Unit 3/Week 1

Title: The Stories that Julian Tells

Suggested Time: 2 days (45 minutes per day) See note to teacher at the end of the document.

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, W.3.2, W.3.9

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 boy realizes two things about friendship: that a girl can be a good friend and that boys and girls can wish for the same things and feel the same ways.

Synopsis

Julian meets Gloria, a new girl in his neighborhood. Together they make a wish kite, with wishes fastened to its tail; both wish for lasting friendship.

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** | **Answers** |
| How does Julian feel at the beginning of the story? Why? | Lonely; he doesn’t have anyone to play with. |
| How does Julian know someone is moving into the neighborhood? Where is this family from? | Julian saw the moving van a block from his house. Gloria says she comes from Newport (a city in Rhode Island). |
| How did Julian and Gloria know that the birds wanted them to go away? Why do you think the birds reacted in that way? | The text says that the mother robin squawked at us, and she and the father robin flew around our heads. The birds wanted to protect their nest and thought the children might be a danger. |
| Thinking back to the beginning of the story, what does the reader know about Julian and Gloria’s relationship? | Julian and Gloria shared Kool-Aid and working together to create a kite. They are smiling and laughing. All of Julian’s doubts and lonely feelings seem to be gone. |
| Think about the title, “Gloria, Who Might Be My Best Friend”. Read Julian’s five wishes. Which wish relates to the title and why do you know that? | Wish 5. It says I wish Gloria would stay here and be my best friend. The title is “Gloria, Who Could Be My Best Friend”. |
| What words and phrases does the author use that will help you see the kite in the air? | The kite went into the open field. The tail Jerked heavily like a long white snake. The kite was climbing toward the sun. |
| Explain what Julian and Gloria did with their wishes. How will they know if their wishes will come true? | Julian and Gloria fastened the wishes to each knot on the tail of the kite. When the wind takes the wishes from the kite’s tail, then the wishes come true. The astute students will realize that they *really* know their wishes come true because their friendship has taken root by the end of the story. |

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 | lonely  (You may want to explain that the other wishes in the illustration on p 293 are from other *Julian* stories. There is no other way for the kids to know, and it might drive them to want to read these wonderful stories!) | suddenly  seriously  fastened |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text |  | squawked |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use answers from the questions above and class discussion, to describe what Julian learned about having a girl as a friend. How did his opinion change from the beginning of the story to the end of the story? Be sure to clearly cite evidence from the text for each part of your answer.*

Answer: A proficient answer should have at least two parts:

* Students should explain how Julian did not want to have a girl as friend **at the beginning** of the story because he thought people would tease him.
* They should then cite evidence of how Julian and Gloria’s friendship unfolded and led Julian to change his mind about having a girl as a best friend. Possible responses should include...
* Gloria could do cartwheels. Julian tries, but can’t do them. Gloria doesn’t tease him and he’s glad.
* They enjoyed looking at the eggs in the robin’s nest and having a glass of Kool-Aid together.
* On page 290 Julian says, “I wish you’d live here a long time.”
* **At the end of the story** Julian and Gloria make a Wish Kite. Julian wishes that Gloria would stay here and be his best friend.

In general, the answer should show a clear understanding of how this progression of events led the two characters to becoming best friends and how Julian’s opinion changed from the beginning of the story to the end of the story.

Note to Teacher

This story and these questions and vocabulary work could provide the opportunity for students to read the text independently. It is lovely, but not overly complex. It could be used as independent work, or even as an early formative assessment (baseline), to measure students’ abilities in working with text dependent questions.