Unit 1/Week 4

Title: Allie’s Basketball Dream

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.3.10; RF.3.3, RF.3.4; W.3.2, W.3.4, W.3.5, W.3.6; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

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

Don’t let people discourage you from achieving what you set out to do.

Synopsis

Allie has a new basketball. She has a hard time finding someone to play with her because they believe basketball is a boys’ game. Allie continues to practice and play, despite their opinions.

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** |
| Where did Allie get the basketball and why? (pages 104-105) | Allie’s father bought her the basketball because he loves her. They also seem to share a love for basketball that comes out through the story. |
| Cite evidence from the text that tells you that Allie likes the game of basketball. (page 105) | The author says that Allie really wanted a ball; the picture shows Allie playing basketball; Allie loved the sound the basketball made. |
| What does the word *scanned* mean in the first sentence on page 107? (page 107) | The words in the paragraph help me know that *scanned* tells about how Allie looked at what was happening on the basketball court. The last three sentences give details about the boys Allie sees. So *scanned* must mean “looked at quickly, to find out something.” |
| Describe how the boys respond to Allie. (page 108) | The boys are being rude and mean; they laugh at her when she  misses her shots. |
| Why does Allie mumble “boys”? (page 108) | Allie mumbles “boys” because they were laughing at her when she missed the shot and she is frustrated. |
| What detail does the author include that shows Allie has some basketball skills? (page 109) | Allie aims and shoots the ball right through the middle of the hula hoop. She also dribbles and passes well. |
| What is Allie’s reaction when she hears what Keisha’s brother thinks about girls playing basketball? Cite evidence from the text. (page 110) | Allie does not agree. She tells Keisha that her brother doesn’t know what he is talking about. She also talks about her cousin, who is a girl who has won trophies for her skill (p. 116). |
| What does Allie do to let you know she is determined to play basketball and make a basket? (pages 110-111) | Allie doesn’t stop practicing even though she keeps missing, and even after others try to discourage her. |
| How can you tell that Allie is closer to making a shot now? (page 109-111) | After Allie missed her first two shots, she made shots through a hula hoop and into a garbage can. Her next shot at the basket hit the backboard and the rim. She is getting closer to making a basket. |
| How does Allie feel when Julio won’t play with her? How does the author help readers know Allie’s feelings? (page 113) | Allie is frustrated. The author writes that Allie “heaved a sigh.” |
| Why is Allie having a hard time finding someone to play basketball with her? (pages 114-115) | Allie is not making any shots and the boys keep laughing at her. |
| How does Allie respond to the offer to trade her basketball? (pages 116-117) | Allie will not trade the ball because it was a gift from her dad. Allie states “Someday I’m going to be the best basketball player ever.” |
| Why did Julio and Sheba run to the center of the court? (page 118) | Julio and Sheba ran to the center of the court because Allie made the shot. |
| How have the attitudes of the boys on the playground changed by the end of the story? (pages 113-119) | In the beginning, the boys chuckled when Allie missed the shots. When she invited them to play with her they refused. By the end of the story the boys cheered for Allie. |

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 | Page 115—Professional | Page 107—Monitor  Page 116—Trophies  Page 117—Pranced |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 108, 110, 111—Aimed | Page 107—Scanned  Page 113—Whizzed  Page 113—Sigh  Page 113— Exclaimed  Page 113—Chuckle  Page 114—Hesitated  Page 114—Miniature  Page 118—Retrieve  Page 118—Beaming |

Culminating Task

* Re-Read, Think, Discuss, Write

*Explain what Allie does throughout the story that makes it possible for her to make the basket.*

Answer: Allie keeps practicing shooting the ball at the hoop, the garbage can and the hula hoop. On page 108, “She lifted her new basketball over her head and aimed. The shot missed. She aimed again. She missed again.” On page 109, “Keisha saw Allie and held the hoop up. Allie aimed her basketball and…Zoom! Right through the middle.” On page 110, “She aimed at an empty trash can. She stepped back a few feet, and took a shot. Thump! In!” On page 111, “She looked up at the basket, aimed, and shot. The ball struck the backboard, then the rim, and bounded off.” On page 113, “She eyed the basket. She took another shot. The ball circled the rim and fell off.” On page 118, “Allie turned toward the basket, and took a long-distance shot. The ball brushed against the backboard, rolled around the rim, and dropped in!”

Additional Tasks

* How did Julio, Sheba and Buddy react to Allie’s invitation to play basketball at the beginning of the story? Why did their attitudes change by the end of the story?

Answer: On page 111, Sheba wasn’t interested in playing basketball. She says, “Maybe later, want to jump double-dutch.” On page 113, “Julio laughed and skated away.” On page 116, Buddy snorted and states “Well, some guys think girls shouldn’t be playin’ basketball.” Their attitudes change at the end of the story because Allie makes a basket.

* Nate and Allie each worked to achieve a goal. Describe what each of their goals was and give examples from the stories of what each one of them did to reach them.

Answer: Nate’s goal was to solve the case of the missing joke book. He persevered throughout the story by looking in different places. He used the clues that he discovered at the Pancake House, Duncan’s house and the Bookstore, until he ultimately found the joke book. Allie’s goal was to be a better basketball player. She went to the basketball court and practiced dribbling and shooting, she invited others to play with her. She practiced throwing the ball in the hula hoop and garbage can, and then eventually made the basket.

* The day after Allie’s father gave her a basketball was a big day for Allie. Write a diary entry that Allie might have written about her day. Tell about the events from Allie’s point of view. Use a chart like this one to organize your ideas.

|  |  |  |
| --- | --- | --- |
| Important Event | Details | How Allie feels |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

* Fluency

This selection lends itself to Readers Theater whereby students can be assigned character parts. Have two or three students share the part of Allie, each reading one section of the story. Assign the remaining roles. Encourage students to imagine how the characters felt at different times in the story, and to read their parts with expression.

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.