Unit 1/Week 2

Title: What About Me?

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.4, RL.3.5; RF.3.3, RF.3.4; W.3.2; SL.3.1, SL.3.6; L.3.1, L.3.2, 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

With determination and perseverance, you can achieve your goal. Acts if kindness benefit both the giver and the receiver.

Synopsis

This fable is about a boy’s search for knowledge. His journey begins the moment he asks the Grand Master for a bit of his knowledge; the boy did not expect the wise man to want something in return. The story spirals into a series of negotiations and self-serving demands. To achieve his goal, the boy barters with characters ranging from a carpetmaker to a merchant. At the end of the fable, the Grand Master offers two moral lessons and helps the young man realize that he already has knowledge.

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** |
| Why did the boy go to the Grand Master? | The boy is searching for knowledge and thought that the Grand Master would be willing to give him some. |
| The speaker tells us that the carpetmaker barked when he said, “He has needs! What about me?” What does this tell us about how the carpetmaker is feeling? Follow-up question: Who is the *he* that the carpetmaker is talking about? | The carpetmaker is upset because the boy is telling him about the Grand Master’s need as if he were merely going to give the wise man a small rug for free. The carpetmaker feels that if the boy fulfills his need then he will meet the Grand Master’s need. The pronoun “he” refers to the Grand Master. |
| What language does the speaker use to show us how the boy feels?  | The speaker said, “So the boy went off to find a spinner woman”. The phrase “So the boy went off” sounds like he isn’t very happy about being forced to look for a spinner woman.  The sentence “He found her at last” tells us that the boy searched for a long time to find the spinner woman and may be tried.  |
| What does the it mean when the author states “The boy’s head buzzed”? What does this paragraph tell us about the boy? | Buzzed means to be excited or confused. In this context, the boy is confused by the needs and demands of those he encounters. The boy is telling us that he is angry or upset with the Grand Master, carpetmaker, spinner woman, goatkeeper, and goat seller. His head is buzzing from all of the demands placed upon him. The boy’s language is also telling us that he is selfish and only interested in achieving his own goal. As he hurried off to find a carpenter, he mumbled to himself “Everyone has needs,” “And what about my need for knowledge”. The boy felt that no one was thinking about his need for knowledge.  |
| What clue word does the speaker use to show sequence and the passing of time?TURN AND TALK: Talk about how the boy and the matchmaker are alike? How are they different?Optional: The teacher may use a Venn Diagram to organize student responses.  | The speaker used the word “Finally”, which implies that the search for the matchmaker took an enormous amount of time. The word finally also tells us that this is the last event/item in a series and a change is about to happen. Ways the boy and matchmaker are alikeThey both want knowledge. They both have a need (boy – He had to find a bride for the carpenter and knowledge for himself.)Ways the boy and matchmaker are different The boy is more determined to achieve his goal than the matchmaker. Even when the task was difficult, the boy continued to work hard as at trying to fulfill each demand. |
| What phrases and word choices does the author use to indicate the passing of time in the story? | “And so he began to wander farther and farther from his village”, “Until one day”The author began to call the boy a “young man”. This change tells us that many years went by before the young man met the merchant.  |
| What does the young man mean when he says, “I could not even get a piece of thread when I wanted it” “But perhaps I can help”? | The young man had a difficult time getting both big and small things for people who promised to help him buy knowledge. However, he did offer to do what he could to help the merchant. The young man had changed during his journey. He no longer helped others for something in return. He helped the merchant because it was the right thing to do. |
|  TURN AND TALK: Divide students into two groups. Each student will have a Turn and Talk partner. Group A will explain/discuss the teaching of the first moral and group B will explain/discuss the second moral. | Moral 1 – At the beginning, the boy focused solely on achieving his goal. He assured the Grand Master that he would give him a small rug in payment for knowledge. This arrangement led to the carpetmaker and a promise to deliver thread in exchange for a rug. The bartering continued until the young man met the merchant. After hearing the merchant’s problem and speaking to his daughter, the young man made a selfless decision to help them. He was unable to accomplish his goal until he let go of his selfish ways and gave freely to others. Moral 2 – Throughout the boy’s journey, he focused solely on achieving his goal. He asked the Grand Master to give him knowledge and he agreed but not without payment for his work. The boy traveled to find a carpetmaker who demanded thread in exchange for his services. In an attempt to fulfill the demand of the carpetmaker, he came upon a spinner woman who, as expected, required goat hair to make the thread that the carpetmaker would need to weave the small rug that will, in the end, pay the Grand Master for knowledge. Considering many years of travel, moving further and further away from his village, the boy changed into a young man. No one knows exactly when it happened, but once he agreed to help the merchant without anything in return, the young man learned something about humanity and the rewards from showing acts of kindness. |

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 | stray, pencarpentermatchmakermerchantwander, wanderer | wheezestunwring, mad, gentleprecious |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | wisemoral,  |  |

Culminating Task

* The boy in this fable traveled for a long time and had many experiences. Along the way, he learned new things and discovered that he had the knowledge he was in search of. Reread the morals and pick one to explain. Using specific details from the text, explain how the boy’s quest for knowledge taught him regarding this moral.