Unit 3/Week 1

Title: Jump

Suggested Time: 5 days (approximately 45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; 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

Working hard, staying focused, healthy competition, and supportive relationships can allow one to overcome adversity and lead to success. Determination and turning of what could have been negative qualities and/or experiences into positive ones.

Synopsis

In this story, Michael Jordan is a very active child. His family helps him to channel his energy into positive activities. He also develops a healthy competition with his brother, Larry. As he grows, Michael works hard and focuses on improving his basketball skills. His relationship with his parents, his brother, and Coach Herring also help Michael to improve and turn what could have been negative qualities (mischief, different kind of energy, the bounciest - page 368) into successes. The story ends with Michael beating Larry in a game of one-on-one and eventually becoming a very successful basketball player.

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** |
| Use evidence from the text to describe what Michael was like as a child. (Pgs. 368 – 370)  | * in and out of mischief
* happy playing sports and games
* different energy and curiosity than brothers/sisters
* bounciest of all the kids
* ran and played with new friends
* tried to keep up with Larry, worked very hard to beat Larry
 |
| The author writes “Maybe, the Jordans figured, if they moved to another house, with more room and space.” A bungalow is a small, one story house. Why did the Jordans figure or conclude that they needed to move to a house with more room and space? (Pg. 370) | The Jordans had busy, bouncy kids and a small house. They needed a bigger house for the kids. |
| Read the last paragraph on pg. 370. Which sentence describes how Larry is better than Michael? What is the effect of reading so many different examples of Larry being better than Michael?  | * “Larry was always one jump sooner in checkers, one stroke faster in swimming, one breath longer underwater.”
* “Larry dashed, Michael only ran.”
* “Larry sang, Michael croaked.”
* “Larry leaped, Michael only hopped.”
* to show how important this competition between Larry and Michael is in Michael’s life where Larry was ahead of Michael in everything
* to show Michael wasn’t born a great athlete
 |
| On page 373, the author writes “Now, Michael knew there was only one way for him to play basketball better than Larry. . .” What did Michael do to improve his basketball skills? | * He had to play more than Larry.
* He played in pickup games on the blacktop at school or the park.
* He played alone in his backyard.
 |
| Reread page 375. How did time help Michael? | * He became a fair baseball player.
* He grew smarter and was able to persuade his friends to do his chores for him.
* He grew taller than anyone in his family.
 |
| What evidence from the text supports the idea that “Michael started to live and breathe basketball”? (Pg. 376) | * gave up baseball
* came back to play with the blacktop kids by the high school even after he had been teased
* he practiced at 6am with Coach Herring
 |
| Michael is teased when he finally played the blacktop kids, but, as the author writes, he “gritted himself back into the game. What does “gritted” mean? What does the author’s used of this word tell us about Michael? (Pg. 377) | He is determined even when his peers are teasing him instead of supporting and encouraging him. When Michael competes with the blacktop kids by the high school, he missed the layup and was teased. He came back the next day to play again. |
| Using the text and illustration on page 379, how can you tell that Coach Herring liked Michael?  | * He puts him on the junior varsity team.
* He meets with him before school at 6am to coach him in basketball.
* Coach Herring is smiling and looks excited while watching Michael practice in the picture.
 |
| Reread pages 380 – 382. What do you think the author means when he says that “Michael turned the tables on Larry”? | Michael was finally able to beat Larry at basketball. |
| Reread page 382. The author writes “Soon the brothers were in the thick of the game. . .” Which phrases describe what is happening in “the thick of the game”? | * Tangle of arms and legs flashing around the orange ball
* Larry grinned
* Michael leaped
* Larry leaped
* Michael kept going, going and going past Larry’s hands
 |

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 368 - mischiefPage 370 - figuredPage 379 - plucky, varsity, junior varsityPage 382 - usual | Page 368 -curiosity, boundless, bustlePage 384 - professional, competitor, career |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 377 - gritted | Page 368 - bungalowPage 370 - croakedPage 375 - persuading, dreadedPage 377 - mocking, taunts, scoffed, jeered |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Michael Jordan became a successful professional athlete through working hard and staying focused. There were also people in his life who supported him and helped him to succeed. Complete the chart below with examples from the text. Then, write a paragraph explaining how Michael’s hard work, focus, and supportive family and coach helped him to turn his in basketball into a professional career.*

|  |  |  |
| --- | --- | --- |
| Examples of how Michael Jordan worked hard to become a successful athlete. | Examples of how Michael Jordan stayed focused to become a successful athlete. | Examples of people in Michael’s life who supported him and helped him to become a successful athlete. Include information about how each person helped Michael. |
|  *Practiced basketball more than his brother by playing in pickup games and practicing by himself**Met Coach Herring at 6am for extra coaching* | *Gave up baseball to focus his time on basketball**Did not allow the kids who teased him after he missed the layup to cause him to quit – he came back to play the next day* | *1. Michael’s parents – gave Michael rules and chores which kept him out of trouble, got him involved in sports, involved him in building the new house which taught him about teamwork), put up basketball hoop at new house which allowed him to practice basketball often**2. Larry – competed against Michael, played many 1-1 games with Michael which helped Michael through providing extra practice, he rooted for Michael which gave him encouragement**3. Coach Herring – put Michael on junior varsity team, coached him in basketball before school which gave Michael extra practice* |

Additional Tasks

1. *Why didn’t Michael Jordan give up playing basketball? He could have just stayed with baseball, but he chose not to. Look for evidence in the text to explain why he continued to play basketball.*

Answer:

Michael admired his older brother, Larry. He competed against Larry often and wanted to beat him at basketball. He also watched the blacktop kids by the high school, and he wished that he could be like them. Even though he was so successful at baseball, he loved basketball. (Pg. 377) Then he finally beat Larry “the best, at his own game” in basketball. (Pg. 382) Coach Herring put Michael on the junior varsity team and helped him to improve in basketball.

1. *Think about a talent or interest you have and some obstacles or frustrations you have experienced. How can this story help you to think of ways to stay with what you are interested in instead of giving up?*

Answer: Michael was not born good at basketball. He had to practice very hard to become a successful player. He also had to accept the help and support of family, friends, and coaches to become successful.

1. *This story is about the beginning of Michael Jordan’s career. Students could research how he is doing now and what happened in the remainder of his career not included in this story.*

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**“Jump!”**

1. Use evidence from the text to describe what Michael was like as a child. (Pgs. 368 – 370)
2. The author writes “Maybe, the Jordans figured, if they moved to another house, with more room and space.” A bungalow is a small, one story house. Why did the Jordans figure or conclude that they needed to move to a house with more room and space? (Pg. 370)
3. Read the last paragraph on pg. 370. Which sentence describes how Larry is better than Michael? What is the effect of reading so many different examples of Larry being better than Michael?
4. On page 373, the author writes “Now, Michael knew there was only one way for him to play basketball better than Larry. . .” What did Michael do to improve his basketball skills?
5. Reread page 375. How did time help Michael?
6. What evidence from the text supports the idea that “Michael started to live and breathe basketball”? (Pg. 376)
7. Michael is teased when he finally played the blacktop kids, but, as the author writes, he “gritted himself back into the game. What does “gritted” mean? What does the author’s used of this word tell us about Michael? (Pg. 377)
8. Using the text and illustration on page 379, how can you tell that Coach Herring liked Michael?
9. Reread pages 380 – 382. What do you think the author means when he says that “Michael turned the tables on Larry”?
10. Reread page 382. The author writes “Soon the brothers were in the thick of the game. . .” Which phrases describe what is happening in “the thick of the game”?

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.