Unit 4/Week 3

Title: The Last Dragon

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.3, RL.4.4; W.4.1, W.4.2, W.4.4, W.4.9; SL.4.1, SL.4.2; L.4.1, L.4.2, L.4.4, L.4.5

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

Good things can happen when a community works together.

Things do not always turn out as expected.

Synopsis

A young boy, Peter, is hesitant to spend the summer with his great aunt in Chinatown. Peter finds an aging parade dragon in a store and, in restoring it, learns to connect with the dragon and the Chinese community.

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 Under Consideration** | **Text Dependent Questions** | **Answers** |
| Reread pg. 455 and 460 | On page 455, the dragon is described as blind and speechless. What details from the text support this description?  | The dragon is speechless because “his jaws had been wired tightly shut” (pg. 455). The dragon is blind because he has “no eyes at all” (pg. 460). |
| Reread pg. 456 | What do Peter’s mother’s words tell you about her opinion of family? | The mother thinks family is important. She states, “She’s my oldest, wisest aunt. You must get to know her.” |
| Reread pg. 456 |  At the beginning, Peter has a negative attitude. What evidence from the story supports this statement?  | \*Peter did not agree. “He didn’t want to spend his summer in a small apartment above a noodle factory.”\*“He missed his parents. He missed his friends. Everything in Chinatown seemed old and alien and strange.” |
| Reread pg. 459, 460, 463doubtful, grumbled, homage | What phrases from the story tell you that Great Aunt was doubtful about the dragon? | \* “A very sad dragon if you ask me.” (pg. 459)\* “She grumbled about how the dragons of her childhood were royal in appearance and received the homage of every living thing. This was no such creature.” (pg. 459)\* “Full of holes. Tail in bad shape.” (pg. 460)\* “A very sorry dragon, if you ask me.” (pg. 460)\* “This sorry creature has robbed us of our afternoon.” (pg. 463)These phrases show the reader that she does not believe this dragon is as good as the dragons from her past and memory. |
| pg. 459, 463, 465, 478 | Throughout the story, the characters state that “there’s something about” this dragon. Explain what the characters mean by this using the text to support your answer.  | The characters mean that even though the dragon is tattered and old there is still something special about the dragon that makes people want to improve it. For example, even with bug skeletons and dust on the dragon, Peter still strokes the dragon’s whiskers (pg. 459). Mr. Pang also recognizes how special the dragon is when he rubs the dragon’s body and feels the warm silk. He then decides to help improve the dragon for free (pg. 463). Miss Rose Chiao agrees that there is something about the dragon and also agrees to help without pay (pg. 465). At the end of the story, after the celebration of the dragon, everyone agrees that “there’s something about that dragon” (pg. 478). |
| pg. 459-476 | What clues tell you that Peter’s visit with Great Aunt is helping him learn about Chinese life?   | \* She reinforces respectful behavior by reminding him of his manners. (pgs. 459, 460, 476)\* She sends him on dragon-related errands throughout the Chinatown community. (pgs. 459-471)\* She describes the role of dragons in Chinese culture. (pgs. 459-460, 465, 467-468)  |
| pg. 459, 460, 468scolded, grumbled | Great Aunt’s actions in the story show she is a kind person. What words does she say that show otherwise? | \* Great Aunt scolded Peter. And she grumbled about the dragon (pg. 459).\* She “complained” and said “hump” (pg. 460). \* She “grumbled” and “sighed” (pg. 468). |
| pg. 467 | How does the author indicate that Dr. Fong takes Peter’s request seriously? | The author says that Dr. Fong reacts “thoughtfully” to Peter’s question. Dr. Fong also gives useful information about dragon eyes. |
| pgs. 475- 476homage | Which statements at the end of the story show you that the celebration is in homage, or respect, to the dragon? | \* “Everyone stopped eating and turned to the door. There stood the Last Dragon, filling the moongate of the Golden Palace.” (pg. 475)\* “Everyone stared at the dragon.” (pg. 476)\* “Everyone cheered” as the dragon danced. (pg. 476)\* “Peter stood up and bowed at the dragon. Everyone clapped, Peter loudest of all.” (pg. 476)\* “Indeed, like the dragons of old, he was royal in appearance and received the homage he so richly deserved.” (pg. 476) |
| pgs. 460, 467, 472, 475 | Based on the story, explain the features of the dragon’s eyes. What information tells you that the dragon’s eyes are important? | In the beginning, the dragon had “no eyes” (pg. 460). The dragon’s eyes are “milky white balls” (pg. 472). The priest “puts a dot in each of the dragon’s eyes” (pg. 475).Dr. Fong specifically states the importance of the eyes. “He said, ‘Dragon eyes are very special. Any old eyes will not do. They must be blessed by a priest, or the dragon will never see” (pg. 467). |
| pgs. 456, 459-471 | On page 456, Peter’s mother describes Great Aunt as her “oldest, wisest aunt.” Is Peter’s Great Aunt wise? What text supports your answer? | Great Aunt is wise, because she helps Peter learn about Chinese culture. She lets him choose the dragon project and helps him complete it. \* She reinforces respectful behavior by reminding him of his manners. (pgs. 459, 460, 476)\* She sends him on dragon-related errands throughout the Chinatown community. (pgs. 459-471)\* She describes the role of dragons in Chinese culture. (pgs. 459-460, 465, 467-468)  |

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 | scolded, pg. 459homage, pg. 459 and 476ancient, pg. 467mere, pg. 468 | suspiciously, pg. 462concluded, pg. 467vial, pg. 475 |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | admired, pg. 463 | doubtful, pg. 459grumbled, pg.459 and 468rippled, pg. 476 |

Culminating Tasks

* Re-Read, Think, Discuss, Write
* *In “The Last Dragon”, several people work together as a community. What details from the story explain the author’s view of a community’s role? What does the author mean on page 472, when she refers to “Peter’s new friends”? How does this support the author’s position on community?*

Answer: The idea of a community is central to the author’s perspective. The author shows the importance of community through their assistance in the dragon’s improvement and the way they change Peter’s attitude about his culture. [Specific citations will vary.]

Additional Tasks

* *Peter feels different emotions throughout the story. Explain some of his emotions using the text. Which emotion do you think Peter feels most often and why?*

Answer: At the beginning, Peter is upset that he has to spend the summer with his Great Aunt (pg. 456). Peter’s feelings change when he sees the dragon because he is excited about the dragon (pg. 459). Peter was impatient when he checked with Mr. Pang each day (pg. 463). Peter was excited as the new dragon took shape. He even forgot about the eyes in his “excitement” (pg. 468). When Miss Chiao finished the scales, Peter “felt a little sad” (pg. 468). Although he was “astonished” with much of the dragon, “he gave a great sigh” because the dragon was still blind (pg. 471). In the end, Peter is excited to see the dragon completed. He cheers and bows to the dragon (pg. 476). Peter most often feels excited in the story. His emotions changed to excitement because of the dragon and his work on the dragon with other members of the Chinese community.

* *By the end of the story, the dragon is very different than in the beginning. First, describe the dragon at the beginning of the story. Next, write a sequence of the changes the dragon undergoes. Finally, describe the dragon at the end of the story. Use specific examples and evidence from text in your answer.*

Answer:

**A) At the beginning:**

\* “He was collecting dust, cobwebs, and bug skeletons. He was blind and speechless” (pg. 455).

\* The dragon raised “great clouds of dust” and rained “bug skeletons all over the floor” (pg. 459).

\* “He’s very old” (pg. 459).

\* “The Last Dragon had a faded face, a scraggly crest, and no eyes” (pg. 460).

\* “A ten man dragon … full of holes. Tail in bad shape” (pg.460).

\* The dragon had “no teeth” (pg. 460).

**B) The sequence of changes of the dragon:**

1. Great Aunt fixes the dragon’s mouth, whiskers, and pearl (pg. 460).

2. Mrs. Li, the neighbor, made a new crest with fine horns (pg. 463).

3. Miss Rose Chiao, the kite maker, fixed the frame, covered it with silk, and shining scales (pg. 467).

4. The artist, Mr. Sung, paints the dragon’s head (pg. 468).

5. Mr. Pang tied the head and the tail to the body with cords (pg. 471).

6. The mahjong ladies and Great Aunt fluffed the crest, polished the pearl, and combed the whiskers again (pg. 471).

7. Dr. Fong brings 2 milky white balls for eyes (pg. 472).

8. The priest paints with black ink and blesses the dragon’s eyes (pg. 475).

**C) At the end:**

\* The dragon’s new crest had “fine horns” (pg. 463).

\* “Mr. Pang examined the dragon’s teeth, ‘Very nice,’ he said” (pg. 471).

\* The dragon had “shiny scales” (pg. 471).

\* “The holes had disappeared beneath patches of silk” (pg. 471).

\* “‘No holes,’ said Peter with astonishment” (pg. 471).

\* The dragon had a “polished pearl” (pg. 471).

\* The dragon’s eyes were “two milky white balls” (pg. 472).

\* The dragon’s eyes were painted and blessed by the priest (pg. 475).

\* The dragon can “toss” his head, “snap” his jaws. “His face glowed with health. His body rippled from proud head to glittering tail” (pg. 476).

\*The dragon’s heart is a beating drum (pg. 476).

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Note to Teacher

* The sample answers include direct quotations from the text. The Common Core standard for evidence (RL.1) does not require students to quote directly from the text in order to explain its meaning or draw inferences from it until grade 5. However, you could ask for quotes for some answers in order to give students practice with this skill. At the least, students need to be able to refer to details and examples from the text in order to meet the evidence standard for grade 4.
* Because of its numerous examples, “The Last Dragon”lends itself to a study of homonyms (words that sound alike, but have different meanings). Some examples include: wired (pg. 455), spend (pg. 456), alien (pg. 456), crest (pg. 460), scales (pg. 467), characters (pg. 468), and raked (pg. 476).

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.