Unit 2/Week 2

Title: Wings for the King

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Books give us access to knowledge, adventure, and fun. Our imagination can take us many places.

Synopsis

The king wants to fly to distant lands and see the world. His loyal subjects bring him wings and other flying inventions. The king learns that only the gift of books satisfies his search for knowledge.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| At the beginning of the story, the king and queen are sitting on the throne. What are they doing? | The queen is crocheting and the king restlessly changes his position three or four times. |
| Why does it depress the king to look out the window? | Because everything out there has something to do. |
| The queen asks the king, “’What do you want with a sparrow?’” What was the king’s response? | Not the whole bird, just the wings. His lovely feathery wings. I want to travel to distant lands. I want to fly. |
| What does the word subject mean? How does the subject enter the room? | Subject is a person under the power, control or influence of another. Tina Applegate enters carrying large wings. She trips over them as she bows. |
| The king says, “Even if they’re solid gold, they are worthless to me if they do not fly. Using your context clues, what does the word worthless mean? | Worthless means having no value |
| When asked if her wings fly, Tina says, “’Your Marjesty, do they fly? Do fish swim? Do lions roar? Do elephants have trunks?” Why does she ask these questions? | She is exaggerating by asking questions which the answer to is, “Of course!” So, just like fish can swim, lions can roar, and elephants have trunks, her wings will fly. She thinks it is a silly question. |
| Why does the king say he feels lighter after putting on Tina’s wings? | He wants to believe that they are going to work, so he tricks himself into thinking he already feels lighter on his feet. In reality, his weight on the ground has not changed. |
| How did the Heli-Cap-Ter work when the King tested it? | The Heli-Cap-Ter went up, up up. But the king went down, down, down. |
| What does Issac Summerville present to the king? Why did he feel the books were the best wings of all? | He told the king, “’Books are wings to the land of knowledge. They are also wings to the land of fun.’” |
| Describe the king’s reaction to Issac’s books. | The king doesn’t know what they are at first. He thinks they’re magical and will literally take him places. He also doesn’t understand that things in books can be made up and only found in your imagination like Alice’s Wonderland. |
| The king and queen realize that with books around they will never be bored again. What do they mean by this? | Even though the books are just objects, they represent the ability for the king and queen to fly to distant and exotic lands, to experience things they never before thought of, and to (metaphorically) leave their thrones without ever having to leave the room. |
| How does the king’s attitude change from the beginning of the story to the end of the story? | In the beginning of the story, the king is bored and impatient. He is tired of “sitting around” and wants to travel and see new things. He tells the queen he needs more adventure in his life. He is also impatient to make these changes. This is seen by the way he talks to the page. By the end of the story, the king is excited about the new adventures these books hold for him. He is no longer bored, but rather very happy and content. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | restlessly  sire  fine, imported  imposter | crochet  fanfare, off-key  reproachfully  askew, admiringly  propeller, ingenius, beloved  scoundrel |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | depress  distant  subject  worthless  guarantee  permit | sparrow, fetch  dungeon  invention |

Culminating Task

* Re-Read, Think, Discuss, Write

1. Using specific details and direct quotes from the text, explain how Isaac Summerville satisfies the king’s desire to travel to distant lands.
2. During the play, the king’s attitude changes several times. Using at least three examples from the text, show when and why changes take place. Be sure to include what words and phrases help to signify these changes.

Additional Activity

* The author uses stage directions to show character’s movements, as well as their emotions and intentions. With a partner, rewrite a portion of the play using different stage directions in order to change the audience’s perception of a character. Your portion should include dialogue from at least two characters. For example, could the king be portrayed as less impatient or impulsive due to stage directions? Could the page be seen as more dignified?

Answers will vary.

Note to Teacher

* This is a good opportunity to incorporate Science into the reading. Have students research and discuss the Wright Brothers and their impact on air travel.