Unit 1/Week 5

Title: The Astronaut and the Onion

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; W.4.2, W.4.4, W.4.9; SL.4.1; L.4.1, L.4.2, L 4.4

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

Mentor can help you believe that you can accomplish anything you want as long as you believe in yourself and you stay focused and dedicated.

Synopsis

Realistic fiction tells made-up stories about things that could really happen. Gloria waits in a checkout line, tossing around the onion her mother had sent her to buy. She tosses it too far and fears it’s going to knock over a display of glass jars. A woman catches it in time, though. Gloria recognizes her – she‘s an astronaut! They talk about what it was like in space. The woman tells Gloria that could be an astronaut too. She just needs to work hard and overcome her fears. After the woman leaves, Gloria thinks about how the onion led to the meeting.

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

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| Describe Gloria using evidence from the text. (p. 84) | **Gloria isn’t just satisfied with the average** – she makes sure she picks out the best onion. **She pushes herself and tests her own** **abilities** –by counting all the jars and by tossing the onion harder so it is harder to catch. As noted in the text, Gloria could be considered an individual who is not satisfied with just being average, and is willing to push herself and test her abilities to the fullest capacity. |
| After Gloria tosses the onion and misses it – what is stated in the text that helps to understand that the onion did not hit the castle of baby jars? (pg. 87) | Gloria felt a tap on her shoulder and heard a lady’s voice that say, “I have your onion.” She handed Gloria the onion. |
| What specific details about Dr. Street’s appearance does Gloria notice? Support your answer with evidence from the text. (pg. 87) | She notices her sparkly brown eyes, her hair is shiny black ringlets, and she is wearing earrings that spin around and look like Earth. |
| How does Gloria figure out the identity of the woman? (pg. 88) | * Her Earth earrings * She mentions her trip * Recalls seeing her on television * She remembers that the woman used to live in Gloria’s town * Gloria recalls Dr. Streets name and that she is an astronaut |
| Dr. Street gives Gloria advice. What did Dr. Street say and what was Gloria’s response? (pg. 90-92) | She advises Gloria to try and succeed at doing difficult things. She also explains how to gain confidence. |
| Referring to the text, describe Dr. Street. (pg. 90-92) | She believes in trying to succeed and she is confident. |
| How does Dr. Street know that Gloria is curious about Dr. Street’s experience in space? (pg. 88) | Gloria asks several questions and when Dr. Street asked her if she really wanted to know. Gloria replied, “Yes.” |
| How did Dr. Street’s experience affect Gloria? (pg. 90) | It made her shiver. She tried to imagine everything Dr. Street had seen. |
| What does Dr. Street tell Gloria that makes Gloria think she may have the chance to become an astronaut? Use specific evidence from the text to support your answer. (pg.90) | Dr. Street says, “You might be one of the people who do,” but you will never do anything you want to do if you keep saying, “Probably I couldn’t.” |
| How is the word *paralyzed* used in the text to compare how Gloria felt after she threw the onion and how Dr. Street explains Gloria’s attitude? (pg. 92) | Gloria felt paralyzed when she threw the ball, she felt like she couldn’t do anything. She did not enjoy it one bit.  Dr. Street said, “If you don’t want to be paralyzed be careful what you tell yourself – because whatever you tell yourself you’re likely to believe.” Paralyzed has multiple meanings for example – paralyzed can mean to bring a condition of helpless stoppage, inactivity, or inability to act (Gloria felt this way). |
| What advice does Dr. Street give to Gloria about becoming an astronaut? (pg. 90-93) | * You need to do well in school * Tame your fears – not get rid of them – just tame them * Do things that are difficult – count on yourself and you will gain confidence * Keep a little bit of fear – that keeps you careful |
| Dr. Street said, “Big things are really little.” What does she mean by this? (pg. 95) | At times difficult things may seem big when you can’t do something, but once you learn how to do it – it is not that big after all. For example, learning a new concept may seem impossible (big), but once you learn it isn’t that big after all. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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** | Page 84 – display  Page 87 – paralyzed  Page 90 – protested  Page 92 – realistic | Page 84 – ducked  Page 84 – aisles  Page 84 – daring  Page 85 – continents  Page 87 – time warp  Page 88 – amazed  Page 88 – orbiting Page 93 – succeeding |
| **STUDENTS FIGURE OUT THE MEANING**  **sufficient context clues are provided in the text** | Page 84 – hollering  Page 87 – fright  Page 90 – endless  Page 92 – sensible | Page 84 – checkout line  Page 92 - tame your fears  Page 93 – confidence |

Culminating Task

* Re-Read, Think, Discuss, Write
* Based on class discussions and your own understanding of the story, “The Astronaut and the Onion”, write one well-developed paragraph explaining the theme of the story. Support your thoughts with evidence from the text pertaining to character, setting, and how the plot unfolds.
  + Answer

The realistic fiction text titled “The Astronaut and the Onion” describes Gloria’s encounter with a real-life astronaut at a grocery store. The main character of the text is Gloria. Gloria is a young girl who pushes herself and is not satisfied with just being average. At the store, Gloria spends time looking for the perfect onion. She then begins tossing the onion lightly from one hand to the other, but then starts tossing harder and it is during this tossing that she tosses it too far and realizes she just might knock over the glass jar display. Gloria becomes paralyzed, because she can only think about is what is going to happen when the onion knocks over the display, but suddenly a woman wearing a jogging suit taps Gloria’s shoulder and tells Gloria she has her onion.

Gloria looked at the women as she said, “Lucky I played baseball.” The lady had beautiful blue/green Earth earrings that spun when the lady would tilt her head. Gloria realizes that the lady is an astronaut that she saw on TV and her name was Dr. Grace Street. Gloria begins speaking to Dr. Street and explains that she learned about the space station in school. Dr. Street described her job and how much she enjoyed fixing things outside of the station. Gloria said she would like to be an astronaut and Dr. Street gives her the advice that Gloria needs to tame her fears and that Gloria could do whatever she wants as long as she believes she can. Dr. Street’s advice gave Gloria the confidence to stay focused on her dream and if she does well in school and keeps in mind the “big things are really little” all goals are attainable.

Additional Tasks

* Students will create a comic strip (6-8 panels). They will use the key details from the text to determine the theme (summarizing the text – conversation between Dr. Street and Gloria). Students are evaluated on their use of key details to summarize the text and the theme. Grouping: Pair or individual
* Students will create a print advertisement for the text. They will refer to explicit details and examples from the text for their advertisement. They may also draw inferences from the text that they include in promoting the text in advertisement form. Students are assessed on their explicit references to details and examples from the text when explaining in their advertisement. Grouping: small group or individual

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

**“The Astronaut and the Onion”**

1. Describe Gloria using evidence from the text. (p. 84)
2. After Gloria tosses the onion and misses it – what is stated in the text that helps to understand that the onion did not hit the castle of baby jars? (pg. 87)
3. What specific details about Dr. Street’s appearance does Gloria notice? Support your answer with evidence from the text. (pg. 87)
4. How does Gloria figure out the identity of the woman? (pg. 88)
5. Dr. Street gives Gloria advice. What did Dr. Street say and what was Gloria’s response? (pgs. 90-92)
6. Referring to the text, describe Dr. Street. (pgs. 90-92)
7. How does Dr. Street know that Gloria is curious about Dr. Street’s experience in space? (pg. 88)
8. How did Dr. Street’s experience affect Gloria? (pg. 90)
9. What does Dr. Street tell Gloria that makes Gloria think she may have the chance to become an astronaut? Use specific evidence from the text to support your answer. (pg. 90)
10. How is the word *paralyzed* used in the text to compare how Gloria felt after she threw the onion and how Dr. Street explains Gloria’s attitude? (pg. 92)
11. What advice does Dr. Street give to Gloria about becoming an astronaut? (pgs. 90-93)
12. Dr. Street said, “Big things are really little.” What does she mean by this? (pg. 95)

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.