The Treasure of Lemon Brown  Walter Dean Myers

Preteach

LISTENING COMPREHENSION SKILLS (10 minutes)

Build Background/Set a Purpose  Discuss Build Background on page 17. Make sure that students understand that Harlem is an African-American cultural and business center. Explain that this selection is about an old man who shares a meaningful part of his life with a young boy. Point out the title of the selection. Discuss the Preview the Selection feature on page 16. Have students look ahead at the photographs and narrative that has been boxed. Preview these details of the plot:

• Greg Riley is a boy living in Harlem.
• Greg meets a homeless man, Lemon Brown.
• Lemon Brown shows Greg his most treasured possession.

Explain that people find value in different things. Ask volunteers to give examples of what they consider to be valuable. Read the dialogue in the second column of page 20 beginning: “You ain’t one of them bad boys . . .” until the end of the first question on page 21. Ask: Based on what you heard, what does Greg think treasure is?

VOCABULARY SKILLS (10 minutes)

Preteach Vocabulary Words  Review the meanings of the vocabulary words in the Word Bank. Then give students these sentences to complete.

1. They weren’t sure what the weather would be like, so they [tentatively] planned to meet indoors.
2. The detective is [probing] for clues at the crime scene.
3. The cat [intently] watched the squirrel.
4. Anitra ran inside when she saw the [ominous] gray clouds.

Remind students to watch for these words as they read the story.

LANGUAGE COACH SKILL (10 minutes)

Related Words  Explain that learning related words makes it easier to remember the meaning of those words. Discuss these words from the text.

• The word *suspense* is a noun that means “anxiety resulting from uncertainty.” A related word *suspend* is a verb that means “to bar from a privilege for a period of time” (page 17).
• The word *crack* is a verb that means “to break with a sharp sound or snap.” The word *crackle* is also a verb and means “a succession of slight sharp, snapping noises” (page 20).

• The word *treasure* is a noun that means “gathered wealth, such as money or jewels; something considered valuable.” The word *treasury* is a noun meaning “a place where treasure is kept or stored” (in the title).

• The word *curb* is a noun that means “A concrete edging along a sidewalk.” The word *curve* is a noun meaning “A smooth line which is not straight” (page 24).

Write these sentences on the board. Have students complete each one by adding a word from the box.

| curb | suspense | treasure | crack |

1. They searched for the hidden [treasure].
2. Benny heard a tree branch [crack] in the wind.
3. He rode his bike over the low [curb].
4. The [suspense] about her test score made Vern unable to sleep.

**LITERARY FOCUS** *(20 minutes)*

*Internal and External Conflict* Explain: A conflict is a problem. *The characters in a story may experience two different types of problems. One problem is outside of the character, such as an argument with another character or a physical challenge. The other problem is within the character, such as a fear of failing.* As an example, read aloud these sentences:

- The falling snow made it difficult for Marcus to see what was ahead of him. He slipped on an icy patch and immediately felt pain shooting up his leg.
- Geeta struggled to keep her anger from showing. She found that she grew angry over the smallest things.
- Vince stared at the numbers on the page and gulped. He couldn’t do it. He just knew he couldn’t solve the math problem.

Explain that each of these sentences indicates a conflict. Ask students to identify which sentences indicate an internal conflict.

Help students use academic vocabulary and concepts. Divide students into pairs. Have them create a two-column chart with the headings *Internal Conflict* and *External Conflict*. Have them discuss books, movies, and television shows. Students should identify the internal and external conflicts of the main characters. Expect students to use academic vocabulary and prompt them if they do not. Ask volunteers for examples from their charts.

**LANGUAGE SKILLS**

*Especially for ELL*

*(5 minutes or less)*

Some English-language learners may have difficulty with the technical terms *external conflict* and *internal conflict*. Explain: *External* means “originating outside of you.” *Internal* means “originating inside of you.”

Provide these examples:

If you got into an argument with someone that would be an external conflict because the problem is between you and another person.

If you wanted to swim, but were afraid of water, that is internal because the fear is inside of you.

**VOCABULARY SKILL**

*Especially for ELL*

*(15 minutes)*

Students learn phrasal verbs by knowing their synonyms. Read the synonyms of these phrasal verbs taken from the selection.

- *took on* (p. 17): accept
- *picked up* (p. 18): increased
- *let up* (p. 20): reduced or stopped
- *give up* (p. 21): quit
- *come back* (p. 24): return
- *took off* (p. 25): removed
- *went off* (p. 25): left

Organize students into groups of two or three to think of example sentences for each of these words from their own experience. Provide corrective feedback.
READING FOCUS (45 minutes)
Retelling Explain that retelling means to tell again, but in a concise way that focuses on important events. Offer this analogy: When you write a letter to a friend you haven’t seen for a long time, you share only the important events that have happened to you. Retelling a story is similar. Explain that retelling helps a reader see how events in a story are connected.

Have students work in pairs to fill out a chart like the one at the right. As they read the selection, prompt them to find places where Greg makes a decision.

Direct Teach (60 minutes)
Read-Pair-Share Help students connect plot with character by assigning different reading passages to groups A and B. After students have finished reading the assigned passage, place them in pairs with one partner from group A and one from B. Ask: What event(s) in your passage makes you think positively about Greg? What event(s) in your passage makes you think positively about Lemon Brown? Ask for volunteers to share their answers with the class.

Passage 1: Beginning of story to the end of the first sentence on page 20.
Passage 2: D through F, pp. 20–21.

Check for Understanding
WRITING FOCUS (15 minutes)
Relevance of Setting Explain that the setting an author uses is sometimes simply a backdrop to a story. However, in “The Treasure of Lemon Brown” the setting plays an important role in highlighting the conflict in the story. Read aloud these examples from the story:

Example 1: “‘What you doing here?’ the figure shuffled forward again, and Greg took a small step backward. ‘It’s raining,’ Greg said.” (page 20)
Example 2: “…Greg saw him hurl his body down the stairs at the men who had come to take his treasure” (page 24)
Example 3: “Let’s look out the window first, see what them scoundrels be doing.” (page 24)

Discuss as a class how setting and conflict are connected in these sentences.

Think as a Reader/Writer Ask: How would the story be different if it took place during daytime? Ask students to find a passage in the story where darkness is mentioned and re-write it as though it is taking place on a clear, sunny day.