

Literature in the Classroom



Literature can enhance learning at every grade level. When sharing literature books:

- Use creative questioning to keep students interested. A question that requires a single right answer does little to keep students involved. Questions that have a variety of answers will keep students engaged in discussion and move learning forward.
- Have students reflect on what they would do in a similar situation, what else the character might have done, what would be different if the setting or era were changed in the story, etc.
- Ask students to justify actions and evaluate occurrences.
- Conduct mock-trials for the villains in the story.
- Write letters to the author.

If you can get students involved in the story, positive behavior will be a natural result.

Recommended Read Aloud Books

Adventures of a Taxi Dog	Debra Barracca
Alexander and the Terrible, Horrible, No Good, Very Bad Day	Judith Viorst
Amelia Bedelia	Peggy Parrish
Anansi and the Moss-Covered Rock	Eric Kimmel
Animals Should Definitely Not Wear Clothing	Ron Barrett
Brown Bear, Brown Bear, What Do You See?	Bill Martin Jr.
*The Butter Battle Book	Dr. Suess
Caps for Sale	Esphyr Slobodkina
* Charlie Parker Played Be Bop	Chris Raschka
Cloudy With a Chance of Meat Balls	Judi Barrett
* The Cremation of Sam McGee	Robert Service
The Day Jimmy's Boa Ate the Wash	Trinka H. Noble
Dirty Cowboy	Amy Timberlake
Don't Let the Pigeon Drive the Bus	Mo Willems
* Eleventh Hour	Grahame Base

Fortunately	Remy Charlip
* The Frog Prince Continued	Jon Scieszka
George and Martha	James Marshall
Giggle, Giggle, Quack	Doreen Cronin
Giraffe and a Half	Shel Silverstein
Gobble, Quack, Moon	Matthew Gollub
Grandfather Tang's Story	Lee Tompert
Harold and the Purple Crayon	Crockett Johnson
If You Give a Mouse a Cookie	Laura J. Numeroff
It Could Always Be Worse	retold by Margot Zemoch
Lily's Purple Plastic Purse	Kevin Henkes
Lyle, Lyle, Crocodile	Bernard Waber
Mailing May	Michael O. Tunnell
Mike Mulligan and His Steam Shovel	Virginia L. Burton
Miss Nelson is Missing	Harry Allard & James Marshall
Miss Rumphius	Barbara Cooney
* The Most Important Book	Margaret Wise Brown
Mrs. McNosh Hangs Up Her Wash	Sarah Weeks
The Napping House	Audrey Wood
Not in the House, Newton!	Judith Gilliland
Oh, Ducky!: A Chocolate Calamity	David Slonim
The Paper Bag Princess	Robert Munsch
Pinkerton, Behave!	Steven Kellogg
The Principal's New Clothes	Stephanie Calmenson
The Relatives Came	Cynthia Rylant
Slugs	David Greenburg
* Smoky Night	Eve Bunting
Something From Nothing	Phoebe Gilman
* Squids Will Be Squids: Fresh Morals, Beastly Fables	Jon Scieszka
The Story of Ferdinand	Munro Leaf
* The Stranger	Chris Van Allsburg
Swamp Angel	Anne Isaacs
* Sylvester and the Magic Pebble	William Steig
There's a Nightmare in My Closet	Mercer Mayer
* Things That Are Most in the World	Judi Barrett
* The True Story of the Three Little Pigs	John Scieszka
The Very Hungry Caterpillar	Eric Carle
Where the Wild Things Are	Maurice Sendak
Z Was Zapped	Chris Van Allsburg

Especially suitable for upper level classrooms.

Name Poetry



GRADE LEVELS
2-8

Time:	15–30 minutes
Materials Needed:	<ul style="list-style-type: none">• Pencil• Paper
Advance Preparation:	Create an example of a Name Poem to use as you teach this activity.
Objective:	Students will create a poem that is an expression of their own traits and personal characteristics.
Procedures:	<ol style="list-style-type: none">1. Discuss different types of poetry. Ask students to share some poems that are familiar to them.2. Tell the students that today they are going to create a poem about themselves.3. Demonstrate an example of a Name Poem (acrostic poem) on the board. Example: C is for chocolate chip cookies, which are my favorite Y is for the yellow flowers that grow in my garden N is for Nika my cat T is for the tree house I helped build H is for happy thoughts I is for ice-cream on my birthday A is for all of the other things that make up me4. Ask the students to make a name poem using their own name.5. Share the name poems with the class or in small groups.6. Collect the poems for teacher evaluation and display.
Extension:	Create Acrostic Poems using other topics such as holidays, school subjects, sports, etc. Illustrate the poems by drawing and coloring pictures of the things described in the poem.

Make it More Challenging

- Make the poem rhyme.
- Use first and last name.
- Use 20 descriptive words (adjectives).



TIPS FOR Success:

Younger students may have difficulty in completing this assignment with only one example for instruction. It may be helpful to create a second poem on the board, as a class, before they write their own.

Cinquain Poetry

(One type of Diamante Poetry)



Time:	30+ minutes	
Materials:	<ul style="list-style-type: none"> • Pencil • Paper 	
Advance Preparation:	Prepare a Cinquain Poem pattern and example.	
Objective:	Students will learn the Cinquain Pattern for poetry and create a poem using this pattern.	
Procedures:	<ol style="list-style-type: none"> 1. Talk about a specific topic (holiday, school subject, kind of food, famous person, etc.). 2. Draw a chart on the board with the following categories: <ul style="list-style-type: none"> • Smells • Tastes • Sounds • Sights • Feelings 3. Fill in the chart with student suggestions for each category. 4. Tell the students they will now use this information to write a diamante poem about this topic. 5. Explain the pattern and put it on the board (see example below). <p>Example:</p> <p>Spider Furry, black Climbing, spinning, weaving They make an intricate web Tarantula</p> <p style="text-align: center;">Pattern Example</p>	
Line 1	Subject	Fourth of July
Line 2	Two adjectives or words that describe the subject	Fire Crackers, Bands
Line 3	Three words that show action, usually "ing" words	Marching, Fighting, Picnicking
Line 4	Two words that describe the subject	Flags, Sparklers
Line 5	A synonym (other name) for the subject	Independence Day

6. As a class, compose a Cinquain Poem about the selected topic using words from the chart on the board.
7. Assign students to choose another topic and write a Cinquain Poem on their own.
8. Have volunteers share their poems with the class.

Extension:

Have students write a cinquain about an upcoming holiday, then use the poem as the message in a greeting card.



TIPS FOR
Success:

Students may have difficulty selecting their own topic to write on. You may wish to assign a specific topic to the whole class or brainstorm possible topics and suggest that students use one of the topics from the brainstorming session.

Writing Prompts



GRADE LEVELS
2-12

Time:	5–45 minutes
Materials:	<ul style="list-style-type: none">• Pencil• Paper
Objective:	Students will practice writing and editing skills.
Advance Preparation:	<p>Select a writing prompt for the students. Create a handout, write it on the board, or be prepared to give it verbally.</p> <p>This activity can fill five minutes or an entire lesson depending on the complexity of the writing prompt, and at which step you want students to stop work and turn in their work for teacher evaluation. There are no right or wrong answers, writing prompts provide an opportunity for students to explore their own thoughts, values, and beliefs. Encourage students to explain and justify their responses. Do not allow students to criticize the thoughts and opinions of others.</p>
Procedures:	<ol style="list-style-type: none">1. Provide the class with a writing prompt and time limit for completing the first draft of their work.2. Get students to exchange papers and edit one another's work for content and technical components.3. Allow students time to discuss their editorial comments with one another, and get a second opinion from other students, if time permits.4. After the editing process, get students to complete a second draft of their work and hand it in for teacher evaluation.
Writing Prompts:	<ol style="list-style-type: none">A. Write an invitation to a social event, real or imaginary, formal or casual.B. Write a letter to a national news agency convincing them to cover a recent or upcoming event at your school.C. Write a menu for a new restaurant in town.D. Write a chronological report of everything you have done so far today.E. Write an outline of your life. Include events you anticipate will happen in the future.

Writing Prompts:

- F. Write a letter to a music company explaining a billing mistake they made on your last order.
- G. Write a brief essay about what life as a street light would be like.
- H. Write a description of eating ice cream.
- I. Write an evaluation of the pen or pencil you are using.
- J. Write a memo to your boss asking him/her for a raise.
- K. Write a synopsis of a book you have recently read.
- L. Write a newspaper article about current fashion trends or a recent sporting event.
- M. If this weekend you could do anything you wanted to, what would you do?
- N. If you were a teacher and the students in your class wouldn't stop talking what would you do? What if you did that and they still didn't stop talking?
- O. If there was a poster competition coming up, would you rather create a poster all by yourself and get all of the credit, or work with a group and share the credit with the other group members?
- P. If you could be invisible for one day, what would you do?
- Q. If your parents were going to be living in a foreign country for the next year, would you rather go with them or stay in your own neighborhood with a friend? Why?
- R. What would the perfect day at school be like?
- S. If you could change just one thing about school, what would you change?
- T. Pretend you could only have one pair of shoes for the next year. Would you choose shoes that are really comfortable but look kind of goofy, or shoes that look really cool but are uncomfortable to wear?
- U. What are two things you don't like now, but ten years from now you don't think will be so bad?
- V. Suppose your dad forgot that he had promised to drive you and a friend to the movies one Saturday afternoon; he went golfing instead. If you could choose a punishment for your dad, what would it be? Do you think it would make him not do this again?
- W. What subjects in school do you think are really important to study? Why?
- X. If you could pick any age, and be that age for the rest of your life, what age would you want to be? Why?
- Y. If you could choose new jobs for your parents, what would you choose and why?

Adapting for Students with Special Needs:

- **Write fewer sentences.**
- **Use more time to complete the assignment.**
- **Refer to a list of key words to use.**

Sparkle



GRADE LEVELS
3-6

Time:	10–40 minutes
Materials Needed	A list of levelappropriate words to be used for spelling practice <ul style="list-style-type: none">• Pencil• Paper
Objective:	Students will review the spelling of vocabulary or spelling list words through a group game.
Procedures:	<ol style="list-style-type: none">1. This activity can be played as an entire class or in smaller groups. Start by having the students sit at their desks or stand next to them.2. Give the class a word to spell. (You may choose to have them write the word on a piece of paper.)3. Going row by row, get them to spell the word one letter at a time. Everyone must listen so they know what letter comes next when it is their turn.4. After the last letter is said, the following person says “Sparkle” and the next person sits down, indicating they are out. If someone misses a letter along the way, they too are asked to sit down.5. Those who are out will continue to write the words that are given on their paper and check them as the game continues. The game can end at any point, but may continue until there is a final player.
Adapting for Students with Special Needs:	<ul style="list-style-type: none">• Refer to a spelling list.• Write down the word before the activity begins

Cold Words



Brr . . . Can you selbrmacnu unscramble these cold words?

1. anmnsow
2. eci beuc
3. inretw
4. kewosflna
5. gidnslge
6. odlc.....
7. bcierge
8. ngiisk.....
9. leccii
10. cie.....
11. lcreiag
12. oloig
13. eci rcaem
14. radzizlb.....
15. strof.....
16. zenorf
17. ushls.....
18. cie kasting
19. wnos
20. lalownsb

How many words can you think of that end in "ice?" There are at least 75!

.....

.....

.....

.....

**Cold Scrambled
WORDS ANSWERS**

- | | | |
|-----------------|---------------|--------------|
| 15. frost | 8. skiing | 1. snow man |
| 16. frozen | 9. icicle | 2. ice cube |
| 17. slush | 10. ice | 3. winter |
| 18. ice skating | 11. glacier | 4. snowflake |
| 19. snow | 12. igloo | 5. sledging |
| 20. snowball | 13. ice cream | 6. cold |
| | 14. blizzard | 7. iceberg |

The Newspaper



Time:	15–30 minutes
Materials Needed	<ul style="list-style-type: none">• Newspaper• Pencil• Paper
Objective:	<p>Apply real life examples to learning that occurs in the classroom.</p> <p>The newspaper can be a lifesaver when substitute teaching. If there are no plans left for a class, the newspaper can be used to teach anything!</p> <ul style="list-style-type: none">• In a kindergarten class, students can circle letters of the alphabet to learn upper and lower case concepts.• In first grade, students could circle words they recognize or discuss the emotions depicted in pictures.• Students at various grade levels can:<ul style="list-style-type: none">- create a shopping list from ads and use math skills to create a total cost- forecast weather and discuss climate- work out statistics for sporting events- write a classified ad or cartoon to expand writing skills to different audiences- create a budget using data from job opportunities, apartment rental, and food advertisement sections

My Awful, Terrible, Horrible, No Good, Very Bad Day



Time:	30+ minutes
Materials Needed:	<ul style="list-style-type: none">• Pencils• Paper• A copy of the book <i>Alexander and the Terrible Horrible No Good Very Bad Day</i> by Judith Viorst. Available to checkout at most libraries or for purchase at most bookshops.
Objective:	<p>Students will identify and express their experiences and feelings in writing.</p> <ol style="list-style-type: none">1. Read the book <i>Alexander and the Terrible Horrible No Good Very Bad Day</i>. If the book is not available you may tell about a time when you had a bad day.2. Get students to discuss things that have happened and caused them to have a bad day. Try to discourage the discussion of morbid or disturbing events. (To learn more about brainstorming strategies)3. Ask students to name feelings that they have when things go wrong (you may want to list these on the board).4. Get students to write about their own <i>Awful, Terrible, No Good, Very Bad Day</i>. Remind them to include feelings in their narration.5. Ask volunteers to share their writing with the class.6. Collect stories for the teacher to review.
Working with Students with Special Needs	<p><i>Students with special needs use pictures to tell the story. Refer to a list of key words to use.</i></p>
Extension:	<p>Have the students illustrate their writing. With student permission, place the illustrated experiences in a three ring binder for students to read at their leisure.</p>



TIPS FOR Success:

Giving students specific writing guidelines will help ensure quality work. For example, you may require that younger students write at least six sentences and that older students write at least three paragraphs. Providing an example you have written about a very bad day of your own will also help to get them started on the right track.

Most students enjoy listening to a good story, so class management should not be much of a problem while you are reading. However, it is always a good idea to explain exactly the kind of behavior you expect during an activity before you begin (feet on the floor, pencils down, eyes on the teacher, facing forward, etc.).

Silly Stories



GRADE LEVELS
4-8

Time:	15 minutes
Materials Needed:	<ul style="list-style-type: none">• Silly Story worksheets• Pencils
Objective:	Students will practice naming nouns, verbs, adjectives, adverbs, and other words as they work cooperatively to compose Silly Stories.
Procedures:	<ol style="list-style-type: none">1. Review with students the following parts of speech:<ol style="list-style-type: none">A. Noun = name of a person, place, or thingB. Verb = shows actionC. Adjective = describes a noun (color, size, etc.)D. Adverb = describes a verb (often ends in ly)2. Explain that students are going to practice naming examples of these parts of speech as they work with a partner to complete a Silly Story.3. Complete the example Silly Story as a class.4. Read the completed example aloud to the class.5. Divide the class into partners and distribute the Silly Story worksheets.6. Get one student to provide the words for one story with the other acting as scribe and narrator. Then switch roles to complete the second Silly Story.7. If time allows, students may volunteer to read their Silly Stories to the class.
Extension:	Trade partners and reuse the same worksheets to create new stories with a different person's input. Older students may also enjoy writing their own Silly Story worksheets for classmates to complete.
For Students with Special Needs:	<i>Review and be given examples of the different parts of speech. Refer to a written reminder of what the different parts of speech are.</i>

A Trip to Outer Space

Silly Story



Directions:

Ask a student for the part of speech or type of word as indicated. Write the word on the space provided. Repeat the process until all the spaces are filled. Read the completed Silly Story aloud to the class.

Last night I had a dream about you. At the age of (1) _____ you were good looking and the captain of the spaceship (2) _____. In the dream you and a crew of (3) _____ traveled to the planet (4) _____. The flight began at (5) _____ a.m. "10... 9... 8... 7... 6... 5... 4... 3... 2... 1...(6) _____," the controller called as the space ship blasted off from (7) _____. During take off the ship started to (8) _____ but quick action from the crew kept it on course and prevented you from crashing into (9) _____. Outer space was (10) _____ as you (11) _____ past the moon everyone (12) _____ to the windows to take a look. Finally the planet (13) _____ was in sight. After orbiting the planet (14) _____ times, while you were looking for your (15) _____, the space ship finally landed. Everyone got off and began collecting (16) _____ (17) _____ that were all over the surface of the planet, until you started hearing (18) _____ noises. You were afraid the planet was going to explode so you hurried back on board the ship and took off (19) _____.

The last thing I remember is your spaceship heading straight for the (20) _____ in my house. Oh my, was I ever (21) _____ to wake up!

- | | | |
|--------------------------|--------------------------|---------------------------|
| 1. number | 8. verb | 15. personal belonging |
| 2. proper name | 9. geographical location | 16. adjective |
| 3. animal (plural) | 10. adjective | 17. noun (plural) |
| 4. planet | 11. verb (past tense) | 18. verb ending in "ing" |
| 5. time of day | 12. verb (past tense) | 19. adverb ending in "ly" |
| 6. exclamation | 13. same planet as #4 | 20. room in a house |
| 7. geographical location | 14. number | 21. feeling |

Getting to School

Silly Story



Directions:

Ask a student for the part of speech or type of word as indicated. Write the word on the space provided. Repeat the process until all the spaces are filled. Read the completed Silly Story aloud to the class.

You would not believe the (1) _____ time I had getting to school today. First of all my alarm went off at (2) _____ a.m. instead of (3) _____ a.m., which is the time I usually get up. When I (4) _____ my closet to decide what to wear the only clothes I could find were (5) _____ (6) _____ and (7) _____ (8) _____. Luckily the outfit I'd been wearing for the past (9) _____ days was still in the washing basket so I put it on. Then I went to the (10) _____ to eat breakfast but, the only food I could find was (11) _____ and week old (12) _____ so I (13) _____ them together and ate it (14) _____. As if that wasn't bad enough, when I went to brush my teeth (15) _____ came out of the tap instead of water. I was not having a (16) _____ day. Then my (17) _____ couldn't find the (18) _____ to the car, so I had to walk all the way to school carrying the (19) _____ (20) _____ I had made for my (21) _____ class project. Halfway to school a (22) _____ started chasing me so I (23) _____ ran the rest of the way. I rushed inside the front (24) _____ just as the late bell rang. I hope the rest of my day goes (25) _____.

- | | | |
|----------------------|---------------------------|---------------------------|
| 1. adjective | 10. room in a house | 19. adjective |
| 2. time | 11. food | 20. noun |
| 3. time | 12. food | 21. school subject |
| 4. past tense verb | 13. past tense verb | 22. animal |
| 5. color | 14. adverb ending in "ly" | 23. adverb ending in "ly" |
| 6. piece of clothing | 15. liquid | 24. part of a building |
| 7. adjective | 16. adjective | 25. adverb |
| 8. piece of clothing | 17. member of a family | |
| 9. number | 18. part of a car | |

Writing for an Audience



Time:	15–30 minutes
Materials Needed:	<ul style="list-style-type: none">• Pencil• Paper• A classroom object
Advance Preparation:	Make a list of potential audiences and purposes for writing on the chalkboard (see examples below).
Objective:	Students will practice writing for different audiences.
Procedures:	<ol style="list-style-type: none">1. Hold up a common object in the classroom (ruler, stapler, key, tablet, etc.).2. Discuss what the object is and what it is used for.3. Ask the students to choose an audience and purpose for writing from the board. Give the students a time limit and have them write about the object discussed in procedure 2.4. Instruct students to not tell anyone the audience they have selected.5. Get volunteers to read their paragraphs aloud and get the class members to guess which audience they selected. <p>Examples of Audiences and Purposes:</p> <ul style="list-style-type: none">• Tell a story about the object in procedure 1 to a Kindergarten class.• Write in a diary as though you were an archeologist who dug up this object two hundred years from now.• You are from another planet and you are writing home to explain how the object is used on Earth.• Write a memo to the principal explaining why this object should be purchased for every student in the school.• Explain to someone who has never seen this object how it is used.• Write specific details about this object so that the reader could walk into the classroom and pick it out from other similar objects.
Extension:	Get students to select another object in the classroom and write about it without mentioning it by name. Trade papers among class members and have them try to work out what object the person is writing about.

**For Students
with Special
Needs:**

- **Provide hints or suggestions about what audience to write for.**
- **Have each student dictate their story to a scribe.**



TIPS FOR
Success:

Setting specific guidelines for the writing assignment will help with this activity. Specify that it should be at least five sentences or that ten minutes will be all the time available for writing. The younger the students the more specific instructions they will need.

Establishing guessing procedures for step five will help with classroom management. Students will want to call out their guesses as the volunteers read their paragraphs. Establish that no one is to guess until the reader has read their entire paper and that the reader will call on someone who has raised his/her hand when s/he has finished.

Adjective? What Is An Adjective?



GRADE LEVELS
2-10

Time: 1 hour

Materials Needed:

- Four-foot piece of heavy newsprint or butcher paper for each group.
- Masking tape or other means of attaching paper to wall.
- A different colored marker for each group.
- A variety of scenic pictures to be mounted on the top of each piece of long paper.

Objective:

Students will learn what an adjective is and how it can be used to make creative writing more interesting, and will use their creative ability and vocabulary to describe a picture.

Procedures:

1. Mount pictures at the top of the long sheets of paper and hang them around the room or in hallways. Students will be writing on them so make sure the surface is smooth, markers do not fade through the paper, and there is enough space for students to stand in front of the picture without bothering other groups.
2. Divide students into workable groups equal to the number of pictures being used. Be sure each group is assigned different color of markers. Emphasize the need for all students to contribute not just the one who is doing the writing.
3. Students are to make a list of words that describe what they see in the picture. These must be single words not phrases and they can only be used once. For example, the word green may be used to describe the grass and the trees in a picture, but not green grass and green tree. Depending on the length of the class period and the followup activities set a timer for how long you want the students work on each picture.
4. When time is up, groups should move to the next picture and continue the word list. Remind students that they cannot use the same words as the previous group.
5. Continue the rotation until each group has had an opportunity to describe each picture.

Procedures:

6. When the lists are completed, the teacher should read through the lists reviewing them with the students. The following are suggestions on what to look for:
 - a. Does the word describe the picture?
 - b. Is the word listed only once? (If not, the second listing is crossed out.)
 - c. Is each word found in the dictionary or did students make them up?
 - d. Discuss which group made the best and most contributions to the pictures.
 - e. Which pictures were the easiest to describe?
7. The rest of the activity may be done in small groups or individually. Do one or all of the following:
 - a. Write a poem about one of the pictures using as many of the adjectives as possible.
 - b. Write a story about one of the pictures making sure that none of the words on the list are used. Rewrite the story using appropriate adjectives from the list to see how much more interesting the story becomes.
 - c. Have the student become part of the picture then write a story including who, what, when, where, and why format.
 - d. Same as above except from the prospective of a news reporter.

Integration:**Math:**

1. Use a bar or line graph to show the number of words each group got on each picture. Use the same colors as the markers for easy comparisons.
2. Figure the percentage of words each group had on each page or total number of words. Make a circle graph showing the results.
3. Count the syllables or number of letters in each word and find out what the average number of syllables or letters each word has or which group averaged the highest number.

Study Skills:

1. Look up each adjective in a thesaurus and make a list of synonyms.
2. Arrange the words in alphabetical order or divided into syllables
3. Students may make individual word lists including the group generated ones as well as any they may think of. The process may continue by listing action words and adverbs.

Social Studies:

Instead of scenic pictures, use period pictures or write certain years at the top of the paper. Have students describe the era using single words.

Science:

Place the words: moneran, protist, fungus, plant, and animal on the sheets of paper. Have students list characteristics or examples of each. This activity provides a good review of the classification system or as a research project.

Let's Play Baseball



Use the following clues to help you identify 25 words associated with the game of baseball.

1. A summer pest.....
2. Something you get in a nylon stocking.
3. Used to stay cool in hot weather.....
4. A mistake.
5. Type of bird served at a holiday dinner.....
6. A successful song or CD.....
7. Container for storing orange juice.....
8. A good foundation.....
9. A famous Greek poet, also Bart Simpson's dad.....
10. Not married.....
11. To take something that isn't yours.....
12. A quick visit.....
13. The man at the dog pound.....
14. You should slow down for these on a highway.....
15. Giving up something you really like.....
16. To multiply by two.....
17. It flies only at night.....
18. Used to make pancakes.....
19. A disguise.....
20. To boycott going to work.....
21. The results of a test.....
22. Not in.....
23. Used to serve food on.....
24. Found on the playground.....
25. An expensive jewel.....

Let's Play Baseball
ANSWER KEY:

1.	fly	10.	single
2.	run	11.	steal
3.	fan	12.	short stop
4.	error	13.	catcher
5.	foul	14.	curve
6.	hit	15.	sacrifice
7.	pitcher	16.	double
8.	base	17.	bat
9.	home	18.	batter
19.	mask	20.	strike
20.	score	21.	out
21.	plate	22.	swing/slide
22.	diamond	23.	score
23.		24.	strike
24.		25.	score
25.			

Pieces of a Puzzle

In many ways a story is like a puzzle. A story can be broken down into individual pieces such as good guys, bad guys, supporting characters, setting, beginning, ending, conflict, etc. Until all of the pieces are arranged correctly they may not make a lot of sense, but skillfully pieced together to form a complete picture, they can tell a powerful story. Choose one story piece from each column in the chart below and then put them together to create an original story of your own.

Protagonist (Good Guy)	Antagonist (Bad Guy)	Supporting Character	Setting	Conflict	Conclusion
Chef	Dentist	Doctor	New York City	Man vs. Self	Tragedy
Nurse	Father	Best Friend	Beach	Man vs. Nature	To Be Continued
Lawyer	College Student	Dog	Foreign Country	Man vs. Society	Happy
Teacher	Athlete	Waitress	Hotel	Good vs. Evil	Bad Guy Wins
Cowboy	Politician	Movie Star	Ranch	Something Stolen	Everyone Dies
Computer Expert	Thief	Artist	Cemetery	Young vs. Old	Guy Gets Girl
Detective	Jockey	Zoo Keeper	Used Car Lot	Man vs. Machine	Only a Dream
Author	Sister	Computer	School	A Dying Request	The Butler Did It

Great Minds

Think Alike



Time:	30 minutes
Objective:	Students will write the ending to a short story then compare their conclusion with that of the original author.
Materials Needed	<ul style="list-style-type: none">• Copy of an original short story• Paper• Pencils
Procedures:	<ol style="list-style-type: none">1. Explain to students that you are going to read the beginning of a short story by Guy De Maupassant (or author of your choice) and then have them write the ending to the story. When everyone has finished writing, they will have the opportunity to share their writings and compare them to the conclusion written by the original author.2. Read the beginning of <i>The Necklace</i> (or other short story of your choice) aloud to the class (see page 224).3. Allow students 15 minutes to write a conclusion to the story.4. If time permits, invite students to share their conclusions with the class or in small groups.5. Read aloud the original ending to the story.6. Ask students to list similarities and differences between their conclusion and the author's conclusion at the bottom of their page and then turn it in for teacher evaluation.
Working with Students with Special Needs:	<ul style="list-style-type: none">• Allow students to give an oral response.• Dictate response to a scribe.

The Necklace

GUY DE MAUPASSANT



She was one of those pretty, charming young ladies, born, as if through an error of destiny, into a family of clerks. She had no dowry, no hopes, no means of becoming known, appreciated, loved and married by a man either rich or distinguished; and she allowed herself to marry a petty clerk in the office of the Board of Education.

She was simple, not being able to adorn herself, but she was unhappy, as one out of her class; for women belong to no caste, no race, their grace, their beauty and their charm serving them in the place of birth and family. Their inborn finesse, their instinctive elegance, their suppleness of wit, are their only aristocracy, making some daughters of the people the equal of great ladies.

She suffered incessantly, feeling herself born for all delicacies and luxuries. She suffered from the poverty of her apartment, the shabby walls, the worn chairs and the faded stuffs. All these things, which another woman of her station would not have noticed, tortured and angered her. The sight of the little Breton, who made this humble home, awoke in her sad regrets and desperate dreams. She thought of quiet antechambers with their oriental hangings lighted by high bronze torches and of the two great footmen in short trousers who sleep in the large armchairs, made sleepy by the heavy air from the heating apparatus. She thought of large drawing rooms hung in old silks, of graceful pieces of furniture carrying bric-a-brac of inestimable value and of the little perfumed coquettish apartments made for five o'clock chats with the most intimate friends, men known and sought after, whose attention all women envied and desired.

When she seated herself for dinner before the round table, where the tablecloth had been used three days, opposite her husband who uncovered the tureen with a delighted air, saying; "Oh! The good potpie! I know nothing better than that," she would think of the elegant dinners of the shining silver, of the tapestries peopling the walls with ancient personages and rare birds in the midst of fairy forests; she thought of the exquisite food served on marvelous dishes, of the whispered gallantries, listened to with the smile of the Sphinx while eating the rose-colored flesh of the trout or a chicken's wing.

She had neither frocks nor jewels, nothing. And she loved only those things. She felt that she was made for them. She had such a desire to please, to be sought after, to be clever and courted.

She had a rich friend, a schoolmate at the convent, whom she did not like to visit; she suffered so much when she returned. And she wept for whole days from chagrin, from regret, from despair and disappointment.

One evening her husband returned, elated, bearing in his hand a large envelope.

"Here," he said, "here is something for you."

She quickly tore open the wrapper and drew out a printed card on which were inscribed these words:

The Minister of Public Instruction and Madame George Ramponneau ask the honor of M. and Mme Loisel's company Monday evening, January 18, at the Minister's residence.

Instead of being delighted, as her husband had hoped, she threw the invitation spitefully upon the table, murmuring:

"What do you suppose I want with that?"

"But my dearie, I thought it would make you happy. You never go out, and this is an occasion, and a fine one! I had a great deal of trouble to get it. Everybody wishes one, and it is very select; not many are given to employees. You will see the whole official world there."

She looked at him with an irritated eye and declared impatiently:

"What do you suppose I have to wear to such a thing as that?"

He had not thought of that; he stammered:

"Why, the dress you wear when we go to the theater. It seems very pretty to me."

He was silent, stupefied, in dismay, at the sight of his wife weeping. Two great tears fell slowly from the corners of her eyes toward the corners of her mouth; he stammered:

"What is the matter? What is the matter?"

By a violent effort she had controlled her vexation and responded in a calm voice, wiping her moist cheeks:

"Nothing. Only I have no dress and consequently I cannot go to this affair. Give your card to some colleague whose wife is better fitted out than I."

He was grieved but answered: *"Let us see, Matilda. How much would a suitable costume cost, something that would serve for other occasions, something very simple?"*

She reflected for some seconds, making estimates and thinking of a sum that she could ask for without bringing with it an immediate refusal and a frightened exclamation from the economical clerk.

Finally she said in a hesitating voice:

"I cannot tell exactly, but it seems to me that four hundred francs ought to cover it."

He turned a little pale, for he had saved just this sum to buy a gun that he might be able to join some hunting parties the next summer, on the plains at Nanterre, with some friends who went to shoot larks up there on Sunday. Nevertheless, he answered:

"Very well. I will give you four hundred francs. But try to have a pretty dress."

The day of the ball approached, and Mme Loisel seemed sad, disturbed, anxious. Nevertheless, her dress was nearly ready. Her husband said to her one evening:

"What is the matter with you? You have acted strangely for two or three days."

And she responded: *"I am vexed not to have a jewel, not one stone, nothing to adorn myself with. I shall have such a poverty-laden look. I would prefer not to go to this party."*

He replied: *"You can wear some natural flowers. At this season they look very chic. For ten francs you can have two or three magnificent roses."*

She was not convinced. *"No,"* she replied, *"there is nothing more humiliating than to have a shabby air in the midst of rich women."*

Then her husband cried out: *"How stupid we are!"*

Go and find your friend Madame Forestier and ask her to lend you her jewels. You are well enough acquainted with her to do this."

She uttered a cry of joy. *"It is true!"* she said. *"I had not thought of that."*

The next day she took herself to her friend's house and related her story of distress. Mme Forestier went to her closet with the glass doors, took out a large jewel case, brought it, opened it and said;

"Choose, my dear."

She saw at first some bracelets, then a collar of pearls, then a Venetian cross of gold and jewels and of admirable workmanship. She tried the jewels before the glass, hesitated, but could neither decide to take them nor leave them. Then she asked:

"Have you nothing more?"

"Why, yes. Look for yourself. I do not know what will please you."

Suddenly she discovered in a black satin box a superb necklace of diamonds, and her heart beat fast with an immoderate desire. Her hands trembled as she took them up. She placed them about her throat, against her dress, and remained in ecstasy before them. Then she asked in a hesitating voice full of anxiety:

“Could you lend me this? Only this?”

“Why, yes, certainly.”

She fell upon the neck of her friend, embraced her with passion, then went away with her treasure.

The day of the ball arrived. Mme Loisel was a great success. She was the prettiest of all, elegant, gracious, smiling and full of joy. All the men noticed her, asked her name and wanted to be presented. All the members of the Cabinet wished to waltz with her. The minister of education paid her some attention.

She danced with enthusiasm, with passion, intoxicated with pleasure, thinking of nothing, in the triumph of her beauty, in the glory of her success, in a kind of cloud of happiness that came of all this homage and all this admiration, of all these awakened desires and this victory so complete and sweet to the heart of woman.

She went home toward four o'clock in the morning. Her husband had been half asleep in one of the little salons since midnight, with three other gentlemen whose wives were enjoying themselves very much.

He threw around her shoulders the wraps they had carried for the coming home, modest garments of everyday wear, whose poverty clashed with the elegance of the ball costume. She felt this and wished to hurry away in order not to be noticed by the other women who were wrapping themselves in rich furs.

Loisel detained her. “Wait,” said he. “You will catch cold out there. I am going to call a cab.”

But she would not listen and descended the steps rapidly. When they were in the street they found no carriage, and they began to seek for one, hailing the coachman whom they saw at a distance.

They walked along toward the Seine, hopeless and shivering. Finally they found on the dock one of those old nocturnal coupes that one sees in Paris after nightfall, as if they were ashamed of their misery by day.

It took them as far as their door in Martyr Street, and they went wearily up to their apartment. It was all over for her. And on his part he remembered that he would have to be at the office by ten o'clock. She removed the wraps from her shoulders before the glass for a final view of herself in her glory. Suddenly she uttered a cry. Her necklace was not around her neck.

Her husband, already half undressed, asked:

“What is the matter?”

She turned toward him excitedly:

"I have—I have—I no longer have Madame Forestier's necklace."

He arose in dismay: *"What! How is that? It's not possible."*

And they looked in the folds of the dress, in the folds of the mantle in the pockets, everywhere. They could not find it.

He asked: *"You are sure you still had it when we left the house?"*

"Yes, I felt it in the vestibule as we came out."

"But if you had lost it in the street we should have heard it fall. It must be in the cab."

"Yes. It is probable. Did you take the number?"

"No. And you, did you notice what it was?"

"No."

They looked at each other, utterly cast down.

Finally Loisel dressed himself again.

"I am going," said he, *"over the track where we went on foot, to see if I can find it."*

And he went. She remained in her evening gown, not having the force to go to bed, stretched upon a chair, without ambition or thoughts.

Toward seven o'clock her husband returned. He had found nothing.

He went to the police and to the cab offices and put an advertisement in the newspapers, offering a reward; he did everything that afforded them a suspicion of hope.

She waited all day in a state of bewilderment before this frightful disaster. Loisel returned at evening, with his face harrowed and pale, and had discovered nothing.

"It will be necessary," said he, *"to write to your friend that you have broken the clasp of the necklace and that you will have it repaired. That will give us time to turn around."*

She wrote as he dictated.

At the end of a week they had lost all hope. And Loisel, older by five years, declared:

"We must take measures to replace this jewel."

The next day they took the box which had enclosed it to the jeweler whose name was on the inside. He consulted his books.

"It is not I, Madame," said he, "who sold this necklace; I only furnished the casket."

Then they went from jeweler to jeweler, seeking a necklace like the other one, consulting their memories, and ill, both of them, with chagrin and anxiety.

In a shop of the Palais-Royal they found a chaplet of diamonds which seemed to them exactly like the one they had lost. It was valued at forty thousand francs. They could get it for thirty-six thousand.

Stop reading at this point and assign students to write their own conclusion.

The Necklace

Conclusion



GUY DE MAUPASSANT

They begged the jeweler not to sell it for three days. And they made an arrangement by which they might return it for thirty-four thousand francs if they found the other one before the end of February.

Loisel possessed eighteen thousand francs which his father had left him.

He borrowed the rest.

He borrowed it, asking for a thousand francs of one, five hundred of another, five louis of this one and three louis of that one. He gave notes, made ruinous promises, took money of usurers and the whole race of lenders. He compromised his whole existence, in fact, risked his signature without even knowing whether he could make it good or not, and, harassed by anxiety for the future by the black misery which surrounded him and the prospect of all physical privations and moral torture, he went to get the new necklace, depositing on the merchant's counter thirty six thousand francs.

When Mme Loisel took back the jewels to Mme Forestier the latter said to her in a frigid tone:

"You should have returned these to me sooner, for I might have needed them."

She did open the jewel box as her friend feared she would. If she should perceive the substitution what would she think? What should she say? Would she take her for a robber?

Mme Loisel now knew the horrible life of necessity. She did her part, however, completely, heroically. It was necessary to pay this frightful debt.

She would pay it. They sent away the maid; they changed their lodgings they rented some rooms under a mansard roof.

She learned the heavy cares of a household, the odious work of a kitchen. She washed the dishes, using her rosy nails upon the greasy pots and the bottoms of the stewpans. She washed the soiled linen, the chemises and dishcloths, which she hung on the line to dry; she took down the refuse to the street each morning and brought up the water, stopping at each landing to breathe. And, clothed like a woman of the people, she went to the grocer's, the butcher's and the fruiterer's with her basket on her arm, shopping, haggling

to the last sou her miserable money.

Every month it was necessary to renew some notes, thus obtaining time, and to pay others. The husband worked evenings, putting the books of some merchants in order, and nights he often did copying at five sous a page.

And this life lasted for ten years.

At the end of ten years they had restored all, all, with interest of the usurer, and accumulated interest, besides.

Mme Loisel seemed old now. She had become a strong, hard woman, the crude woman of the poor household. Her hair badly dressed, her skirts awry, her hands red, she spoke in a loud tone and washed the floors in large pails of water. But sometimes, when her husband was at the office, she would sear herself before the window and think of that evening party of former times, of that ball where she was so beautiful and so flattered.

How would it have been if she had not lost that necklace? Who knows? Who knows? How singular is life and how full of changes! How small a thing will ruin or save one!

One Sunday, as she was taking a walk in the Champs Elysees to rid herself of the cares of the week, she suddenly perceived a woman walking with a child. It was Mme Forestier, still young, still pretty, still attractive. Mme Loisel was affected. Should she speak to her? Yes, certainly. And now that she had paid, she would tell her all. Why not?

She approached her. *"Good morning, Jeanne."*

Her friend did not recognize her and was astonished to be so familiarly addressed by this common personage. She stammered:

"But, Madame—I do not know—You must be mistaken."

"No, I am Matilda Loisel."

Her friend uttered a cry of astonishment: *"Oh! my poor Matilda! How you have changed!"*

"Yes, I have had some hard days since I saw you, and some miserable ones—and all because of you."

"Because of me? How is that?"

"You recall the diamond necklace that you loaned me to wear to the minister's ball?"

"Yes, very well."

"Well, I lost it."

"How is that, since you returned it to me?"

"I returned another to you exactly like it. And it has taken us ten years to pay for it. You can understand that it was not easy for us who have nothing. But it is finished, and I am decently content."

Mme Forestier stopped short. She said:

"You say that you bought a diamond necklace to replace mine?"

"Yes. You did not perceive it then? They were just alike."

And she smiled with a proud and simple joy. Mme Forestier was touched and took both her hands as she replied:

"Oh, my poor Matilda! Mine were false. They were not worth over five hundred francs!"