Unit 1/Week 2

Title: Thunder Rose

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL5.1, RL5.2, RL.5.4, RL.5.5, RL.5.10; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.4, L.5.5

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 you need to be resourceful in order to overcome challenges

Synopsis

Rose is a child with exceptional abilities. She sat up and talked the day she was born and as she grew, she was able to use these exceptional abilities in to meeting various challenges. She was able to use scrap iron to construct a thunder bolt, at age 5 she staked a fence, she constructed a skyscraper out of metal and wood blocks, she formed alphabet letters to teach the young ones to read, she made a branding iron with a big M-A-C for MacGruder, she made a barbed wire fence.

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** |
| “Hailing rain, flashing lightning, and booming thunder pounded the door, inviting themselves in for the blessed event.” Personification is when you give human-like qualities to things that are not human in order to bring them to life. What does the narrator mean by they were “inviting themselves in for the blessed event”? How is this an example of personification? | They are pounding on the door to get in, even though they weren’t invited. The author is giving the thunder and lightning human qualities like uninvited guests at an event. |
| What did we learn about Rose that makes her bigger-than-life? | She has extraordinary powers: She didn’t cry, she sat up, took a hold of lightning and balled it up and set it above her shoulder, she could talk, she named herself.  From later pages: Strength to lift a whole cow and drink it dry when she was an infant. Built a fence without help at age 5. Could bend metal into things and built a building to the sky. |
| What did Rose do with the melody that her parents sang to her the night she was born? In your own words summarize what that means. | She registered it at the bull’s-eye center of her heart to see what she could do with it one day. She stored it in her heart to use later in her life. |
| The author writes that “Rose woke up hungry as a bear in spring.” What kind of figurative language is used in this sentence? How do you know? | The author compares Rose’s hunger to that of a bear who wakes up from a winter’s hibernation and is so hungry. This is a simile because it is a comparison of two things that uses like or as. |
| The authors says, “She was as pretty as a picture, had the sweetest disposition, but don’t let yourself be misled, that child was full of lightning and thunder.” What does the author mean by “full of lightning and thunder?” | She could be sweet (minding her manners) but tough (lifting up the cow and drinking the milk straight from it, she was “as forceful as the storm.” She had spark to her personality.  Students could also say that she had the power of lightning and thunder in her. |
| The author writes, “Rose performed an eye-catching wonder...” Here, wonder is used as a noun and means something that causes astonishment or admiration. How else can the word wonder be used? | Wonder can also be used as an adjective as in “wonder boy”. Another part of speech is a verb. “I wonder about” meaning I am thinking about what will happen. |
| The text states,”Her ma was right grateful to have such a resourceful child”.Being resourceful means that you are able to come up with quick and clever solutions. What evidence is in the text to support this statement that Rose was resourceful? | She used scrap iron to construct a thunder bolt, at age 5 she staked a fence, she constructed a skyscraper out of metal and wood blocks, she formed alphabet letters to teach the young ones to read, she made a branding iron with a big M-A-C for MacGruder, she made a barbed wire fence. |
| After Rose dropped the outlaws off at jail, the text states “But that wasn’t the only thieving going on.” To what other thieving is she referring? | It is referring to the sun draining moisture out of every living thing, the air had turned dry and sour, and there was not a drop of water in sight. Steer will not move without water. The ground was all dried up. |
| How does Rose first attempt to solve this problem of the thieving sun? | She stretches out several iron rods into lassos and then sends Cole, her lightning bolt, into the sky. She grabs the clouds and squeezes them hard and a little rain falls. |
| What does the author tell us about what kind of storm she is facing? | She is facing a tornado: “Suddenly a rotating column of air came whirling and swirling around, picking up everything in its path.” |
| Rose says, “Is this the fork in the road with which I have my final supper? Will this be my first and my last ride of the roundup?”What does Rose mean by this? What has caused her to ask these questions? | There are two tornados that Rose was not able to conquer. She thinks she does not have enough resources to meet that challenge. She is wondering how she is going to survive. |
| Rose says “But I’ve got this fortunate feeling rumbling deep in the pit of me, and I see what I am to do with it this day!”What did Rose do? | She used her song of thunder to calm the tornadoes. |
| What made her song mighty? | The song was mighty because it was able to calm the tornadoes, it made thunder and lightning rise and fall to the ground at her command. It was *her song* that she got from her own heart. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | wonder | recall, vividly, accentuated, veins  fortunate, rumbling, ornery, daintily, disposition  noticing  restrain, witnessed, branded  irascible, refresh  queried, contemplations, merciless, cataclysmic |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | thieving | hovered, lullaby  slumber, resourceful  constructed, commendable, assembled  perfected, vaulted  parched  devastation |

Culminating Task

* Using 2 paragraphs and specific details from the story for your answer, consider the following: Explain how Thunder Rose is an extraordinary character and how the description of her traits is affected by this story being a Tall Tale. Then, describe how Thunder Rose used her extraordinary traits to be resourceful throughout the story.

Additional Activities

* Think of a time when you had to be resourceful. Complete a journey entry describing the situation, how you were resourceful, and the outcome.
* The author uses a great deal of figurative language throughout the story. Locate at least 4 examples of figurative language and complete a chart that shows the page number, quotes the example, identifies the type of figurative language, and explains what it means in your own words.

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| **Page Number** | **Direct quote from text** | **Type of figurative language** | **Explanation of what it means in your own words** |
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