

Lesson 7

Chapter 7

❶ Vocabulary 1. inspecting 2. outrage 3. possibility 4. coincidence 5. accuse 6. motive	❷ Vocabulary 1. hem 2. stitching	❸ Vocabulary 1. joke 2. broke 3. chill 4. will 5. sill	❹ Vocabulary Expressions 1. I'm growing like a weed. 2. sprouted right up
--	---	--	--

WORD LISTS

DECODING WORD LISTS

Exercise 1: Initial Decoding

Touch under the first word in list 1. The first word is *inspecting*. What word? (Signal.) *Inspecting*. **The next word is *outrage*. What word?** (Signal.) *Outrage*. (Repeat process for each word in the list.)

Exercise 2: Firming It Up

Touch the first word in list 1. You're going to read the words in this list at a faster rate. First word. (Signal.) *Inspecting*. **Next.** (Signal.) *Outrage*. (Repeat process for each word in the list, making your pace a bit quicker than in exercise 1. Refer to the correction procedure if students make an error.)

Exercise 3: Mastery Level

Touch the first word in list 1. You're going to read this list at the mastery level. Read the list from top to bottom, bottom to top. Ready? Read. (Refer to the correction procedure if students make an error.)

Repeat procedure for each word list and for the vocabulary expressions.

UNDERSTANDING VOCABULARY WORDS

Let's talk about what these words mean. The first word is *inspecting*. Inspecting means looking very carefully at. Everybody, what does inspecting mean? *Looking very carefully at.*

I'll say it one way; you say it the other way. I am inspecting my left shoe. I am looking very carefully at my left shoe.

Some people have jobs where they inspect things. A bridge inspector looks very carefully at bridges to make sure there are no cracks and that they are safe.

A building inspector does the same thing with buildings. Inspectors need to learn what to look for and what it means so they can do their jobs well.

Word 2 is *outrage*. An outrage is a terrible wrong done against you. Everybody, what's an outrage? *A terrible wrong done against you.*

If a person smashed your favorite toy, you might say, "This is an outrage!" because the thing they did against you was a terrible wrong.

I'll say it one way, you say it the other. What he did was a terrible wrong. What he did was an outrage.

Word 3 is *possibility*. A possibility is a thing that could happen. Everybody, what's a possibility? *A thing that could happen.* **When we go to the gym, one possibility is that we will play basketball. Another**

possibility is that we will play dodge ball. What is another possibility? (Accept reasonable responses.)

Everybody, another way of saying a thing that could happen is a...*possibility.*

Word 4 is *coincidence*. A coincidence is when things happen and they seem to be connected somehow. Everybody, what's a coincidence? *When things happen and they seem to be connected somehow.*

Sometimes I will be thinking about someone and then the phone will ring and it's the person I was thinking about. Thinking about them had nothing to do with their phoning. Still it is interesting that I was thinking about them just before they called.

A coincidence from our story is that Benny got burrs all over his socks when he found the Historic Wagner Farmhouse sign. In the next chapter, Sharon Corkum had burrs on her socks. It could mean that Sharon hid the sign. But you can get burrs in lots of places so we can't be sure. It may have just been a coincidence that they both had burrs on their socks.

Word 5 is *accuse*. Accuse means to blame. Everybody, what does accuse mean? *To blame.*

If you accuse someone of doing something (usually something bad), you need to have some facts to use as proof. For example, if a classroom window was broken over lunchtime, I might accuse the two students I stopped from throwing a ball in the classroom. Those students would seem the most likely to have broken the window.

Could someone else have broken the window instead? *Yes. So when you accuse someone, you have to get as many facts as you can so that you are sure that your accusation is correct.*

Word 6 is *motive*. A motive is a reason for doing something. Everybody, what's a motive? *A reason for doing something.*

Being hungry is a motive for going to get something to eat. Being sleepy is a motive for having a nap.

Let's see if you can finish some of my sentences. Being thirsty... (Call on a student.)
Idea: *is a motive for having a drink of water.*

Being hot... (Call on a student.) Idea: *is a motive for sitting down in the shade.*

Being cold... (Call on a student.) Idea: *is a motive for putting on a sweater.*

A motive is a reason for doing something.

Touch list 2. These words belong together because they both have to do with sewing.

The first word in list 2 is *hem*. On a piece of clothing, the hem is the part that is folded under and stitched. Everybody, what's the hem? *The part that is folded under and stitched.*

You can find a hem at the end of a sleeve or a pants leg or at the bottom of a dress or skirt. If you look carefully, you will see that the material is folded under before it's stitched. That stops the cloth from tearing or fraying at the ends. (Take a few minutes for students to examine hems on their own clothing or bring some articles of clothing for them to examine.)

Word 2 is *stitching*. Stitching is the thread that goes in and out of the seams on clothing. Everybody, what's stitching? *The thread that goes in and out of the seams on clothing.*

It is stitching that keeps your hem together. Just turning the fabric under wouldn't do much good. You keep it turned under with stitching.

Touch list 3. There are two groups of words. Each group has something in common. What does each group have in common? Idea: *Each group of words is made up of rhyming words.*

Each group of words is made up of rhyming words. It's important to notice that the last three letters of the words in each group are the same. The only thing that changes is the first one or two letters in each word. Let's read the words in the first group together. *Joke, broke*. What are the last three letters in each word? *O-k-e*. What sound do they make? *Oke*.

Read the next group of words. *Chill, will, sill.*
What are the last three letters in each word?
i-l-l. What sound do they make? ill.

UNDERSTANDING VOCABULARY EXPRESSIONS

Let's talk about what the expressions mean.
The first expression is *I'm growing like a weed*. Everyone who has a garden knows that weeds seem to grow better and faster than any other plants in the garden. When a person says "I'm growing like a weed," he or she means that he or she is growing very fast.

I'll say it one way; you say it the other way.
Joshua is growing very fast. *Joshua is growing like a weed.*

Expression 2 is *sprouted right up*. You can tell that both of these expressions are comparing people to plants! When someone has "sprouted right up" it means that they have grown quickly.

Everybody, finish my sentence. When I say that Tamara has grown quickly I could say that Tamara has...*sprouted right up*.

STORY READING

SUMMARY OF CHAPTER 6:

Let's summarize the main events that happened in Chapter 6. Ideas: *Back at Aunt Jane's house the Aldens discussed the mystery. They ruled out Mr. Mason as the practical jokester. Aunt Jane took the Aldens to a new ice-cream parlor in town. At the ice-cream parlor the Aldens overheard an argument between Gwen and Sharon. Sharon stormed out of the ice-cream parlor. The Aldens went to the pet store and asked if they had any canaries, but the man behind the counter said that the store did not sell canaries. On the way home the Aldens noticed Jake North's car pulling out of the driveway to the farmhouse. The Aldens then realized that they shouldn't jump to any conclusions about Jake North.*

Let's read on to see what happens next.

CHAPTER 7

Before we begin reading today, I'm going to explain the title of this chapter: **Double Take**. A double take means to look twice.
Everybody, what does a double take mean?
To look twice.

Actors and comedians do double takes all the time when they see something that is unexpected. The first time they look, they just glance and turn away. Then they realize that they just saw something unexpected so they turn quickly and look again. This time, they usually look for a longer time and they have a surprised expression on their face. Let's see if we can decide where the double take happens in this chapter.

Pages 87 and 88

Imagine if you were Benny or Henry and you had just put on your pants, looked down and noticed they were too short.

At first, it wouldn't make too much sense. Then you would look again, very quickly, and would be very surprised to see that you had grown 5 inches overnight!

What's another reason to call Benny and Henry's problem a "double take?" Idea: *There were two boys whose pants had gotten short overnight—that makes a "double" take. The author of this story could be playing a joke of her own by calling what happened to two brothers a "double" take.*

What kind of joke would you call this? Idea: *A practical joke. It's a practical joke because some item or other has been changed or used in an unexpected way.*

Could a ghost have done this work? Idea: *No. There is no such thing as ghosts and, even if there was such a thing, a ghost couldn't use a needle and thread to hem up two pairs of pants!*

Page 89

Look at the picture on page 89. Tell how the artist has shown that Henry and Benny are surprised by what they see. Ideas: *Benny is pointing at Henry's short pant legs. Both boys' mouths are open as though they are exclaiming*

or shouting. Henry is holding his hands away from his sides so he can see the short pants better. Both boys are looking down at Henry's pants.

Page 90

Who did Miss Pennink think was responsible for the practical joke? Idea: *Miss Pennink thought that it was Horace Wagner playing another practical joke.*

Page 91

Why do you think that Jake would want a picture of the boys in their short pants? Idea: *It might be a funny picture to put in the paper.*

How did Jake suggest the pants became shortened? Idea: *He asked if they shrank in the wash.*

What reason did Miss Pennink give for thinking that the practical joker was Horace Wagner? Idea: *She thought that Horace was getting back at Carl for keeping him out of his own house.*

Page 92

It seems that two people believe that the practical jokes are the work of a ghost. Who are they? Idea: *Miss Pennink and Sharon Corkum.*

Sharon said that if it wasn't Horace Wagner playing the jokes, there was only one other possibility. What did she think? Idea: *Sharon thought that it could be the Aldens playing the jokes because the jokes didn't start until they arrived.*

Sharon used the word "coincidence" when she said that. Remember, a coincidence is when one or more things happen that seem as though they may be connected.

Pages 94 and 95

Miss Pennink told the story about one of Horace Wagner's practical jokes. But this joke was well-intended. That means that it was meant to help someone or take away their hurt. How did Horace Wagner do that? Idea: *One of his brothers was feeling badly about not growing so Horace shortened his*

pants to make him think he was growing. He felt better about himself after that.

Pages 95 and 96

We found out something new about Jake on these pages. What is it? Idea: *Draper Mills is Jake's uncle.*

Think about what Benny said in the third-to-last paragraph. Then think about what Jake found that he had left behind. See if you can find a reason to be suspicious about his story. (It will be revealed that, if Jake visited at night, he would have had no need of sunglasses. Therefore, the sunglasses are a ruse of some kind.)

DEVELOPING FLUENCY:

(Students should read at least a 150-200 word passage from chapter 7, beginning with the first word of the chapter.

Assign each student a partner with approximately the same skill level in reading. Identify one student as Student A and the other student as Student B.)

Open your book to page 87. Touch the first word of the chapter. Listen while I read this part of the story to you. (Read accurately and fluently for one minute, with a variety of expression, remembering to use appropriate phrasing.) **This is how it should sound when you read out loud.**

It's your turn. Silently read the passage that I read starting with the first word of chapter 7. Look up at me when you're finished. (Allow sufficient time for all students to complete reading the selected passage of at least 150 words.)

Now, you'll each have a chance to read to your partner. First, Partner A will be the reader; Partner B will be the checker. Partner B: whenever you hear your partner make a reading error, say "Stop. That word is" and tell your partner the word. You'll read until I say "stop." Ready. Read. (Allow one minute for Partner A to read aloud as far as he or she can in the chapter.

Reverse roles, with Partner B reading to Partner A.)

DEVELOPING VOCABULARY: (Optional):

Preparation:
Write the following words on the board in a column: inspecting, outrage, possibility, coincidence, accuse, motive.

(Give each student a copy of their vocabulary notebook.)

Each day we will practice some of the vocabulary words and their definitions. Later, you will write them in your vocabulary notebooks.

(Point to the list of words on the board.) **These are the words that you will be writing in your vocabulary notebook today.**

Let's practice these words and their meanings. We are also going to review the words that you learned in previous lessons.

Inspecting means looking very carefully at. What does inspecting mean? (Signal.) *Looking very carefully at. What it when you look very carefully at something?* (Signal.) *Inspecting.*

Outrage is a terrible wrong done against you. What is outrage? (Signal.) *A terrible wrong done against you. What do we call a terrible wrong done against you?* (Signal.) *Outrage.*

A possibility is a thing that could happen. What is a possibility? (Signal.) *A thing that could happen. What do we call a thing that could happen?* (Signal.) *A possibility.*

A coincidence is when things happen and they seem to be connected somehow. What is a coincidence? (Signal.) *When things happen and they seem to be connected somehow. What do we call things that happen and seem to be connected somehow?* (Signal.) *A coincidence.*

A synonym for accuse is blame. What is a synonym for accuse? (Signal.) *Blame. What is a synonym for blame?* (Signal.) *Accuse.*

Motive is a reason for doing something. What is a motive? (Signal.) *A reason for doing something. What would we call some ones*

reason for doing something? (Signal.) *A motive.*

A custodian is a person who takes care of something. Who is a custodian? (Signal.) *A person who takes care of something. What do we call a person who takes care of something?* (Signal.) *A custodian.*

A volunteer is a person who does a job without getting paid. Who is a volunteer? (Signal.) *A person who does a job without getting paid. What do we call a person who does a job without getting paid?* (Signal.) *A volunteer.*

A pantry is a small room where non-perishable food and cooking supplies are kept. What is a pantry? (Signal.) *A room where non-perishable food and cooking supplies are kept. What do we call a room where non-perishable food and cooking supplies are kept?* (Signal.) *A pantry.*

Responsible means accepting the consequences of your actions. What does responsible mean? (Signal.) *Accepting the consequences of your actions. What do we call a person who is accepting the consequences of their actions?* (Signal.) *Responsible.*

A poet is a person who writes poetry. What is a poet? (Signal.) *Someone who writes poetry. What do we call someone who writes poetry?* (Signal.) *A poet.*

Eventually means at some future time. What does eventually mean? (Signal.) *At some future time. When will something happen if it happens at some future time?* (Signal.) *Eventually.*

(Ask the students to open their vocabulary notebooks to the next page that has blank boxes.)

You will complete your vocabulary notebook for this lesson on your own.

WRITTEN FOLLOW-UP

ACTIVITIES:

Have the students complete the vocabulary and story items for Lesson 7 in the Student Workbook.

ENRICHMENT AND EXTENSION

ACTIVITIES:

THE MYSTERY OF THE MISSING RED SOCKS

(Note: You'll need to post the charts from last lesson's brainstorming sessions for students to copy from. Copy the cloze story found at the end of this lesson and give one to each student.)

Today you'll use the information you brainstormed to write *The Mystery of the Missing Red Socks*.

I've prepared parts of the story for you. You'll need to add the missing parts from the information we brainstormed during the last lesson.

First, we'll read the story together. Every time we come to a blank, we will just say "blank." The blanks are the spaces we'll have to fill in with information from the chart.

(Read the story through once. Then read again and ask students what kinds of information might be required in the blank spaces [e.g., color of hair and eyes, what Billie did in his first, unsuccessful attempt to find the socks, and so on].)

Instruct students to use information from the charts or tell them that they may choose to write ideas of their own. In any case, the format should be observed. Allow students sufficient time to write. Students who finish early may add a colored drawing of Billie and his house.

Students should share their mystery stories in pairs upon completion. Students may also choose to read their stories to the class.)

ANSWER KEY FOR LESSON 7

❶

1. inspecting, 2. outrage, 3. possibility, 4. coincidence, 5. accuse, 6. motive

❷

1. F
2. F
3. T
4. F
5. F
6. T

❸ Ideas:

Jake's sunglasses were missing.
Draper Mills was Jake's uncle.
The stitching on the pants was sloppy.
Horace Wagner played the short pants joke on his brother.

❹

1. The boys knew that Elizabeth Pennink did not shorten the pants because the stitching was sloppy.

2. Ideas: Ghosts can't move things around so it couldn't be Horace; ghosts can get into places without using doors or keys so it could be Horace.

Lesson 7

Chapter 7

❶ Vocabulary	❷ Vocabulary	❸ Vocabulary	❹ Vocabulary Expressions
1. inspecting	1. hem	1. joke	1. I'm growing like a weed.
2. outrage	2. stitching	2. broke	2. sprouted right up
3. possibility		3. chill	
4. coincidence		4. will	
5. accuse		5. sill	
6. motive			

❶ Vocabulary Practice

Fill in the blanks or replace the underlined words with vocabulary from the word box below. Some words will be used more than once.

accuse	inspecting	motive
possibility	outrage	coincidence

1. I am (looking very carefully at) _____ the tire on my bike. I think it might be leaking.
2. It was a/an (terrible wrong done against you) _____ that she bullied me on the school grounds.
3. If it is a thing that could happen, it is a _____.
4. Just when I was thinking about you, you called me on the telephone. What an interesting (when things happen and they seem to be connected somehow) _____!
5. Why did you (blame) _____ me of spilling your milk? I was nowhere near you.
6. He had a good (reason for doing something) _____ for leaving his dog outside the cat shelter.
7. The police were trying to discover the _____ for the robbery.
8. What do you think the _____ is that it will rain on our school fun day?

❷ Tell whether the statements are true or false by printing T or F in the space.

1. Jake's sun screen was missing. _____
2. Draper Mills was Jake's father. _____
3. Jake wanted a picture of the boys in short pants. _____
4. The stitching on the pants was perfect. _____
5. Horace Wagner played the short pants joke on his sister. _____
6. Elizabeth thought that Horace's ghost played the joke. _____

❸ Choose two false statements from part 3 and write sentences that tell the truth. Remember to use capitals and periods.

1. _____

2. _____

❹ Answer the following questions using complete sentences.

1. How did the boys know that Elizabeth Pennink did not shorten the pants?

2. Sharon and Elizabeth thought that the practical joker was Horace Wagner. Tell what you think and give one reason why you think that.

