Unit 1/Week 2

Title: What About Me?

Suggested Time: 5 days (45 minutes per day)

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

With determination and perseverance, you can achieve your goal. Acts if kindness benefit both the giver and the receiver.

Synopsis

This fable is about a boy’s search for knowledge. His journey begins the moment he asks the Grand Master for a bit of his knowledge; the boy did not expect the wise man to want something in return. The story spirals into a series of negotiations and self-serving demands. To achieve his goal, the boy barters with characters ranging from a carpetmaker to a merchant. At the end of the fable, the Grand Master offers two moral lessons and helps the young man realize that he already has knowledge.

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** |
| Page 48 Why did the boy go to the Grand Master? | The boy is searching for knowledge and thought that the Grand Master would be willing to give him some. |
| Page 49 The speaker tells us that the carpetmaker barked when he said, “He has needs! What about me?” What does this tell us about how the carpetmaker is feeling? Follow-up question: Who is the *he* that the carpetmaker is talking about? | The carpetmaker is upset because the boy is telling him about the Grand Master’s need as if he were merely going to give the wise man a small rug for free. The carpetmaker feels that if the boy fulfills his need then he will meet the Grand Master’s need. The pronoun “he” refers to the Grand Master. |
| Pages 50-51TURN AND TALK: Look at the first paragraph on page 50, what language does the speaker use to show us how the boy feels?  | The speaker said, “So the boy went off to find a spinner woman”. The phrase “So the boy went off” sounds like he isn’t very happy about being forced to look for a spinner woman.  The sentence “He found her at last” tells us that the boy searched for a long time to find the spinner woman and may be tried.  |
| Page 52-53Reread the first paragraph on page 53. What does the it mean when the author states “The boy’s head buzzed”? What does this paragraph tell us about the boy? | Buzzed means to be excited or confused. In this context, the boy is confused by the needs and demands of those he encounters. The boy is telling us that he is angry or upset with the Grand Master, carpetmaker, spinner woman, goatkeeper, and goat seller. His head is buzzing from all of the demands placed upon him. The boy’s language is also telling us that he is selfish and only interested in achieving his own goal. As he hurried off to find a carpenter, he mumbled to himself “Everyone has needs,” “And what about my need for knowledge”. The boy felt that no one was thinking about his need for knowledge.  |
| Page 54-55 stop at “and she sent the boy away”What clue word does the speaker use to show sequence and the passing of time?TURN AND TALK: Talk about how the boy and the matchmaker are alike? How are they different?Optional: The teacher may use a Venn Diagram to organize student responses.  | The speaker used the word “Finally”, which implies that the search for the matchmaker took an enormous amount of time. The word finally also tells us that this is the last event/item in a series and a change is about to happen. Ways the boy and matchmaker are alikeThey both want knowledge. They both have a need (boy – He had to find a bride for the carpenter and knowledge for himself.)Ways the boy and matchmaker are different The boy is more determined to achieve his goal than the matchmaker. Even when the task was difficult, the boy continued to work hard as at trying to fulfill each demand. |
| Page 55What phrases and word choices does the author use to indicate the passing of time in the story? | “And so he began to wander farther and farther from his village”, “Until one day”The author began to call the boy a “young man”. This change tells us that many years went by before the young man met the merchant.  |
| Page 56What does the young man mean when he says, “I could not even get a piece of thread when I wanted it” “But perhaps I can help”? | The young man had a difficult time getting both big and small things for people who promised to help him buy knowledge. However, he did offer to do what he could to help the merchant. The young man had changed during his journey. He no longer helped others for something in return. He helped the merchant because it was the right thing to do. |
| Page 57-59 TURN AND TALK: Divide students into two groups. Each student will have a Turn and Talk partner. Group A will explain/discuss the teaching of the first moral and group B will explain/discuss the second moral. | Moral 1 – At the beginning, the boy focused solely on achieving his goal. He assured the Grand Master that he would give him a small rug in payment for knowledge. This arrangement led to the carpetmaker and a promise to deliver thread in exchange for a rug. The bartering continued until the young man met the merchant. After hearing the merchant’s problem and speaking to his daughter, the young man made a selfless decision to help them. He was unable to accomplish his goal until he let go of his selfish ways and gave freely to others. Moral 2 – Throughout the boy’s journey, he focused solely on achieving his goal. He asked the Grand Master to give him knowledge and he agreed but not without payment for his work. The boy traveled to find a carpetmaker who demanded thread in exchange for his services. In an attempt to fulfill the demand of the carpetmaker, he came upon a spinner woman who, as expected, required goat hair to make the thread that the carpetmaker would need to weave the small rug that will, in the end, pay the Grand Master for knowledge. Considering many years of travel, moving further and further away from his village, the boy changed into a young man. No one knows exactly when it happened, but once he agreed to help the merchant without anything in return, the young man learned something about humanity and the rewards from showing acts of kindness. |

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 52 - stray, penPage 53 - carpenterPage 54 - matchmakerPage 55 - merchantPage 56 - wander, wanderer | Page 50 - wheezePage 54 - stunPage 55 - wring, mad, gentlePage 59 - precious |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 48 - wisePage 59 - moral,  |  |

Culminating Task

* The boy in this fable traveled for a long time and had many experiences. Along the way, he learned new things and discovered that he had the knowledge he was in search of. Reread the morals on page 59 and pick one to explain. Using specific details from the text, explain how the boy’s quest for knowledge taught him regarding this moral.

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.