Unit 1/Week1

Title: When Charlie McButton Lost Power

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.3.5, RL.3.7; RL.3.10, RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.3, 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

Something good can come from a difficult situation.

Synopsis

In this poem, Charlie loses access to his favorite activities, panics, and makes an impulsive decision that hurts his sister’s feelings and lands him in time-out. After some time to think, he eventually realizes that he has a great sister and found things that he can do for fun that he didn’t do before.

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 (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** |
| **What kinds of activities does Charlie like to spend his time doing?** | Electronics, robots, computer games, blowing up bad creatures |
| **An empire is a huge part of the world, where someone is in charge of everyone and everything in it. It is bigger than a country or a kingdom. Just as a kingdom is ruled by a king, an empire is ruled by an emperor. What does it mean that Charlie’s tech empire came “tumbling” down? What caused Charlie’s empire to tumble?** | The thunderstorm causes the power to go out, and without power none of Charlie’s favorite games can work. His games are everything to him, so he feels like his entire world is gone. |
| **How did Charlie react when the power went out? What are some words and phrases the author uses to describe Charlie’s reaction? How do the illustrations help describe Charlie’s reaction?** | Students should point out the many specific descriptions (heart filled with dread, lungs gasping, tried to find help) and illustrations of Charlie’s panic and despair. |
| **In the stanza where Charlie says, “‘Could *anything* be any duller…’” what is he talking about? Why is the word *anything* in italics?** | His mother’s suggestions seem very boring to him. Charlie feels that *nothing* could be fun without his electronics. Authors sometimes use italics to make what they are saying stronger. |
| **What is a gadget? Why did Charlie dive for a gadget that the author describes as something “he’d outgrown last spring. It was handheld, outdated, and not much of a thing”? What problem does Charlie face with his gadget?** | A gadget is an electronic device that does something–like a cell phone, camera, or even a television. He was so desperate for something fun and electronic, that didn’t need to be plugged in, he jumped at the gadget (even though it was old and not one of his normally favorite gadgets). |
| **Why did the illustrator include details like the power outlets in the walls?** | To show that while he was wildly looking for batteries, he was surrounded by outlets he couldn’t use. |
| **Read the following lines: Begin with “In less than a second he’d made his decision…” and end with “Where resided the McButton time-out time chair.” What does the word folly mean? (Teacher may have to tell students what folly means.) What did Charlie’s folly cause him to do?** | Folly means crazy, reckless, foolishness. Charlie’s folly caused him to steal batteries from his sister’s doll, end up in time-out, and hurt his sister’s feelings. |
| **In the stanza that says, “…couldn’t help thinking some things he’s forgotten”, what were the “things he’d forgotten”?** | His sister adores him, eats his peas for him, and snuggles with him when they watch TV. She loves him and he loves her. |
| **In the stanza that says, “…He sat and he thought…” What do you think Charlie was probably planning?** | Students should point to specific details from the poem. He may have thought about: 1) how rotten he felt for hurting his sister’s feelings, 2) other examples of how she was a good sister, but **most likely** 3) how to make up with her, since after time-out he found her and played hide-and-go-seek. |
| **Use details from the poem to describe how Charlie and Isabel Jane spent the rest of the day.** | They built a fort, pretended to be a wizard and troll, and ate a candle-lit supper. |
| **In the last stanza, Charlie had another thought. What was this thought, and why couldn’t he explain it?** | Not only will he play with his electronics tomorrow, but he might also play dragons with his sister again. He was probably a little surprised that he wanted to do something that he never thought he liked do before. |

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 | Empire | Dread, gasping, blackout  Insane  Judgment, vision  Assaulted  Adored, hotly, deny  Gloom, desired, faithful  Brewing, forging |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | gadget  gray\*  Folly | clung (illustration)  term  fort (illustration) |

Possible Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the poem to describe what Charlie learned about his sister and having fun. How did his opinions change from the beginning to the end of the poem?*

Answer: At the beginning of the poem, he thought he could never have fun without his gadgets. By the end, he realized that he can have fun without electronics and that he has a good sister with whom he can also have fun.

Additional Tasks

* Trace the use of the word gray. Ask students to find each instance of the word. Why does the author use the color gray to describe the clay and the day? How does Charlie feel about both? Gray is not just a color in this text. What does the word gray mean in this poem?

Answer: Gray is a color typically used to describe sadness or gloom. Charlie felt sad about the weather and the idea of doing something boring, like playing with clay.

* Assign various stanzas to students. Students can re-read and rehearse their lines and perform a dramatic reading of the poem.

Note to Teacher

* This poem provides the opportunity to introduce the concept of a stanza (refer to Common Core ELA standard RL.3.5). Poems are sometimes organized into stanzas – several lines of a poem grouped together. A stanza is like a paragraph in a poem. Students should refer to specific stanzas when responding to the Text Dependent Questions.

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

**“When Charlie McButton Lost Power”**

1. What kinds of activities does Charlie like to spend his time doing?
2. An empire is a huge part of the world, where someone is in charge of everyone and everything in it. It is bigger than a country or a kingdom. Just as a kingdom is ruled by a king, an empire is ruled by an emperor. What does it mean that Charlie’s tech empire came “tumbling” down? What caused Charlie’s empire to tumble?
3. How did Charlie react when the power went out? What are some words and phrases the author uses to describe Charlie’s reaction? How do the illustrations help describe Charlie’s reaction?
4. In the stanza where Charlie says, ‘Could anything be any duller…’ what is he talking about? Why is the word anything in italics?
5. What is a gadget? Why did Charlie dive for a gadget that the author describes as something “he’d outgrown last spring. It was handheld, outdated, and not much of a thing”? What problem does Charlie face with his gadget?
6. Why did the illustrator include details like the power outlets in the walls?
7. Read the following lines: Begin with “In less than a second he’d made his decision…” and end with “Where resided the McButton time-out time chair.” What does the word folly mean? (Teacher may have to tell students what folly means.) What did Charlie’s folly cause him to do?
8. In the stanza that says, “…couldn’t help thinking some things he’s forgotten”, what were the “things he’d forgotten”?
9. In the stanza that says, “…He sat and he thought…” What do you think Charlie was probably planning?
10. Use details from the poem to describe how Charlie and Isabel Jane spent the rest of the day.
11. In the last stanza, Charlie had another thought. What was this thought, and why couldn’t he explain it?