Unit 1/Week 1

Title: First Day Jitters

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.7; W.3.1, W.3.4, W.3.8 (optional assignment); SL.3.1; SL.3.2, 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

No matter how old we are, we can still be nervous and shy about new situations (and act silly because of it).

Synopsis

Sarah is nervous about starting a new school and shows it by trying to stay in bed and saying she’s too sick to go to school. The ending is a surprise when you find out that Sarah is the new teacher, and she is nervous about whether or not her class will like her and how she’ll fit in to her new school.

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 (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| --- | --- |
| **Text Dependent Questions** | **Answers** |
| **Why won’t Sarah get out of bed?** | She doesn’t want to go to a new school where she doesn’t know anyone. |
| **Who is Mr. Hartwell in the story? What is their relationship?** | The story never says for sure, but it can be inferred at the end that he must be her husband, even though the reader assumes it is her dad. |
| **When is the first time you see Sarah’s face?** | The very last page of the story. |
| **What does “trudged” mean? Why did Sarah trudge into the kitchen?** | She *says* she feels sick, but students should figure out she is literally dragging her feet about going to school. |
| **Why do you think the author wrote the way she did?**  **Does the way the author wrote makes you read the page any differently? Explain.** | This is the page where the words themselves tumble down the page because of the layout. The words also rhyme, and the short lines can be read fast, and that matches the fast action of Sarah. If students don’t pick this up, this page is a great one for dramatic reading and for a fluency focus. |
| **How does the *illustrator* help make the ending a surprise?** | Sarah’s face is never seen until the very last page when she is introduced as the new teacher. |
| **Go back through the book and list the hints you see or read that might have let you know Sarah wasn’t a little girl.** | (picture) - Grown-up’s bathrobe  (picture) - Glasses under the bed  The man isn’t ever called anything but ‘Mr. Hartwell’  (picture) - Wearing a slip  Gets a ride in a car to school (not a school bus or walking)  Principal meets her at the car, and Mr. Hartwell doesn’t go in with her |
| **This story is designed to be funny. What parts make it funny? The pictures, the words or both? Give examples when you explain what parts make the story funny.** | Answers will differ but need to draw on text evidence. |
| **Explain what the title, “First Day Jitters” means.** | Students should understand that jitters are just like nerves, and that the first day refers to the teacher’s first day of school in a new place. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 | Jitters (title)  Tumbled  Stumbled  Fumbled  Nervous | Of course  Tunnels (used as a verb)  Gushed |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Trudged | Clammy  Nonsense  Slumped  Attention |

Culminating Task

* Re-Read, Think, Discuss, Write.

*A Focus on Vocabulary:*

*Make a chart of all the words in First Day Jitters that have to do with being nervous. Don’t forget the title!*

*Across from the word, say what it means.*

Sample:

|  |  |
| --- | --- |
| **Word** | **What it means** |
| Jitters | Nerves, feeling jumpy and nervous. |
| Hate | To really not like something (but this is something Sarah doesn’t know, so really it means she’s scared of it) |
|  |  |

Additional Tasks (optional or as a substitute)

Students could write a letter (introduce them to friendly letter form: Dear Mrs. Hartwell and Sincerely, Their Name) telling Mrs. Hartwell all the reasons why she shouldn’t be so worried about school. They can point out that she has the other teachers to ask for help and that 3rd graders usually try to be helpful and friendly and listen to their teachers.

Note to Teacher

This is not a very complex or deep story, so the recommended time to spend on it is less than it usually would be. But the children should leave it feeling confident about their ability to comprehend and notice surprise endings and having an understanding that adults get nervous and scared about things sometimes too.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**“First Day Jitters”**

1. Why won’t Sarah get out of bed?

2. Who is Mr. Hartwell in the story? What is their relationship?

3. When is the first time you see Sarah’s face?

4. What does “trudged” mean? Why did Sarah trudge into the kitchen?

5. Why do you think the author wrote the way she did? Does the way the author wrote makes you read the page any differently? Explain.

6. How does the *illustrator* help make the ending a surprise?

7. Go back through the book and list the hints you see or read that might have let you know Sarah wasn’t a little girl.

8. This story is designed to be funny. What parts make it funny? The pictures, the words or both? Give examples when you explain what parts make the story funny.

9. Explain what the title, “First Day Jitters” means.