

LEVEL Z

Grades

5 and above

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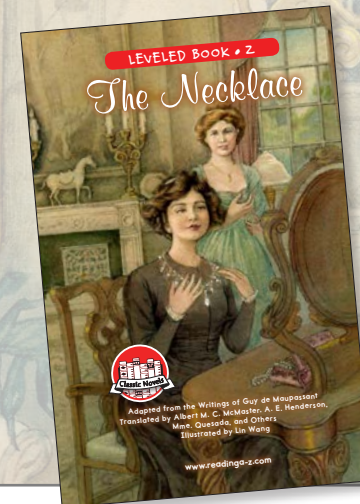
Vocabulary A-Z

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The Necklace

Author: Guy de Maupassant

Illustrator: Lin Wang



Book Summary

Mathilde Loisel is a beautiful, young woman who views her life as a catastrophe because she isn't rich. While she has a loving husband and a comfortable but simple life, she spends her days wishing for luxury and riches. When her husband invites her to attend a lavish ball, she despairs at having nothing beautiful to wear. Upon her husband's advice, she borrows an extravagant diamond necklace from a friend for her adornment. Unfortunately, Mathilde loses the necklace, significantly altering the trajectory of her life.

Reading Strategy: Visualize

Comprehension Skill: Analyze Character

Level Z • Fiction/Classic • 1 Part

How to Use the Lesson Plan

This lesson plan is designed to be used with Reading A-Z's retelling of *The Necklace*. Assign and teach the book as a whole-class lesson. Or assign it to a reading group and teach all or part of the lesson in a small-group setting. Worksheets support the learning objectives of the lesson. Discussion cards can be used to set up literature circles. A culminating comprehension quiz is included and covers the entire story.

About the Lesson

Targeted Reading Strategy

- Visualize

Objectives

- Use the reading strategy of visualizing before and during reading
- Analyze characters in the story
- Identify and use semicolons
- Identify and understand the use of affixes
- Recognize and understand the use of a tragic flaw

Materials

- Book: *The Necklace* (copy for each student or group)
- Chalkboard or dry-erase board
- Recorded version of the text (optional)
- Student notebooks
- Visualize, analyze character, semicolon worksheets



Before Reading

Build Background

- Explain to students that *The Necklace* ends with a surprise and that many of Maupassant's stories are famous for these kinds of twist endings. Discuss with students other authors, stories, and movies they may know that have an unexpected twist at the end.
- Share with students that the twist ending of *The Necklace* is considered ironic. Explain that *ironic* sometimes means that what happens is the opposite of what was expected.

Introduce the Book

- Distribute copies of *The Necklace* to students.

Introduce the Reading Strategy: *Visualize*

- Review with students that one way to understand what happens in any work of fiction is to visualize, or picture in your mind, the characters, setting, and events that are a part of the story.
- Read aloud page 3 of *The Necklace* to model visualizing for students. Draw your visualization on the board.
- After reading page 3, discuss with students the details of what you were visualizing as you read the words. Identify and record on the board specific adjectives that helped create strong mental images.
- Next, read the first paragraph on page 4 aloud to students. Ask them to close their eyes as you read and to visualize what is happening in the text. When you are finished reading, have students draw their visualizations. Invite them to share with a partner their visualizations.
- Introduce and explain the visualize worksheet. Remind students that they should constantly visualize as they read, even if they are asked to record only two examples.
- Encourage students to use other reading strategies in addition to visualizing.

Introduce the Comprehension Skill: *Analyze Character*

- Review with students that the characters are the people, animals, or creatures in a story. Ask students to think of a favorite character from a story or film. Invite volunteers to share, and record character names on the board.
- Explain that there are several ways for readers to learn about a character: listen to what the narrator says about a character, listen to what characters say about each other, and pay careful attention to how a character behaves. Point out that sometimes what a character says and does are inconsistent. Explain that often in a story readers must make inferences and draw conclusions about what a character is really like because authors don't always directly state what a character thinks or feels.
- Refer to the character names on the board. Have students work with a partner to choose a character and write three tweets from their characters that reveal to their Twitter followers something about themselves. Remind students that a tweet has a maximum number of characters allowed. Call on students to share their character tweets, and have other students guess the character.
- Ask students to note the major characters they encounter as they read *The Necklace* and to also record the details that describe those characters.

Introduce the Vocabulary

- Point out to students that *The Necklace* is a French story, written over one hundred years ago. Explain that the story has a formal tone and contains some French words that students may not be familiar with, such as *monsieur*, which means *mister*. Review with students some of the French terminology from the story.
- Remind students that they can determine the meaning of unknown words by using context clues, examining affixes and base words, rereading with synonyms, and even referring to a dictionary.
- Explain to students that they can also use the glossary when they encounter unknown words and that only boldface words are in the glossary. Have students work with a partner to choose six words from the glossary. Ask students to create an illustration for each word. Have students write the word on the illustration in addition to a synonym for that word. Collect student drawings, and create an illustrated glossary for the class.

Set the Purpose

- Explain to students that their purpose in reading *The Necklace* is to answer the following focus question: *Is the ending of the story a fitting conclusion for Mathilde's character?* Point out that to accomplish this purpose they will use the reading strategy of visualizing and other comprehension skills, in particular, analyzing character.

During Reading

Student Reading

- **Guide the reading:** While reading, stop twice to have students record and illustrate visualizations on their worksheet and invite volunteers to share.
- Periodically stop to have students jot down traits of the characters in the story.
- Assign the entire story to all students, or divide the class into small groups and have them work on the story together.

Check for Understanding Section by Section

Pages 3 through 9

- **Summary:** Mathilde lives in a modest apartment with her husband, Monsieur Loisel, an ordinary government clerk who earns very little money. For Mathilde, the couple's modest life is a source of constant misery as all she dreams of is having famous friends, expensive clothes, and fineries that she knows she will never possess. Monsieur and Madame Loisel are invited to a fancy ball, and in order to be properly attired for the occasion, Mathilde buys a new gown and borrows a beautiful diamond necklace from her rich friend, Madame Forestier.
- **Explanation:** This story is set in nineteenth century France, a time when women were still denied many rights and were often seen as helpers to men, rather than their equals. They had few job opportunities, and marriage was often their only choice for supporting themselves. In this time and place, women did often rely on their appearance and pleasing traits as a way of securing a good marriage and creating a good life.

Mathilde, as a middle-class woman in this world, wishes to use her looks and charm to advance, and is frustrated that she is still not able to break into the upper-class society that she desires.

- **Comprehension (Compare and Contrast):** Remind students that when they compare two or more things, they determine what is alike and what is different about them. Draw a Venn diagram on the board. Label one side *Hot Dog* and the other *Hamburger*. Call on students to help you complete the Venn diagram. Next, have students work in pairs to draw a Venn diagram on a piece of paper, labeling one side *Mathilde* and the other *Monsieur Loisel*. Draw a matching Venn on the board. After student pairs have completed their diagrams, call on volunteers to share their responses, and use that information to complete the Venn diagram on the board. Ask students to justify attributes that they assigned to each character with details from the text.

Pages 10 through 19

- **Summary:** Mathilde, wearing her new gown and borrowed necklace, attends the ball and is admired by everyone there. She basks in the attention, finally receiving the admiration that she desires and believes she deserves. Unfortunately, on her way home, she loses the necklace. Instead of telling her friend of its loss, she and her husband borrow a large sum of money to purchase a replacement. The pair must work like pack animals to repay the money they borrowed. But after ten miserable years of labor, they discover, from Madame Forestier herself, that the original diamond necklace was a fake, and not nearly as valuable as they thought.
- **Explanation:** Some jewelry is intended to look expensive while being made out of a cheaper material. These pieces are called paste jewelry, because they were originally made out of a glass called paste that had a close resemblance to diamonds and other fine gemstones.
- **Comprehension (Problem and Solution):** Remind students that in fiction there is often a problem, or conflict, and a solution, or a working out of the conflict. Write the words *problem* and *solution* on the board. Divide the class in half. Denote one side as *Problems* and the other as *Solutions*. Ask students in the first group to identify the primary problem in *The Necklace* (Mathilde loses the necklace), and ask students in the second group to identify the solution (Mathilde and Monsieur Loisel borrow money to replace it). Discuss with students the difference between a solution and a happy ending. Have students discuss in their groups whether they consider this solution a happy ending or not.

- **Figurative Language (Situational Irony):** Remind students that situational irony describes circumstances where events turn out differently than everyone expected, or have the opposite effect from what was intended. Have students work in small groups to determine how situational irony was used in this story. As a class, discuss how the irony affects the story's plot and their experience in reading it.
- **Vocabulary:** *caste, chagrin, coquettish, economical, francs, hierarchy, ingenuous, louis, odious, privations, sou, vestibule*

After Reading

Reflect on the Reading Strategy

- Discuss with students how visualizing the story helped them understand and better remember what they read.
- **Independent practice:** Have students work with a partner to create one unique illustration that best captures the story for them. Invite volunteers to share their illustrations with the class and explain why they chose that image.

Reflect on the Comprehension Skill

- Have students review and share with the rest of the class the characters and their traits that they noted during reading. Record each character on the board along with his or her associated traits. Discuss with the class whether they agree on the traits assigned to each character.
- Introduce, explain, and have students complete the analyze character worksheet. Call on students to share their analysis of Mathilde.
- **Independent practice:** Have students select one character from the story. Ask them to imagine that this character has a Pinterest board. Ask them to describe in words what one of their boards would contain.

Reflect on the Purpose

- Refer students back to the focus question: *Is the ending of the story a fitting conclusion for Mathilde's character?* Have students work in groups to discuss their answers to this question. Ask groups to share their ideas with classmates.

- **Enduring Understanding:** In *The Necklace*, Mathilde's ambitions for a different, richer life lead to trouble and hardship for her and her husband. Ask students the following questions: *What is the balance between dreaming for the future and being happy with what you have? What dreams do you have? How would you attain them?*

Build Skills

Grammar and Mechanics: *Semicolons*

- Draw a semicolon on the board. Have students call out the name of the punctuation mark and trace semicolons in the air.
- Review with students that the main use of a semicolon is to link two independent clauses that are closely related. Provide a few examples: *My grandmother is from Germany; she still speaks fluent German. I have an early morning appointment; I can't go out tonight.*
- Have students discuss in groups how the examples on the board are closely related. Then discuss as a class how they know that each clause is independent by having students name the subject and predicate in each one.
- **Check for understanding:** Write five sentences with semicolons on the board. Have students copy them on a sheet of paper. Then, have them circle the semicolon, determine subject and predicate to confirm independent clauses, and explain to a partner why each clause is related enough to be connected with a semicolon.
- **Independent practice:** Introduce, explain, and have students complete the semicolons worksheet. If time allows, discuss their answers.

Word Work: *Affixes*

- Remind students that an *affix* is either a *prefix* or a *suffix*, which are word parts added to the beginning or the ending of a word to change its meaning. Ask students to share examples of words with prefixes or suffixes and write accurate examples on the board.

- Have students reread page 3 of the story and underline all the words that have either a prefix or a suffix (*unhappy, distressed, bareness, ugliness, greatest, ceaselessly*). Record these words on the board.
- Invite students to come to the board and circle the affixes in the words. Have them discuss the meaning of each affix with a partner. Guide a class discussion on how each affix affects the meaning of the base word.
- **Independent Practice:** Have students work with a partner to underline ten additional words in the story that contain affixes. Have partners circle the affixes and discuss how they change the meaning of the base word.

Literary Element: *Tragic Flaw*

- Explain to students that a *tragic flaw* is a character trait that causes a character's downfall. Discuss how it is usually something that the character has little ability to change or that the character doesn't even recognize as a flaw. Provide some examples of characters with tragic flaws from other stories.
- Have students work in groups to discuss Mathilde's character and identify the tragic flaw they see in Mathilde, supporting their conclusions with evidence from the text. (*Mathilde believes that she is entitled to a much better life than the one that she has, so she never enjoys or appreciates her own life.*)
- Have students work in pairs to identify and discuss different points in the story during which Mathilde makes a decision as a direct result of her tragic flaw. Have pairs discuss how a different decision would have changed the course of events in her life.
- Discuss as a class how Mathilde's tragic flaw leads to her downfall.
- **Independent Practice:** Have students select one of the points in the story where Mathilde makes a bad decision because of her tragic flaw. Ask them to write a paragraph in which they try to convince her to do otherwise. If time allows, have students share their paragraph with classmates.

Build Fluency

Independent Reading

- Encourage students to read the story independently. Additionally, partners can take turns reading parts of the story to each other.

Home Connection

- Give students their copies to take home to read with parents, caregivers, siblings, or friends. Encourage them to practice the reading strategy of visualizing as they read.

Assessment

Monitor students to determine whether they can:

- consistently visualize events and characters during discussion and on a worksheet
- effectively analyze characters during discussion and on a worksheet
- correctly identify and use semicolons in discussion and on a worksheet
- accurately identify examples of affixes in the text
- correctly identify the use of tragic flaw in the text and during discussion

Comprehension Check

- Retelling rubric
- Book quiz



Notes

