Unit 1/Week 3

Title: Nate the Great: San Francisco Detective

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.3.5, RL.3.7, RL.3.10; RF.3.3, RF.3.4; W.3.2, W.3.4, W.3.5, W.3.6; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.3, 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

When faced with a problem or challenge, persevere and keep gathering new information to try different solutions.

Synopsis

Detective Nate the Great searches San Francisco for a lost joke book. He discovers that the *wrong* place can be the best place to look for a lost item.

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 problem does Nate have when he arrives at the San Francisco airport? (pages 72-73) | Nate is supposed to meet his cousin Olivia, but he can’t find her. |
| How is Nate’s problem solved? (page 73) | Nate sees his name on a sign a man is holding. The man is Willie, Olivia’s chauffeur. He is going to drive Nate around. |
| The word “case” has multiple meanings. How does the author use the word “case” in the sentence “She’s out on her eight o’clock case?” (page 73) |  A case is an assignment or project. I know this because both Nate and Olivia have their own cases they are working on. |
| How did Nate know that Annie’s dog was on the line? (page 75) | Annie told Nate, he heard Fang breathing and the dog was in the illustration. |
| What does Duncan say on the phone that alarms Nate? How do we know Nate is alarmed? How does he clear up the confusion?(pages 76-77)  | Duncan’s joke book is missing and he needs to tell a joke to a friend by two o’clock. |
| What evidence from the story suggests why Nate took Duncan’s case? (pages 76-77) |  Nate took the case because Duncan is so sad, and Olivia probably won’t be able to solve the case in time. |
| How does the author use Duncan’s appearance to show how Duncan feels? (page 79) | The author makes Duncan’s feelings show on the outside. His hair and even his clothes look sad, not just his face. |
| What was the sequence of events when Duncan went to Perry’s Pancake House? (page 80) | Duncan read the menu, he ordered mushyberry pancakes, the waiter left and Duncan kept reading the menu. Then Duncan took out his joke book to find a joke. |
| Who is the girl that is looking for the joke book? How do you know? (pages 82) | The girl is Olivia. The reader can tell because the waiter says she is a detective, she is wearing feathers, and she is working on Duncan’s case. |
| What did Nate find out about Duncan’s visit to the pancake house? (page 83) | Duncan spilled the syrup and the waiter put everything in a take-out bag. |
| On page 86, what does Nate think happened to the joke book? (page 86) | Nate thinks the joke book fell into the menu when the syrup spilled, and the waiter quickly scooped it into the take-out bag. He thinks the bag is in the freezer. |
| Nate says on page 87, “Olivia has her way. I have mine.” What do you know so far about “Olivia’s way” to solve a case? (page 87) | Olivia asks questions (page 82), she puts up signs (page 82, page 86). |
| How do Nate and Duncan react differently to problems that come up in the case? (page 89) | Duncan gets sad and discouraged and says the world will end. Nate tries to find a solution and doesn’t give up. |
| What happens in the bookstore that shows you Nate is someone who never gives up? (page 92) | Nate looks in the joke book department even though the lady says no joke book was returned. He also goes to different places and tries different things. |
| What is the logic Nate used to find the book *Joke Stew?*? (page 92) | He thinks about the word “stew” in the title, remembers that the bookstore clerk said somebody returned a cookbook, and looks in the cookbook section where he finds the lost book. |
| Explain what Nate means when he says this: “Duncan smiled. He *smiled.* I knew the world was safe for now.” (page 92). Why is the second smiled in *italics?* | Duncan was so sad but now he’s happy. He has his jokes back for 2:00. Now he doesn’t feel like his world is going to end. Nate knows he has done his job to help Duncan. |

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 72—Detective Page 73—CasePage 73—ChauffeurPage 80 menuPage 80,92 | Page 76—Specific Page 85—Peered ,Page 87—Thaw Page 89 –perhapsPage 92—Peering Page 91—Positive |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 76—Moaned  | Page 79—Limp Page 79—Drooping Page 79—Assistant Page 87 - ContainerPage87—Definitely Page 91—Department Page 94—Hopeless  |

Culminating Task

Re-Read, Think, Discuss, Write

Nate the Great runs into several dead –ends while trying to solve the mystery of the missing joke book. Trace these set-backs and describe what he does to move ahead each time*.*

Answer: Nate listens to Duncan’s case by asking Duncan detailed questions and having him retrace his steps. Nate goes to the places where Duncan went and asks pertinent questions. (Details to include: Perry’s Pancake House, the waiter, Duncan’s freezer, Booksie’s Book Store) Nate thought about the title of the book, not just the section of the store where the book belonged.

Additional Tasks

* What did Willie and Sludge do to help Nate solve the case?

Answer: Willie drove Nate around in an unfamiliar town. Sludge sniffed around when they were doing their investigating.

* Have students create a graphic timeline showing the progression of Nate’s investigation.
* How do the dogs in “Officer Buckle and Gloria,” “Pepita Talks Twice” and “Nate the Great” add to the stories? Use specific details from each story and compare them. Which dog is *most* important to the plot?

Answer: Gloria performs while Officer Buckle speaks; Lobo helps Pepita realize she needs to speak two languages and Sludge helps Nate to solve the mystery.

* Both Pepita in the story “Pepita Talks Twice” and Nate in the story “Nate the Great” have special talents. What do Pepita and Nate’s actions in the stories tell the reader about what they think about their talents.

Answer: Nate is proud of his talent as a detective. Pepita starts out being angry about being able to speak two languages.

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.