Unit 1/Week 5

Title: Since Hanna Moved Away

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL. 3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF.3.3, RF.3.4; W.3.3, W.3.4; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

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

Big Ideas and Key Understandings

A girl’s best friend moves away. A friend moving away makes you sad.

Synopsis

In the poem, the poet describes the feelings of a girl whose best friend, Hanna, has moved away. The little girl feels that nothing will be the same again since her friend left.

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

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Look at the illustration on page 127. Looking at the picture, how do you think the little girl is feeling? How do you know? | I see from the picture that the little girl is in her bed even though it is a pretty day outside. She has a frown on her face and she looks very lonely. Even the teddy bear that she is holding so tightly looks sad. |
| In the poem, what line does the author keep repeating? What does the author want to tell us about how the little girl is feeling by repeating this line over and over again? | The author keeps writing the line and repeating, “Since Hanna moved away. The author wants to show us the degree of sadness that the little girl is feeling. By repeating the phrase, the author is emphasizing that “nothing has been right” in the girl’s life since her friend left, and she can’t stop thinking about her friend being gone. |
| Rhyming words are used at the ends of different lines in the poem. Write the rhyming words that you find in the first and last stanzas of the poem.  Note to Teacher: Tell students that a *stanza* is a group of lines, or section, of a poem; show students where the first and last stanzas are if they need help. | In the first stanza, the rhyming words are flat, that; gray, away. In the last stanza, the rhyming words are about, out; play and away. |
| Find words in the poem with the spelling pattern “ay” that also rhyme. Tell what stanza and line they are in. | “Stay and Mays”---Stanza two, lines two and three. “Hay and away”---Stanza three, lines two and four. |
| Reread the poem on page 27. The author says, “The sky is grouchy gray.” He also states “chocolate ice cream tastes like prunes.” What does this tell you about the little girl’s feelings since Hanna moved away? | The little girl feels very sad and that her world is turned all around. Prunes are not thought of as having a good taste, but chocolate does. This is the opposite of what is “normal” in the world. The little girl’s world is no longer normal without Hanna in it. A grouchy gray sky tells me that the little girl is not in a very good mood and that she sees the world as being without color. |
| What are things in the poem that really did happen? How do you know that it did happen? | Hanna moved away. The author said it three times. I know that friends really do move away. |
| What are things in the poem that probably didn’t happen, but are exaggerations or imagined events that show how the little girl is feeling? How do you know they may not have really happened? | The girl says, “The tires on my bike are flat. The sky is grouchy gray,” but then she adds, “At least it sure feels that way.” This line tells us that the girl felt like all these sad things had happened to her, because she felt so sad about Hanna moving, but they didn’t really happen to her. |
| Reread the third stanza. What is the meaning of the word “mutt”? What helps you to figure it out? | A mutt is a dog that is not handsome. This stanza is about opposites. Velvet does not feel like hay. Flowers don’t smell like fish. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 127 - grouchy, prunes, halibut | Page 127 - velvet |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text |  | Page 127 - handsome, flat, mutt |

Culminating Task

* Re-Read, Think, Discuss, Write

*Using details from the poem, imagine how the girl would feel if her friend, Hanna, moved back. Write and illustrate your own poem, entitled “Since Hanna Moved Back.” The poem must be four lines long. Two of the lines must rhyme.*

Example: Chocolate ice cream tastes like a dream.

All the months move on clickety clack.

Fun, Fun, Fun—I do not lack.

Since Hanna Moved Back.

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.