Unit 3/Week 5

Title: The Extra-Good Sunday

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; RF.3.4; W.3.2, W.3.4; SL.3.1; L.3.1, L.3.2, 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

Sometimes to learn a lesson you have to face challenges. In the end, the lesson that you learned can turn into a positive experience.

Synopsis

Ramona and Beezus, two sisters, get into trouble for not eating their dinner. As punishment, they must cook dinner for the family. At first, Ramona and Beezus focus on everything that is wrong with the situation. Slowly, however, they begin to find solutions to problems that arise as they work together to cook the meal. The girls learn how difficult it is to prepare a family dinner, and they begin to really care about creating a nice meal. In the end, Ramona and Beezus are happy that their meal is a success.

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** | **Evidence-based Answers** |
| Beezus and Ramona were in trouble for not eating the dinner that was cooked for them. What does their mother suggest that they do as a punishment? | Their mother suggests that Beezus and Ramona cook dinner for the family the next night to show them how much work it is to prepare a meal for the family. |
| The author writes, “Sunday morning Ramona and Beezus were still resolved to be perfect until dinnertime.” When the author writes they were resolved, this means they had made the decision together to be perfect until dinnertime. Why did they make this decision? | The girls thought that their parents might forget that they were supposed to cook dinner if they were on their best behavior. The girls did not want to cook dinner. |
| Ramona feels like the day “dragged on”. Use details from the text to support how you know that Ramona felt this way. | You could tell that Ramona felt the day dragged on when she said, “Why doesn’t somebody say something?”  Ramona also was weary, or tired, of being so good and watched for dry spots to appear on the sidewalk. |
| What point is the author trying to make by stating, “The matter was settled.” | The girls had been wondering if they would have to cook dinner. They now know they must cook dinner. |
| When you do something frantically, you are doing something in a wild, hurried, and/or nervous way. Why did Beezus frantically flip the pages of the cookbook? How does the illustration help us understand how Beezus is feeling? | Beezus frantically flipped through the pages of the cookbook because she was worried about what they might be able to cook with the ingredients they found in the refrigerator.  In the illustration, Beezus’s face looks extremely worried. The way she is standing over the cookbook with her hands outstretched makes her look very tense and nervous. |
| Ramona and Beezus ran into some problems as they began dinner. Using the text, highlight or identify two problems that arose. | Beezus could only find a recipe for whole chicken, not chicken thighs. They did not have any mushroom soup.  The recipe for Mr. Quimby’s grandmother’s cornbread was written in her shaky handwriting making it difficult for Ramona to read. |
| Ramona and Beezus discussed making something for dinner that tastes awful. Using the text, why would they want to do this? | Ramona and Beezus discussed cooking something awful so that their parents would know how they felt when they were asked to eat tongue. |
| Did Ramona and Beezus decide to cook an awful meal? Why did they make this decision? Use evidence from the text to support your response. | They decided not to cook an awful meal because they had to eat the dinner as well. Beezus also said that their honor is at stake, and they didn’t want their parents to think they couldn’t cook a good meal. |
| What does squeamish mean? Use evidence to support the idea that Ramona is not squeamish. | To be squeamish means that one is easily made sick or disgusted. Ramona is not easily disgusted by things like worms or raw meat. Since worms and raw meat feel similar to wet skin, she was able to hold the chicken thighs while Beezus pulled the skin off with tongs. |
| How would you describe Ramona’s feelings and attitude on this page? Use evidence from the text to support your answer. | Ramona is frustrated. Ramona feels she is slaving away while her parents are laughing. She has to keep climbing on top of the counter and says to her sister “How else am I supposed to reach things?” She tosses the egg shell onto the counter. |
| Ramona is described as being in a panic. Why was she in a panic? | Ramona was in a panic because there was no buttermilk and there was not enough cornmeal for her cornbread. |
| Beezus and Ramona think “How did their mother manage to get everything cooked at the right time?” Why did they think this? Use evidence from the text to support your answer. | Beezus and Ramona thought this because so many different problems arose at the same time. On the previous pages they forgot to make salad, the rice was in a pot that was too small, the cornbread needed to go into the oven but the oven was at the wrong temperature, they remembered they needed dessert, they forgot to put the peas in with the chicken. |
| Anxiously means to be afraid or nervous about what may happen. Why do Beezus and Ramona anxiously examine the main dish? What character traits could you use to describe Beezus and Ramona because of this situation? | Beezus and Ramona are afraid or worried that the chicken might not be fully cooked. Beezus and Ramona could be described as people pleasers because they wanted their dinner to be a success. Beezus and Ramona could also be described as inventive and creative, but nervous. They were creative and inventive enough to substitute ingredients to make the dinner a success but were nervous because they could not be entirely sure that the food would taste right. |
| Why are Beezus and Ramona having the family eat by candlelight? | Beezus and Ramona want their dinner to be a success, but they do not know if it will be edible. They thought it might be good to eat by candlelight because the dinner might look better. |
| When you suppress something, you try to hold it back. Why did the girls exchange suppressed smiles? | The girls are happy that the dinner turned out to be pretty good, but they didn’t want their parents to know that they felt happy. |
| The text states that “Ramona felt much lighter.” What does this mean? Why would Ramona feel this way? | As the girls cooked dinner, they were panicked. At this point in the story, the dinner was complete. When Ramona’s mom smiled back at her and patted her hand all of the panic from cooking dinner was gone. To feel lighter must mean that you had been feeling panicked or stressed but now you don’t feel that way anymore. |
| Why did the girls exchange a secret smile? | They knew their parents were about to find the big mess they made in the kitchen. |

Vocabulary

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| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | resolved  frantically  chittering  calamity  anxiously  edible  suppressed | avoided  complimented  lest  dragged  hung in the air  matter was settled  calamity  anxiety  festive  wicked  creative |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | distaste  squeamish | complaint  good-humored  cross  weary  remarked  gritted  skittish |

Culminating Task

* *Part I - Graphic Organizer: Complete the table below with examples from the text of how the girls felt about their punishment at different points in the story.*

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| --- | --- | --- |
| How the girls felt about their punishment before they cooked dinner: | How the girls felt about their punishment as they cooked dinner: | How the girls felt about their punishment after they cooked dinner: |
|  |  |  |

Answer:

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| --- | --- | --- |
| How the girls felt about their punishment before they cooked dinner: | How the girls felt about their punishment as they cooked dinner: | How the girls felt about their punishment after they cooked dinner: |
| The girls tried to get out of their punishment by being very well behaved. They hoped their parents would forget about the punishment. They did not want to cook dinner. | At first, Beezus appeared nervous because she was frantically flipping the pages of the cookbook. The girls thought about trying to get back at their parents by cooking something awful. They changed their minds and worked together to try to create a good meal. They showed they cared about doing a good job because they tried to create many different dishes, and Ramona panicked when she didn’t have the correct ingredients. They also showed they cared about doing a good job because they decide to serve the dinner by candlelight so that it looked better. The girls realized that cooking dinner is not easy and they wondered how their mother gets everything done. | The girls were anxious about how dinner would taste. They exchanged suppressed smiles when the dinner ended up tasting pretty good, so this shows they were happy about how their punishment turned out. |

*Part II - Writing Assignment: At the beginning of the story, Beezus and Ramona received a punishment for not eating their dinner. How did they feel about this punishment at the beginning of the story? How did their feelings change about this punishment throughout the story? Use the evidence in your table above to support your answer.*

Answer:

At the beginning of the story,The Extra- Good Sunday, Beezus and Ramona received a punishment for not eating their dinner. In order for them to get out of their punishment they were asked to cook a meal for the family. The girls tried to get out of their punishment by being very well behaved. They hoped their parents would forget about the punishment. They did not want to cook dinner.

While the sisters were cooking dinner, Beezus appeared nervous because she was frantically flipping the pages of the cookbook. The girls thought about trying to get back at their parents by cooking something awful. They changed their minds and worked together to try to create a good meal. They showed they cared about doing a good job because they tried to create many different dishes, and Ramona panicked when she didn’t have the correct ingredients. They also showed they cared about doing a good job because they decided to serve the dinner by candlelight so that it looked better. The girls realized that cooking dinner is not easy and they wondered how their mother gets everything done.

After the dinner had been cooked, the girls were anxious about how dinner would taste. They exchanged suppressed smiles when the dinner ended up tasting pretty good, so this shows they were happy about how their punishment turned out.

Additional Tasks

* *The author describes Ramona as being “united” with Beezus. Write a paragraph that gives three examples of times when Ramona and Beezus were united.*

Answer: They both were on their best behavior when they were trying to get out of their punishment. They worked together to remove the chicken skins. They exchanged suppressed smiles when their parents said dinner was good. They exchanged secret smiles and excused themselves before their parents found the mess in the kitchen.