Unit 1/Week 5

Title: Since Hanna Moved Away

Suggested Time: 3 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; RF.3.3, RF.3.4; W.3.3, W.3.4; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.3, 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

A girl’s best friend moves away. A friend moving away makes you sad.

Synopsis

In the poem, the poet describes the feelings of a girl whose best friend, Hanna, has moved away. The little girl feels that nothing will be the same again since her friend left.

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** |
| How do you think the little girl is feeling? How do you know? | I see that the little girl is in her bed even though it is a pretty day outside. She has a frown on her face and she looks very lonely. Even the teddy bear that she is holding so tightly looks sad. |
| In the poem, what line does the author keep repeating? What does the author want to tell us about how the little girl is feeling by repeating this line over and over again? | The author keeps writing the line and repeating, “Since Hanna moved away. The author wants to show us the degree of sadness that the little girl is feeling. By repeating the phrase, the author is emphasizing that “nothing has been right” in the girl’s life since her friend left, and she can’t stop thinking about her friend being gone. |
| Rhyming words are used at the ends of different lines in the poem. Write the rhyming words that you find in the first and last stanzas of the poem.  Note to Teacher: Tell students that a *stanza* is a group of lines, or section, of a poem; show students where the first and last stanzas are if they need help. | In the first stanza, the rhyming words are flat, that; gray, away. In the last stanza, the rhyming words are about, out; play and away. |
| Find words in the poem with the spelling pattern “ay” that also rhyme. Tell what stanza and line they are in. | “Stay and Mays”---Stanza two, lines two and three. “Hay and away”---Stanza three, lines two and four. |
| The author says, “The sky is grouchy gray.” He also states “chocolate ice cream tastes like prunes.” What does this tell you about the little girl’s feelings since Hanna moved away? | The little girl feels very sad and that her world is turned all around. Prunes are not thought of as having a good taste, but chocolate does. This is the opposite of what is “normal” in the world. The little girl’s world is no longer normal without Hanna in it. A grouchy gray sky tells me that the little girl is not in a very good mood and that she sees the world as being without color. |
| What are things in the poem that really did happen? How do you know that it did happen? | Hanna moved away. The author said it three times. I know that friends really do move away. |
| What are things in the poem that probably didn’t happen, but are exaggerations or imagined events that show how the little girl is feeling? How do you know they may not have really happened? | The girl says, “The tires on my bike are flat. The sky is grouchy gray,” but then she adds, “At least it sure feels that way.” This line tells us that the girl felt like all these sad things had happened to her, because she felt so sad about Hanna moving, but they didn’t really happen to her. |
| Reread the third stanza. What is the meaning of the word “mutt”? What helps you to figure it out? | A mutt is a dog that is not handsome. This stanza is about opposites. Velvet does not feel like hay. Flowers don’t smell like fish. |

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 | grouchy, prunes, halibut | velvet |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text |  | handsome, flat, mutt |

Culminating Task

* Re-Read, Think, Discuss, Write

*Using details from the poem, imagine how the girl would feel if her friend, Hanna, moved back. Write and illustrate your own poem, entitled “Since Hanna Moved Back.” The poem must be four lines long. Two of the lines must rhyme.*

Example: Chocolate ice cream tastes like a dream.

All the months move on clickety clack.

Fun, Fun, Fun—I do not lack.

Since Hanna Moved Back.