Unit 2/Week 4

Title: Here’s My Dollar

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI. 3.2, RI.3.5; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.5

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

One person, no matter who they are, can have a big impact on a community.

Synopsis

Angel Arrellano, a nine-year-old girl from Fresno, CA. spearheaded a campaign to raise money to be donated to the local zoo. Her enthusiasm and altruism generated an overwhelming response from the Fresno community and beyond, which allowed for much needed upkeep and improvements for the zoo and its animals. The author details in the non-fiction piece the variety of activities Angel and her community engaged in that resulted in more then $600,000 to be donated to the zoo in less than six months.

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.)
3. 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** |
| What evidence in the text leads you to know how Angel feels about animals? | Angel has four cats of her own that she feeds and cares for. She loves animals so much that when she grows up, she wants to be a zoologist, someone who studies animals. She felt so sorry for the zoo animals she took it upon herself to write a letter to the local newspaper asking the community to join with her in donating money to the zoo, in order to care for all the animals. She organized activities at her own school and other schools, all to raise money and awareness about the plight of the Chaffee Zoo animals. She made public speaking appearances to talk about the zoo, and also appeared on TV to get community support. |
| The author used idioms in the text. An idiom is an expression that means something other than what the words actually say. (Teacher provides example not from the text.) Locate an example of an idiom on page 229, and explain what the author is saying. | The idiom is “Angel was cooking up a way to help the animals.”  The meaning of the sentence is that Angel is devising a plan to encourage her community to help save the zoo. |
| Another idiom appears on page 233. Find it, and explain what the expression really means. | “She spoke from her heart.” Angel was speaking sincerely and with great feeling as she tried to convince the students that “we can all make a difference.” |
| Angel came up with a slogan, a phrase to catch peoples’ attention. What is the slogan? What does the slogan mean? | “Give a dollar, save a life.”  Angel is asking people to give money to save the lives of the zoo animals. |
| What evidence from the text helps us to understand why Angel decided to write her letter to the newspaper and not to the zoo? | Angel hoped that after reading the letter in the newspaper others in the community would want to donate a dollar. This is stated in both the text, and from the Fresno Bee article. |
| On page 230, why does the author tells us that she didn’t know that the zoo needed three million dollars, but that wouldn’t have stopped her anyhow”? | The author wanted us to know that Angel was very determined and that saving the zoo was very important to her. |
| The author also used details to describe other parts of Angel’s personality. Why does the author tell us so much about Angel? | We know from the text that Angel can be daring, as when she allowed the giraffe to swipe a slice of apple right out of her mouth. She is also confident enough to speak to students in her school, and also at public appearances and on TV. She is genuine and real, even when speaking to reporters “she tried to be herself.” |
| What was Angel’s affect on her community? What evidence in the text leads you to believe this? | Angel touched her community by demonstrating a strong commitment to making a real difference in the lives of the zoo animals. She was brave in speaking up for what she believed in, and drawing attention through her deeds and actions to the needs of the animals. Through her efforts the community raised more than $600,000 in less than ½ year. This demonstrates a huge amount of community involvement. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | p. 227 - hero  p. 229 - slogan  p. 230 - grass-roots  p. 230 - financial plight  p. 230 - donations | p. 230 - on a mission  p. 233 - public appearance  p. 233 - interviewed  p. 233 - autographed  p. 233 - concerned |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | p. 229 - local newspaper  p. 229 - stationery  p. 231 - community  p. 232 - thrilled  p. 232 - tour  p. 233 - concerned  p. 235 - volunteers | p. 235 - hauled |

Culminating Task

* Re-Read, Think, Discuss, Write
* *The article ends with, “Angel opened the eyes of Fresno. She made us see that people can make a difference.” What is the evidence in the text that leads us to know Angel made a big difference in her community? Why was Angel the right person for the job?*

Answer: Responses should include Angel’s letter to the Fresno Bee, her visits to schools, speaking engagements and TV shows. It was because of her love of animals, and her commitment and efforts to that cause that she was able to garner the support of the citizens of Fresno and beyond. The combined efforts of the entire community resulted in more than $600,000 raised in less than 6 months. Her age and passion for animals made her the right person for the job.

Additional Tasks

* *Think of the selection “Home Grown Butterflies” and compare it to “Here’s My Dollar.” How are the actions of the people in the first selection similar or different to that of Angel in trying to make a difference in their community?*

Answer: In both stories they wanted to improve their community quality of life. In Butterflies they wanted to provide the village with a new source of income, in Here’s My Dollar, Angel wanted the community to help save the zoo so that the community, especially the children could enjoy visiting and learning about the animals.

* “Here’s My Dollar” is an informational non-fiction piece. The author uses text features to help you locate and learn the information in the article. Text features provide information that may or may not be written in the text itself. What text features did the author use to give more information about Angel’s commitment to raising money for the zoo?

Answer: The author used photos with captions (pgs.227, 228, 231, 232, 233, 234, 235, 236, 237). The newspaper article from the Fresno Bee and a copy of her initial letter to the newspaper were also included. All of these additional text features give the reader a broader understanding of Angel’s motives and her commitment to helping the zoo animals.

Note to Teacher

* Locating the idiom or slogan might be difficult for ELs at levels 2 and 3. I would revise these questions as follows:
  + Idiom: Read the sentence containing the idiom and ask students what it means. Then, they should be able to locate the idiom in the next questions.
  + Slogan: Angel came up with a slogan, a phrase to catch people’s attention. The slogan was “Give a dollar, save a life.” What was Angel trying to tell people?

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.