Sample Pages from

Teacher Created Materials
P U B L I S H I N G

Created *by* Teachers *for* Teachers and Students

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To **Create** a World in which
Children Love to **Learn!**
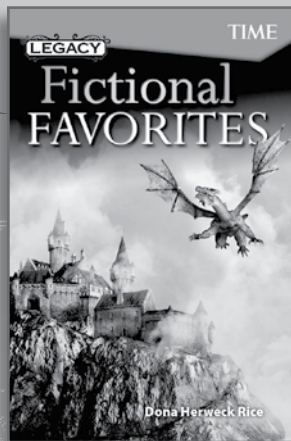
LEGACY

Fictional
FAVORITES

Dona Herweck Rice

Legacy: Fictional Favorites

Big Idea

Legacy

Essential Question

Why do some things endure over time?

Unit Overview

Students will learn and practice three strategies that will help them identify and analyze text features. They will use text features to preview the text, clarify the text, and find additional details about the topic. As students read *Legacy: Fictional Favorites*, they will use binoculars as a reminder to look carefully at text features and think about how they can help us comprehend the text.

Text Summary

Do you dream of stepping inside the covers of a book into a world you have only imagined? You are not alone! Great books capture the imagination of their readers and make them lifelong fans. Readers want to travel with Dorothy to the Emerald City, battle their way to the Lonely Mountain, and run away to Hogsmeade. The characters and settings that captivate readers are explored inside this book. So, go ahead, open the cover—and jump inside.

Key Words

beacon

cross-marketed

demise

marked

picturesque

reanimated

stop-motion animation

winsome

Text Measurement

Lexile: 920L

Objectives

› Use text structure to comprehend a variety of texts.

› Preview the text by skimming the pages, looking at pictures, chapter headings, or other textual clues.

› Use format, pictures, or textual clues to preview the text, locate information, or as support for understanding the text.

Materials

› copies of *Legacy: Fictional Favorites*

› student practice pages

› chart paper, sticky notes

Text Structure: Description

Structure Vocabulary

first, next, then, last, before, after, during

Structure Organizer

12–21 Day 2: Use The Strategy

Use Text Features

Legacy: Fictional Favorites

⏱5 Review Text

Have students use the graphic organizer on student practice page 11 to review the description text structure and record information learned during the previous day's lesson.

Introduce New Text

1. Explore important features on reader pages 12–21.

   › What do the pictures tell you about the topic?

   › How do the headings help us predict the content?

2. Use student practice page 12 to review the words *reanimated* and *demise* on reader pages 14 and 18. Have students rate their knowledge of each word. Briefly discuss each word. Students can use the glossary in the back of the reader or write their own definitions.

Intermediate or Advanced Language Learners:
Previewing pages 12–13, discuss why the author would group together the three characters mentioned—Mary Poppins, Scarlett O'Hara, and Alice. Discuss why these qualities make these characters relatable to audiences and why authors continue to use these traits.

⏱5 Model

1. Review how the binoculars help us preview text features. Say, "Remember, we use our binoculars to help us preview the text features before we read."

2. Introduce today's focus: Clarify Text. Say, "As readers, ideas presented to us by authors are not always easy to understand. But by taking a deeper look at ideas we do not understand, we can clarify these confusing ideas and gain more from the text."

3. Read pages 12–13 aloud, then pause to model how to clarify the text. Say, "The author describes how a story begins. She describes how characters can be instantly identifiable. The author uses words like *determined* and *ruthless* to describe one character, Scarlett O'Hara. I can clarify that people must have admired these traits. As I continue reading, I will use context clues to help clarify any words I may not understand."

4. Return to the model from day 1, and write *page 12: determined, ruthless*. Guide students as they copy this information. **Note:** Save this model, as you will be adding to it throughout the week.

5. Read pages 14–17 aloud, using the **Fill in the Blank** protocol. Read the text aloud, pausing periodically so students can "fill in the blank" with a word or sentence. Continue this pattern throughout the text.

Words to Know

Directions: Before studying each word, assess your background knowledge.

Self-Rating	Word	Definition
	marked (page 4)	
	winsome (page 11)	
	reanimated (page 14)	
	demise (page 18)	
	beacon (page 28)	
	picturesque (page 30)	
	stop-motion animation (page 37)	
	cross-marketed (page 41)	

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This word is brand new to me.

1

I've seen this word before, but I don't know what it means.

2

I kind of know what this word means.

3

I could teach this word to a friend.