

English I Through ESOL

The Short Story: "The Secret Life of Walter Mitty" by James Thurber	
FCAT Reading/Writing Focus:	Using Context Clues
FCAT Support Skills:	Onomatopoeia, Alliteration, Characterization
Language Focus:	Comparisons-Equal & Unequal
Text:	<i>Prentice Hall Literature: Gold Level</i>

English	Spanish	Haitian Creole	Portuguese
aimlessly	sin rumbo fijo, sin propósito,	san bi, san pozisyon, san direksyon	desnorteadamente, sem rumo
astonishment	asombro	sezisman, etonman	espanto, admiraçã
batter	golpear, apalea	bat	bater, bombardear
barrage	presa	baraj, barikad	barragem, impedimento
bedlam	lugar o situación caótica	konfizyon, dezòd	hospício, confusão
bickering	discutiendo, riñendo	diskisyon, kerèl	brigando, disputando
break loose	escapar, desatar	lage, demare	separar-se, fugir
be through	haber terminado con algo o alguien	fini	ter terminado
cannonading	atacar con artillería	atake, bonbade	bombardeando
cocky	engreído, petulante	awogan	convencido, arrogante
craven	temeroso, cobarde	temerè	covarde
cur	cobarde	move	pessoa desprezível
derisive	burlón(a)	ridikil, rizib	ridículo, irrisório
disdainful	desdeñoso(a)	deden, ensiltan	orgulhoso, altivo
distraught	afligido(a), angustiado(a)	distrè, konfi	distraído, confuso
dugout	trincheras cubiertas, piragua	bato, kannòt	abrigo subterráneo
fading	desvanecimiento, descolorarse	San frechè, fennen	desapareciendo gradualmente
fantasy	fantasía	fantezi	fantasia
flame-thrower	lanzallamas	lansflam	lança-chamas
fleeting	fugaz, pasajero	disparèt	fugaz, efêmero
firing squad	pelotón de fusilamiento	ploton egzeksyon	pelotão de tiroteio
haggard	demacrado(a)	fawouch	pálido, feroz
hastily	de prisa, apresuradamente	prese, briskeman	precipitadamente
hydroplane	hidroavión, hidroplano	idwoglisè	hidroavião
insinuatingly	insinuadamente	ensinye, fè kòmisi	insinuadamente
insolent	insolente	ensolan, awogan	insolente, arrogante
inscrutable	inescrutable, impenetrable	enpenetrab	inescrutável
lurched	tambaleado, sacudido	vyolan	abandonado, desamparado
menacing	amenazador	menasan	ameaçador
pandemonium	pandemónium	dezòd, tapaj	tumulto
rakishly	gallardamente	vaykevay	libertinamente
rending	arrancar	separe, dechire	rasgando, despedaçando
savagely	salvajemente	sovajman	ferozmente
scornfully	desdeñosamente	ak deden	com desdém
tousled	despeinado(a)	dezòd, deranje	descabelado, machucado
vaulted	abovedado, arqueado	nan kòrefò	abobado, arqueado

English Summary

“The Secret Life of Walter Mitty” by James Thurber

The short story, “The Secret Life of Walter Mitty”, by James Thurber, begins in the middle of one of Walter Mitty’s daydreams. Everything that Mitty sees and hears in his ordinary, boring life causes him to daydream about himself in glamorous, exciting situations. In his first daydream, Walter Mitty is the commander of a huge, navy hydroplane with eight engines. Mitty is in his full dress uniform, and shouting commands to the crew. There is an ice storm, and the crew is afraid of the coming hurricane. Mitty orders the crew to “rev up” the engines, which are pounding, “ta-pocketa-pocketa-pocketa-pocketa-pocketa”. The crewmembers jump to their tasks, and grin admiringly at their commander. Walter Mitty imagines that he is a fearless, heroic pilot. In reality, Mitty is not a pilot. He is simply driving his wife to the hairdresser. Mitty’s wife complains that he is driving too fast. She reminds her husband to buy overshoes, but Mitty does not need them. Mrs. Mitty scolds him for not wearing his gloves, so he puts them on.

Mitty drops his wife off and then drives aimlessly for a while. He passes a hospital on his way to the parking lot. Suddenly, Walter Mitty imagines he is Dr. Mitty, a famous surgeon, solving a crisis in the operating room. Dr. Mitty talks to doctors from all over the country about his brilliant new book. Suddenly, a huge, complicated machine begins to go “pocketa-pocketa-pocketa”. The “anesthetizer”, which is connected to the operating table by tubes and wires, is not working. No one knows how to fix it. Dr. Mitty keeps it running for ten more minutes so he can save the patient on the operating table. Mitty snaps out of his daydream, driving in the wrong lane.

On the weekly shopping trip to Waterbury, Walter Mitty waits for his wife to get her hair done and he does the shopping. Mitty buys his overshoes, but cannot remember what else his wife told him to buy. While Mitty completes his boring shopping, he has more daydreams. Everyday people and things start his imagination. A newsboy is shouting the news of the Waterbury trial. This event starts Mitty’s daydream about a court trial. Mitty imagines he is a defendant in a glamorous courtroom scene. The district attorney is cross-examining Mitty on the witness stand. The district attorney shows an automatic gun, and Mitty brags that he is the greatest pistol shot in the world. The defense and prosecutor argue as the judge calls for order. When Mitty confesses to the crime, pandemonium breaks out in the courtroom. A beautiful woman screams and runs forward to embrace Mitty, who strikes the district attorney on the chin. At that moment, Mitty remembers what his wife wanted him to buy some puppy biscuits.

Walter Mitty manages to buy the puppy biscuits and to check on his wife. A magazine with pictures of the war and bomber airplanes triggers a vivid and dramatic fantasy. Captain Mitty risks his life in a World War II bomber to bomb an enemy ammunition dump 42 kilometers away. Captain Mitty must do the work of two men. He hears the “rat-tat-tatting” of machine guns and the “pocketa-pocketa” of flamethrowers.

When Mrs. Mitty finishes at the hairdresser, she meets her husband at the hotel. Then she criticizes and nags him about the overshoes and puppy biscuits. Mitty answers her back that sometimes he is just thinking, but Mrs. Mitty insists that he must be ill and needs to see the doctor. At the drugstore, Mitty waits outside against the wall for his wife to finish her shopping. Walter Mitty gets lost in the fantasies. This time, when he lights a cigarette and it begins to rain, Mitty imagines he is Walter Mitty, the Undefeated, standing against a wall in front of a firing squad. This cigarette is his last cigarette. He stands motionless, proud and courageous. At the end of the story, Walter Mitty, the Undefeated, faces the firing squad with a smile on his face.

Spanish Summary

“La vida secreta de Walter Mitty” de James Thurber

El cuento “La vida secreta de Walter Mitty”, de James Thurber, empieza durante una de las fantasías de este personaje. Todo lo que ve y escucha en su ordinaria y aburrida vida lo hace soñar despierto y lo hace vivir situaciones llenas de glamour y emoción. En su primera fantasía Walter es el comandante de un inmenso hidroplano naval de ocho motores, viste de completo uniforme y le da órdenes a gritos a la tripulación. Hay una tormenta de hielo y la tripulación le teme al huracán que se aproxima por lo que Mitty ordena que “aceleren” los motores que golpetean ¡“ta-poquetá-poquetá-poquetá-poquetá-poquetá-poquetá”!. La tripulación se apresura a cumplir con las órdenes y le sonríe con admiración al comandante. Walter imagina ser un valiente y heroico piloto, cuando en realidad no lo es y simplemente está llevando a su esposa al peluquero. Ella se queja de que maneja muy rápido y le recuerda que debe comprarse un par de zapatos de goma, pero él no los necesita. Lo regaña por no usar los guantes, por lo que se los pone.

Mitty deja a su esposa y continúa manejando sin rumbo fijo por un rato. Al dirigirse al estacionamiento pasa por un hospital y repentinamente, se imagina que es el Dr. Mitty, un famoso cirujano, que está resolviendo una crisis en el quirófano. El Dr. Mitty habla con doctores de todo el país sobre su nuevo e interesante libro. De pronto, una inmensa y complicada máquina empieza a repiquetear ¡“poquetá-poquetá-poquetá”!. El “anestesiador”, que está conectado por tubos y cables a la mesa de operaciones, no funciona y nadie sabe cómo arreglarlo. Dr. Mitty lo mantiene conectado diez minutos más para poderle salvar la vida al paciente que se encuentra en la mesa de operaciones y se despierta bruscamente de su fantasía, manejando en sentido contrario.

Durante su viaje semanal a Waterbury, Walter Mitty va haciendo las compras mientras espera que a su esposa le arreglen el cabello. Compra los zapatos de goma, pero no recuerda qué otros artículos su esposa le dijo que debía adquirir. Mientras sigue con sus aburridas compras, Walter sigue fantaseando. La gente común y corriente, y las cosas cotidianas incitan su imaginación. Un niño repartidor de periódicos anunciaba a gritos la noticia sobre el juicio en Waterbury. Este acontecimiento sobre un juicio en el tribunal hace que la imaginación de Mitty eche a volar. Se imagina que es el acusado en una escena sensacional en la sala de audiencias. El fiscal lo interroga en el banquillo de los acusados mostrándole una pistola automática y Mitty presume ser el mejor tirador del mundo. El abogado defensor y el fiscal discuten mientras el juez llama al orden. Cuando Mitty confiesa el crimen, se desata un pandemónium en la sala del tribunal. Una bella mujer grita y se echa a correr para abrazar a Mitty, quien golpea al fiscal en la barbilla y, en ese momento, recuerda que su esposa quería que comprara unas galletitas para perro.

Walter se las ingenia para comprar las galletitas y echarle un vistazo a su esposa. Una revista con imágenes de guerra y aviones bombarderos provocan una viva y dramática fantasía en la que el Capitán Mitty arriesga su vida en uno de estos aviones de la Segunda Guerra Mundial para destruir el depósito de municiones del enemigo a 42 kilómetros de distancia. El Capitán debe hacer el trabajo de dos hombres. Escucha el ¡ra-ta-ta-tá! de las metralletas y el ¡poquetá-poquetá! de los lanzallamas.

Cuando la Sra. Mitty sale del salón de belleza se encuentra con su marido en el hotel y comienza a criticarlo y sermonearlo por los zapatos de goma y las galletitas de perro. Él le responde que a veces simplemente está pensando, pero ella insiste en que debe estar enfermo y necesita ver a un médico. Mitty, recostado a la pared de la farmacia, espera a que su esposa termine de hacer sus compras y nuevamente se pierde en sus fantasías. Esta vez, cuando enciende un cigarrillo y empieza a llover, Mitty imagina ser Walter Mitty, “El Invencible”, parado contra una pared al frente de un pelotón de fusilamiento. Este es su último cigarrillo. Al final de la historia se queda inmóvil, orgulloso y valiente, enfrentándose al pelotón de fusilamiento con una sonrisa en los labios.

The Department of Multicultural Education Spanish Translation Team certifies that this is a true and faithful translation ---of the original document. (561) 434-8620 – December 2005 –SY 05-1225

Haitian Creole Summary

“Lavi Sekrè Walter Mitty” dapre James Thurber

Ti istwa byen kout ki rele “Lavi Sekrè Walter Mitty” James Thurber rakonte a, koumanse nan mitan youn nan rèv Walter Mitty yo. Tout sa Mitty wè ak tandè nan lavi odinè san sans l ap mennen an lakoz li reve gwo jounen li se youn gwo zafè ekstrawòdinè. Nan premye rèv li fè gwo jounen an, Walter Mitty se kòmandan youn kokennchenn chaloup a zèl ki gen uit motè. Mitty abiye byen chèlbè ak inifòm plibdepan li ap pase manm ekipaj la lòd. Men youn tanpèt nèj, manm ekipaj yo pè siklòn k ap vini an. Mitty pase manm ekipaj la lòd pou fè akselere motè yo pwennfèpa, poutèt motè yo ap fè “*ta-pocketa-pocketa-pocketa-pocketa-pocketa.*” Manm ekipaj yo mete yo sou travay epi griyen dan sou kòmandan yo a. Walter Mitty met nan tèt li li se youn pilòt sanparèy ki pa pè anyen. An reyalyte, Mitty pa youn pilòt vre. Li tou senpman ap mennen madanm li kay estetisyèn nan. Madan Mitty ap plenyen poutèt mari l ap fè eksè vitès. Li fè mari l sonje pou l achte kawotchou, men Mitty pa bezwen yo. Madan Mitty rale zòrèy li poutèt li pa mete gan yo, li reziye l mete yo.

Mitty depoze madanm li epi li pran kondui san l pa konnen kote l prale. Lipase devan youn lopital pandan l sou wout prale kot machin yo estasyone a. Toutakou Walter Mitty imajine li se Doktè Mitty, youn chirijyen ki pa manje anyen k frèt ki fenk sot fè mirak nan sal operasyon an. Doktè Mitty rele tout lòt doktè nan peyi a pou l anonse yo gwo liv li fenk ekri a. Toutakou, youn kokennchenn machin pran fè “*pocketa-pocketa-pocketa*”. Machin anestezi a ki konekte nan tab operasyon an pamwayen tib ak fil tonbe an pa n. Pèsòn pa konnen kouman pou ranje l. Doktè Mitty fè l mache pandan di minit anplis pou l sove lavi malad la sou tab operasyon an. Mitty reveye sot nan rèv l ap fè gwo jounen an epi li reyalyze se kondui l ap kondui machin li an youn kote li pata dwe.

Pandan vwayaj lasemèn pou al achte Waterbury, Mitty rete tann madanm li fè cheve l epi li menm l al achte. Mitty achte kawotchou li yo, men li pa kab sonje ki lòt bagay madanm li te di l achte. Pandan Mitty ap fè acha san sans li yo, se atò li tonbe fè rèv gwo jounen. Moun ak bagay ranpli imajinasyon l. Youn ti gason ki konn distribye jounal pran kariyonnen nouvell pwozè Waterbury a. Evènman sa a tou koumanse rèv gwo jounen Mitty yo sou pwozè nan youn tribinal. Mitty imajine li se youn gran avoka defans abiye kou pan epi k ap plede nan youn sipèb sal tribinal. Pwokirè a pran entèwoje Mitty sou ban temwen yo. Pwokirè a montre youn zam otomatik epi, sa w tandè a, Mitty pran bat lestonmak li pou di li se pi gran fran tirè ki genyen nan lemonn. Avoka defans lan ak pwokirè a tonbe nan youn chirepit pandan jij la ouvri seyans lan. Lè Mitty konfese se li ki fè krim nan, youn gwo eskonbrit pete nan tribinal la. Youn bèl dam pran rele epi kouri pase devan al anbrase Mitty ki frape pwokirè a nan manton. Se nan moman sa a Mitty sonje madanm li te ba l achte kèk biswit pou ti chen.

Walter Mitty fè kou l konnen pou l achte biswit ti chen yo epi wè kouman madanm li ye. Youn magazin ak foto sou lagè ak avyon bonbadye deklanche youn fantezi sezisan ak fantastik. Kapten Mitty riske lavi li nan youn bonbadye dezyèm gè mondyal pandan l ap bonbade youn depo zam ki a 42 kilomèt distans. Kapten Mitty dwe fè travay de gason. Li tandè bri “*rat-tat-tatting*” machin gwann nan ak bri “*pocketa-pocketa*” lansflam yo.

Lè madanm Mitty fin fè cheve l, li rankontre mari li nan otèl la. Apresa, li kritike l epi pase l nan betiz pou kawotchou ak biswit ti chen yo. Mitty reponn li pou fèl konprann gendefwa se panse sèlman l panse, men madanm Mitty ensiste m sye malad, li dwe wè doktè. Etan nan boutik la, Mitty rete deyò a apiye sou mi an ap tann madanm li fin achte. Walter Mitty pèdi nan fantezi yo. Jou sa a, lè l limen youn sigarèt epi lapli koumanse tonbe, Mitty imajine li se Walter Mitty, lenbatab, ki apiye sou youn mi anfas youn ploton egzèkisyon. Sigarèt la se dènye sigarèt li. Li kanpe bouchbe, fyè ak tèt li, ranpli ak kouraj. Alafen istwa a, Walter Mitty, lenbatab, pantan devan ploton egzèkisyon an ak youn souri sou vizaj li

Portuguese Summary

“A Vida Secreta de Walter Mitty”, de James Thurber

O conto “A Vida Secreta de Walter Mitty”, de James Thurber, inicia-se no meio de um dos devaneios de Walter Mitty. Tudo o que Mitty vê e ouve em sua vida comum e tediosa, faz com que ele crie fantasias sobre si mesmo, em situações fascinantes e emocionantes. Em seu primeiro devaneio, Walter Mitty é o comandante de um imenso hidroavião da marinha de oito motores. Mitty está em seu uniforme de gala, dando ordens à tripulação em voz alta. Há uma tempestade de gelo e a tripulação está amedrontada com um furacão que está por vir. Mitty ordena que a tripulação comece a “esquentar” os motores, que estão martelando, “tá-poquetá-poquetá-poquetá-poquetá”. Os membros da tripulação lançam-se em suas tarefas e com admiração sorriem para o comandante. Walter Mitty imagina que é um piloto destemido e valente. Na realidade, Mitty não é um piloto. Ele está simplesmente levando sua esposa ao cabeleireiro. A esposa de Mitty reclama que ele está dirigindo muito rápido. Ela lembra ao marido que ele tem que comprar galochas, mas Mitty não precisa delas. A senhora Mitty ralha com ele por não estar usando suas luvas, então ele as coloca.

Mitty deixa sua esposa e então dirige desnorreadamente por um tempo. Ele passa por um hospital no caminho para o estacionamento. De repente, Walter Mitty imagina que é o Dr. Mitty, um famoso cirurgião, resolvendo uma difícil situação na sala de cirurgia. O Dr. Mitty fala com médicos de todo o país sobre o lançamento de seu excelente livro. De repente, uma imensa e complicada máquina começa a fazer “poquetá-poquetá-poquetá”. O “anestesiador”, conectado à mesa de operação por tubos e fios, não está funcionando. Ninguém sabe como consertá-lo. O Dr. Mitty faz com que a máquina continue a funcionar por mais dez minutos para que ele possa salvar o paciente na mesa de operação. Mitty sai repentinamente de seus devaneios, dirigindo na pista errada.

Na ida às compras semanais em Waterbury, Walter Mitty espera por sua esposa, enquanto ela arruma o cabelo e ele faz as compras. Mitty compra suas galochas, mas não consegue se lembrar do que mais sua esposa lhe pediu para comprar. Enquanto Mitty conclui suas tediosas compras, ele tem mais devaneios. Todos os dias coisas e pessoas estimulam a sua imaginação. Um jornaleiro está exclamando sobre o tribunal de Waterbury. Este acontecimento dá início aos devaneios de Mitty sobre um julgamento no tribunal. Mitty imagina que é um réu em uma fascinante cena de tribunal. O promotor público interroga Mitty minuciosamente no banco de testemunhas. O promotor mostra uma arma automática e Mitty se gaba por ser o melhor atirador de pistolas do mundo. A defesa e o promotor público discutem, enquanto o juiz exige ordem. Quando Mitty confessa o crime, um tumulto se manifesta na sala do tribunal. Uma linda mulher grita e corre para abraçar Mitty, que dá um golpe no queixo do promotor. Neste momento, Mitty se lembra que sua esposa queria que ele comprasse biscoitos para o cachorrinho.

Walter Mitty se encaminha à compra de biscoitos para o cachorrinho e para verificar como está sua esposa. Uma revista com fotos da guerra e aviões de bombardeios desencadeia uma intensa e dramática fantasia. O capitão Mitty arrisca sua vida num bombardeio, na Segunda Guerra Mundial, para bombardear um depósito de munições adversário a 42 quilômetros de distância. O capitão Mitty deve fazer um trabalho equivalente ao de dois homens. Ele ouve o “rá-tá-tá-tá” das metralhadoras e o “poquetá-poquetá” dos lança-chamas.

Quando a senhora Mitty sai do cabeleireiro, ela se encontra com o marido no hotel. Então ela o critica e ralha com ele por causa das galochas e dos biscoitos para o cachorrinho. Mitty diz a ela que às vezes ele está só pensando, mas a senhora Mitty insiste que ele está doente e deve consultar um médico. Na farmácia, Mitty espera do lado de fora, encostado na parede, enquanto sua esposa termina de fazer as compras. Walter Mitty se perde em suas

fantasias. Desta vez, quando ele acende um cigarro e começa a chover, imagina que é Walter Mitty, o Implacável, em pé, contra uma parede em frente ao pelotão de tiroteio. Este é o seu último cigarro. Ele fica imóvel, orgulhoso e destemido. No final da estória, Walter Mitty, o Implacável, encara o pelotão de tiroteio com um sorriso no rosto.

The Department of Multicultural Education Translation Team certifies that this is a true and faithful translation of the original document. November 2005 - (561) 434-8620 - SY 05-1225

Beginning Listening Activities

Minimal Pairs			
Objective: Auditory discrimination of confusing sounds in words			
Procedure: Write a word pair on the board. (Example: <i>there-dare</i>) Write #1 above the first, #2 above the second. The teacher models by pronouncing one of the words without indicating which. Teams guess which word they heard, #1, or #2. Pronounce both words in the pair. Teams guess the order they heard (1-2, 2-1). Call out the numbers 1 or 2. Teams respond with the word (Can be done with sentences). Use both words in the pair in otherwise identical sentences. (Example: <i>The Constitution is the heart of US government. The contribution is the heart of US government.</i>) Teams decide which sentence has meaning, and which is silly. (Award points for correct responses.)			
The Secret Life of Walter Mitty: Minimal Pairs Activity:			
<i>bedlam/bedroom</i>	<i>insolent/insulin</i>	<i>derisive/decisive</i>	<i>hurtling/hurting</i>
<i>was through/was true</i>	<i>thrust/trust</i>	<i>cloud/crowd</i>	

Bingo
Objective: Auditory comprehension of vocabulary from the lesson
Procedure: Choose vocabulary words or phrases from the lesson summary list or from students' classroom texts. Give each team a blank Bingo card. Each team writes vocabulary words/text phrases you provide on the board in the spaces of their choice. Randomly select sentences from the text and read them aloud. Teams mark their Bingo spaces when they hear the word or phrase.

Intermediate Listening Activities

Team Spelling Test
Objective: Listen for lesson vocabulary words & collaborate with others to spell them correctly.
Procedure: Place ten vocabulary words (or fewer depending on time) in a pocket chart or on a chalk tray. Teams get 3-5 minutes to study the words. Hide the words from view. Each team uses one pencil and one sheet of paper. (Team name at top; numbers 1-10 down the left margin) Read the spelling words as you would during a traditional spelling test. The first team member writes word number one with the team's help, and then passes the paper and pencil to the second team member who will write word number two, etc. Students on each team take turns. Teams exchange papers. Place the 10 words back in view. Teams check each other's tests. A team gets one point for each word spelled correctly.
Options: Ask for additional information. For example, you may ask teams to write a sentence with the word in it. You might ask for a specific tense, plural form, opposite, etc.
An alternative technique is to have each team member complete all spelling items on his/her own paper. Team members are allowed to help each other. On completion, collect the one paper of your choice. The grade on that paper will count for each team member.
The Secret Life of Walter Mitty: Spelling Activity: The teacher gives the adjective form, and the teams will write the adverb forms.
<i>aimless (ly), automatic (ly), disdainful (ly), insinuating (ly), rakish (ly), savage (ly), scornful (ly)</i>

Follow Directions

Objective: Listen for the purpose of following spoken directions.

Procedure: With one piece of paper and one pencil, team members take turns writing on paper what the teacher directs to complete a task.

- a) For example, there might be a list of dates. The teacher might say the following: Draw a circle around 1492. Make a star in front of 1546. Connect 1322 and 1673 with a line.
- b) The teacher might direct teams to make changes to a sentence. Example: *He sailed to the Americas in 1492.* The teacher says, "Circle the verb. Put a box around the preposition".
- c) Another example: *Change the verb to the present tense. Add 505 years to the date. Change the subject to the third person plural.*
- d) The teacher might also direct teams to complete a drawing, or draw the route of an explorer on a map. Teams that complete the exercise correctly get a point.

The Secret Life of Walter Mitty: Follow Directions Activity:

Teams listen and follow the directions to complete a story line organizer entitled, "The Secret Life Of Walter Mitty-Fantasy Or Reality?"

Provide each team with:

- a) sheet of construction paper and a pencil
- b) tape or glue (if you wish to create team posters)
- c) one set (cut in advance) of 10 "event" sentence strips (out of time order)
- d) one set (cut in advance) of 5 "trigger" events (real events that triggered Mitty's daydreams) (out of time order)
- e) one set (cut in advance) of 5 fantasy clouds (Walter Mitty's daydreams) out of time order

Directions to create the organizer:

- a) Place the construction paper widthwise on the table.
- b) At the top center of the construction paper, write the title "**The Secret Life of Walter Mitty-Fantasy or Reality?**" (If these are new words, write them on the board.)
- c) Draw a line lengthwise down the middle of the paper, dividing it in half.
- d) On the right side of the paper under the title, write "**Fantasy**"
- e) On the left side of the paper under the title, write "**Reality**"

Directions to complete the "Reality" side of the story line organizer:

- a) Listen carefully as I read 10 event sentences. I will read each event two times. Find the sentence you hear (event or trigger event), and place it on the "**Reality**" side of your organizer.
(* indicates the sentence/event is a trigger event for one of Walter Mitty's fantasies)
Sentence number 1: Mitty's wife is complaining he drives too fast. **
Sentence number 2: Mitty passes the hospital in his car. **
Sentence number 3: Mitty has trouble parking the car.
Sentence number 4: Mitty goes to the shoe store to buy overshoes.
Sentence number 5: Mitty hears a newsboy shout, "Waterbury Trial!" **
Sentence number 6: People laugh at Mitty when he talks to himself.
Sentence number 7: Mitty buys puppy biscuits at the A&P store.
Sentence number 8: Mitty waits for his wife in hotel lobby.
Sentence number 9: Mitty sees magazine pictures of a bombing. **
Sentence number 10: Mitty lights a cigarette after Mrs. Mitty nags him. **
- b) Place the reality sentences (regular events and trigger events) in chronological (time) order, from top to bottom. Number each reality sentence from 1-10 in the space provided. The event that happened first is #1, second is #2, etc.

Follow Directions Activity continued on next page.

The Secret Life of Walter Mitty: Follow Directions Activity continued from previous page.

Directions to complete the “**Fantasy**” side of the story line organizer:

- a) Listen carefully as I read each of the 5 daydream/fantasy sentences. I will read each daydream two times. Find the fantasy/daydream you hear, and place it under “**Fantasy**” in your organizer. Sentences:
Sentence number 1: Commander Mitty saves a navy hydroplane in an ice storm.
Sentence number 2: Surgeon Mitty solves the crisis in the operating room.
Sentence number 3: Defendant Mitty proves that he is the greatest shot in world.
Sentence number 4: Captain Mitty bravely bombs an ammunition dump in World War II.
Sentence number 5: Walter Mitty the Undefeated stands and smiles at the firing squad.
- b) Place the fantasy/daydream sentences in chronological (time) order, from top to bottom. Number each fantasy/daydream from 1-5 in the space provided. The fantasy/daydream that happened first is #1, second is #2, etc.

Directions to complete the story line:

- a) Match each of the (5) trigger events to the (5) fantasy/daydream that it triggered. The arrow should point to the daydream.
- b) Take turns reading aloud the reality and fantasy events in the order in which they happened. If the team finds mistakes, correct them. (Refer to story if necessary)
- c) (Optional) Glue the realities and fantasies in place, with a triggering event pointing to the fantasy that it triggered

Event sets:

DAYDREAM (FANTASY) # ___
Captain Mitty bravely bombs the ammunition dump in World War II.

DAYDREAM (FANTASY) # ___
Commander Mitty saves a navy plane in an ice storm.

DAYDREAM (FANTASY) # ___
Surgeon Mitty solves the crisis in the operating room.

DAYDREAM (FANTASY) # ___
Defendant Mitty proves that he is the greatest shot in the world.

DAYDREAM (FANTASY) # ___
Undefeated Walter Mitty stands and smiles at the firing squad.

Event Sets continued on next page.

Event Sets: (continued from previous page)

EVENT# _____: Mitty waits for his wife in hotel lobby.

TRIGGER EVENT: # _____: Mitty sees magazine pictures of a bombing.

EVENT# _____: Mitty buys puppy biscuits at the A&P store.

TRIGGER EVENT# _____: Mitty lights a cigarette in the rain when his wife nags.

EVENT# _____: People laugh at Mitty when he talks to himself.

TRIGGER EVENT: # _____: Mitty hears a newsboy shout, "Waterbury Trial!"

EVENT# _____: Mitty goes to the shoe store to buy overshoes.

TRIGGER EVENT# _____: Mitty's wife is complaining he drives too fast.

EVENT# _____: Mitty has trouble parking the car.

TRIGGER EVENT# _____: Mitty passes the hospital in his car.

Dictation

Objective: Listen to discriminate words in sentences and reproduce them in writing.

Procedure: Dictate sentences from the lesson, saying each sentence only two times (once if listening skills allow) Team members take turns writing the sentences, assisting each other. (Teams can write sentences on the board to correct them in class, or collect as a quiz.)

Option: An alternative technique is to have each team member complete all dictation items on his/her own paper. Team members are allowed to help each other. On completion, collect one paper of your choice. The grade on that paper will count for each team member.

Option: Dictate a sentence with an important word left out. Offer four choices for teams to write. Example: *Columbus landed in...* a) Boston b) Haiti c) Argentina d) England

Option for Dictating Dates or mathematical concepts/formulas: Can be written in number form or in word form (*fourteen hundred and ninety-two*) (*All sides are equal in an equilateral triangle.*) Dictate the question, so teams can write them down. Then each team answers the question in the group. (*What kind of polygon has two parallel sides?*)

The Secret Life of Walter Mitty: Dictation Activity:

- a) Mitty thinks he is a defendant in a glamorous courtroom scene.
- b) While he completes his business, he has many more daydreams.
- c) He buys puppy biscuits, and then he checks on his wife.
- d) His wife is critical in every detail, and thinks he is sick.
- e) Mitty thinks he is facing a firing squad, and he is fearlessly smiling.

Proficient Listening Activities

Interview
Objective: Role play a verbal interaction in the form of an interview
Procedure: You play the role of an informative person relative to the topic of the unit.
Choose a representative from each team and distribute the questions among them. These students play the role of journalists. Provide students with these questions to interview you in your new role. Teams must coach their representative, and take notes of the answers for Writing Activity #1, Language Experience Story.
The Secret Life of Walter Mitty: Interview Activities: You play the role of Walter Mitty. Choose several students to play the role of a psychologist or counselor. Provide these students with the questions below. They take turns asking you questions. Students not asking questions must take notes of Walter Mitty's answers. Students should save their notes for the Writing Activity #1, Language Experience Story. <ol style="list-style-type: none"><i>Where did you take your wife today?</i><i>What were you thinking about when you drove by the hospital?</i><i>What did you buy at the store?</i><i>Which is more interesting to you, shopping, or thinking?</i><i>Why does your wife criticize you?</i><i>Do you think that she has good reasons to criticize?</i><i>Did you really pilot a bomber in World War II?</i><i>Why would someone smile in front of a firing squad?</i><i>Do you think a good imagination can help you?</i>

Beginning Speaking Activities

Intentional Intonation
<p>Objective: Auditory discrimination and oral production of intonation/stress patterns in spoken English</p>
<p>Procedure: Write the sentence on the board and then say it, stressing one word. Teams take turns explaining the special meaning the emphasis brings to the sentence. Repeat this process several times with the same sentence, each time emphasizing a different word.</p> <p><u>Example:</u></p> <p><i>All for one and one for all! (not none)(not, "None for one and one for all!)</i> <i>All for one and one for all! (not from)(not, All from one and one for all!)</i> <i>All for one and one for all! (not three)(not, "All for three and one for all!)</i> <i>All for one and one for all! (not or)(not, "All for one or one for all!")</i> <i>All for one and one for all! (not everyone)(not, "All for one and everyone for all!")</i> <i>All for one and one for all! (not to)..... (not, "All for one and one to all!")</i> <i>All for one and one for all! (not nobody)(not, "All for one and one for nobody!")</i></p>
<p>The Secret Life of Walter Mitty: Intentional Intonation Activities:</p> <p><i>Mitty smiles fearlessly and thinks he is facing a firing squad. (not a prisoner)</i> <i>Mitty smiles fearlessly and thinks he is facing a firing squad. (not cries)</i> <i>Mitty smiles fearlessly and thinks he is facing a firing squad. (not fearfully)</i> <i>Mitty smiles fearlessly and thinks he is facing a firing squad. (not knows)</i> <i>Mitty smiles fearlessly and thinks he is facing a firing squad. (not imagining)</i> <i>Mitty smiles fearlessly and thinks he is facing a firing squad. (not the drugstore)</i></p>

Backwards Build-up
<p>Objective: Auditory discrimination and oral reproduction of rhythmic patterns of spoken English</p>
<p>Procedure: Students practice the intonation, stress, and punctuation of sentences by repeating, by teams, the increasingly larger fragments of a sentence modeled by you. Repeat each line (as necessary) until teams can pronounce the segments well. Continue to build up to the complete sentence. Teams completing the exercise correctly get a point. <u>Example:</u></p> <p><i>...in fourteen hundred and ninety-two</i> <i>...blue in fourteen hundred and ninety-two</i> <i>...the ocean blue in fourteen hundred and ninety-two</i> <i>...sailed the ocean blue in fourteen hundred and ninety-two</i> <i>Columbus sailed the ocean blue in fourteen hundred and ninety-two.</i></p>
<p>The Secret Life of Walter Mitty: Backward Build-up Activity:</p> <ol style="list-style-type: none"> a) <i>A woman's scream rose above the bedlam and suddenly a lovely, dark-haired girl was in Walter Mitty's arms.</i> b) <i>They went our through the revolving doors that made a faintly derisive whistling sound when you pushed them.</i> c) <i>A door opened down a long, cool corridor and Dr. Renshaw came out.</i> d) <i>The district attorney suddenly thrust a heavy automatic at the quiet figure on the witness stand.</i> e) <i>I could have killed Gregory Fitzhurst at three hundred feet with my left hand.</i>

Intermediate Speaking Activities

Charades
Objective: Oral production to determine word meaning and context of new lesson vocabulary
Procedure: Team members guess who/what the teacher (or student) is silently role-playing. (Ex: <i>famous person, geometric shape, scientific theory</i>) The team guessing correctly gets point.
The Secret Life of Walter Mitty: Charades Activity: Suggestions: <i>heroic pilot, brilliant surgeon, star witness in courtroom, man facing a firing squad</i>

Mixed-up Sentence
Objective: Each team consults to give spoken directions to correct a “mixed-up” sentence.
Procedure: Write a sentence on the board that contains lesson vocabulary and grammar, but scramble the order of the words and put a capital letter or two in the wrong places(s). Tell the class the way the sentence should read. Example sentence: <i>A dicot seed has two parts.</i> You might write on the board: <i>“tWo a seed dicot hAs parts”</i> . The person whose turn it is must verbally give directions to make a correction after consulting with the team. The teacher follows the exact directions given and, if correct, gives the team a point. Then s/he calls on next team.
Example: <i>“Move the A to the front”</i> . You might decide to erase letter “a” in “part” and put it at the beginning of the sentence. Perhaps you erase an “a” and rewrite it on the wall somewhere in front of the classroom. In both cases, you were not given the detailed instructions necessary to complete the task, and you would move on to the next group without awarding a point. You are looking for a response something like, <i>“Remove the first capital A and replace it with a lower case A.”</i> Directions like these get teams points. Continue until the sentence is reorganized, with a capital at the beginning and a period at the end.
Notes: This activity is very difficult and takes several weeks to master. Students will prefer to show you what to do, but do not let them. The idea is to tell you, not show you. The first time you use the activity do not spend more than five minutes. Stop and discuss the kinds of directions they need to give in the future. Do not give up on this activity, no matter how immature the students.

Proficient Speaking Activities

Twenty Questions
Objective: Ask oral questions about a photo or picture to determine meaning of vocabulary words.
Procedure: A student from one team selects a photo or picture without showing it to members of teams. Teams take turns asking YES/NO questions about the picture. The picture holder can only answer yes or no. If a team guesses correctly, it receives 20 points minus the number of questions that have been asked divided by two. Ex: <i>Is it from the fifteenth Century? Is it a boat?</i>
The Secret Life of Walter Mitty: Twenty Questions Activity: <i>World War II bomber, hospital, prisoner, navy hydroplane, puppy biscuits, toothpaste, overshoes</i>

FCAT FOCUS READING SKILL: Using Context Clues

Teacher-Student Grammar Notes are provided as a teaching resource or student study notes.

What to do and what to watch for-The words around the word you are trying to figure out are called the context. This means the sentence, paragraph, or passage in which the word appears. Just like a detective, you will look all around the mystery or problem to find clues. The details can help you to figure out the meaning you are looking for. You can determine the meaning sometimes by studying the context. This is called using context clues. There are different kinds of context clues: definitions, examples, synonyms and antonyms, explanations, and descriptions.

Read actively, stop, and think- When you see a word, phrase or sentence that seems difficult, pay attention to other words, phrases, and sentences around it for clues. Sometimes if you stop to think about one difficult word, you will lose track of what you are reading about. Remember that you can always come back. If you continue reading, you may figure out what that word means from the context of the story. Be sure to think about what you are reading. Ask yourself questions about what will happen next. If you lose your train of thought, keep reading or reread until you begin to get a picture in your mind of what you are reading.

1. Definition context clues-Sometimes there may be a definition of a word close to it in the sentence or passage. *Examples:*

- a) *A carnivore is an animal that needs to eat meat to live.*
- b) *The teacher is the one who instructs the students.*
- c) *A recipe is a list of ingredients and steps to prepare food.*

2. Example and explanation context clues- Examples can be used to make the meaning clearer. An explanation helps you understand what the sentence or passage is talking about. *Examples:*

- a) *One headline reads, "Man Discovers Secret of Life". Another says, "Winner!"*
- b) *A sullen person is always serious and depressed, and rarely smiles.*
- c) *An example of early discovery is the voyage of Columbus.*
- d) *Terms used in football include "off-sides" and "touchdown".*

3. Synonym and antonym context clues-

A synonym is a word that has the same or equal meaning.

Examples:

- a) *Students advance to the next grade at the end of the year. To pass is very important. (advance and pass mean the same thing)*
- b) *English is an essential part of school. It is necessary to graduate. (Essential and necessary mean the same thing)*
- c) *An antonym is a word that has the opposite meaning.*
- d) *Examples:*
- e) *Parents are generally skittish about late night private parties for teens. They are very comfortable with school events that end early. (skittish and comfortable are opposites)*
- f) *The unscrupulous boss keeps the profits, while the principled boss shares profits. (Unscrupulous and principled are opposites.)*

4. Restatement Context Clues- Sometimes a difficult idea is stated in more than one way. Key words to look for include that is, in other words, that is to say. *Examples:*

- a) *The robber fell to the ground lifeless. That is, he appeared to be dead.*
- b) *The baby was cranky. In other words, he cried and nothing made him happy.*

<p>5. Appositive context clues- An explanation between commas that immediately follows the word is called an appositive. <i>Examples:</i></p> <ul style="list-style-type: none"> a) <i>Mr. Bernard, the principal of the school, called the parents to offer help.</i> b) <i>The five senses, seeing, hearing, tasting, touching, and smelling, are vital to everything we do.</i>
<p>6. Description context clues- Details in a description give context meaning to a difficult word. <i>Examples:</i></p> <ul style="list-style-type: none"> a) <i>The jury saw the witness sweat, look away, and change his answers in a disingenuous manner.</i> b) <i>The livery was lined with shiny horseshoes waiting to be fired and nailed to the horse's happy feet.</i>
<p>7. Comparison context clues- You can find the meaning of an unfamiliar word that is compared to something more familiar to you. Words to look for include alike, similar to, resemble, in the same way. <i>Examples:</i></p> <ul style="list-style-type: none"> a) <i>The history teacher is an exemplary model. She thinks like the principal about the importance of good behavior.</i> b) <i>Just like the President of the US, the CEO has ultimate authority on decisions.</i>
<p>8. Contrast context clues-These context clues tell you what a word does not mean. This can help you figure out what the word does mean. Look for contrast words, including, unlike, dissimilar, in contrast. <i>Examples:</i></p> <ul style="list-style-type: none"> a) <i>In contrast to the voracious piranha, the snook's consistent feeding patterns are predictable.</i> b) <i>Unlike parallel line, perpendicular lines intersect and form square corners</i>
<p>9. Cause and effect context clues- The cause and effect relationship between ideas can help determine the meaning of a word. <i>Examples:</i></p> <ul style="list-style-type: none"> a) <i>Fifty candles in front of the mirror gave a luminous appearance to the room.</i> b) <i>Because of the shortage of workers, industry proactively recruited labor from foreign countries.</i>
<p>10. Main idea and details context clues-The main idea and details in a passage can help you figure out unfamiliar words. <i>Example:</i></p> <ul style="list-style-type: none"> a) <i>You just read a passage about dogs and cats. The main idea is that dogs are better pets than cats. The details tell the positive and negative characteristics of both. The words, "aloof", and "animosity" refer to cats and are probably negative. The words, "fidelity", and "long-suffering" refer to dogs and are probably positive characteristics.</i>

Beginning Reading Activities

Pre Reading

Objective: Listen to a short series of oral sentences in order to answer simple questions.

Procedure: Use the short summary paragraph below (5-10 sentences). Read the paragraph to the class two times. Then read the paragraph a 3rd time, stopping at the end of each sentence to ask questions. Ask several questions for each sentence, and ask a variety of types of questions (i.e. yes/no, either/or, and “wh-“). Ask the questions at a quick pace, and if the group cannot answer quickly enough, move on to the next group.

Example: *Columbus sailed to America in 1492.* Sample Questions: *Did Columbus sail to America? Did Columbus sail to Europe? Did Columbus sail to Europe or America? Where did he sail? Did King Ferdinand sail to America? Did Columbus or King Ferdinand sail to America? Who sailed to America? Did he sail in 1942? Did he sail in 1492 or 1942? When did he sail?*

Option: Read the paragraph a 4th time. Ask questions again. End the activity by dictating the paragraph to the teams. Allow collaboration within the team. Collect/grade one dictation from each team. Each student on the team receives the same grade.

The Secret Life of Walter Mitty: Pre Reading Activity:

Everything that Walter Mitty sees and hears in his ordinary, boring life causes him to daydream about himself in glamorous, exciting situations. He sees himself as a fearless, heroic pilot. In reality, Mitty is not a pilot. He is simply driving his wife to the hairdresser. When he drives by a hospital, he imagines he is a famous surgeon, solving a crisis in the operating room. While he completes his boring business, he has many more daydreams. A newspaper story makes him think he is a defendant in a glamorous courtroom scene. A magazine picture of bombers triggers a vivid and dramatic fantasy. At the end of the story, Mitty imagines he is facing a firing squad with a smile on his face.

Intermediate-Proficient Reading Activities

Total Recall
Objective: Read a text in order to ask and answer short questions.
Procedure: Teams prepare 3 (or more) questions and their answers from the text. Teams are allowed to write notes about the text. Teams take turns asking each other their questions, and challenging incorrect responses. Responding teams are not allowed to raise hands. The team asking the question chooses which team answers. The same question cannot be asked twice. If a team does not answer correctly, it loses a point and the team asking the question gets a point. When a team does not agree with the answer that the questioner deems correct, it can challenge that team. The challenging team must prove that it is also correct or that the questioning team is incorrect. It does not need to prove both. All teams can join a challenge on either side (questioner's side or respondent's side), but they must do so immediately. (Teams may wait to see how many teams are joining each side, which is unfair.). Once the teams have taken sides on a challenge, they look up the answer in the book. All teams siding with the correct answer get 2 points, and losers lose 2 points.

Story Grammars
Objective: Identify a common organizational pattern or “grammar” of a reading text.
Procedure: Introduce story grammars by using the Language Experience Approach. The second time, have each group prepare one. Once groups have mastered story grammars, individuals can prepare their own, but include incentives for the group to help individual members. For example, you might want to give a team a point for each member who receives a grade of B or higher.
Example: <i>Setting: ____, Characters: ____, ____, Problem: ____, Goal: ____, Events Leading to goal (list in order): ____, ____, ____, Resolution: ____ (Three possibilities include: character solves problem, character learns to live with problem, problem defeats character)</i>
Note: Story grammars help students understand that most stories have a common organization, and they help students to write reports, evaluate the quality of stories, and write their own stories.

Judgment
Objective: Read a text for the purpose of identifying facts and opinions.
Procedure: On five separate strips of paper, each team writes (or copies) 5 sentences from the text that show facts and opinions. Teams write their team name on the backs of the 5 strips, and swap their sentences. Teams read the sentence strips they have, and place them in either a fact basket or opinion basket in front of the room. The teacher reads each sentence strip from the two baskets. For each, the teams decide if the sentence was correctly placed. If correct, the team with its name on the strip gets a point. If not correct, that team loses a point. (This encourages effective writing.)
Option: This activity may be adapted to focus on cause/effect, reality/fantasy or inferred/explicit.

True or False

Objective: Read a text passage for the purpose of making true and false statements about it.

Procedure: Teams make a “T” chart (2 columns with titles--one side is for true, the other side is for false). Teams make three true or false statements about the text. A representative from the first team reads one statement aloud. The other teams listen and place their token on the appropriate side of their True/False chart. The questioning team decides which choices are correct. Each correct answer earns a team a point. In a disagreement, follow the challenge rules of Total Recall.

Scan

Objective: Scan a text for the purpose of asking and answering simple questions.

Procedure:

1. Teams write 3 questions about an assigned text. Next to each question, they write page number and paragraph number where the answer is located.
2. A representative from each team asks the team's questions. The other teams get 60 seconds for each question to scan the text, find the answer, page and paragraph numbers, and write them on a sheet of paper. Any team not getting the answer within that time loses a point.
3. Any time a responding team loses a point, the questioning team gets a point. The responding teams take turns reading out their page and paragraph numbers. Then the questioning team reads its page and paragraph numbers.
4. Team respondents who have the same answer as the questioner get an automatic point. Respondents who do not have the same answer as the questioner are not automatically wrong. Both the questioner and respondent read aloud their chosen paragraph. The questioner then decides if the respondent is also correct (Many times the answer to a question can be found in more than one place in a text). If the respondent is also correct, the respondent gets a point.
5. If the questioner says that the respondent is incorrect, the respondent may challenge (as in Total Recall). The responding team must prove that it is also correct or that the questioner is incorrect. It does not need to prove both. Other teams may join one side or the other. The teacher then decides who wins. Winning teams get 2 points and losers lose 2 points.

Beginning- Writing Activities

Language Experience Story

Objective: Use student-created writing as a text as a model for individual student writings, for rereading or other written activities, including Story Grammars, RAFT, and Spool Writing.

Procedure: Language Experience instruction involves asking students to talk about some item of relevance to the class. You may use information from Listening Activity “Interview” or information learned in other unit activities. Individual team members and teams take turns offering sentences to be added to the text. You write individual contributions on the board, *including* non-standard forms or word order. Then ask teams to correct or change the text to standard English grammar and syntax and to decide on an organizational format. Assist teams in making necessary adjustments. After the text is corrected, students copy it in their notebooks, or you can type and distribute it.

Indirect Speech

Objective: Write a familiar dialog in paragraph form, using indirect or reported speech.

Procedure: Use the dialog in this lesson written for Presenting Activity “Dialog”. After teams have completed presenting their dialogs (see Presenting Activities), have each group write the dialog in a paragraph format using indirect speech. Example:

COLUMBUS: “I need money to buy ships to sail west.”

Columbus asked the queen for some money to sail to the west.

Teams use one piece of paper and one pencil only. Each member takes a turn writing a line of the dialog. Other team members can offer help, but they cannot write it for the individual whose turn it is to write. Collect and grade. Each member of the team gets the same grade.

The Secret Life of Walter Mitty: Indirect Speech Activity: Use the dialog in this lesson written for Presenting Activity “Dialog”.

Example:

Walter Mitty: Does it ever occur to you that I am sometimes thinking?

Walter asked his wife if it ever occurred to her that he is sometimes thinking.

Intermediate-Proficient Writing Activities

Language Experience Story

Objective: Create a collaborative writing text to use as a model for re-reading, individual student writing or other written activities (including Story Grammars, RAFT, and Spool Writing)

Procedure: Language Experience Story instruction involves asking students to talk about some item of relevance to the class. (You may use information from Listening Activity 6, the Interview, or information learned in other unit activities.) Teams take turns, through individual members, offering sentences to be added to the text. You write their contributions on the board, including non-standard forms and word order. Ask groups to change the text to standard English grammatical and lexical forms and to decide on an acceptable organizational format. Help the groups when they cannot make all of the necessary adjustments. After the text is corrected, students copy it in their notebooks, or you can type and distribute it.

Framed Paragraphs

Objective: Use a “frame” (outline or template) for writing a paragraph that contains a main idea (topic sentence), supporting details, and a summary statement (conclusion).

Note: Framed paragraphs are most useful in preparing students for exam questions. In fact, framed paragraphs make very good exam questions.

Procedure: Introduce framed paragraphs to the class by creating a story collectively using the language experience approach. The second time you assign framed paragraphs, have each group prepare one. Once the groups have mastered framed paragraphs, each student prepares his/her own. Include incentives for the group to help individual team members. For example, give a team one point for each member who receives a grade of B or higher. After constructing a model paragraph with the class, groups, pairs, or individuals find examples in text.

Social Studies Example: *There are many cultures of people living in Florida. First... Second.... Third.... These groups and others....*

Language Arts Example: *..., a character in the novel... by... is.... An example of this behavior is... Another example is.... Finally.... Therefore, this character is...*

Science Example: *OBSERVATION: After observing... HYPOTHESIS: I think... MATERIALS: 1...2...3... PROCEDURE: 1...2...3... DATA: 1...2...3... ANALYSIS: The results of the experiment show.... This was caused by.... Therefore, my hypothesis was/was not correct because....*

The Secret Life of Walter Mitty: Framed Paragraphs Activities:

Sample #1: (Onomatopoeia) Use the following starters for onomatopoeia in “The Secret Life of Walter Mitty” by James Thurber. Suggestions for Onomatopoeia:

“ta-pocketa-pocketa-pocketa” of the hydroplane engine

“pocketa-pocketa-queep” of the anesthetizer

“rat-tat-tatting” of the machine guns

“faintly derisive whistling” of the doors

In the _____ (story/poem/drama), _____ by _____ I, the writer uses _____ onomatopoeia to enhance the mood of the story (Topic Sentence). One example is _____. The use of onomatopoeia _____ (creates an interesting sound effect for, mimics the sound of, makes the reader think of, emphasizes, etc.) _____ (Detail #1) Another example of onomatopoeia is _____. This example _____ (illustrates an interesting sound effect for, mimics the sound of, makes the reader think of, emphasizes, etc.) (Detail #2) A third example of onomatopoeia is _____. This example _____ (creates an interesting sound effect for, mimics the sound of, makes the reader think of, emphasizes, etc.) (Detail #3) The poet’s skillful use of the onomatopoeia in the _____ is (creates) _____ (Conclusion).

Sample #2: (Literary Element: Characterization) Use these character traits as starters:

The real Walter Mitty: *hen-pecked, quiet, fearful, unattractive, laughable (find examples)*

The imaginary Walter Mitty: *fearless, intelligent, admired, handsome, heroic (find examples)*

In the _____, story/poem/drama _____ by _____ the author provides shows interesting aspects of the character of _____. First, we learn from _____’s words and thoughts that _____. An example of this includes _____ and _____. Second, through _____’s actions we learn that _____ and _____. An example of this is _____. Third, _____ has an important goal (motivation), which is _____. Examples of motivation (goal include _____ and _____. At the end, we learn a great deal about _____. We learn that _____ and _____.

The Secret Life of Walter Mitty: Framed Paragraphs Activities:

Sample #3: (Alliteration). Use the following starters for alliteration in “The Secret Life of Walter Mitty” by James Thurber. Suggestions for Alliteration:

“faint fleeting smile”

“grinning garageman”

“box barrage”

“struck savagely”

“huge hurtling hydroplane”

In the poem, “_____” by _____, the writer uses _____ (alliteration) to enhance the mood of his story (Topic Sentence). One example is _____. The use of _____ (alliteration) _____ (creates an interesting sound effect for, mimics the sound of, makes the reader think of, emphasizes, etc.) _____. (Detail #1) Another example of _____ is _____. This example _____ (illustrates an interesting sound effect for, mimics the sound of, makes the reader think of, emphasizes, etc.) (Detail #2) A third example of _____ is _____. This example _____ (creates an interesting sound effect for, mimics the sound of, makes the reader think of, emphasizes, etc.) (Detail #3) The poet’s skillful use of the literary device _____ in the poem is (creates) _____ (Conclusion).

Opinion/Proof

Objective: Organize ideas/information to find supporting evidence for an opinion. (pre-writing)

Procedure: Introduce the concept by having students read a selection from which opinions can be formed. Draw a “T” chart on the board. On the left side of the “T”, write *OPINION* and on the right, *PROOF*. Under *OPINION*, write the students’ opinion(s) of the selection. For each opinion, students must find factual statements from the text that support the opinion.

Example: *OPINION: Napoleon was a great leader. PROOF: He ended the revolution. He drew up a new constitution. He made taxation fair. He chose government workers for their ability.*

Option: Opinion/Proof may be used for several written activities described in this document, including Story Grammars, RAFT, and Spool Writing. It can also be used by students as a format for note taking from books, videos, and lectures.

Option: Teams can write their opinions and support with proof. (think/pair/share activity).

The Secret Life of Walter Mitty: Opinion/Proof Activity: Opinion/Proof may be used for several written activities described in this document, including Story Grammars, RAFT, and Spool Writing. Students can also use it as a format for note taking from books, videos, and lectures. Allow teams to write their own opinion to support with proof if they are at a proficient level. This can be used as a think/pair/share activity. Use the following as a starter for less proficient students:

Opinion

Walter Mitty daydreams because he is bored with his life.

Proof

Mrs. Mitty treats him like a little child, and criticizes little things.

He has lives an ordinary, boring life.

He is shy and lets people tell him what to do.

He spends all of his time thinking.

Spool Writing

Objective: Write a “spool” (5-paragraph essay with an introduction, 3-paragraph body of supporting arguments with evidence, and a concluding paragraph).

Procedure: Use graphic organizers, the summary, modeled writing, and guided writing to plan prewriting activities for developing a “spool”. A spool is a five-paragraph essay in which the first paragraph is an introduction (controlling idea, or thesis). The next three paragraphs make up the body of the essay. Each of these paragraphs begins with an argument sentence to support the thesis and has three supporting sentences for the argument sentence. The weakest argument should be presented in the first paragraph of the body, and the strongest argument in the last paragraph of the body. The final (5th) paragraph is the concluding paragraph, which begins with a restatement of the thesis sentence, and is followed by a restatement of the three argument statements of the body. Introduce the spool essay by creating a story collectively using the Language Experience Approach. The second time you use spool writing, each group prepares one. Once the groups have mastered the spool essay, each student prepares his/her own, but include incentives for the team to help individual members. For example, you might want to give a team one point for each member who receives a grade of B or higher.

SAMPLE FORMAT FOR CONTEXT CLUES

In the story/chapter/passage/poem __, by __, the author has provided many context clues to understanding the reading. The reader can identify a variety of context clues, including ____, ____, and ____ (Identify from the reading: definitions, examples, synonyms and antonyms, explanations, descriptions, etc.).

The first type of context clues used in this selection is ____ (indicate type #1 chosen). One example is _____. The reader can figure out from this clue that ____ (word) means _____. Another example is _____. This context clue helps us understand the meaning of the word _____. We can figure out that it has something to do with _____.

Another type of context clues found in the reading is ____ (indicate type #2 chosen). For example, the author describes _____. The reader can figure out that the meaning of the word ____ probably has something to do with _____. In addition, the phrase _____ refers to the word _____. It is clear that this word means _____.

A third type of context clue found in this reading is ____ (type #3 chosen). The word _____ is not a common word, but you know it means _____ because the words/phrase/sentence around it _____ makes it fairly clear.

The author uses ____ (type #1), ____ (type #2), and ____ (type #3) context clues in this reading. The use of these context clues makes the reading more interesting and enjoyable, and the reader learns some new words at the same time.

See next page for Spool Writing Topics.

See previous page for Sample Format for Spool Writing

The Secret Life of Walter Mitty: Spool Writing Activities: Spool Writing Suggestions for Using Context Clues:

Definition clues: *Example:*

- a. “The cannonading has got the wind up...The pounding of the cannon increased...”

Example/explanation clues: *Example:*

- a. “the pounding of the cylinders increased: ta-pocketa-pocketa-pocketa”
b. “...pictures of bombing planes and ruined streets.”

Synonym/antonym clues: *Example:*

- a) Pandemonium broke loose in the courtroom. A woman’s scream rose above the bedlam...
- b) “You miserable cur!”
- c) He looked at his wife with...“shocked astonishment”...
- d) The attendant backed it up...with insolent skill...They’re so cocky, thought Walter Mitty...”
- e) “...said Walter Mitty scornfully. He faced the firing squad...proud and disdainful...”

RAFT

Objective: Write on a topic in a specific format, understanding role as a writer and audience.

R-A-F-T is a system for students to practice their role as a writer (R), their audience (A), the format of their work (F), and the topic of the content (T). Examples: *persuade a soldier to spare your life, demand equal pay for equal work, or plead for a halt to coal mining in our valley.*

- **(R):** For role (R), of the writer, the writer considers who s/he is (Examples-a soldier, Abraham Lincoln, a slave, a blood cell, or a mathematical operation).
- **(A):** For audience (A), the writer considers to whom s/he is writing (Examples-to a mother, to Congress, to a child.)
- **(F):** Format (F) determines what form the communication will take. (Examples-letter, speech, obituary, conversation, memo, recipe or journal)
- **(T):** The topic (T) consists of a strong verb as well as the focus.

Procedure: Introduce RAFT by creating a story collectively using the Language Experience Approach. The second time you assign RAFT, have each group prepare one. Model for students, explaining that all writers must consider their role as a writer, their audience, the format, and the topic These four components are critical in every written assignment. Assist teams to brainstorm ideas about a topic. Work with teams to list possible roles, audiences, formats, and strong verbs that are appropriate for each topic. Once the groups have mastered RAFT, have each student prepare his/her own, but include incentives for the group to help individual members. For example, you might want to give a team a point for each member who receives a grade of B or higher.

The Secret Life of Walter Mitty: RAFT Activity: Students write according to role, audience, format, & topic.

R-Your role as a writer is Walter Mitty.

A-Your audience is Mrs. Mitty.

F-The format of your writing is a personal letter.

T-Your topic is to write to explain to explain to his your wife why you daydream.

FCAT Writing

FCAT Writing: Lesson Topic: (Persuasive or Expository Prompt) Distribute the planning sheets and writing folders containing the prompts to the students. Provide students with the writing situation and directions for writing. Remind the students to budget their time: approximately ten minutes on brainstorming and prewriting, twenty-five minutes on drafting, ten minutes on editing. Record the time and give students the command to begin. After 45 minutes, ask the students to stop writing and place their planning sheets inside their folders.

The Secret Life of Walter Mitty: FCAT Writing Activity (Expository Prompt):

Writing Situation:

People daydream, especially when they are bored or when they do not have anything else to do. Daydreaming can help you to solve problems, make decisions, and just think about things in your life. Daydreaming can even develop your imagination. However, daydreaming can also interfere with work, family, and friendships. Daydreaming may even be antisocial behavior or cause conflicts and problems with others or in your work.

Directions for Writing

When do you daydream? Think about a time that daydreaming helped you to think, solve a problem, or make a decision. Then think about a time when daydreaming caused you a problem or a conflict.

Now write to compare the advantages and disadvantages of daydreaming in your own life. Explain your experiences, and tell how daydreaming has helped you and how it has hurt you. Give as many details as you can.

Beginning Presenting Activities

Dialog

Objective: Write a short dialog of 4-6 lines between two familiar characters.

Procedure: A dialog can be between 2 historical characters, 2 fictional characters in a story, novel, play, etc. or between 2 imaginary characters such as a germ and a white blood cell. The topic of the dialog should be related to the subject being studied, and the grammar and vocabulary used in the dialog should reflect the grammar and vocabulary focus of the unit. Model each line of the dialog, having the entire class repeat after you. Then, say each line and call on whole teams to repeat the line. Then say each line and call on individual students to repeat the line. Practice dialog lines using the whole class, a whole team, and individuals until students can know the lines of the dialog. **Example:**

Character A: These items are expensive. We are not selling very many.

Character B: We need to sell more of them.

Character A: But, then the price will decrease!

Character B: But, we will still get more money because the volume will increase.

Character A: We do not have enough money to make more than we do now.

Character B: Then we will borrow some money by issuing bonds.

Option 1: You take the part of A and the class takes the part of B. Then you take part B and the class takes A. Then work with whole teams and you, then individuals and you, then groups and groups, then individuals and individuals. Move back and forth among these combinations until you think the majority have adequate intonation, stress, and pronunciation. **Option 2:** Erase two words at random from each line during repetition. Then erase two more, two more, and so on until there are no words left on the board. **Option 3:** Each group chooses a member to represent them by presenting the dialog with a member from another group in front of the class. If the representative can say his/her lines correctly then the group gets a point. **Option 4:** Have each group rewrite the dialog from memory. Groups are to use one piece of paper and one pencil or pen only. Each member takes a turn writing a line of the dialog. Other team members can offer help but they cannot write it for the individual whose turn it is to write. Collect the paper and grade it. Each member of the team gets the same grade.

The Secret Life of Walter Mitty: Dialog Activity:

Mrs. Mitty: *Why don't you wear your gloves? Have you lost them?*

Walter Mitty: *Give me a fountain pen! Get on with the operation!*

Mrs. Mitty: *I'm going to take your temperature when we get home.*

Walter Mitty: *Does it ever occur to you that I am sometimes thinking?*

Mrs. Mitty: *We've been through all of that. You're not a young man any longer.*

Walter Mitty: *We only live once sergeant!*

Intermediate Presenting Activities

Show and Tell

Objective: Present orally on a familiar topic and respond to questions on the topic.

Procedure: A student brings something to class related to the subject at hand and, within 3 minutes, makes an oral presentation about it. Teams take turns asking the student questions about it. For each question the presenter can answer, his/her team gets a point. For each question he/she cannot answer, the team loses a point.

Proficient Presenting Activities

Making the News

Objective: Present orally to a group on a familiar academic topic in a news format.

Procedure: Teams take turns developing a 3-4 four-minute news broadcast about the subject being studied. There may be several related stories. There must be one story (no matter how short) for each member of the group. The reporting group may refer to notes but not to the text. Other teams can refer to their texts, and have the opportunity to each ask two questions of the reporting team. The reporting team members take turns answering questions, but other team members may help them. The questioning group gets two points for each question the reporting group cannot answer. The reporting group gets a point for each question it can answer. Follow the rules for Total Recall when there is a challenge. Examples: *Columbus gets the jewels from the Queen of Spain, the long voyage, Hispaniola landing*

The Secret Life of Walter Mitty: Making the News Activities:

Walter Mitty, World Class Fiction Writer

Husband Leading Double Life

Intermediate-Proficient Viewing Activities

Total Recall, True or False, Judgment

Objective: View a video or speech for the purpose of asking and answering simple questions, making true and false statements, and distinguish facts from opinions.

Procedure: Modify reading activities, such as Total Recall, True or False, and Judgment to use when viewing a video or speech. The effectiveness of a challenge is not as high as with a written text.

Beginning Vocabulary Activities

Line of Fortune
Objective: Identify and recreate words and word parts from spelling clues.
Procedure: (This activity is very similar to Hangman, but involves more complex team decision-making.) Choose a word from the lesson's vocabulary and write the appropriate number of dashes to represent the letters of the word. For example, for the word <i>dicot</i> you would draw five dashes. A team member guesses a letter. If the letter is not found in the word, write the letter under the dashes and move on to the next team. If their letter is found in the word, then write the letter on the appropriate dash. When a team guesses correctly, they have the option to guess the word. If they choose not to guess the word, call on the next team. If they choose to guess and successfully guess the word, then they receive ten points minus the number of letters written under the dashes from incorrect previous guesses, and the game is over. If they choose to guess and do not guess the word, then they lose points equal to the number of letters written under the dashes, and you call on the next team. If no team can guess the word before ten incorrect letters are written under the dashes then all teams lose points equal to the number of teams in the class.

Concentration																		
Objective: Identify vocabulary words and their meanings.																		
Preparation: On twenty 8" x 5" index cards, write the numbers 1-20, one number per card. Place these cards in order, 3 per line in a pocket chart. On another 20 index cards, write, one word per card, 10 vocabulary items from the lesson 2 times each. Shuffle these cards and place them behind the numbered cards.																		
Procedure: Teams will match the vocabulary words with their meanings. Choose one team to go first. A member of that team picks two numbers. Remove those cards from the chart, leaving the words behind them visible to the class. The student reads the words, with the team's assistance if needed. If the words match, leave them showing and give the team a point. If they do not match, replace the numbers and call on the next team.																		
Option: Instead of writing each noun 2 times, write it once in the singular and once in the plural. When working with verbs, write one in the present tense and one in the past. Matching variations such as these helps the students understand that, despite certain differences in the visible spelling of two words, they are still semantically related at a deeper level.																		
<p>The Secret Life of Walter Mitty: Concentration: Match vocabulary words with their meanings:</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="padding: 2px 10px;"><i>distraught</i></td> <td style="padding: 2px 10px;"><i>troubled</i></td> </tr> <tr> <td style="padding: 2px 10px;"><i>pandemonium</i></td> <td style="padding: 2px 10px;"><i>wild confusion</i></td> </tr> <tr> <td style="padding: 2px 10px;"><i>bedlam</i></td> <td style="padding: 2px 10px;"><i>confusion</i></td> </tr> <tr> <td style="padding: 2px 10px;"><i>rending</i></td> <td style="padding: 2px 10px;"><i>ripping apart</i></td> </tr> <tr> <td style="padding: 2px 10px;"><i>haggard</i></td> <td style="padding: 2px 10px;"><i>worn in appearance</i></td> </tr> <tr> <td style="padding: 2px 10px;"><i>craven</i></td> <td style="padding: 2px 10px;"><i>cowardly</i></td> </tr> <tr> <td style="padding: 2px 10px;"><i>insolent</i></td> <td style="padding: 2px 10px;"><i>arrogant</i></td> </tr> <tr> <td style="padding: 2px 10px;"><i>bicker</i></td> <td style="padding: 2px 10px;"><i>argue</i></td> </tr> <tr> <td style="padding: 2px 10px;"><i>haggard</i></td> <td style="padding: 2px 10px;"><i>worn, tired, exhausted</i></td> </tr> </tbody> </table>	<i>distraught</i>	<i>troubled</i>	<i>pandemonium</i>	<i>wild confusion</i>	<i>bedlam</i>	<i>confusion</i>	<i>rending</i>	<i>ripping apart</i>	<i>haggard</i>	<i>worn in appearance</i>	<i>craven</i>	<i>cowardly</i>	<i>insolent</i>	<i>arrogant</i>	<i>bicker</i>	<i>argue</i>	<i>haggard</i>	<i>worn, tired, exhausted</i>
<i>distraught</i>	<i>troubled</i>																	
<i>pandemonium</i>	<i>wild confusion</i>																	
<i>bedlam</i>	<i>confusion</i>																	
<i>rending</i>	<i>ripping apart</i>																	
<i>haggard</i>	<i>worn in appearance</i>																	
<i>craven</i>	<i>cowardly</i>																	
<i>insolent</i>	<i>arrogant</i>																	
<i>bicker</i>	<i>argue</i>																	
<i>haggard</i>	<i>worn, tired, exhausted</i>																	

Intermediate Vocabulary Activities

Jeopardy	
Objective: Use clues to identify vocabulary words, characters' names, places, etc. in the story.	
Preparation: Place 3 cards across the top of a pocket chart, the first with the letter A printed on it, the second with B, and the third with C. Down the left side of the chart (one per line), place three cards with the numbers 2, 3, and 4 respectively. Place three easier vocabulary items (not visible to the class) next to the number 1 card, and below each of the letter cards, place 3 more difficult words on line 2 in the same manner, place three of the most difficult words on line three.	
Procedure: Choose one team to go first. A member of that team picks the word s/he wants to guess ("2-C" for example). Give the student a definition of clue for the word (<i>This animal barks.</i>) The student, with the help of his team, responds with the word presented in question format (<i>What is a dog?</i>). If the answer is correct, that team gets 2, 3, or 4 points, depending on the word's level of difficulty. If the answer is incorrect, the next team tries for the same word but for one point less than the previous team. For example, if the first team guessed incorrectly for a word worth 3 points, the next team to try would get 2 points if it answered correctly. If it too guessed incorrectly, the next team would get one point if it answered correctly. If no team can answer correctly before the points are reduced to zero, then all teams lose 1 point.	
The Secret Life of Walter Mitty: Jeopardy Activity:	
<p style="text-align: center;"><u>Question</u></p> <ul style="list-style-type: none"> a) <i>cannonading</i> a) <i>faint fleeting smile</i> a) <i>thundered and whined</i> b) <i>"rat-tat-tatting"</i> b) <i>"pocketa-pocketa-queep"</i> b) <i>inscrutable</i> c) <i>A & P</i> c) <i>rapped for order</i> c) <i>miserable cur</i> 	<p style="text-align: center;"><u>Answer</u></p> <ul style="list-style-type: none"> <i>artillery fire</i> <i>Walter Mitty</i> <i>war sounds</i> <i>machine-guns</i> <i>"anesthetizer"</i> <i>mysterious</i> <i>supermarket</i> <i>judge</i> <i>cowardly dog</i>

Wrong Word	
Objective: Identify, analyze, and correct errors in vocabulary usage.	
Procedure: Teams find the word that is "wrong" and correct it. Teams get a point for each correction. Read a sentence with a wrong word in it. Examples: <i>The contribution tells us how the government will operate. (should be Constitution)</i> <i>Many people have moved to Florida for the arctic climate. (should be tropical)</i> When teams get good at this activity, embed an incorrect sentence among other correct sentences. Teams can make sentences with incorrect words for other teams to correct.	
The Secret Life of Walter Mitty: Wrong Word Activity: Suggestions:	
<ul style="list-style-type: none"> a) <i>The commander's voice was alike thin ice breaking. (like)</i> b) <i>She seemed like a woman who had yelled at him in a cloud. (crowd)</i> c) <i>Mitty raised his fountain pin briefly, and the bickering attorneys were stilled. (pen)</i> d) <i>Then with a faint, fleeting smile playing about his laps, he faced the firing squad. (lips)</i> e) <i>Mitty strokes the district attorney on the chin (strikes)</i> 	

Classification

Objective: Classify vocabulary into two or three groups.

Procedure: Model the activity, beginning with several words for teams to classify into groups. Ask students to identify an appropriate label for the groups they create. Discuss other words that could go into each group. Each team gets out one pencil and one sheet of paper. The captain writes team name and divides the paper into the appropriate number of columns (groups). The captain labels columns for classifications and sets timer for 5 minutes. Team members take turns writing words in appropriate columns (as in the Team Spelling Test). Note that words do not have to come from the lesson vocabulary. When the timer rings, collect papers. Teams get one point for each word they place correctly. Spelling should not count.

The Secret Life of Walter Mitty: Classification Activity:

Reality:

*Walter Mitty buys dog biscuits.
It began to rain with sleet in it.
Mitty was driving too fast.
Something struck his shoulder.*

Fantasy:

*Walter Mitty is undefeated, inscrutable.
The box barrage is closing in.
The pounding of the cylinders increased.
He pulled a faulty piston out of the machine.*

Beginning Grammar Activities

Teacher-Student Grammar Notes are provided as a teaching resource or student study notes.

COMPARISONS-EQUAL AND UNEQUAL

To make comparisons, English uses many different expressions. An equal comparison is a comparison of two people, places, things, or ideas that are the same or equal. An unequal comparison compares two people, places, things, or ideas with similar or different (unequal) qualities. Study the examples.

EQUAL COMPARISONS

Equal comparisons compare people, places, things, or ideas with the same or equal qualities.

Equal Comparison Words:	Examples:
the same (+ noun)	<i>The two girls have the same dress. The two sentences say the same thing.</i>
the same as... (+noun phrase)	<i>I have the same car as you. Girls are not the same as boys.</i>
Comparisons with “as...as”: as + (adjective/adverb) + as...	<i>Vladimir is as tall as Tiago. My watch is as expensive as your watch. I work as diligently as I can.</i>
nearly, almost (common words used with “as...as”)	<i>Wanda is almost as tall as Jean. Miko is nearly as sweet as Constanza</i>
Negatives: ... not as... +(adjective/adverb)+ as... Quite and Nearly are frequently used in the negative	<i>He’s not as strong as he thinks. The test is not as long as it looks. I’m not quite as motivated as I should be. It’s not nearly as warm in New York as it is in Florida.</i>

UNEQUAL COMPARISONS

Unequal comparisons compare people, things, or ideas with similar/different (unequal) qualities.

Unequal Comparison Words:	Examples:
like	<i>His face is like his father’s face.</i>
alike	<i>Jose and Rudy look alike.</i>
similar to	<i>This flower is similar to that flower in shape.</i>
different from	<i>A circle is different from a square.</i>
more... (+adjective/adverb/noun) than...	<i>My CD player cost more money than yours did. This book is more interesting than that one. I walk more slowly than you walk.</i>
less... (+adjective/adverb/noun) than...	<i>Julia has less time than the other students do. This play is less serious than the other play. He works less efficiently than Joseph. My suit cost less money than that one.</i>
...(adjective+ -er) than...	<i>She is much happier than her friends are.</i>
But	<i>A lemon is sour, but an apple is sweet.</i>
but...affirmative/negative	<i>I like chocolate, but Maria doesn’t. An elephant doesn’t fly, but a bird does.</i>
nearly/almost as... (+adjective) as...	<i>James is almost as tall as Rolfe is. This class is nearly as easy as PE class.</i>
the most... (+adjective).	<i>The most beautiful girl in the world is my mother.</i>
the... (adjective+ -est).	<i>The fastest car in the race will win.</i>
one of the... (adjective+ -est) + noun.	<i>One of the best days is Sunday.</i>

Word Order Cards

Objective: Identify and use appropriate word order in sentences.

Procedure: Choose some of the more complex sentences of the summary to cut up for this exercise. After writing a sentence on a sentence strip, cut up the sentence into individual words. Shuffle the words. With the team's support, one member rearranges the words to reform the sentence. The team gets a point if the cards are rearranged correctly.

The Secret Life of Walter Mitty: Word Order Cards Activity:

Use the following sentences to make the word order cards. Be sure to use separate cards for the punctuation marks.

- "I'm going to take your temperature when I get you home," she said.*
- Mitty looked at the pictures of bombing planes and of ruined streets.*
- He poured a drink for the sergeant and one for himself.*
- War thundered and whined around the dugout and battered the door.*

Modified Single Slot Substitution Drill

Objective: Substitute alternative vocabulary, syntax, and grammatical forms in a familiar sentence in a single slot.

Procedure: The teacher writes a sentence on the board and underlines one word. Teams take turns replacing the underlined word with a new word. When students can no longer think of substitutes, the teacher underlines a different word, and the activity continues.

Example: *The soldiers who surrendered were killed.*

Possible substitutions for killed: *butchered, kissed, hugged, spared*

The soldiers who surrendered were butchered.

Possible substitutions for surrendered: *spared, killed, ran, slept*

The soldiers who surrendered were spared.

Possible substitutions for soldiers: *people, police, robbers, children*

Notes:

- Sometimes, changing one word necessitates changing another word as well.
The queen was dancing when the soldiers arrived. (Substitute king and queen)
The king and queen were dancing when the soldiers arrived.
- It is not necessary for the sentences to be historically correct, sensible, or even possible. It is important for the correct part of speech to be used.

The Secret Life of Walter Mitty: Modified Single Slot Substitution:

(a) Walter Mitty (b) is one of the funniest (c) characters in a story.

Possibilities: *(a) Mrs. Mitty, the grinning garageman, Dr. Renshaw*

Possibilities: *(b) is funnier than, is more courageous than, is one of the bravest*

Possibilities: *(c) commanders, Mrs. Mitty, surgeons*

(a) With a faint, fleeting smile, (b) he faced the firing squad (c) motionless.

Possibilities: *(a) With an arrogant grin, "humming Après de Ma Blonde," Rakishly*

Possibilities: *(b) he let the man have it, he got the ammunition dump, he saved a patient*

Possibilities: *(c) proudly, insinuatingly, distraught and haggard*

Intermediate Grammar Activities

Sentence Builders	
Objective: Expand sentences by adding new words in the appropriate order in a sentence.	
Procedure: The teacher says a sentence, and, after a pause, an additional word or words. Teams must make a new sentence that adds the new word(s) in the correct place in the teacher's original sentence. Give a point for each correct answer. Example:	
Teacher:	<i>Fish is a food. (healthy)</i>
Team Response:	<i>Fish is a healthy food.</i>
Teacher:	<i>Fish is a healthy food. (fresh)</i>
Team Response:	<i>Fresh fish is a healthy food.</i>
The Secret Life of Walter Mitty: Sentence Builders:	
<ul style="list-style-type: none"> a) <i>He drove around. (the streets)</i> <li style="padding-left: 40px;"><i>He drove around the streets. (aimlessly)</i> <li style="padding-left: 40px;"><i>He drove around the streets aimlessly. (for a time)</i> <li style="padding-left: 40px;"><i>He drove around the streets aimlessly for a time</i> 	
<u>Continue with the following:</u>	
<ul style="list-style-type: none"> b) <i>A door opened down a corridor. (and Dr. Renshaw came out) (looking distraught), (long) (cool) (and haggard)</i> c) <i>He wore his uniform. (full-dress) (with the white cap) (heavily braided) (pulled down) (rakishly) (over one eye) (cold, gray)</i> d) <i>They went out through the doors. (that made a sound) (revolving) (faintly derisive) (whistling) (when you pushed them)</i> e) <i>Mitty looked at the faces. (of the two specialists) (grave) (uncertain) (great)</i> 	

Multiple Slot Substitution Drills	
Objective: Substitute alternative vocabulary, syntax, and grammatical forms in a familiar sentence in a multiple slots.	
Procedure: This drill is often taught together with or right after the single slot substitution drill. Its organization is similar to single slot substitution, but more that one part of the sentence changes. Give a point for each correct answer. Example:	
<i>Columbus sailed in 1492. (Pizarro)</i>	
<i>Pizarro sailed in 1492. (1524)</i>	
<i>Pizarro sailed in 1524. (arrived)</i>	
<i>Pizarro arrived 1n 1524.</i>	
The Secret Life of Walter Mitty: Multiple Slot Substitution Activities:	
(a) <i>The attendant</i> (b) <i>vaulted into the car, and backed it up</i> (c) <i>with insolent skill.</i>	
<u>Possibilities:</u> <i>with a faint, fleeting smile, the surgeon, pulled a faulty piston out, the commander, inserted the pen in its place, in a low cool voice, the Undefeated, jumped to the task, with defiance, drove around Waterbury</i>	

Flesh it Out

Objective: Use key words in the appropriate order in a grammatically correct sentence.

Procedure: The teacher gives the key words of a sentence and teams puts them into a grammatically correct sentence. Give points for correct answers in the oral format. Give grades in the written format.

Key words: *he/sail/america/1492.*

Answer: *He sailed to America in 1492.*

Key words: *he/sail/america/? (past)(yes/no)*

Answer: *Did he sail to America?*

The Secret Life of Walter Mitty: Flesh it Out Activities:

- a) *Huge/complicated/machine/to be (past)/connected to/operating table*
- b) *Mitty/to reach in (past)/pocket/to pull out (past)/gloves*
- c) *Excited buzz/ to run (past)/ around/courtroom*
- d) *He/to look at (past)/his wife/ with/shocked/astonishment*
- e) *Mitty/to raise (past)/hand/briefly/and/bickering/attorneys/to be (past)/stilled*

Who What, When, Where, How, Why

Objective: Listen to a sentence and respond to "Wh" questions in writing.

Procedure: Read a sentence and then ask the "wh" questions about it. Teams write a short answer on a numbered sheet of paper. Example: Teacher: *The heart constantly pumps blood to the body 24 hours a day to keep the body alive.* **What...?** (Teams write *heart.*) **Where...?** (Teams write *to the body*) **How...?** (Teams write *constantly*) **Why...?** (Teams write *to keep the body alive*) **When...?** (Teams write *24 hours a day*).

Team members take turns writing answers on the board (for class discussion) or on a team/individual paper (for a grade). An alternative technique is to have each team member complete all items on his/her own paper. Team members are allowed to help each other. On completion of the activity, collect the one paper of your choice. The grade on that paper will count for each team member.

The Secret Life of Walter Mitty: Who, What, When, Where, How, Why Activities:

- a) *The crew, bending to their various tasks in the huge, hurtling eight-engined navy hydroplane, looked at each other and grinned.(who, what, where, when, why, how)*
- b) *Walter Mitty drove on toward Waterbury in silence, the roaring SN202 through the worst storm in twenty years of navy flying fading in the remote, intimate airways of his mind. (who, what, where, when, why, how)*
- c) *He put them on, but after she had turned and gone into the building and he had driven on to a red light, he took them off again. (who, what, where, when, how)*
- d) *A nurse hurried over and whispered to Renshaw, and Mitty saw the man turn pale. (who, what, where, when, how)*
- e) *A man had to come out in a wrecking car and unwind them , a young grinning garageman.(who, what, where, when, why, how)*

Transformation Exercises

Objective: Change the form or format of a sentence according to the situation.

Procedure: Students change the format of a sentence based on teacher directions or prompts. Give points for correct answers in the oral format. Give grades in the written format. Examples:

1. *Is it raining?* (Answer the question, yes.) *Yes, it is raining.*
2. *It is raining.* (Ask a yes/no question.) *Is it raining?*
3. *Many Indians died from disease.* *Many Indians died from starvation.*
(Combine 2 sentences into one sentence.) *Many Indians died from disease and starvation.*

The Secret Life of Walter Mitty: Transformation Exercises:

Students combine the sentences using **similar to different from**, or **the same (as)**.

Example: *My brother is tall and thin. Your brother is short and fat.*

My brother is different from your brother.

- a) *Captain Mitty is fearless. The real Walter Mitty is cowardly.*
- b) *Captain Mitty is fearless. Commander Mitty is fearless too.*
- c) *Mrs. Mitty worries about overshoes. My mother does too.*
- d) *Mrs. Mitty gets her hair done. Mr. Mitty doesn't.*
- e) *Defendant Mitty commits a crime. Dr. Mitty saves lives.*
- f) *The crew admires Commander Mitty. The surgeons admire Dr. Mitty.*

Students combine the sentences using **like** or **alike**.

Example: *This shirt is blue. That shirt is also blue.*

The two shirts are alike.

- a) *The anesthetizer is complicated. The hydroplane is complex.*
- b) *Waterbury is a rich city. Rich people live in Paris.*
- c) *Captain Mitty is courageous. Commander Mitty is very brave.*
- d) *The real Walter Mitty is boring. The real Mrs. Mitty is uninteresting.*
- e) *James Thurber is a humorous author. When I write, I am funny.*

Students combine the sentences using **more...than** or **(adjective/adverb+)-er ...than**.

Example: *The governor is important. The President is very important.*

The president is more famous than the governor is.

- a) *Walter Mitty is very boring. Mrs. Mitty is boring too.*
- b) *Captain Mitty is very brave. Dr. Mitty is brave.*
- c) *Defendant Mitty is very famous. Dr. Mitty is famous.*
- d) *Mrs. Mitty is foolish. Walter Mitty is very foolish.*
- e) *James Thurber is funny. My friend is very funny.*

Students combine the sentences using **the most...(+adjective)**, or **the...(adjective+ -est)**

Example: *My car is fast. Your car is fast. Mario Andretti's car is very fast.*

Mario Andretti's car is the fastest of the three.

- a) *Good driving is important. Good parking is important. Being on time is very important.*
- b) *Commander Mitty is intelligent. Captain Mitty is intelligent. Dr. Mitty is very intelligent.*
- c) *Puppy biscuits are useful. Overshoes are useful. Hairdressers are very useful.*
- d) *Commander Mitty is good. Dr. Mitty is good. Defendant Mitty is very good.*
- e) *A boring day is bad. A boring life is bad. A nagging wife or husband is very bad.*

Sentence Stretchers

Objective: Expand grammatically correct sentences by adding new words in appropriate order

Procedure: One team begins by making a sentence orally that contains the language or content focus of the lesson. (Make the starter sentence as short as possible.) For example, in a lesson focusing on weather and on adjectives, the first team might say, *The cloud is floating.* The first team gets a point. Other teams take turns expanding the sentence, getting a point each time something is added successfully or until teams run out of expansions.

The white cloud is floating.

The fluffy white cloud is floating in the sky.

The fluffy white cloud that looks like a boat is floating in the sky. Etc.

The Secret Life of Walter Mitty: Sentence Stretcher: Begin with the sentence: *Mitty answers.*

Mitty answers.

Mitty answers her.

Mitty answers her back.

Mitty answers her back.

Mitty answers her back that he is thinking.

Mitty answers her back that sometimes he is thinking.

Mitty answers her back that sometimes he is just thinking.

Mitty answers her back that sometimes he is just thinking, but Mrs. Mitty insists.

Mitty answers her back that sometimes he is just thinking, but Mrs. Mitty insists that he must be ill.

Mitty answers her back that sometimes he is just thinking, but Mrs. Mitty insists that he must be ill and needs the doctor.

Mitty answers her back that sometimes he is just thinking, but Mrs. Mitty insists that he must be ill and needs to see the doctor.

Look it Up

Objective: Identify specific grammatical structures and change them according to the situation.

Procedure: Teams look up sentences in their text that have a specific grammatical structure. As an oral practice, teams get a point for a correct answer. As a written exercise, it can be graded. Version One: Discuss the grammar point with the students then have them find example sentences in their texts. You might want to limit the pages they are to search.

Version Two: Write sample sentences on the board in a tense not usually used in the text. Ask students to find similar sentences in the text and to determine the difference between the text sentences and the sentences on the board. In history books, for example, most sentences are in the past tense, so the sentences you write on the board would be in the present tense. During a discussion of the difference between the text sentences and your sentences, you would help the class discover why the text uses past tense sentences so often.

Version Three - Students locate sentences in the text with a specific grammatical structure and then restate or rewrite the sentence in a new form specified by you. Example: change statements into questions, affirmative to negative, past to present or passive voice to active.

The Secret Life of Walter Mitty: Look it Up: Teams locate examples of comparisons in the text and in the summary.

Rewrite the Paragraph

Objective: Identify specific grammatical structures and change them according to the situation.

Procedure: Use a paragraph based on the text, and language focus structures of the lesson. Teams read and discuss necessary changes. Members work together to rewrite a grammatically correct paragraph with the changes. Collect one paper from each team for a grade. (Examples: Change one verb tense to another, nouns to pronouns, adverbs to adjectives, etc.)

The Secret Life of Walter Mitty: Rewrite the Paragraph Activity: Teams rewrite the paragraph, changing the sentences to the past tenses.

The short story, "The Secret Life of Walter Mitty", by James Thurber, begins in the middle of one of Walter Mitty's daydreams. Everything that Mitty sees and hears in his ordinary, boring life causes him to daydream about himself in glamorous, exciting situations. First, Mitty imagines he is the commander of a navy hydroplane. In reality, Mitty is not a pilot. He is simply driving his wife to the hairdresser. When he drives by a hospital, he imagines he is a famous surgeon, solving a crisis in the operating room. A newspaper story about a court trial makes him think he is a defendant in a glamorous courtroom scene. Mitty imagines he risks his life in a World War II bomber. At the end of the story, Mitty imagines he is facing a firing squad with a smile on his face.

Name _____ Date _____

The Secret Life of Walter Mitty: Exercise 1

Fill in the blank with the correct word.

surgeon

glamorous

ordinary

defendant

heroic

business

facing

triggers

simply

daydream

imagines

crisis

scene

fantasy

Everything that Walter Mitty sees and hears in his _____, boring life causes him to _____ about himself in _____, exciting situations. He sees himself as a fearless, _____ pilot. In reality, Mitty is not a pilot. He is _____ driving his wife to the hairdresser. When he drives by a hospital, he _____ he is a famous _____, solving a _____ in the operating room. While he completes his boring _____, he has many more daydreams. A newspaper story makes him think he is a _____ in a glamorous courtroom _____. A magazine picture of bombers _____ a vivid and dramatic _____. At the end of the story, Mitty imagines he is _____ a firing squad with a smile on his face.

Name _____ Date _____

The Secret Life of Walter Mitty: Exercise 2

Read each sentence and decide if it is true or false. If it is true, write the word “**true**” on the line. If the sentence is false, rewrite the sentence to make it a true.

1. “The Secret Life of Walter Mitty” is a short story written by James Thurber.

2. Obstreosis, coreopsis, and streptothricosis are serious medical conditions.

3. Mrs. Mitty made Walter drive to a garage to have the chains taken off.

4. Walter Mitty left his wife for a lovely, dark-haired girl.

5. The clerk at the A & P said that Mitty was the greatest shot in the world.

6. Walter Mitty drove too fast, and even drove in the wrong lane sometimes.

7. Mitty saw a huge, complicated machine called an anesthetizer.

8. Walter Mitty stood against the wall smoking a cigarette in the rain.

9. When things close in on him, Walter Mitty starts to think.

10. Mitty heard a report about the Waterbury murder trial.

Name _____ Date _____

The Secret Life of Walter Mitty: Exercise 3

Read the following passage carefully from, “The Secret Life of Walter Mitty”, by James Thurber. Complete the comparison and contrast chart, using details from the passage.

“They went through the revolving doors that made a faintly derisive whistling sound when you pushed them. It was two blocks to the parking lot. At the drugstore, on the corner she said, ‘Wait for me here. I forgot something. I won’t be a minute.’ She was more than a minute Walter Mitty lighted a cigarette. It began to rain, rain with sleet in it. He stood up against the wall of the drugstore, smoking. He put his shoulders back and his heels together. “To hell with the handkerchief,” said Walter Mitty scornfully. He took one last drag on his cigarette and snapped it away. Then, with that faint, fleeting smile playing about his lips, he faced the firing squad, erect and motionless, proud and disdainful, Walter Mitty the Undefeated, inscrutable to the last.”

	Walter Mitty’s Real Experiences	Walter Mitty’s Fantasies
WHO was there	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
WHAT happened	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
WHEN it happened	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
WHERE it happened	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
HOW it ended	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

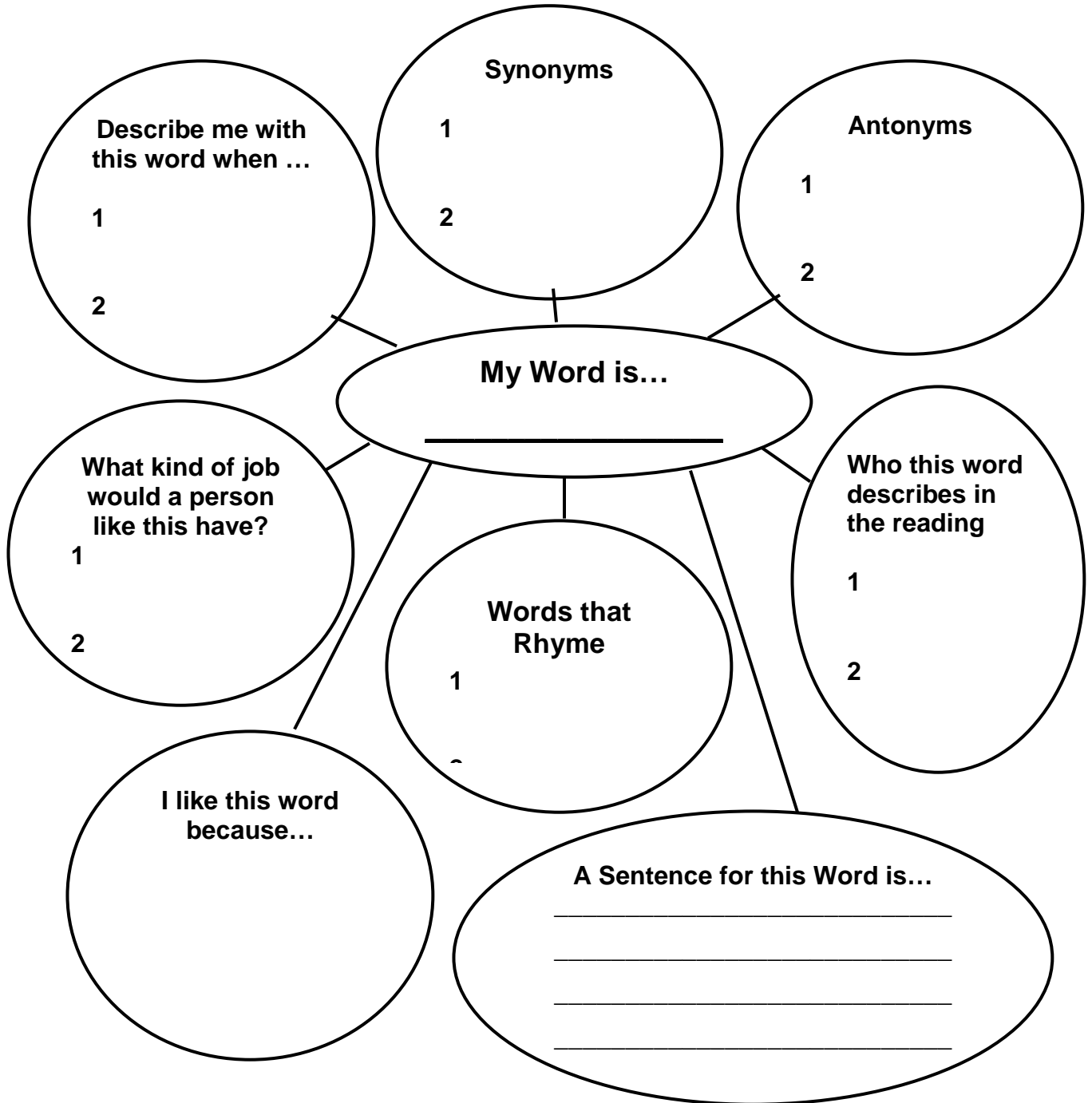
Name _____ Date _____

The Secret Life of Walter Mitty: Exercise 4

Select one adjective from the reading or text. Complete the word study chart.

Suggested Adjectives:

insolent, distraught, haggard, derisive, inscrutable, rakish, miserable, anxious, careless, disdainful, nagging, hen-pecked, complicated, brilliant



Name _____ Date _____

The Secret Life of Walter Mitty: Exercise 5

Fill in the blanks.

The short story, "The _____ Life of Walter Mitty", _____ James Thurber, begins in _____ middle of one of _____ Mitty's daydreams. Everything that _____ sees and hears in _____ ordinary, boring life causes _____ to daydream about himself _____ glamorous, exciting situations. In _____ first daydream, Walter Mitty _____ the commander of a _____, navy hydroplane with eight _____. Mitty is in his _____ dress uniform, and shouting _____ to the crew. There _____ an ice storm, and _____ crew is afraid of _____ coming hurricane. Mitty orders _____ crew to "rev-up" the _____, which are pounding, "ta-pocketa-pocketa-pocketa-pocketa-pocketa". _____ crewmembers jump to their _____, and grin admiringly at _____ commander. Walter Mitty imagines _____ he is a fearless, _____ pilot. In reality, Mitty _____ not a pilot. He _____ simply driving his wife _____ the hairdresser. Mitty's wife _____ that he is driving _____ fast. She reminds her _____ to buy overshoes, but _____ does not need them. _____. Mitty scolds him for not _____ his gloves, so he _____ them on.

Mitty drops _____ wife off and then _____ aimlessly for a while. _____ passes a hospital on _____ way to the parking _____. Suddenly, Walter Mitty imagines _____ is Dr. Mitty, a _____ surgeon, solving a crisis _____ the operating room. Dr. _____ talks to doctors from

_____ over the country about _____ brilliant new book. Suddenly, _____ huge, complicated machine begins _____ go “pocketa-pocketa-pocketa”. The “anesthetizer”, _____ is connected to the _____ table by tubes and _____, is not working. No _____ knows how to fix _____. Dr. Mitty keeps it _____ for ten more minutes _____ he can save the _____ on the operating table. _____ snaps out of his _____, driving in the wrong _____.

On the weekly shopping _____ to Waterbury, Walter Mitty _____ for his wife to _____ her hair done and _____ does the shopping. Mitty _____ his overshoes, but cannot _____ what else his wife _____ him to buy. While _____ completes his boring shopping, _____ has more daydreams. Everyday _____ and things start his _____. A newsboy is shouting _____ news of the Waterbury _____. This event starts Mitty's _____ about a court trial. _____ imagines he is a _____ in a glamorous courtroom _____. The district attorney is _____ Mitty on the witness _____. The district attorney shows _____ automatic gun, and Mitty _____ that he is the _____ pistol shot in the _____. The defense and prosecutor _____ as the judge calls _____ order. When Mitty confesses _____ the crime, pandemonium breaks _____ in the courtroom. A _____ woman screams and runs _____ to embrace Mitty, who _____ the district attorney on _____ chin. At that moment, _____ remembers what his wife _____ him to buy some _____ biscuits.

Walter Mitty manages _____ buy the puppy biscuits _____ to check on his _____. A magazine with pictures _____ the war and bomber _____ triggers a vivid and _____ fantasy. Captain Mitty risks _____ life in a World _____ II bomber to bomb _____ enemy ammunition dump 42 _____ away. Captain Mitty must _____ the work of two _____. He hears the “rat-tat-tatting” _____ machine guns and the “_____” of flamethrowers.

When Mrs. _____ finishes at the hairdresser, _____ meets her husband at _____ hotel. Then she criticizes _____ nags him about the _____ and puppy biscuits. Mitty _____ her back that sometimes _____ is just thinking, but _____. Mitty insists that he _____ be ill and needs _____ see the doctor. At _____ drugstore, Mitty waits outside _____ the wall for his _____ to finish her shopping. _____ Mitty gets lost in _____ fantasies. This time, when _____ lights a cigarette and _____ begins to rain, Mitty _____ he is Walter Mitty, _____ Undefeated, standing against a _____ in front of a _____ squad. This cigarette is _____ last cigarette. He stands _____, proud and courageous. At _____ end of the story, _____ Mitty, the Undefeated, faces _____ firing squad with a _____ on his face.

Name _____ Date _____

The Secret Life of Walter Mitty: Exercise 6

Rewrite the sentences to make comparisons using the word(s) in parentheses. Add any necessary words to make the meaning of the comparison clear. There may be more than one possible answer.

Examples:

Walter Mitty is (quiet) _____ his wife.

Walter Mitty is **quieter than** his wife.

One of (interesting) _____ characters in Mitty's fantasies is the pilot.

One of **the most interesting** characters in Mitty's fantasies is the pilot.

Walter Mitty is (bored) _____ in his in real life _____ he is in his fantasies.

Walter Mitty is **more bored** in his in real life **than** he is in his fantasies.

1. Mrs. Mitty is usually (friendly) _____ her husband.

2. One of (famous) _____ Navy commanders in the world is Commander Walter Mitty.

3. Defendant Mitty is the (good) _____ shot in the world.

4. Mitty drove through (bad) _____ storm in twenty years of navy flying.

5. When he tried on the new overshoes, Mitty found out that his left foot was (big) _____ his right foot.

6. Mrs. Mitty did not ask Walter to go into the drugstore for her. It was (easy) _____ for her to do it herself _____ to ask him to do it for her.

7. You can trust Commander Mitty. You will never meet a (brave) _____ person _____ Commander Mitty

8. Walter Mitty feels (happy) _____ in his fantasies _____ he feels in real life.

9. Commander Mitty is courageous and fearless. Captain Mitty is courageous and fearless, too. Both of them are courageous and fearless.
Commander Mitty is _____ (courageous and fearless) _____ Captain Mitty.

10. People laugh at Walter Mitty, but Defendant Mitty is glamorous and intelligent.
Defendant Mitty is _____ (glamorous and intelligent) _____ Walter Mitty.
