Unit 2 /Week 3

Title: Prudy’s Problem and How She Solved It

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.3.9, RL.3.10; W.3.2, W.3.4; SL.3.1, SL.3.4, SL.3.6; L.3.1, L.3.2, 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

You have to be creative in order to solve problems.

Synopsis

Most kids collect something. Prudy collects everything! Rocks, stamps, foil, worn-out toothbrushes, pretty paper napkins, tufts of hair from different breeds of dogs-everything! It is a delightful examination of a common affliction. Prudy is a pack rat with a penchant for collecting. Unlike her peers who maintain one or two selective collections, she hoards everything under the sun. As one might expect, things ultimately get out of control, trying even the patience of her tolerant parents. When the youngster finds a silver gum wrapper on the ground, she must add it to her shiny-things collection immediately. It turns out to be the catalyst for an explosion that rocks her crammed-full room and blows her treasures all over the globe. Even Prudy has to acknowledge that perhaps she does have a problem; she regroups, does some research, and comes up with a wildly inventive solution-the Prudy Museum of Indescribable Wonderment. Prudy has an inspired way of solving her problem.

**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** |
| The author writes, “Prudy seemed like a normal little girl.” Why did Prudy seem normal? | Prudy was a normal little girl by the fact that she had a sister, a dog, two white mice, and mom and dad with a room of her own.  |
| A *collection* is a group of things gathered from many places and belonging together. What did Prudy’s friends Egbert, Belinda, and Harold collect? How did these friends’ collections compare to Prudy’s collection?  | Egbert collected butterflies, Belinda had a stamp collection, and Harold collected tin foil and made it into a big ball. Prudy had the same collections. But Prudy collected everything. |
| What evidence does the author provide to show that Prudy’s collections are out of control? | The author includes a long list of items found in her varied collections. He also writes that Prudy collects *everything*, and everything is put in italics for emphasis. |
| How do the illustrations help you to further understand just how much is in Prudy’s collection?  | The pictures show stuff everywhere! For example, there are mushrooms coming out of Prudy’s bottom dresser drawer and there are so many stuffed animals on her bed, you can’t even see the sheets. This helps to show us just how out of control her collection is. There is too much stuff. |
| The author writes, “It drove her dad to distraction.” What is the “it” in this sentence?  | Prudy’s messiness.  |
| What evidence does the author provide to explain why Prudy’s dad would have a problem with her collections? | He was a tidy person that did not like clutter. |
| The author writes, “It even got to be too much for her mom, who did not mind clutter.” Why did it get to be too much for her mom?  | It became too much because she could not navigate the living room.  |
| When Prudy’s little sister Evie starts a collection of her own, how did her friend Egbert respond?  | Egbert said “uh-oh.” He saw Evie’s piles of pine twigs and used toothbrushes. He suggested Prudy pack everything up, stuff it in a rocket, and send her collections to Neptune. |
| When Prudy ran home and tried to squeeze in her room, what details from the text tell the reader that something is about to happen?  | 1. Prudy could not get out of her room without setting off an avalanche of one thing or another.
2. The walls started to bulge.
3. The door started to strain on its hinges.
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| How does the reader know that this story is make believe. | In the story there was a Bang! Prudy’s room exploded because it had too much stuff in it. People, animals, and collections went flying around the room.  |
| Prudy says, “Holy smokes, I guess maybe I do have a little problem.“ How did Prudy look for inspiration to solver her problem?  | 1. visited an art collection
2. visited a fish collection
3. visited a rock collection
4. went to the library to find ideas
5. looked at stacks of books
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| How does Prudy decide to solve her problem? | She opens The Prudy Museum of Indescribable Wonderment, where all of her different collections can be neatly stored on display for all to enjoy. |
| How does the illustration on the last page help you to understand the final line in the story: “But she could never *really* stop collecting!” | The picture shows Prudy and her dog trying to push an elephant into a room that says “Museum Storage Employee Storage” over it. We can tell from this and the text, that Prudy will continue to collect, but at least with her new museum, she will have somewhere to put her collections--hopefully even a big elephant. |
| Indescribable means that there are no words to describe something and wonderment means a state of awe or amazement. Why was The Prudy Museum of Indescribable Wonderment “an amazing sight to behold”? | 1. The town wanted to come visit.
2. Within a year, it was the biggest tourist attraction in town.
3. The collections were neat and organized.
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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 | collectionindescribable, wonderment | tuft, breed, souvenirunpleasant, haul, distractionthrift storebarelybulge, strain, hinges, avalanche, pressurescattered, inspiration, scrutinizing, brilliantfascinating |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text |  | tidy, clutternavigateenormousmuseum |

Culminating Assignment

* Throughout most of the story, Prudy refuses to admit that she has a collecting problem. Many times her family and friends would suggest that she could take them to the thrift shop, dump, or even to the moon. Only after her room explodes, does Prudy say, “Holy smokes, I guess maybe I do have a little problem”. Describe the ways in which Prudy used creativity in order to solve her problem after finally admitting that she did in fact have one. Construct a well-written, multi-sentence paragraph that uses details from the story in order to complete this task.

Answer:

Prudy used creativity to solve her problem by visiting and considering many sources of inspiration and finally choosing one that fit her situation best. Since Prudy had a collection of every picture she had drawn, she visited an art collection. She visited a fish and rock collection. Spending time in the library for ideas and going over many books, she came up with a brilliant plan. With family and friends, Prudy built The Prudy Museum of Indescribable Wonderment. Inside the museum Prudy’s collections were neat, orderly, and appreciated by everyone. This was a very creative solution for Prudy’s problem of having too many scattered collections.

Additional Tasks

* Think about the character of Prudy in Prudy’s Problem and the character of Francisco in A Day’s Work. Create a Venn diagram showing how Prudy and Francisco are alike and different. In a multi sentence paragraph write about how Prudy and Francisco are alike and different using the information from the Venn diagram you created.

Answer:

Prudy and Francisco are different in some ways. Prudy is a character in a fantasy, and Francisco is a character in a realistic story. Prudy and Francisco are the same because they are both quick thinkers and both make a mistake. Both characters work hard to correct their mistake. We learn something from both characters. From Francisco, we learn to always be honest. From Prudy, we learn to share things with others.

* Ask students if they (or anyone they know) have a collection. Have a “show and tell” day, where students bring in their collections. If they do not have their own collection, then they could borrow a friend’s or create a poster of a collection they would like to start one day.
* The author has used humor throughout the story, both through writing and illustrations in order to make the reader laugh. List 4 examples of the author using humor in this story and cite the page number.

Answer:

1. Prudy had 614 stuffed animals in different unnatural colors.
2. The illustration of Prudy upside down.
3. Prudy’s father’s expression.
4. The dog’s expression.
5. Prudy’s mom’s facial expression.
6. The mouse resting on the pillow and the other mouse fanning.
7. The room exploding.
* The setting is where a story takes place. What is the setting in the story at the beginning and then at the end? Explain why the change in the setting is important to the story.

Answer

The setting at the beginning of the story was in Prudy’s home. Then at the end of the story, the setting changes to the museum. This setting change is important to the story because now Prudy has a place for her problem – all her collections.

Note to Teacher

* Idioms are used in the story. For example: Prudy’s mother did not mind clutter. Everyone pitched in to gather Prudy’s scattered collections. Teachers may want to spend some time on these with students.