Unit 6/Week 2

Title: Poppa’s New Pants

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 3.6, RF 3.3, RF 3.4, W 3.2, W 3.4, W 3.8, SL 3.1, SL 3.2, L 3.1, L 3.2, L 3.3, L 3.4, L 3.5

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

Family members have unique relationships and show love and respect for one another in different ways.

Synopsis

“Poppa’s New Pants” is the story of a family whose relatives are coming for a visit. While the family is busy preparing for the visit, Poppa buys himself some new pants that need hemming. The three women of the family say they are too tired to hem the pants before church the following morning. During the night, “ghosts”—really the women in the family—each remove six inches of material from the pants so that the pants are ultimately too short for Papa.

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** |
| Reread the first sentence. Medearis writes, “The house was in an uproar. Grandma Tiny had been tearing around all morning like a Texas tornado.” What clues does the author give to show what an “uproar” is? How does Grandma Tiny move like a tornado? Use the text clues to find the answer. | * An uproar means that everyone in the house was busy cleaning and moving things around to prepare for the visit (beating rugs, washing windows, moving furniture) * Grandma Tiny is moving quickly around the house as a tornado moves quickly. She wants “everything and everyone to look nice”. |
| How is the family preparing for Big Mama and Aunt Viney’s visit? | * Grandma Tiny has been “tearing around like a Texas tornado” * Grandma Tiny wants everything and everyone to look nice for the visit * Poppa and the boy beat the rugs, wash windows, and move furniture * Poppa and George go to the store |
| Who is telling this story? How do you know his name? | * The boy is telling this story. He refers to himself as “I”. * The boy’s name is George. Mr. Owens, the storekeeper says, “Howdy, Poppa. Howdy, George” as the boy and Poppa come into the store. |
| How do Poppa and George feel about each other? How does the author show this? | * You can tell they really care for each other. The author shows it in many ways: * Poppa asks George what he thinks of the pants. * Poppa and George wink at each other. * Poppa buys George candy. |
| How do Big Mama and Aunt Viney feel about seeing George? What story clues support your opinion? How does George feel about Big Mama and Aunt Viney’s greeting? How can you tell? | * They are happy to see George. They “snatched” him from the wagon, hug him and kiss him. * George doesn’t like being greeted this way. He says that Big Mama “hugged him so hard that she squeezed the breath right out of his body”, and that they “took turns covering my face with red lipstick. I almost drowned in a sea of sloppy wet kisses” |
| How does Poppa react when Grandma Tiny, Aunt Viney, and Big Mama say that they are too tired to hem his pants? | * Even though Poppa is sad, he still says that it’s okay, he understands, and it’s all right. He leaves the pants on the rocker to be mended |
| Where does George sleep that night? Why is he sleeping there? | * Grandma Tiny makes a pallet for George on the kitchen floor. Aunt Viney and Big Mama have taken over his room. |
| Does George like sleeping in the kitchen? How can you tell? Refer back to the text to find details that describe how George is feeling. | * George is afraid of sleeping in the kitchen. He isn’t used to sleeping there. It is kind of spooky. * “huge wood china cabinet and big black wood burning stove crouched in the corners….” * The clock wheezed awake * I jumped when a tree limb scraped against the window screen. |
| What does George think he sees while he is sleeping that night? What made him think they were ghosts? What in the story tells you this? | * George thinks he sees ghosts. There are three white shapes that move through the kitchen making noises: * chair creaked * rocking chair moved back and forth * snip snip snip * something moving closer * He takes off his glasses before he goes to bed, so he can’t see as well. He is already scared of sleeping in the kitchen. |
| Why doesn’t George tell his family about what he saw during the night? How do you know? | * He’d never heard a story like that before. Maybe he was dreaming. Everything in the room looks just the same as before. * He was ok. He has all his limbs intact. |
| How do Big Mama, Grandma Tiny, and Aunt Viney feel about Poppa? What story clues tell you this? | * They love Poppa. They tell him what a sweet brother in law he is, what a wonderful husband he is, and what a good son-in-law he is. They all hemmed his pants for him. |
| How did Poppa’s pants get so short? How do you know? | * Grandma Tiny, Big Mama, and Aunt Viney each hemmed Poppa’s pants six inches in the middle of the night. |
| How does Poppa react when he sees how short his pants are? What story clues tell you this? | * He starts laughing. He puts them on and smiles. He dances around the room. |
| What does the author say about what Grandma Tiny does when she sees Poppa in his new pants? | * She hugs Poppa around the waist. She tells him gently that she will help him buy new pants that fit the next time they go to the store. |
| George is wearing knickers—pants that end above the knee. What happens with the pants at the end of the story? | * George wears them to church * He is wearing knickers—pants that end above the knee. |

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 | hem  plaid  mended  pallet | gossip |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Uproar  tee-ninchy  yonder  arthritis  rustling  dozed  knickers | Uproar  draped  hustled  scurried  sanctuary |

Culminating Task

* Re-Read, Think, Discuss, Write

*How does this family in the story, Poppa’s New Pants show love and respect for one another?*

Possible answers:

\*Poppa, Grandma Tiny, and George clean and prepare the house for Big Mama and Aunt Viney.

\* George and Poppa exchange winks at the store.

\*George gives up his bed and sleeps on the floor so that Big Mama and Aunt Viney are more comfortable.

\*Big Mama and Aunt Viney kiss and hug George when they arrive.

\*Poppa is understanding when the women say they are too tired to hem his new pants.

\*Grandma Tiny, Aunt Viney, and Big Mama stay up in the night to hem Poppa’s pants even though they are tired.

\*Grandma Tiny, Aunt Viney, and Big Mama all say nice things about Poppa (he is a good son-in-law, a wonderful husband,

and a sweet brother in law.

\*Even though his new pants were ruined, Poppa laughs and dances when he sees that his pants are too short.

Additional Tasks

* Discuss the setting of the story. What clues does the author give us to support the time and place of the story?
* Create a family tree using Poppa, George, Grandma Tiny, Aunt Viney, and Big Mama. Use the story to figure out their relationships with each other.
* Discuss all of the figurative language found in this story (tearing around like a Texas tornado). Have the students go through the text to find any phrases that they may find confusing. Use the text to determine the meanings of those phrases. With partners or groups, have the students write (or even act out!) their own definitions for each of the phrases.

**Figurative Language**

Directions: With a partner, determine what you think each phrase means and write it out the definitions below. Use the book and the clues in the text to help you figure them out.

Tearing around like a Texas tornado

Sweated a bucketful

Bust a gusset

Mighty poor pickings

I was a rag doll

Sea of sloppy wet kisses

Plum worn out

Mustering up my courage

Shaking all over like a wet dog

Balled under those blankets like an armadillo

Kiss the life out of me

Smiling fit to beat the band

Like walking flower gardens

I looked mighty sharp

Note to Teacher

* Note the subplot in this story about how the boy sees ghosts in the middle of the night, which turn out to be the three women sneaking in to the kitchen to hem the pants. The author creates a spooky atmosphere for George, using words like crouched, wheezed, and moaning on page 352. Also note that George has taken his glasses off before bed which explains why he didn’t recognize the women. The students also enjoy trying to figure out which ghost was which woman by the descriptions.