Unit 1/Week 1

Title: Goin' Someplace Special

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4; RF.3.3, RF.3.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5

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

Confidence in yourself and pride for who you are and where you come from are something no one can take away.

Every situation gives an opportunity for learning.

Synopsis

Tricia Ann begs her grandmother to be allowed to go to Someplace Special all on her own. Reluctantly, her grandmother agrees, telling her to remember to be proud of who she is. She gets the same message from all the older people she meets along her way. Even so, she gets discouraged and angry as she faces prejudice and injustice along her journey. Finally she reaches her destination: Someplace Special – the public library, where everyone is welcome.

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** |
| What does Mama Frances mean when she says, “Goin’ off alone is a mighty big step?”  Explain Tricia Ann’s joke about “big steps.” (pg. 12) | Tricia Ann asks Mama Frances if she can “…go to Someplace Special by myself, today? Pretty please? I know where to go get off the bus and what streets to take and all.” She continues to beg…”Please may I go? Pretty please with marshmallows on top?” Indicating that this is the first time she will be on her own.  Mama Frances answers, “Goin’ off alone is a mighty big step?” meaning that this is a new and unfamiliar experience.  Mama Frances is worried about her granddaughter as evidenced in her words…  Mama Frances chuckled, all the time studying her granddaughter’s face. “I trust you’ll be particular, and remember everything I’ve told you.”  This was not only a big step for Tricia Ann, but also for Mama Frances, letting her granddaughter go.  Tricia Ann demonstrates that she can “leap” out on her own with her joke of “taking a giant leap.”  Tricia Ann convinces her grandmother that she will be careful, and remember “everything “ her grandmother has told her, “I will, I will…” Tricia Ann said, real confident-like… |
| Why does Mama Frances tell Tricia Ann to, “Hold yo head up and act like you b’long to somebody?” How does she want Tricia Ann to behave? (pg. 12) | She tells Patricia Ann to act with confidence and pride (hold your head up, and to represent her family well; “remember everything they taught her” (act like you belong to somebody – her family.) |
| What does Mama Frances mean when she tells Tricia Ann, “Those signs tell us where to sit but they can’t tell us what to think?”(pg. 14) | Even though the sign tells them where colored people are allowed to sit on the bus, the sign can’t control what they are allowed to think about and believe. **Note: Explain to studnets that Jim Crow signs were signs used to tell people where black and white people were allowed to go to sit, eat, use the restroom, etc. Jim Crow laws were laws that kept black and white people apart.** |
| What did Mrs. Grannell tell Tricia Ann as she got off the bus about how she should behave while out on her own? (pg. 14) | “Carry yo’ self proud,” said Mrs. Grannell. Meaning to walk with confidence, know you matter. |
| Why do Tricia Ann’s legs change from “wobbly” to “sober”? (pg. 16) What do the words wobbly and sober mean? | Tricia Ann’s legs change from “wobbly” (loose and unsteady), when she was dizzy and excited while playing near the fountain, to “sober”(calm, steady, careful), when she realized that she sat on the whites only bench. |
| In the text it states, “Her face fell, and she wished for mama Frances’ strong hand to hold. “Silly signs”, she muttered as she strutted away on sober legs.” What does that mean?  (pg. 16) | She dismisses the words on the sign, and is more sober (or calm and careful) because she realized that not everybody is treated equal in the world. |
| What is significant about the Peace Fountain? Why is this setting important to the plot in the story? (pg. 16) | It is ironic that the name given to the fountain is the “Peace Fountain”, and yet she cannot sit there. |
| What kind of street **vendor** is Jimmy Lee? What does he sell? (pg. 18) | Jimmy Lee sells pretzels. |
| Jimmy Lee tells Tricia Ann that her face is “all clouded up like a stormy day.” What does Jimmy Lee mean? (pg.18) | She looks angry and upset. |
| Explain why both Jimmy Lee and Tricia Ann feel the Jim Crow laws are unfair? (pg. 18) | They can’t sit on the bus where they would like, or in the restaurant with other people. They do not have the same rights as white people. |
| People give you advice when they try to tell you something helpful. What advice does Jimmy give Tricia Ann as she crosses the street? (pg. 18) | “Don’t let those signs steal yo’ happiness,” Jimmy Lee called…  Meaning do not let others take away your happiness. |
| Why does Mr. John Willis say that Tricia Ann’s “mouth is smiling, but her eyes aren’t?” (pg. 20) | Because he can tell that she is not really happy. She may have a smile on her face, but her eyes show sadness. |
| How did Tricia Ann end up in the hotel? (pg. 20) | She got caught or “swept” in the crowd that was rushing in to the lobby. |
| What happened to **sober** Tricia Ann from her excitement about being in the hotel lobby? (pg. 20) | Someone noticed that she was in the hotel where colored people were not allowed. She was embarrassed and her embarrassment made her sober (or calm). |
| What does it mean that Blooming Mary takes care of the garden with “neither permission nor pay?” Why do you think she takes care of the garden? (pg. 22) | No one told her she could take care of the garden (permission) and she doesn’t get paid to do (no pay). She must do it because she likes to or wants to. |
| Did Tricia Ann really hear Mama Frances’ voice? Explain. (pg. 22) | No she just remembered her words from the “many conversations they’d had in this quiet place,” before. |
| Re-read the last paragraph on page 22. How did remembering her grandmother’s words help Tricia Ann? | She kept going to her special place. She was “determined.” (Focused on getting there no matter what.) Her grandmother’s words gave her courage. |
| Where was Tricia Ann’s special place? What did Mama Frances tell her about why it was so special? (pg 24) | The public library was special because everyone was welcome. Reading and learning were the way to be free. |

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 | Particular, 12  Stonemason, 18  Addled, 22 | Jim Crow, 14 |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Confident, 12  Blurted, 12  Reckon, 12  Heart, 14  Squared, 14  Bounded, 14  Strutted, 16  Staggered, 16  Determined, 22  Chiseled, 24 | Confident, 12  Square, 14  Glaring, 14  Inched, 14  Spectacular, 18  Clenched, 24  Folded, 14  Fare, 14  Edge, 18  Steal, 18  Ruins, 22  Protection, 22  Steady, 22  Route, 22  Approached, 24  Rising, 24 |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the story that describe what Tricia Ann learned from the people she met and places she visited on her way to Someplace Special.*

Answer: Through her encounters, Tricia Ann is constantly reminded to believe in herself and that the places she visits demonstrate unfair the laws are for “people of color.”

This is just the gist of the response; students’ responses should be more detailed with evidence from the text. (i.e., the different bits of advice she got and the specific experiences she had on her way that taught her tough lessons.)

Additional Tasks

* *Why would the character Mama Frances refer to the library as “a doorway to freedom?”*

Answer: Because there is a place in the world where everyone is treated equally, creating hope.

* Fluency: Possible examples of dialect from the story.

Page 12, beginning with “Mama Frances chuckled…” until the end of that page.

Page 18, beginning at the top of the page, until …*Jimmy Le called after her*.

Page 22, beginning with “You lost child…” until the end of the page.

* Word Choice: Have the students identify the words (verbs) the author uses to describe how Tricia Ann moves through the story. How do the words (verbs) illustrate Tricia Ann’s changes?

Answer: strutted (pg. 16), backing out (pg. 20), headed determined-like (pg. 22), skipped (pg.24) , bounded (pg. 14): This illustrates how her confidence grows throughout the story.

Note to Teacher

* Discuss the parts in the text that utilize the specific dialect.
* For English Language learners:
* Include specific discussion around idioms found in the story:
  + *Heart of downtown*, 14
  + *Caught in the crowd, swept inside*, 18
  + *Smack in the middle*, 20
  + *Watermelons bloomed in January*, 24
* Use of illustrations to assist in comprehension:
  + Pg. 25

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.