

Reading Activities for *Hearts and Hands*

O. Henry



Sample Packet



ELA Core Plans

Teacher-Written Standards-Based Lesson Plans



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***Close Reading Activities For
“Hearts and Hands”
Sample Packet***

O. Henry

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Table of Contents

Title of Activity	Page	Common Core Standards
Prereading activities: prereading prediction page vocabulary preview		The vocabulary preview provides words in context so that students can determine meanings. CCSSRL4
Close Reading Reading Guide		These handouts require students to complete a close reading of this complex text. This guide can be used as a whole class reading or for students to read the text independently. Questions are provided to guide students in reading and figuring out the meaning of what they have read. The questions require the students to return to the text, to infer, and draw conclusions. Also, key story elements are addressed. CCSS7RL1, 3 Anchor Standards 1-6
Readers' Theater instructions and script		Students build fluency through reading out loud, and readers' theater is a great way to do this in the middle school classroom. Instructions are given on two ways to do the readers' theater. Also, the entire story is provided in "script form" for the read aloud. One of the scripts provides an opportunity for students to put the "parts" in their own words. CCSS7RL10, CCSS7R7
<i>Hearts and Hands</i> Test		This test provides twenty questions. There are 19 multiple choice questions and one discussion question. Students are required to use context clues, analyze characters, plot, setting, theme, and much more. CCSSR Anchor Standards 1-6
Post Reading Writing Activity		In this activity, students must focus on a character's motive to write a letter. Students must determine how a character influenced the events of the story. CCSS7R3

The highlighted activity is yours FREE! Scroll down to print.

Hearts and Hands

Do you know these words?

Before we read the story, see if you know some of the vocabulary words that we will encounter. Match the words in the box to the correct definitions below. Use the sentences to help you.

influx The influx of people moved quickly to the exit.

frank I gave her a very frank answer to the question although she seemed not to like it.

countenance A lovely smile brightened her countenance.

distress The letter about your aunt's car accident caused me great distress.

bewildered I was bewildered with a difficult algebra question.

keen - The cook knew that the sauce wasn't quite right, mainly because of his keen sense of smell.

ambassador - He is the Egyptian ambassador to Belize.

counterfeit - She held the twenty dollar bill up to the light to make sure it wasn't counterfeit.

shrewd The shrewd boy quickly answered the difficult question.

marshal The marshal escorted the criminal to the patrol car.

petition I made a petition with the principal for more time at lunch.

1. **Completely shocked or confused** _____
2. **Straightforward, direct** _____
3. **Something that's been made to look like the real thing but is fake** _____
4. **Expression, face** _____
5. **Appeal, request** _____
6. **Rushing flow** _____
7. **Wise, insightful, clever** _____
8. **Officer, deputy** _____
9. **Able to notice things easily** _____
10. **A feeling of great pain or sadness** _____
11. **A senior official who lives in a foreign country and represents his or her own country there.**

“Hearts and Hands” is always a hit with middle schoolers, if they understand it. Our suggestion is to read the first paragraph of the story with the students using the active reading questions as your guide. Read the paragraph out loud to your students as they follow along, and then stop to answer the questions together. Next, allow students to read the rest of the story independently, using the reading guide as they go. Once the story is complete, you can assess their comprehension by taking a look at their answers. If it seems that they did not understand, the readers’ theater activity will most likely help. After completing that activity, you could give students a chance to correct their answers on the reading guide. We hope you enjoy these handouts! Before beginning the story, you can use the chart below to have students lightly mark their starting and stopping places for the reading guide.

***Use the chart below to mark your starting and stopping places before beginning the story. We strongly suggest marking these starting and stopping places in the story prior to reading. This will help tremendously with the active reading guide questions.**

Section	Start with the paragraph beginning...	End with the words...	Page number
	1 st paragraph <i>At Denver...</i>	<i>handcuffed together...</i>	
	2 nd paragraph <i>As they passed down...</i>	<i>...to speak and be heard.</i>	
	3 rd -8 th paragraph <i>“Well, Mr. Easton...”</i>	<i>“A marshal!”</i>	
	9 th –15 th paragraph <i>“My dear Miss Fairchild...”</i>	<i>...people always misunderstand things and remain stupid</i>	
	16 th paragraph – end of story <i>“Say, Mr. Marshal,” growled...</i>	Read to the end of the story.	

[Download the complete teaching unit for “Hearts and Hands”](#) now and you will have the reading guide and all other handouts listed in the table of contents. Use these ready-to-use handouts immediately and for years to come!