Unit 4/Week 7

Title: Uncle Jed’s Barbershop

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.7, RL 3.10; RF 3.3, RF 3.4;

W 3.2, W 3.4, W 3.10; 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

Through the use of patience and determination, it is possible to achieve life goals even when times are tough.

Synopsis

Despite obstacles in his life such as a family illness and the Great Depression, Uncle Jed achieved his dream of opening a barbershop at age 79.

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** |
| Reread page 94. What do we know about Uncle Jed so far from the text? | Uncle Jed’s real name is Jedediah Johnson. He was the narrator’s favorite relative, her grandfather’s brother. He came to her house every Wednesday. He was the only black barber in the county. |
| Using text evidence and the illustration on page 95, what does a barber do? What kinds of things will Uncle Jed have at his barbershop? | A barber can shave a face, use clippers to trim the hair on the neck, and cut hair. He would have shiny sinks, sparkling floors, four barber chairs, and a red and white barber pole. |
| “Everybody has their favorite relative.” A relative is a member of your family. What details on pages 94 and 95 help the reader understand why Uncle Jed is the narrator’s favorite relative? | Jedediah Johnson was the narrator’s favorite relative because he came to her house every Wednesday. The narrator would ask him to cut her hair and he would pretend. Also, she would sit in his lap and talk about the barbershop he was going to open one day.  |
| This story is told in first person narrative. Who is telling the story? What can we tell so far about the narrator’ relationship with Jed? (Pgs. 94-95) | Sarah Jean is telling the story. So far, we can understand that she is close to her uncle. She calls him her favorite relative and recalls the details of his weekly visits. |
| On page 96, the author describes the lives of sharecroppers. How does this help the reader understand what life was like in the South for sharecroppers? | Most sharecroppers did not own land, they had to work for a share of the crop, and they were poor. |
| On page 96, why did the author write, “People didn’t have dreams like that in those days”? | Since people were poor, some people owned a few acres of land and most people were share croppers. It was uncommon for someone to start his/her own business.  |
| Reread the line from page 97, “Even though I was unconscious, the doctors wouldn’t look at me until they had finished with all the white patients.” How does this statement and the details on page 97 help the reader understand what segregation means? How were black people and white people treated at this time? | There were waiting rooms at the hospital to keep black and white people separate; there were separate public restrooms, water fountains, and schools. Segregation means to keep black people and white people separate from one another.All white people at a hospital were treated by the doctors first, before any black person could be treated. |
| Reread the third paragraph on page 98. How does Uncle Jed’s decision impact his dream of opening a barbershop? | He gave $300 saved for his barbershop to pay for Sarah Jean to have her operation. |
| On page 100, how did Mr. Walter's news delay the opening of Uncle Jed’s barbershop? | Uncle Jed had over $3,000 in the bank, and he lost it because the bank failed. |
| What does the author mean when she writes, “Talk about some hard times” to describe the Great Depression? *Teacher Note*: If students need more support, consider asking: Reread page 100-101. Based on what happens to Uncle Jed, what can we tell about this historical event? Give evidence to describe this historical event. | The Great Depression was a time of hardship. People lost money because the banks failed. People did not have much money, so instead of using money, people shared whatever they had as payment for needed services or supplies. |
| On page 103, the author writes, “Uncle Jed died not long after that, and I think he died a happy man.” What evidence in the story supports this statement? | Because he reached his dream of opening a barbershop, he died a happy man. The people he helped throughout his life came from all over the county to the opening. Everything he wanted was in that barbershop. He stayed up all day and night cutting hair because he was so glad. |

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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 | Page 94 - relative | Page 94 - clippersPage 96 - exchangePage 97 - unconsciousPage 97 - operationPage 102 - stations |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 97 - segregationPage 101 - Great Depression | Page 95 - pretendPage 95 - equipmentPage 96 - sharecroppersPage 97 - segregationPage 99 - delayedPage100 - failingPage 100 - disappointed |

Vocabulary

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the text to describe the unforeseen events that delayed the opening of Uncle Jed’s barbershop. How did 79 year-old Uncle Jed keep his dream alive for so long?*

Answer: Uncle Jed’s relative needed an operation, so he gave $300 of his savings to pay for it. A few years after the operation, he had saved money to buy the land to build his barbershop, but he still needed money for the equipment. When the banks failed, Uncle Jed lost over $3,000 of his savings. During the Great Depression, people couldn’t pay him money for his services. Instead of money, people gave him food or whatever they had in exchange for cutting their hair. Through all these obstacles Uncle Jed never forgot his dream. He was patient, saved money again and again, and he was determined to have the barbershop of his dreams.

Additional Tasks

* Quiz Bowl Activity: The teacher writes selected events on small slips of paper. The slips of paper are placed faced-down in a bowl or on a desk. The students work in pairs, or small groups and take turns turning over and reading the event and adding details that support it. If at least two details are cited, the student keeps the slip of paper (counts as a point). If the student cannot provide any details then the paper is placed back into the mix. The participants continue to choose an event until all of the slips of the events have been discussed. The winner is the participant with the most events (points).

**Possible Event**: Uncle Jed visits every Wednesday.

**Supporting Details:** He would cut Sarah’s dad’s and grandfather’s hair.

 He would pretend to cut Sarah’s hair and share his dream about his own barbershop.

* Students can work in pairs, small groups, or independently to create a Flow Map to sequence the events and obstacles that led to Uncle Jed opening his barbershop at age 79. Students will share information details orally using complete sentences in a structured grouping strategy, such as “Pair-Share” (Kagan).

Sarah Jean needed an operation and her parents did not have the money, so Uncle Jed loaned them the money he had been saving. After that,\_\_\_\_\_\_\_\_\_\_

The Great Depression led to limited money

The banks failed

Sarah Jean needed an operation

* Students can re-read and rehearse for fluency presentation (accuracy, pacing, and expression) from the paragraphs on these suggested pages: 98, 100, and 102. These particular passages reflect critical turning points in the plot.

Note to Teacher

* If students are having difficulty using content and academic vocabulary, or writing in complete sentences, support the learners by incorporating Thinking Maps (Flow Map) to understand the progression of events in the text. Provide practice with time-order linguistic patterns and oral rehearsal opportunities that supports the students’ understanding of the text throughout the lesson.

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.