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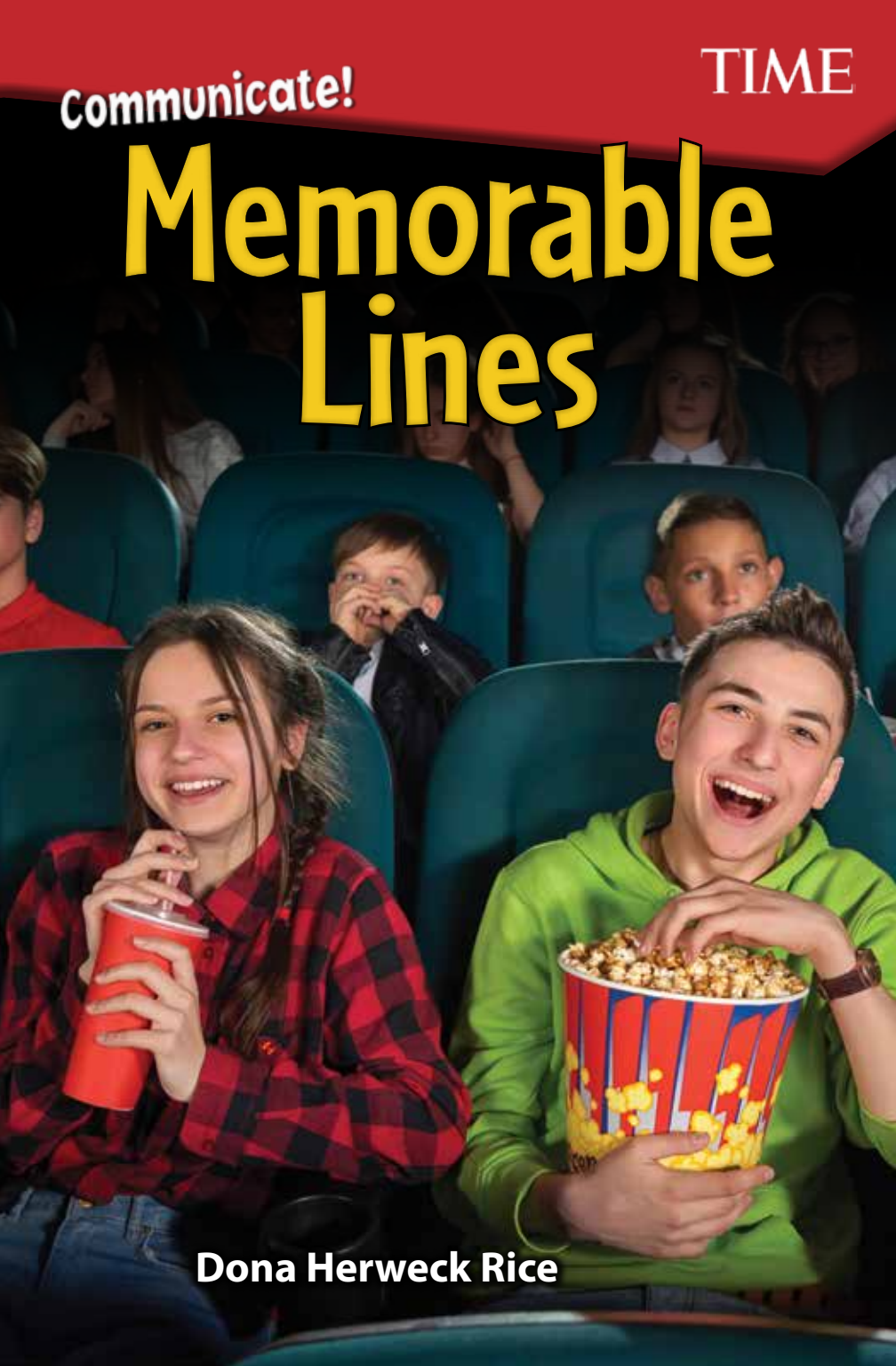
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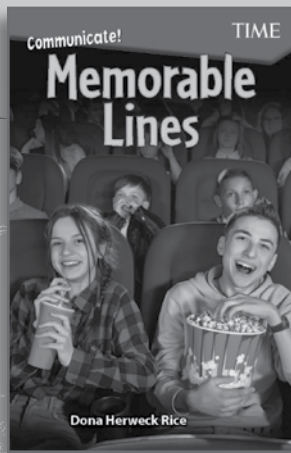
Communicate!

TIME

Memorable Lines



Dona Herweck Rice



Make Inferences

Communicate! Memorable Lines

Make Inferences

Big Idea

Influence

Essential Question

How does art influence life and life influence art?

Objectives

- › Use text structure to comprehend a variety of texts.
- › Analyze the text to make and support inferences.
- › Make, confirm, and revise predictions about the text using prior knowledge, ideas presented, illustrations, titles, topic sentences, key words, or foreshadowing clues.

Materials

- › copies of *Communicate! Memorable Lines*
- › student practice pages
- › chart paper, sticky notes

Unit Overview

Make Inferences

Throughout this unit, students will learn and practice three strategies that will help them make inferences. They will make connections to the text, tie details together, and use text evidence to defend their inferences. As students read *Communicate! Memorable Lines*, they will use magnifying glasses as a reminder to look carefully for clues in the text.

Text Summary

Where have I heard that before?

Throughout the day, most people's conversations are peppered with words that have been said before. We recite quotes from books, movies, plays, songs, and more. Why do we do it? What makes the quote memorable? And exactly how many quotes do we know?

Key Words

bravado	magnitude
contemporaries	menacing
deadpan	plethora
lore	poignantly

Text Measurement

Lexile: 1010L

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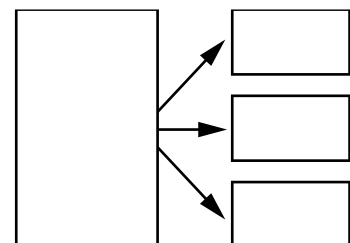


Text Structure: Cause and Effect

Structure Vocabulary

cause, effect, because, result, affect, change, consequence, since

Structure Organizer



Day 2: Use the Strategy

Communicate! Memorable Lines**5 Review Text**

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

Introduce New Text

- Explore important features on reader pages 14–23.
 - › What do the pictures tell us about the topic?
 - › How do the headings help us predict the content?
- Use student practice page 12 to review the words *magnitude* and *contemporaries* on reader pages 17 and 21. 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:

Read the first page of the Dig Deeper on page 22 with students. Look through the bulleted list of phrases and lines Shakespeare wrote. Many of them have become common expressions in English. Discuss the meaning of terms students might not be familiar with, such as *full circle*, *green-eyed monster*, *break the ice*, and *wild goose chase*.

5 Model

- Review the magnifying glass and how we use it to help us make inferences. Say, "Remember, when we read, we use our magnifying glass to help us make connections."
- Introduce today's focus: Tie Details Together. Say, "Sometimes, making inferences can be like math. If we look at the equation $2 + 2$, we have to put the numbers together to find the answer. Likewise, when we read, we are given details that we need to 'add up.' We tie them together to create an inference."
- Read pages 14–17 aloud, modeling fluent reading. After reading, pause to model how to tie details together. Say, "When I read about the Hunger Games trilogy, I made an inference about Katniss's character. The text states that the Hunger Games are deadly, and Katniss's sister could die. When Katniss volunteers as tribute, I can take all these details and tie them together to make the inference that she loves her sister and she is brave."
- Return to the model from day 1, and write *page 17: Katniss is brave*. Guide students as they copy this information. **Note:** Save this model, as you will be adding to it throughout the week.
- Read pages 18–20 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.



Make Inferences

Communicate! Memorable Lines

Self-Rating	Word	Definition
	lore (page 4)	
	plethora (page 7)	
	magnitude (page 17)	
	contemporaries (page 21)	
	bravado (page 27)	
	poignantly (page 30)	
	menacing (page 33)	
	deadpan (page 38)	

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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.