Unit 1/Week 4

Title: If You Made A Million

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8, RI.3.10; W.3.2, W.3.4;

SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5, L.3.6

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

There are various denominations of coins and bills used in U.S. Currency, and, as a result, money can be used in different forms for different reasons. In real life, making money means making choices.

Synopsis

This text explains the nuts and bolts of how different types of coins, bills, and checks, how they are connected, and how your dollars can earn money through the bank.

**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** |
| Look at the illustration on page 91. The wagon says Cheerful and Willing Inc. Based on clues from the picture, what do you think the children are so cheerful and willing to do? Use examples from the picture in your answer. | Each child in the illustration is eager and willing to perform a job. Evidence is that the children have tools such as a hammer, shovel, broom, paintbrush, and plunger and facial expressions demonstrate that they are happy to work.[RI.3.6] |
| On pages 92-93, if you fed the fish, dusted the duck, and painted the pot purple, how much money did you earn? | Earned a penny, nickel, and dime which equals $0.15 [RI.3.8] |
| On a page 94, you have earned a quarter for hard work. From the illustrated combination of coins, which one would you choose to have the most number of coins in your pocket? | Combination: 25 pennies[RI.3.7] |
| Look at the illustration on page 96. How do different values of coins make your life easier? | Different values of money allow you to pay the exact price for something; different values of coins allow you to carry small or large amounts of money [RI.3.2] |
| Read the 3rd paragraph on page 97. What does the word interest mean? Can the word interest be used in another way? | Interest means the bank wants to use your money and it will pay you the customer to use a dollar for one year and earn five cents. Interest can also mean to have a curiosity or to give attention to. [RI.3.4] |
| What does the picture on the bottom of page 102 show you? How much will Mr. Horace Huggable receive as payment for the hippo as represented on this sheet of paper? Based on what we learned in the text, what two things can he do with the amount of money? | This picture shows you an example of a check. The bank Somewhere, U.S.A. must pay Mr. Horace Huggable $1,000 in cash. He could cash the check to spend that amount of money or deposit the check and save the money, and the $1,000 would earn interest in savings.[RI.3.5] |
| On page 106, reread the following line: “If you have some very expensive plans, you may have to take on a tough job that pays well.” Based on the clues found in this sentence, what does expensive mean? | Costing a lot of money [RI.3.4] |
| In the text it says “You’re $50,000 short, but you can still buy the castle.”(page 105) In this sentence, *short* means to not have enough of something. In this case, $50,000. According to the text, explain how you can still buy the castle even though you are short $50,000? | The amount you need can be borrowed from the bank. They will lend it to you, and you will have to pay them back over time. The amount you will pay the bank will be more than what you borrowed because they will charge you interest. [RI.3.3 and RI.3.9] |
| Look back at page 106. What is more important than money? Use details from the selection in your answer. | Enjoying your work is more important than money. If you do not enjoy taming ogres, building bridges, or painting pots purple, look for another job and make less expensive plans.[RI.3.3] |
| Reread pages 108-109 and imagine someone wants to give you a million dollars. Based on what you’ve learned from the text, would you want to be given a million dollars in the form of a check or as coins or bills? Why? | A check deposited into the bank. There would be too many coins or bills to carry around.[RI.3.2] |
| The author writes, “Making money means making choices.” Based on what we have learned in the text, what does the author mean by this sentence? | When you make money, you have to make decisions regarding what form you want the money to be in (coins, bills, check). You also have to decide what to do with the money once you have it. (e.g., Should you deposit it in order to earn interest? Should you spend it on something? In addition, if you decide to spend your money, you have to make sure you have enough to purchase whatever you want. If you do not, you have to decide whether you want to borrow money from the bank and pay it back over time while they charge you interest.[RI.3.5] |

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 | Short (page 105) | Earned (pg. 92)  Value (pg. 98)  Worth (pg. 99)  Feat, endangered (pg. 108)  Stupendous  Prefer, rather  Well-worn, fixable, down payment  Tame, obstreperous, bulky  Dull |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Interest (pg. 97)  Check (pg. 102)  Expensive (pg. 106) | Stack, receive  Combinations  Hard to handle  Lend  Towering (pg. 108) |

Culminating Assignment

* Read, Think, Discuss, Write

At the end of the story, the author writes “Making money means making choices.” In a well-developed paragraph, with at least 7 sentences, explain what the author means by this sentence. In your answer, you should address ideas about the different forms money can take and how the bank is involved with money. Finally, your paragraph should have at least 4 details or examples from the story.

Answer: **Making money means making choices.**   If I was going to buy something, I would have to think if it really is worth having.  If I was going to buy balloons, I would have fun playing with the balloons.  If I saved my dollar and let it earn **interest** in the bank, I would have more money later on to buy more things.   The different combinations of my dollar could be **100 pennies, 4 quarters, 20 nickels, or 10 dimes**.  One hundred pennies would be very heavy in my pocket, and I might lose some of them.  I would choose to get a crisp one dollar bill.  If I got a **check** for my birthday, I could cash it, but I probably would take it to the bank.  The **clearinghouse** will tell my bank to add the amount of the check to my savings account.  My savings account will earn money each month.  These are all of the choices I would have to make once I made money.

Additional Tasks

* Reread the text on pages 108-109. Make a chart like the one below. List on the chart how the text suggests how to spend and save the one million dollars. Based on the text, discuss and write whether you would either save or spend your one million dollars.

|  |  |
| --- | --- |
| Spend $1 Million | Save $1 Million |
| Buy tickets to the moon | Put money in bank |
| Pay for ogre taming | Money earns interest |
| Purchase real estate for endangered rhinoceroses | Live on interest without doing any more work |

* It is stupendous that you have earned ten dollars, one hundred dollars and finally one thousand dollars on pages 99-102.What is the total amount you earned? Do you want your money paid in cash, check, or deposit the amount into savings? Explain your choice.

Answer: Total amount equals $1,110. Student explanation of desire for cash, check, or deposit into savings.[RI.3.7]

* Draw a flow chart of what happens after you are paid with a check.

Answer: On page 103, the check is given to the bank of the person who you wrote the check to. The bank sends it to a clearinghouse that tells your bank to take money out of your bank.

* To help students understand the different denominations of U.S. currency, have students reread the text and create a two-column chart representing the amounts earned in the story. The two-columns should represent amounts and how the amount was earned.

Answer: Amounts were embedded from pages 92-109. (Example: penny - fed the fish, nickel - dusted the duck, dime - painted the pot purple, quarter - blew up the boa, $1 - fixed the fountain’s flow, $5 - baked a cake, $10 - mowed the mare’s meadow, $100 - transplanted a tree, $100 million - babysat an ogre

* Make a concept web with the center being coins and bills. Students should provide details about each coin or bill. These details might include a description, an explanation of the graphics found in the story, or the type of metal used for various coins.

Answer:

Note to Teacher

* At some point in this text, during the second read distinguish between fantasy and informational text.

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.