chief Joseph and the Nez Perce

Assigning Roles

- Place students in groups of six or less. These will be their reader's theater groups for performing the script.
- Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads a line that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
 - Estahwahmah: Rising Reader
 - Yellow Bull: Rising Reader
 - Chief Joseph: Proficient Reader
 - Lieutenant Wood: Proficient Reader
 - General Howard: Advanced Reader
 - Colonel Miles: Advanced Reader

Collaborative Activity

- In their performance groups, have students create their panel comic strips that tell new stories using the same characters from the script. Provide students with chart paper so that all students can work on their comics at the same time.
- Remind students that the art can be composed of quick sketches, but the dialogue is what is important. Ask, "Based on what you know about those characters, how might they interact with one another?"
- Provide time for groups to share their comics with the whole group.

During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.

Day 20
Fluency and Oral Language

Chief Joseph and the Nez Perce

Practice

- Have students meet in their character groups. For example, all of the students playing Yellow Bull should meet together. Students should discuss any lines they are having trouble reading or understanding and share how they are showing expression when reading.
- Students should practice chorally reading their lines.
- Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

- Play the script for students as they follow along with the lyrics in their scripts.
- Divide students into four groups, and assign each group a stanza from the song. Have the groups summarize in a sentence or two what the stanza is communicating. Groups should also come up with at least three actions or hand motions to go along with the stanzas to help show their meaning.
- Play the song again while groups do the actions or motions to their assigned stanzas.

Name: _____ Date: _____

Reader's Theater

Estahwahmah: If we do not surrender, do you believe Wototen's vision will come true for all of us?

Yellow Bull: Yes. The fighting must end so that no more Nez Perce blood will be spilled. Warriors, send word to the council that we have one of his officers and that this man's fate will equal Joseph's.

Estahwahmah: What will Chief Joseph say when he hears that his brother, Olokot, has been killed? Looking Glass and Lean Elk are also dead.

Yellow Bull: This will be difficult for him to hear. The cannon fire is destroying our trenches, wounding many of us.

Estahwahmah: I heard rumors that White Bird believes we should try to escape tonight.

Yellow Bull: And leave the wounded and elderly to suffer their fate alone? No! I will not leave anyone behind. Tell White Bird that he is free to do as he wishes and that anyone who feels they must go should go. As for me, I will stay.

Estahwahmah: I will also stay.

Song: The Indian's Prayer

by Isaac Baker Woodbury, 1845

Let me go to my home in the far distant west,
To the scenes of my childhood in innocence best,
Where the tall cedars wave and the bright waters flow,
Where my fathers repose. Let me go, let me go,
Where my fathers repose. Let me go, let me go.

Let me go to the spot where the catnaps play,
Where oft I have sported in boyhood's bright days,
And greet my poor mother, whose heart will a'weary
At the sight of the child, let me go, let me go,
At the sight of the child, let me go, let me go.

Let me go to my sire, by whose battlescar'd side,
I have sported so oft in the morn of my pride,
And exulted to conquer the Indian foe,
To my father, the chief, let me go, let me go,
To my father, the chief, let me go, let me go.

How to Use This Resource *(cont.)*

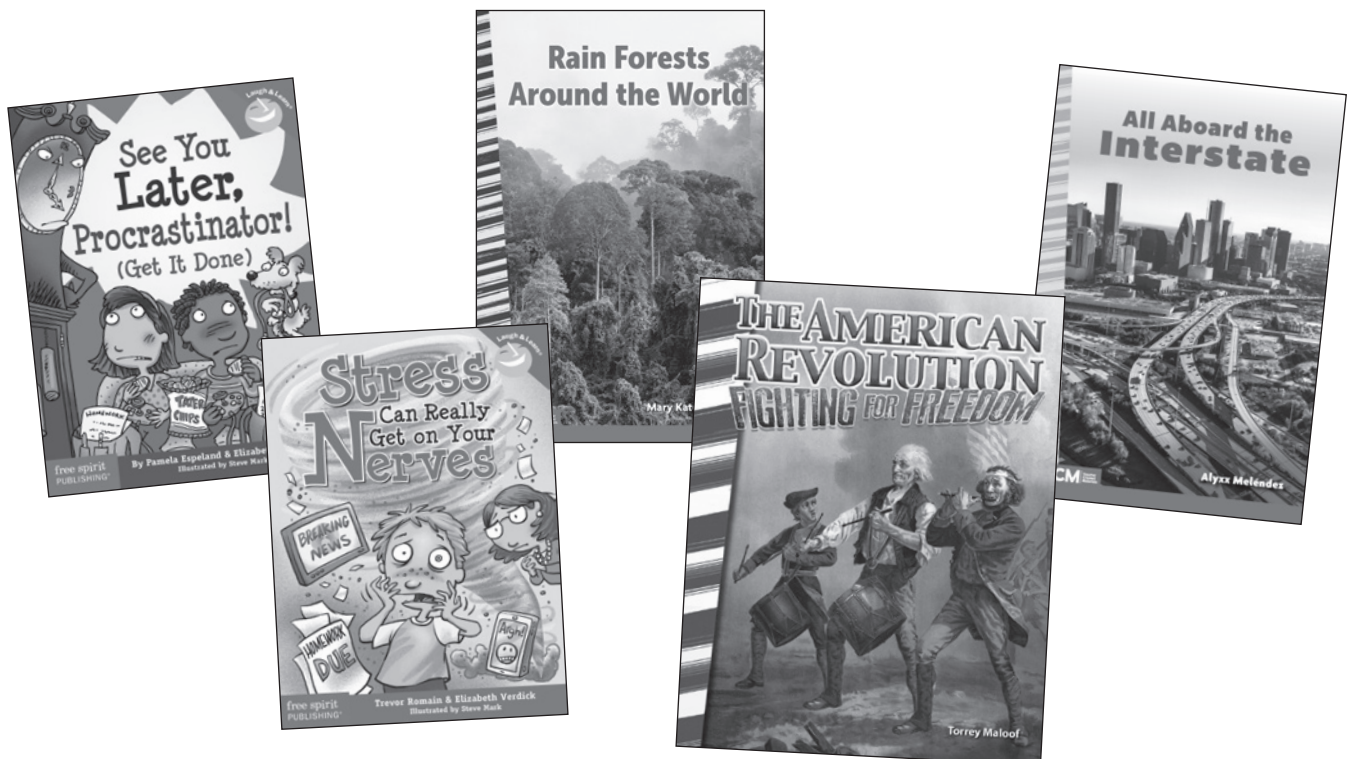
Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read-alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

Summer Scholars includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.

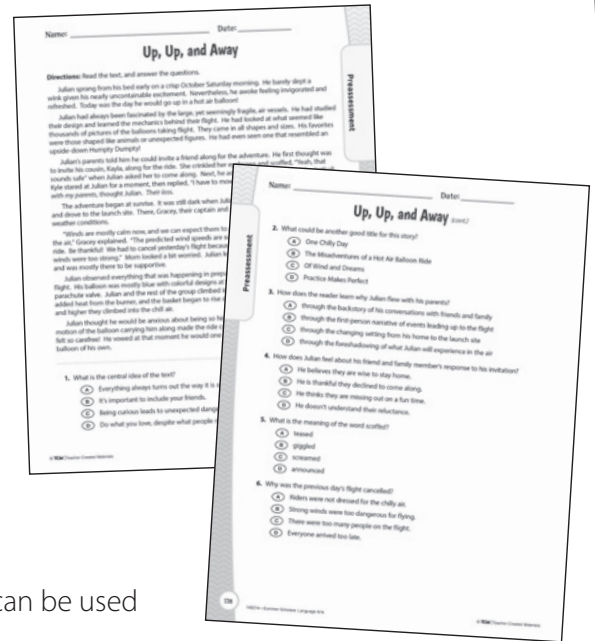


How to Use This Resource *(cont.)*

Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



Digital Assessment in Summer Scholars


Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 58 for links to these resources.

Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 58 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 58 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



SUMMER
Scholars

Language Arts

Rising 7th Grade

Grade Level Details

Rising 7th Grade Scope and Sequence

	Reading and Writing 60 minutes per day		Word Root Study 30 minutes per day		Fluency Speaking and Listening 30 minutes per day	
	Reading Focus on Text Card	Standards	Word Root Focus	Standard	Reader's Theater Title and Activity	Standards
Day 1	Summarize "Thinking of Buying a Bronco Bracelet?" (fiction)	Summarize a text to increase comprehension. Write a script.	Explore <i>nomin</i> and <i>onym</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>The Prince and the Sphinx</i> Introduction, vocabulary study, assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 2						
Day 3	Summarize "You Can Sit with Us!" (informational)	Determine the central idea of a text using relevant supporting details. Write explanatory texts.	Explore <i>bell</i> , <i>bellum</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>The Prince and the Sphinx</i> Practice performance, analyze poem	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 4						
Day 5	Use Text Features "Dirty Diamonds" (informational)	Examine author's use of text features to determine the structure of the text. Write explanatory narratives.	Explore <i>hydr</i> and <i>aqua</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>The Prince and the Sphinx</i> Practice performance, sing song	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
Day 6						
Day 7	Use Text Features "Digging Up the Past" (science fiction)	Analyze textual cues to increase comprehension. Write personal narratives.	Explore <i>terr</i> , <i>ter</i> Words and <i>ge(o)</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>The Prince and the Sphinx</i> Create props, perform	Tell a story with relevant descriptive details, speaking audibly in coherent sentences.
Day 8						
Day 9	Determine Meaning "Trapped" (fiction)	Identify and interpret figurative language. Write narratives.	Explore <i>mov</i> , <i>mot</i> , <i>mobil</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Lillian's Family Tree</i> Introduction, character analysis, assign parts	Recount or describe key ideas or details from information presented orally or through other media.
Day 10						

Rising 7th Grade Scope and Sequence (cont.)

		Reading and Writing 60 minutes per day		Word Root Study 30 minutes per day		Fluency Speaking and Listening 30 minutes per day	
		Reading Focus on Text Card	Standards	Word Root Focus	Standard	Reader's Theater Title and Activity	Standards
Day 11	Determine Meaning "History Told Through Emoji" (informational)	Determine the meaning of words and phrases in a text. Write personal narratives.	Explore <i>bi</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Lillian's Family Tree</i> Practice performance, analyze poem, sing song	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
Day 12							
Day 13	Make Inferences "My Big-City Friend" (realistic fiction)	Identify different characters' perspectives and make connections to the text. Write explanatory texts.	Explore <i>quadr</i> , <i>quart</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Lillian's Family Tree</i> Research the setting, practice performance	Read grade-level text orally with accuracy, automaticity, and expression.	
Day 14							
Day 15	Make Inferences "Under the Sea" (biography)	Make inferences about the text and support them using evidence. Write explanatory texts.	Explore <i>pend</i> , <i>pens</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Lillian's Family Tree</i> Create props, perform	Tell a story with relevant descriptive details, speaking audibly in coherent sentences.	
Day 16							
Day 17	Use Evidence "A Winning Tradition" (informational)	Identify the author's claim and support it with evidence from the text. Write explanatory texts.	Explore <i>ped</i> and <i>pod</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Chief Joseph and the Nez Perce</i> Introduction, assign parts	Recount or describe key ideas or details from information presented orally or through other media.	
Day 18							
Day 19	Use Evidence "The Audition" (realistic fiction)	Evaluate evidence used to support claims. Write personal narratives.	Explore <i>struct</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Chief Joseph and the Nez Perce</i> Analyze poem, act out song, practice performance	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	
Day 20							
Day 21	Synthesize Elements "The Invitation" (realistic fiction)	Identify evidence and evaluate its strength in supporting a claim. Write personal narratives.	Explore <i>dic</i> , <i>dict</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Chief Joseph and the Nez Perce</i> Character analysis, practice performance	Read grade-level text orally with accuracy, automaticity, and expression.	
Day 22							

Rising 7th Grade Scope and Sequence *(cont.)*

	Reading and Writing 60 minutes per day		Word Root Study 30 minutes per day		Fluency Speaking and Listening 30 minutes per day	
	Reading Focus on Text Card	Standards	Word Root Focus	Standard	Reader's Theater Title and Activity	Standards
Day 23	Synthesize Elements "All in Your Mind" (informational)	Synthesize corroborating evidence to create new understanding. Write explanatory texts.	Explore <i>scrib</i> , <i>script</i> Words	Apply knowledge of morphology to decode and apply grade-level vocabulary.	<i>Chief Joseph and the Nez Perce</i> Create props, perform	Tell a story with relevant descriptive details, speaking audibly in coherent sentences.
Day 24						
Day 25	Culminating Activity "Award Dinner Party"	Engage in multiple readings of a text to increase comprehension. Write explanatory narratives.	n/a	Apply knowledge of morphology to decode and apply grade-level vocabulary.	n/a	Tell a story with relevant descriptive details. Recount or describe key ideas or details from text.

Rising 7th Grade Text Cards

This chart includes important information about the TIME For Kids™ Text Cards

Title	Genre	Lexile® Measure	Description
"Thinking of Buying a Bronco Bracelet?"	Fiction	730L	A boy hopes to fit in with kids at his new school by buying a bracelet that is the new craze. But the unusual bracelet causes unexpected problems.
"You Can Sit with Us!"	Informational Text	920L	A young girl who is bullied creates an app so that others do not have the same experience.
"Dirty Diamonds"	Informational Text	950L	In the Republic of Congo, diamonds are often mined in war zones. The mining process puts people in danger.
"Digging up the Past"	Science Fiction	810L	A pet robot dog digs up a cell phone from the past. The kids in the story learn the phone belongs to a neighbor, and they see the emotional response to the photos he has stored on it.
"Trapped"	Fiction	770L	A boy trapped in the basement of an opera house and a girl who is nervous for her first performance work together. They use creativity to figure out how to escape and how to beat the girl's fear.
"History Told through Emoji"	Informational Text	560L	The author uses text and emojis to provide a chronological walk through history.
"My Big-City Friend"	Realistic Fiction	880L	A girl befriends a new girl at school. The two girls may be different in some ways, but they both have positive influences on each other.
"Under the Sea"	Biography	940L	This article features oceanographer Sylvia Earle, whose goal is to save the ocean.
"A Winning Tradition"	Informational Text	970L	On the Hopi Reservation, cross-country running is not only a sport, but a form of prayer as well. The tradition of running has taken Hopi runners to victories in the Olympics.
"The Audition"	Realistic Fiction	820L	Two boys are auditioning for the same part in the school musical. The boys work together to help each other have successful auditions.
"The Invitation"	Realistic Fiction	870L	A girl is accepted to an honors camp. She is afraid and almost turns down the invitation, but she decides to work hard and prepare herself for success.
"All in Your Mind"	Informational Text	920L	There are ways to boost the work of the human brain. Students learn that they can increase their own intelligence using a "growth mindset."

Rising 7th Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>The Prince and the Sphinx</i>	Narrator Menes Ako Neferu Thutmose Amenhotep	This reader's theater takes place in the hot, dry deserts of ancient Egypt.	Thutmose and Menes are princes and sons of the pharaoh Amenhotep. Menes and his wife Neferu scheme to bring down Thutmose so that he cannot become pharaoh.
<i>Lillian's Family Tree</i>	Lillian Mom Jesse Dad Grandma Grandpa	This reader's theater takes place in New York City and Oklahoma during the Great Depression Era.	Lillian and her family are struggling to make ends meet during the Great Depression. Lillian learns about her family's history, and they band together to work hard and survive.
<i>Chief Joseph and the Nez Perce</i>	Lieutenant Wood General Howard Yellow Bull Chief Joseph Eelahwehmah Colonel Miles	The reader's theater begins in General Howard's tent, as he and his troops are pursuing Nez Perce Indians. Then, the setting changes during the Battle at Bear Paw Mountain.	The U.S. cavalry pursues the Nez Perce Indians who are refusing to move to a reservation.

Rising 7th Grade Classroom Library

This chart includes important information about the books included in the Classroom Library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Bullying Is a Pain in the Brain</i>	780L	T	With practical suggestions and humor, kids will learn to stop bullying in its tracks.
<i>Cliques, Phonies, and Other Baloney</i>	720L	T	Using humor, fun cartoons, and kid-friendly language, this book explains what cliques are, why being phony is baloney, and why true friends don't exclude others.
<i>How to Do Homework Without Throwing Up</i>	780L	S	This book provides tips for starting, doing, and finishing homework—and maybe even a few laughs while they learn.
<i>You Got a Phone (Now Read This!)</i>		T	This award-winning book offers fun and straight-to-the-point advice for kids who have phones and their parents who want to keep trouble at bay.
<i>Amusement Parks Around America</i>	750L	S	From Dollywood to Disneyland, this book gives students the chance to study the history, economics, and culture of American amusement parks.
<i>Codes and Zones</i>	770L	S	With rich grade-level text and fascinating text features, this book offers students the chance to learn all about time zones, area codes, and zip codes in the U.S. and around the globe.
<i>Driving Along Route 66</i>	770L	S	This book shows students the important role that Route 66 played in United States industries and culture, including its connection to American Indian tribal lands.
<i>Rain Forests Around the World</i>	790L	U	This book describes the geography, history, and resources of the world's rain forests. Students will learn how rain forests have changed through time and learn how to protect and preserve these lands.
<i>The American Revolution: Fighting for Freedom</i>	650L	T	This primary source reader examines the American Revolution, the readiness of the minutemen, and the battles of Lexington, Concord, and Bunker Hill.
<i>We the People: Founding Documents</i>	680L	U	This book helps students explore the significant documents that helped shape America, including the Declaration of Independence, the Articles of Confederation, the Bill of Rights, and the Constitution.

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System



SUMMER
Scholars

Language Arts

Teacher's Guide

Rising 7th Grade

Days 1–2 Overview

Thinking of Buying a Bronco Bracelet?

Learning Outcomes

- Analyze the author’s craft, and describe how it is used to tell the story.
- Identify traits of the characters in a story and how their thoughts, words, and actions reveal their personalities and contribute to the plot and theme.
- Carry out assigned roles for a group project by following agreed-upon rules.

Reading Strategy: Retell Narrative Fiction

In this lesson, students will practice summarizing by retelling narrative fiction. To do this, students will focus on the most important events in the story. This requires that they pay close attention to the story and differentiate important events from details. Students will read “Thinking of Buying a Bronco Bracelet?” and use a story map to record important information about the story.

Summary of the Text Card

This is a fun, fictional story about a boy who hopes to fit in with kids at his new school. He does this by buying a bracelet that is supposed to be the new craze, but the unusual bracelet causes unexpected problems. (Fiction)

.....

Exploring *nomin* and *onym* Words

Learning Outcome

- Know and apply grade-level word analysis skills in decoding words.

Lesson Focus

Students will learn that these roots mean “name.” They will discuss words that include these roots, create their own pseudonyms, and play a review game.

.....

The Prince and the Sphinx

Learning Outcome

- Students will deliver oral presentations and read passages fluently, focusing on the use of voice and tone while reading.

Fluency Focus

Students will listen to the script, be assigned a role, and begin practicing their lines, focusing on tone and expression.

Summary of the Script

Thutmose and Menes were princes, sons of the great Egyptian pharaoh Amenhotep. One of them would be the next ruler of Egypt. Thutmose was a man of great character and strength—qualities that pleased Amenhotep, but made Menes and his wife, Neferu, quite nervous. They were so afraid of losing the throne to Thutmose that they spent much of their days scheming to bring him down.

Materials

- *Student Guide d Practice Book* pages 4–21
- markers or crayons
- drawing paper

Big Idea

Belonging

Essential Question

How does the need to belong affect behavior?

Thinking of Buying a Bronco Bracelet?

Look Before You Leap

- Before the lesson, write the following questions on the board or chart paper. Review the questions with students, but do not discuss the answers.
 - Look at the illustration on the front of the card. What does it tell you about the story?
 - Look at the illustration on the back of the card. What does it tell you?
 - The title mentions a bronco bracelet. What do you think that is?
- Have students respond to the questions using the Give One, Get One protocol. Students will stand and move around the room. Have them stop to talk to three or four different people.
- For each student they stop to talk to, they are to “give” answers to the questions and they are to “get” different answers from the other students.
- Have students review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that the genre of this card is fiction. This genre consists of an imaginary story told in an entertaining way. In this story, the author uses hyperbole, which is the use of exaggeration.

Support for Language Learners: Tell students that the story is about a boy with a bracelet that does strange things. Tell them that the bracelet makes noises like a horse and kicks like a horse. Point to the bracelet in the illustration and demonstrate by making a neigh sound if they do not understand. Ask them to tell what the bracelet would do if it made sounds and movements like a cat, a dog, or a bird.

Read and Think

- Have students practice the strategy of retelling narrative fiction. Say, “When we read a fictional story that we enjoy, we often want to tell other people about it. We want to do this in a succinct way rather than telling every single detail. One way to do this is to summarize the text by identifying the five or six most important things that happened.”
- Use the following think aloud to model the strategy as you read the introductory paragraph.
 - Read the first paragraph aloud. Then say, “There is important information in this paragraph that would be included in a summary. We learn that a certain bracelet does ridiculous things and that is probably what the story revolves around. So, I could start my summary by saying that the story is about the Bronco Bracelet.”
 - Read the second paragraph aloud. Then say, “This paragraph tells where the main character got the bracelet and what the company said it would do, but I don’t think we learn anything that would be considered a main point. For that reason, I’m not going to add this to my summary. I’ll keep reading to find more significant points.”

Technology: A digital copy of the text card “Thinking of Buying a Bronco Bracelet?” can be accessed in the digital resources and displayed for the group.

Thinking of Buying a Bronco Bracelet?

Place students into two groups. Work with one group on the Read with a Pencil activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

Read with a Pencil

1. Guide students as they annotate the text from pages 5–6 in the *Student Guided Practice Book*.
2. Use the prompts to help students mark the text and think deeply about how specific words and phrases bring meaning to the text. Start with prompt A, then move to prompt B, and so forth. Prompt D can be used to informally check students' abilities to mark the text and reflect on the content.

Note: Creating a symbol key may help students keep track of different types of thinking. Have students write the following annotation marks in the bottom margin of the text.

summarize

hyperbolic

belonging

☆ something bad

- **Prompt A**—Underline and number five main events that should be included in a summary of the story.
 - **Prompt B**—Circle an example of hyperbole.
 - **Prompt C**—Put a box around something the boy did to try to belong.
 - **Prompt D**—Star something bad that happened to the main character because of the bracelet.
3. Once students have annotated the text, have them share their notes with the group.

Write It

1. Have students turn to *Write It* on page 7 in the *Student Guided Practice Book* to complete a written response to the text.
2. Read the prompt, and review the requirements.

Think of a situation where a kid at school might do something so others will like them. Write a script with at least two characters, and use dialogue to tell the story.

Responses should:

- tell a story about trying to fit in
 - include at least two characters
 - include the use of dialogue
3. Have students complete the writing independently or with your guidance.

Technology: If students are ready to work independently, they can access a digital copy of the text card, "Thinking of Buying a Bronco Bracelet?" In the interactive text card, students can listen to an audio recording of the text and use annotation tools to document their thinking.

Exploring *nomin* and *onym* Words

Meet the Root

This unit's focus is on the word roots *nomin* and *onym*, meaning "name" or "word."

Introduce the Word Root



1. Write the roots *nomin* and *onym* where all students can see.
2. Share with students that the Latin root *nomin* means "name," and the Greek root *onym* means "name" or "word." These roots are found in many familiar English words that have the concepts of "name" and/or "word" embedded in them.

Discuss the Word Root



1. Have students turn and talk to partners and brainstorm words that contain the roots *nomin* or *onym*.
2. Call on student pairs to share their answers. Record student responses on the board or chart paper.
3. Tell students, "No Name-Calling Week is an annual event in mid-January that calls for kindness inside and outside of classrooms. This is because name-calling, insults, and hurtful words can leave scars we can't see and often cannot be easily undone. Over time, being called names can result in poor grades, difficulty concentrating, anxiety, and depression. Be a buddy, not a bully! No name calling!"
4. Ask students to share ways they can encourage classmates using positive words.

Independent Practice

1. Have students individually complete page 8 from the *Student Guided Practice Book*. Circulate among students and offer assistance as needed.

The Prince and the Sphinx

Introducing the Script

1. This script focuses on a myth from ancient Egypt. Before reading the script with students, explain that myths are stories told by ancient cultures to explain natural phenomena. Myths were created so that people could make sense of what was going on around them—things they could see but not necessarily explain.
2. Introduce selected vocabulary words to students. Write the words where students can see them. Have students help define them in familiar, student-friendly language. Then, have students work with partners to think of sentences for the words.
3. Read aloud the list of characters at the beginning of the script. Ask students to pay attention to the names and discuss how they might be representing the Egyptian culture.
4. Play the audio of the script for students (available in the digital resources).
5. At the end of the script, have students discuss the different people involved in the myth and what natural phenomena it explained.

Collaborative Activity

1. Share with students that a Sphinx is a mythical creature with the head of a human, the body of a lion, and, in some cases, the wings of an eagle. It appears in many cultures through time and, in some areas, is said to be all-knowing.
2. Provide students with paper and markers or crayons. Have students create their own mythical creatures using the body parts of at least three different animals. Have students name their creations and prepare to explain what they are known for.
3. Provide time for students to share their creatures with the group.



Thinking of Buying a Bronco Bracelet?

Read and Find

1. Guide students as they skim the text on pages 5–6 in the *Student Guided Practice Book* to gather details that will help answer the Essential Question.
2. While searching for details, have students look for important events in the story.
3. Monitor students as they work, and provide feedback.

Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*.
2. Have students add words and drawings to the Notes column for one or two words. For example, students might draw a horse kicking beside *buck* or write a sentence using the word *scan*.

Support for Language Learners: Guide students to discuss why the Bronco Bracelet might be considered ridiculous. What else might the bracelet have done? What could Mia's bracelet have done?

Author's Craft

1. Have students turn to *Author's Craft* on page 19 in the *Student Guided Practice Book* to learn about hyperbole.
2. Read and review the information about hyperbole at the top of the page. Explain that the author chose to use a language tool called *hyperbole*. This involves the use of exaggeration. Say, "Notice that the ad in the story said *everyone* would have the bracelet. We know that realistically, not *everyone* would have that bracelet. The use of *everyone* is hyperbole. The boy also said that he apologized a *billion times*. While he may have apologized a lot, he did not apologize anywhere near a *billion times*."
3. Guide students as they complete the exercises independently, with partners, or as small groups.
4. Encourage students to practice using hyperbole in their writing.

Essential Question

1. Have students talk to partners about the Essential Question: *How does the need to belong affect behavior?*
2. Allow time for students to share their ideas with the whole group.

Thinking of Buying a Bronco Bracelet?

Place students into two groups. Work with one group on the Talk about It activity and the Quick Check while the other group completes the Practice activity. Rotate after 15 minutes.

Talk about It

1. Guide student discussion of the Essential Question: *How does the need to belong affect behavior?*
2. Engage students in the Put Your Two Cents In protocol. Give each student two shells to use as talking pieces. Each student will put one shell in the center of the table each time they share an answer.
 - Why do you think the boy was nervous about fitting in?
 - What are other ways that people try to fit in at school?
 - How did the Bronco Bracelet purchase turn out to be a good thing?
3. When everyone has shared once, each student can respond or add on to someone's answer by "paying" one more shell.

Support for Language Learners: Provide discussion response frames:

- *I think the boy was nervous about fitting in because _____.*
- *Other ways people try to fit in at school are _____.*
- *The Bronco Bracelet purchase turned out to be a good thing because _____.*

Quick Check

1. Provide time for students to complete the Quick Check from page 20 in the *Student Guided Practice Book*.
2. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.

Practice

1. Have students complete the graphic organizer on page 21 in the *Student Guided Practice Book*.
2. If students finish early, encourage them to revisit their writing pieces from the previous day.

Exploring *nomin* and *onym* Words

Review

1. As a group, review the answers to page 8 of the *Student Guided Practice Book*.

Revisit the Root

1. Have students work with partners to play a vocabulary review game.
2. Distribute sticky notes to partners, and have them write one word that uses the root *nomin* or *onym* on each note. Remind students that they can use the words they brainstormed on Day 1.
3. Students should choose sticky notes without knowing the words on them and place them on their foreheads. The partners should give clues to help the students guess which words they have.
4. Have students take turns until they have gone through all the words.

Apply

1. Tell students that many famous authors use *pseudonyms* or “false names” when they publish their books. Joanne Rowling, author of the famous Harry Potter series, feared that little boys might be teased for reading books written by a woman. This is why she decided to use the pseudonym J. K. Rowling as a pen name, or *nom de plume*. Another English woman writer named Mary Ann Evans wrote as George Eliot. The real name of the great American author Mark Twain was Samuel Clemens!
2. Ask students to think of pseudonyms they would choose for themselves, and have them share their pseudonyms with the group.

The Prince and the Sphinx

Assigning Roles

1. There are six roles in this script. To ensure that each student is given the opportunity to participate, assign multiple students to each role. Then, break students into groups to practice reading the scripts.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, their attention will be focused on decoding words and comprehending the text rather than reading with fluency. Approximate reading levels for the roles in this script are:
 - Menes: Rising Reader
 - Narrator: Proficient Reader
 - Neferu: Advanced Reader
 - Ako: Rising Reader
 - Amenhotep: Proficient Reader
 - Thutmose: Advanced Reader

Collaborative Activity

1. Have students work in small groups with the other students who are assigned the same character as them.
2. Provide time for students to look through the script at the things their characters say and do.
3. Have students draw simple sketches of their characters, including a speech bubble in which the character explains who they are.

Practicing the Script

1. Place students in their performance groups for repeated reading practice. Encourage students to focus on reading with accuracy.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

SUMMER
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Student Guided Practice Book

Rising 7th Grade



Words to Know

Day 1

Directions: Look at the key words from “Thinking of Buying a Bronco Bracelet?” Add words or drawings in the Notes column to reflect how each word is used in the text. Use the last two rows to record challenging words you or your teacher identify.

Word	Definition/Sentence	Notes
buck (v.)	(relating to a horse) to jump into the air with the back arched <i>The horse bucked when it was startled, and Damien fell off.</i>	a <i>verb</i> describes the action in a sentence
scan (v.)	to cast your eyes over a wide area in order to find someone or something <i>Javier scanned the audience, looking for his dad.</i>	
slink (v.)	to move in a way that does not attract attention <i>After I fell off my chair in class, I wanted to slink away and hide.</i>	

Thinking of Buying a Bronco Bracelet?

The Bronco Bracelet 650TS is one of the most ridiculous things ever invented, so you might be wondering why I gave it five out of five stars. Allow me to explain.

I first spotted the Bronco Bracelet online last summer. The company that makes it proclaimed, “Everyone will be sporting this bracelet! Don’t miss out! Get yours *today!*”

I’m a smart 12-year-old, and I don’t normally fall for advertising like that. But my family had just moved, and I was about to start at a new middle school. I was nervous about being the new kid and wanted to fit in. So I spent \$49.99 of my lawn-mowing money on the bracelet.

The silver bracelet arrived just in time for my first day of school. Without bothering to read the instructions, I snapped it on and headed off to school.

Once there, I didn’t see any other kids with a Bronco Bracelet. I forgot about it until English class,

when I raised my hand to answer a question.

“*ÕNeigh!*”

My bracelet started whinnying like a horse. The tiny speakers on the bracelet are powerful, so everyone heard, and everyone laughed—except the teacher, of course. Fortunately, it stopped after a few seconds. Between classes, I tried to get the bracelet off. But without the instructions, I had no idea how to unlock it.

At lunchtime, I put a turkey sandwich on my tray and **scanned** the cafeteria. I didn’t know anyone, but I saw an empty seat at a table with six kids, so I took a deep breath and headed over to them.

Just then, my Bronco Bracelet started **bucking**—yes, actually bucking like a bronco. My lunch tray shot up in the air, and the sandwich landed on a girl’s head. Mustard dripped down her hair, and she glared at me as she attempted to wipe it off.

CONTINUED



ILLUSTRATION BY KELLY KENNEDY

After I got a pile of napkins and apologized a billion times, I **slunk** away. I spotted a girl sitting alone. She had her hands under the table, but I could hear a faint neighing sound from her direction.

Of course, I recognized the signs. “Bronco Bracelet 650TS?” I asked, showing her my wrist.

She nodded and held up hers. The two Bronco Bracelets neighed at each other.

“I’m Mia,” the girl said, laughing.

That was a month ago, and guess what? Mia and I are good friends, all thanks to the ridiculous Bronco Bracelet—and that’s the *only* reason I gave it five stars!

—By Bill Doyle

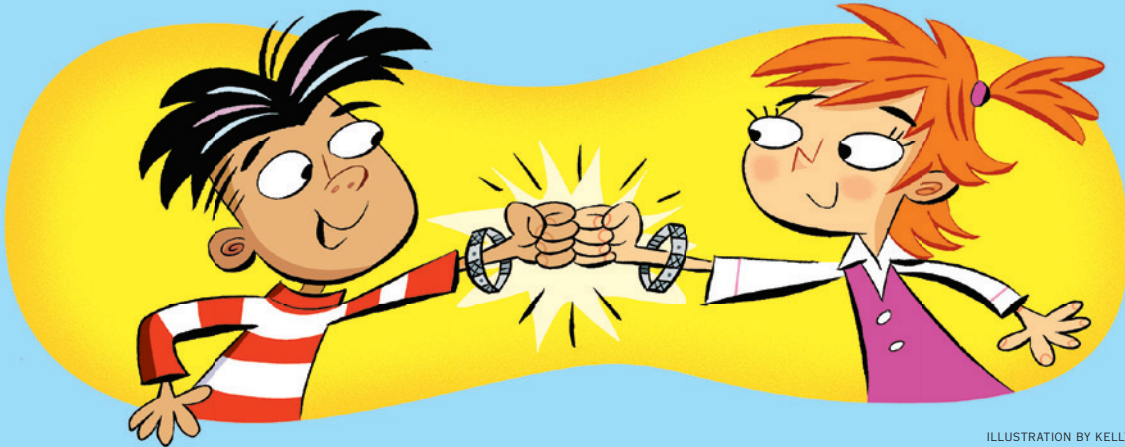


ILLUSTRATION BY KELLY KENNEDY

2A

ESSENTIAL QUESTION

How does the need to belong affect behavior?

KEY WORDS



buck (verb): (relating to a horse) to jump into the air with the back arched

The horse **bucked** when it was startled, and Damien fell off.

scan (verb): to cast your eyes over a wide area in order to find someone or something

Javier **scanned** the audience, looking for his dad.

slink (verb): to move in a way that does not attract attention

After I fell off my chair in class, I wanted to **slink** away and hide.

AUTHOR'S CRAFT



Hyperbole

Hyperbole is a figure of speech in which exaggeration is used for emphasis or effect. For example, the narrator in the story says he apologized “a billion times.” What point is the author trying to make? Do you think his use of hyperbole is effective?

READ AND THINK



Retell narrative fiction.

Tell a classmate what happened in this story. Think about the beginning, the middle,

and the end. Which details are important to include? Which could you skip? How is telling a summary different from reading the entire story?

© TIME FOR KIDS

Write It

Directions: Read the prompt. Then, write a script where a kid at school tries to impress other students.



Your response should:

- tell a story about trying to fit in
- include at least two characters
- include the use of dialogue

Think of a situation where a kid at school might do something so others will like them. Write a script with at least two characters, and use dialogue to tell the story.

Lined writing area for the student's response, featuring a spiral binding on the left side.

Name: _____ Date: _____

Exploring *nomin* and *onym* Words

Word Root

The word root *nomin* and the word root *onym* mean "name."

Day 1

Directions: Write the correct letter on each line to match the words to their definitions. Look up the words to discover their meanings, if necessary.

- | | | |
|-------|--|---------------------|
| _____ | 1. a false name for someone | A. synonyms |
| _____ | 2. someone named to run for a political office | B. pseudonym |
| _____ | 3. an unnamed donor | C. nominee |
| _____ | 4. two words that have the same meaning (or name) | D. anonymous |

Directions: Write sentences using these *nomin* and *onym* words. Look up the words if necessary.

antonym _____

nominate _____

acronym _____

THE Prince AND THE SPHINX

Act I

Narrator: Once, a long time ago in the kingdom of Egypt, there was an aging pharaoh named Amenhotep. He had many children, but Prince Thutmose was the most skilled and his favorite. Prince Menes and his wife Neferu also wanted the throne...a lot.

Menes: Neferu! Neferu! It has happened again!

Neferu: What has happened, Prince Menes, my dear husband? Did the assassin's arrow hit its mark?

Menes: What has happened? What always happens! Thutmose is alive. And this time, we will be lucky if Amenhotep doesn't honor him with a feast day.

Neferu: Now, now, it can't be that bad. Calm down and tell me everything, dearest.

Menes: Well, we had the assassin set up on top of the building like we planned. But, just as he was about to fire, a cat knocked a planter off the roof! It shattered near the crowd below. The assassin twitched and the arrow missed.

Neferu: Oh, now, that isn't so bad. Thutmose just appears to be lucky.

Menes: Wait, there is more. The stray arrow hit a basket hanging from a passing camel. The creature panicked and started to run wild in the crowd. It was chaos! People were diving in every direction. And one cute little toddler was separated from her mother.

Neferu: Oh, no. Tell me that Thutmose didn't—

Name: _____ Date: _____

- Menes:** Oh, yes, he did! My nearly perfect royal brother sprang into action. He leaped onto the camel and got it under control. Then he swooped down and grabbed up the child into his arms.
- Neferu:** Let me guess. He presented the girl to her mother with a flourish and then he shouted something like “Madame, the gods have granted me the skill to return your daughter to you!” And then everyone in the crowd cheered and cried?
- Menes:** Close enough.
- Neferu:** And you, I suppose, were hiding under a table while all this happened? Oh, Menes, sometimes I do not understand how you and your brother can be related. He appears annoyingly perfect, it is true, but the people love him and so does your father. If you want to be pharaoh, we need to do something quickly!
- Menes:** But we have already tried three assassins! They are getting expensive. What more can we do to make sure that my father makes the right choice and picks me to follow him?
- Neferu:** Perhaps it is time to try something a bit more subtle. Yes, I know it will be hard for you, but it must be done immediately. Oh, no! Here comes your father. Try to look like a pharaoh and follow my lead.
- Amenhotep:** Prince Menes. Princess Neferu. What do you know about this latest attempt on Thutmose’s life?
- Neferu:** Nothing, my most royal father-in-law! But I confess, we have been greatly troubled about Prince Thutmose for another reason entirely.
- Menes:** Um, yes, we have been troubled for another reason.
- Amenhotep:** If you have concerns about your brother, Menes, you must tell me at once. What is it that troubles you?
- Menes:** Er...uh...well, I have noticed at meals that he never eats his peas! Er...I mean to say, a pharaoh who never ate his peas...that could have grave consequences for the kingdom! He might get sick and...er...

Name: _____ Date: _____

Neferu: Oh, kind husband, it is noble of you to try to protect your brother, but you must tell your father all of your concerns. Great Amenhotep, Menes fears that our beloved brother Thutmose has been exceptionally irresponsible in his spending and lax in his duties to the gods!

Amenhotep: These are serious charges. A pharaoh who is not careful with the kingdom's money could bankrupt Egypt. One who does not properly worship the gods could upset them. They might take out their wrath on Egypt and all her people! You must tell me everything. I am glad you have come to me.

Menes: Yes, my father. I did not want to betray my brother. But I knew how important it was that you hear these things from a trusted source. Let us walk together. Neferu can tell you all the ways that I have been responsible and good, while Thutmose has been careless and bad.

Narrator: Prince Menes and Princess Neferu left with Amenhotep, spinning a web of lies as they went. They did not know that while they were talking, Prince Thutmose had quietly entered the room. Unnoticed, he stood listening to their plots with his favorite servant, Ako.

Act 2

Ako: Why, those wicked, sneaky, adder-bellied scorpions!

Thutmose: Be careful, my friend, they are still royalty, and speaking against them is a crime.

Ako: That never seems to stop them from speaking against you! You must go after them, Prince Thutmose. You must fight back and clear your name.

Thutmose: Oh, Ako, my honorable deeds should stand on their own. Menes is passionate about pursuing his goals, but I am sure Amenhotep knows the differences between us.

Ako: Well, yes, my righteous prince. Everyone knows that you are honorable and truthful. You are noble and faithful. You are hard working and—

Name: _____ Date: _____

Thutmose: —and good at board games! Don't forget, I always beat you at Senet.

Ako: Yes, and you are modest! But, what good does it do if your foes are willing to use lies against you? Don't you want to be pharaoh? What do you think would happen if Menes took the crown? Egypt needs you, my prince. Won't you fight for the right to help Egypt thrive?

Thutmose: Of course! But I won't speak against my own brother to do it. I am, as you so generously point out, better than that. I am sure the gods will eventually show my father the true path. I admit, though, I am tired of all these plots and courtly intrigue. I need a rest.

Ako: I know, my prince. Let us gather a hunting party! We can go on retreat for a couple of weeks. It will do you good to get away and breathe some fresh air.

Narrator: Just then, Amenhotep, Menes, and Neferu re-entered the room.

Amenhotep: Prince Thutmose, I have been hearing some very troubling things about your recent conduct. The entire court is traveling tonight. We go to Heliopolis for the great festival of Ra. I do not have time to discuss it with you now, but I will expect your response upon our arrival.

Narrator: Amenhotep hurried off to prepare for his trip. Menes and Neferu couldn't stop from gloating, just a little.

Menes: Oh, my! Amenhotep seems upset. I hope that these rumors aren't true.

Ako: You should know. You made up every one of them!

Neferu: Dear Brother-in-Law, you know we wish you only the best, but overspending and being disrespectful to the gods? That is the sort of thing that could cost a man a kingdom. Oh, well, I am certain that nothing serious will come of it. See you in Heliopolis!

Ako: I will see to your things, my prince. With all these vipers around who are disguised as people, I want to check everything very carefully before we go!

Name: _____ Date: _____

Act 3

Narrator: When they arrived at the festival of Ra, Prince Thutmose found that he was still feeling tense.

Thutmose: Ako! The court will be busy with the celebrations for some time. I don't have the heart to participate. We can't be gone a week, but let us go hunting anyway.

Ako: Now, that is the spirit, Prince! I know where there are many lions to hunt in the hills near here. We should head down the Nile toward Giza. We can count the crocodiles as we go.

Poem: The Crocodile

by Lewis Carroll

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale?

How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!

Thutmose: Ah, Giza, where the great pyramids are! That will suit me fine. I have also heard there is a shrine to the god Harmakhis there. With everyone plotting against me, I think I would like to pray to him. He is the father god to the pharaohs, and I can use all the divine help I can get!

Ako: Whatever puts your mind at ease. Wait here, Sire. I will ready the chariots.

Narrator: Prince Thutmose and Ako rode all morning. At noon, they came to the place where the three great pyramids rise out of the sand.

Name: _____ Date: _____

Ako and**Thutmose:** Wow!**Narrator:** They stood for a moment in awe. Then Thutmose turned to the Sphinx. The huge statue was built by an old king to honor the god Harmakhis. It looked like an enormous lion with a man's head. But time had buried the stone creature up to its neck in sand.**Ako:** Sire, I know you want to stay and pray. Do you mind if I explore for a while?**Thutmose:** Of course not, Ako. Go find some shade and eat your lunch. Once I am done, I will eat mine here. We can meet back here after we have rested.**Ako:** I think I will see what the view is like from the top of the tallest pyramid.**Narrator:** The prince found himself drawn to the great statue. He was charmed by the wise face. After his meal, he lay down in the cool sand under the shadow of its large head. The sounds of the desert seemed to be a lullaby, and the prince began to nod off.

Song: Rock-a-Bye Baby

Traditional

Rock-a-bye, baby,
In the treetop.
When the wind blows
The cradle will rock.
When the bough breaks
The cradle will fall,
And down will come baby,
Cradle and all.

Rock-a-bye, baby,
Your cradle is green.
Father's a king
And Mother's a queen.
Sister's a lady
And wears a gold ring.
Brother's a drummer
And plays for the king.

From the high rooftops
Down to the sea,
No one's as dear
As baby to me.
Wee little fingers,
Eyes wide and bright—
Now sound asleep
Until morning light.

Name: _____ Date: _____

Act 4

Narrator: Just before he fell asleep, he looked thoughtfully up at the statue and drowsily called out:

Thutmose: Oh, Harmakhis! I am your son, and I am nearly perfect. I am not bragging. It is a fact. Logically, if you are going to answer anyone's prayer, it should be mine. Please, help me to become pharaoh!

Narrator: Prince Thutmose fell into a trance-like sleep at once. As he slept, the giant statue began to struggle. It seemed to be trying to free itself from the deep sand.

Thutmose: What is happening?

Narrator: Suddenly, the Sphinx began to speak. "Hear me, Thutmose, my son! I am Harmakhis, your father. I am father of all those with royal blood! You may be nearly perfect, but it is up to you whether you become king of all Egypt and rule as pharaoh!"

Thutmose: I will do whatever you ask!

Narrator: The god's voice continued to boom. "Thutmose, I would like to give you what you want. But we must help each other. You want me to protect you. So, you must also protect me! Look at how the sand has covered me. It holds me down and keeps me from moving freely."

Thutmose: I can see that must be uncomfortable. I do not even like the feeling of sand between my toes!

Narrator: Once again, the Sphinx spoke. "You can be pharaoh. But you must promise to uncover the rest of me. Then, you must build me a shrine to let everyone know about our agreement."

Thutmose: Harmakhis, my father, part of being nearly perfect is recognizing a good deal when I hear it! I swear an oath to you and to all the gods of Egypt: If I become pharaoh, I shall come back here with an army of men and uncover this statue and build a shrine at its base. I shall be your protector for all the years of my reign.

Name: _____ Date: _____

Narrator: The statue seemed to nod. Then the vision faded. The prince found himself wide awake at the base of the Sphinx. When Ako arrived, Thutmose was already on his chariot and set to go.

Thutmose: Ako, there you are! Come on, there is no time to lose. We must return immediately to court.

Ako: But, Sire, what has happened? This morning, you wanted to be gone for days. Now you wish to return after only a few hours? Have you decided to fight the rumors then? Aren't you still worried about the pharaoh's anger?

Thutmose: Don't worry about Amenhotep. Harmakhis told me he will protect me from the pharaoh's displeasure.

Ako: He...told you? I know you have great faith. But is this truly the best plan? Prince Menes has the whole court thinking that you toss money in the sand and spit on the gods! How can you show your face now?

Thutmose: Let the court think what they like. The gods know better, and so will Amenhotep.

Ako: But, Sire, if you won't speak out, how can you hope to win?

Narrator: Prince Thutmose and Ako raced their chariots back to Heliopolis. Along the way, Thutmose told his friend about his experience speaking with the god.

Ako: I believe you, my prince. But I am worried. If you tell the story, there may be people who think you are unstable.

Thutmose: Unstable? For talking with the god Harmakhis while experiencing a trance-like sleep after riding all day in the heat of the desert? I don't see why...well, hmm. Actually, I see your point. Let's just play it by ear.

Name: _____ Date: _____

Act 5

Narrator: When they arrived, they were surprised to find that a few things had changed in the hours that they had been gone.

Neferu: But great and wise Amenhotep, we meant no harm! Our only desire was for your glory and the good of Egypt!

Menes: Yeah, we only wanted what's good and glory-iferous for you and Egypt!

Amenhotep: Oh, be silent! I should have known something was wrong when you said that ridiculous thing about your brother not eating peas. Thutmose always eats his peas! Peas are his favorite food! How could I have been so easily tricked?

Menes: Did I say peas? I meant lettuce. He never eats his lettuce.

Neferu: Menes, your father said to be silent!

Amenhotep: Yes, I did. And I meant you, too, Neferu. Did you two think that I would not check? Did you imagine that a great kingdom like Egypt did not keep records?

Menes and

Neferu: Uh-oh!

Amenhotep: We have records for everything! I have questioned the scribe you hired as your bookkeeper. I can tell you how many jars of kohl you bought for your eyes. I know how many servants you keep. I know that no one has taken you to court lately. I also know exactly how much money Thutmose's household spent. And I know how much you did! For that matter, I know how many baskets of peas you each bought.

Thutmose: My father, great Pharaoh Amenhotep, I have returned and I have much to tell you.

Amenhotep: My son! I am glad to see you. I have much to tell you, as well. But first, I have a few more things to tell your brother and his wife.

Name: _____ Date: _____

Neferu: Great Amenhotep, we beg your mercy. We were only doing what we believed was right for Egypt. We knew what a terrific ruler Menes would be, and we did not think Thutmose was stable enough to be pharaoh.

Ako: Prince Thutmose, perhaps this is not the best time to share your adventures with the king.

Thutmose: Ako, my friend, your advice is welcome and true. Let us withdraw until this discussion is resolved.

Amenhotep: No need, no need. This discussion is resolved. Menes and Neferu, you are banished from the palace at Memphis. You may live anywhere else you like. But if I ever hear of you two plotting against my heir again, you will pay with your lives!

Menes: Your heir? Then you have chosen Thutmose as your successor?

Amenhotep: I have. He has my favor, and I believe he also has the favor of the gods. Egypt will do well with him as its king.

Thutmose: Thank you, great Amenhotep! I will do my best to be the most perfect pharaoh that Egypt has ever known.

Menes: Oh, Brother! Enough with the perfection stuff, already. You won!

Amenhotep: Menes, I am running out of patience with you!

Neferu: Yes, we're going. We're going.

Amenhotep: Remember to write! I will miss you. But, you would make a terrible pharaoh.

Narrator: It was not long before Prince Thutmose became Thutmose the Fourth, Pharaoh of Egypt. And, as you might expect, he was perfectly true to his word. He ruled long and he ruled well. And for as long as he sat on the throne, the giant Sphinx and its new shrine were kept clear of sand!

Author's Craft

Hyperbole

The author chose to use a language tool called **hyperbole**. This is use of exaggeration. For example, the ad in the story said everyone would be wearing the Bronco Bracelet. That is an exaggeration. A lot of people might wear the bracelet, but not everyone.

Try It!

Directions: Rewrite each sentence using hyperbole.

1. We go to the store often. _____

2. I've known her for eight years. _____

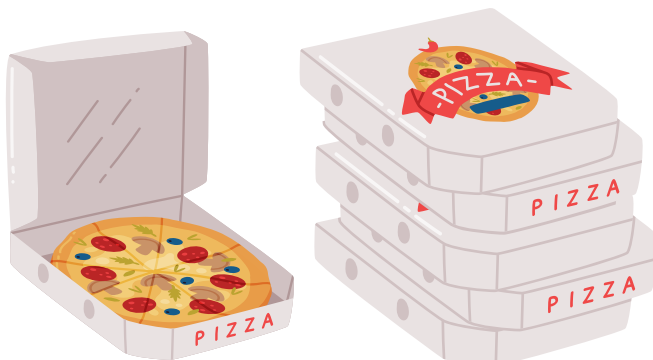
3. That movie was funny. _____

4. I pinched my finger in the door. _____

5. I ate three slices of pizza last night. _____

6. I finished my homework quickly. _____

7. She took a long nap. _____



Quick Check

Day 2

Directions: Choose the best answer for each question. You may use the text to help you.

1. What should I do to summarize the story?

- (A) Identify the most important events.
 - (B) Look for the details that support the main idea.
 - (C) Carefully describe the main character.
 - (D) Identify the problem and solution.
-

2. Which best retells the story?

- (A) The Bronco Bracelet 650TS is one of the most ridiculous inventions ever, but the boy bought it anyway.
 - (B) The main character is a smart 12-year-old. He doesn't normally fall for bad advertising.
 - (C) The bracelet did two embarrassing things. The boy was upset.
 - (D) A boy bought a bracelet to try to fit in. He spent the day embarrassed, but ended up making a friend.
-

3. What is the best number of events to include in a summary of this story?

- (A) five
 - (B) two
 - (C) eight
 - (D) ten
-

4. Which best summarizes why he bought the Bronco Bracelet?

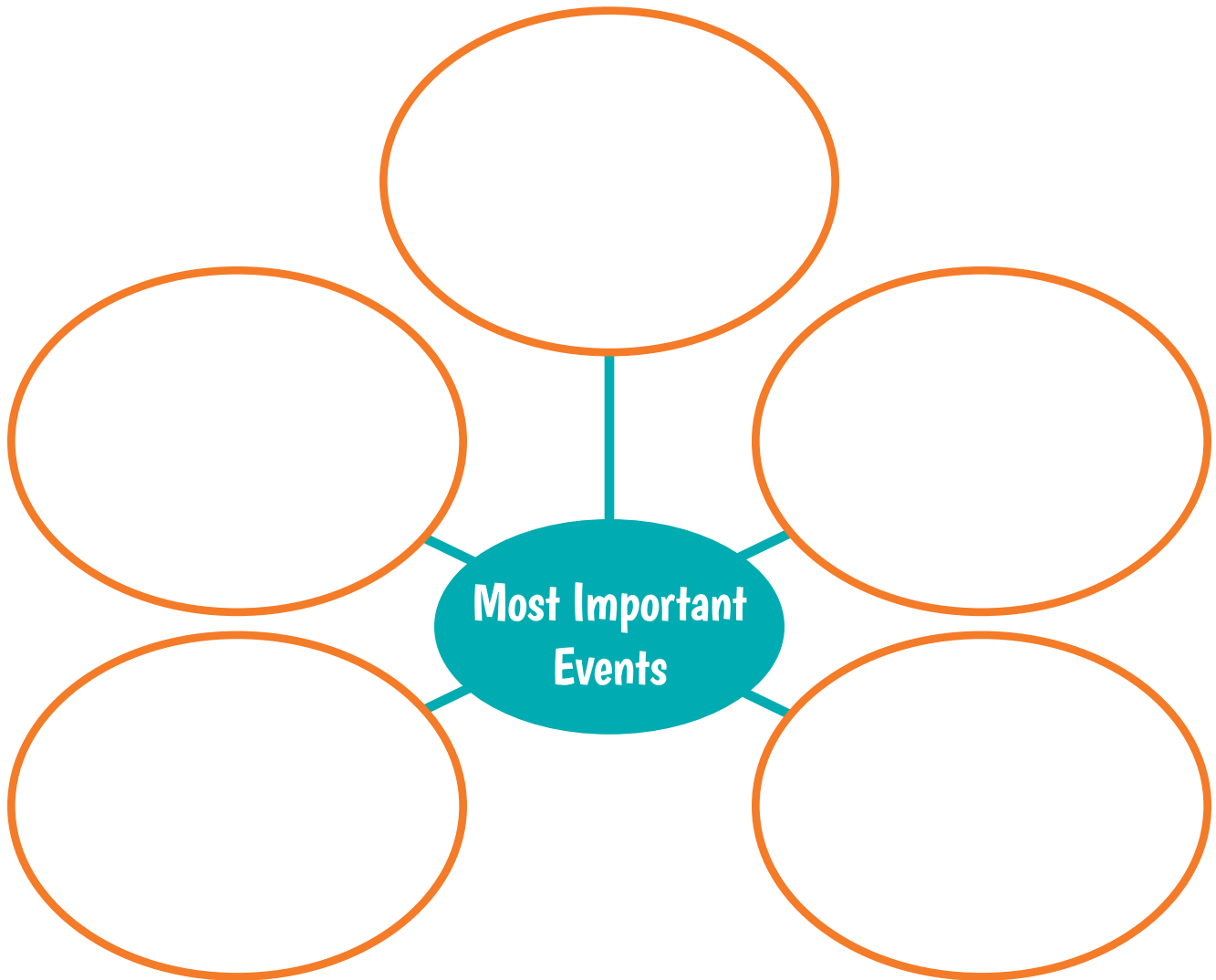
- (A) "Mia and I are good friends, all thanks to the ridiculous Bronco Bracelet."
 - (B) "I was nervous about being the new kid and wanted to fit in."
 - (C) "I didn't see any other kids with a Bronco Bracelet."
 - (D) "My bracelet started whinnying like a horse."
-

5. How can the need to belong make us do things we would not normally do? Make sure you use details from the text in your writing.

Name: _____ Date: _____

Read and Find

Directions: Skim the text on pages 5–6. Look for the five most important events to create a summary of the story. Write one important event in each circle.



Think about the Essential Question: *How does the need to belong affect behavior?* What have you ever done to try to fit in?
