Unit 4/Week 3

Title: McBroom and the Big Wind

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.4; RF 4.3, RF.4.4; W.4.2, W.4.4; SL.4.1; L.4.1, L.4.5

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

A positive attitude can make all the difference in the outcome of a bad situation.

Synopsis

In this tall tale, Josh McBroom and his family use their resources as the wind plays every possible trick on them. They keep their spirits up and make the best of each situation.

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

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| **Text Dependent Questions** | **Answers** |
| Reread page 360. How does the author give us clues about the upcoming events in the story? | * It was the big wind that broke my leg. I don’t expect you to believe that---yet. I’d best start with some smaller weather and work up to that bonebreaker.
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| Reread pages 360, 362 – 363, 367-368, and 370What were the problems faced by the McBrooms? How did the author make them extraordinary? Identify at least three examples. | * The nails were too short for shingling the roof. Pg 360
* The wind tried to sneak around to the back door to get inside. Pg 362
* The thieving wind was going to take off with their topsoil. Pg 363
* The young’uns were sucked up through the chimney and were carried away like a string of sausages. Pg 368
* Josh McBroom ate a dozen or so of his wife’s biscuits, they weighed him down and he couldn’t fly after his children. Pg. 366 – 370
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| Reread pages 362-363, 365, 366How did the characters handle the problems in inventive ways? | * They buried and watered the nails in their rich topsoil and the nails grew a full half-inch.pg 360
* Will used his mom’s heavy biscuits as a door stop. Pg 362
* The boys had left their marbles all over the field and the marbles had grown as large as boulders. The marbles held down the topsoil.
* McBroom grabbed a rope to try to catch the children. Pg 369
* I rushed to the barn for the wind plow. Pg 370
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| Reread page 360 -361. How does the author’s description of the setting at the beginning of the story help us better understand Josh McBroom’s problem? Use evidence from the text to support your conclusions | The author describes the McBrooms’ farm on the prairie as a windy place. The wind creates problems on the farm for the McBroom family. A little wind is strong enough to carry off a pail of milk and a cow. A big wind is strong enough to break a bone.  |
| Reread page 360, 364 and 365. What is the author’s purpose in writing this story? How do you know? Cite examples from the story. | The author’s purpose is to entertain the reader. The author makes Josh McBroom the storyteller. “It was the *big* wind that broke my leg. I don’t expect you to believe that----yet. I’d best start with some smaller weather and work up to that bone breaker.” Pg 360“We found out later the wind had shingled every gopher hole in the next county. “Pg 364“ So I made them wind shoes----made them out of heavy iron skillets.” Pg 365 |
| Reread pages 362, 363, 364, 367 How did the author describe the wind throughout the story? There is lots of figurative language in this text. The author uses similes, metaphors, and personification. Cite examples from the text of a simile, metaphor, and personification used to describe the wind. | * The wind was snapping at our heels like a pack of wolves. Pg 362
* It aimed to barge right in and make itself at home. Pg 362
* The prairie wind had no manners at all. Pg 362
* It rammed and battered at the door pg 362
* When it saw there was no getting past us, the zephyr sneaked around the house to the back door. Pg 362
* That thieving wind was apt to make off with it…..pg 363
* Finally the wind gave up butting its fool head against the the door. Pg 363
* With a great angry sigh it turned and whisked itself away, scattering fence pickets as it went. Pg 363
* That rambunctious wind didn’t leave empty-handed. Pge 364
* The wind came out of the north, howling and shrieking and shaking the house. pg 367
* That wind is getting ornery! Pg 367
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| Reread pg 364. What does Josh McBroom mean by this statement? “There are two sides to every flapjack.”? | Josh McBroom realized that even though the wind caused problems, it could be used for good. |
| Reread the story. Describe McBroom’s personality traits and how these traits influence his ability to solve problems. Cite examples from the story. | Loving: He speaks lovingly to his family. “push my lambs” pg 363, “My dear wife” pg 363Smart: He learns from his experiences. “That prairie gust was an education to me.” pg. 364Creative: He uses what’s around him to make life easier.“The next gusty wind that came along, we put it to  work for us. I made a wind plow. “Pg 364. “So I made them wind shoes-----made them out ofheavy iron skillets.” Pg 365Calm: When the young’uns were sucked up through the chimney, McBroom told his wife not to worry and that he would bring the young’uns back. Pg 369Positive: Chose to see the wind as something good instead of just a problem. Always found the good after the wind had been a problem. ( top soil not gone, sail plow helped him rescue the young’uns, clothesline became a jump rope for the young’uns)Determined: It took most of the day to shoulder my way back through the wind. It was a mighty struggle. Pg 372  |

Vocabulary

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|  | **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 362 - zephyrPage 363 - triflingPage 364 - flapjackPage 364 - rambunctiousPage 365 - tacking | Page 360 - mitePage 362 - barrel stavesPage 366 - get a purchasePage 366 - laying up bottles of windPage 367 - orneryPage 368 - brace of ducks |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 360 - shinglePage 360 - bonebreakerPage 362 - bargePage 363 - agatesPage 370 - furrow | Page 360 - prairie, whitPage 366 - funnel, clumpingPage 364 - plowPage 367 - hibernate |

Culminating Task

* Re-Read, Think, Discuss, Write

*What is the theme of the story, “McBroom and the Big Wind”? Cite evidence from the story to support your answer.*

Answer: A positive attitude can make a difference in the outcome of a challenging situation. Josh McBroom used the wind to plow his fields. His children used the wind to turn their jump rope. When the wind carried off his children, Josh McBroom used his wind plow to catch up to them and rescue them. The McBroom family used Mama’s biscuits as a door stop when the wind was trying to get into their house.

Additional Tasks

* How did the McBrooms use wind power to make their lives easier? How is wind power used throughout our state today?

Answer: The McBrooms used wind power to plow the fields and to jump rope, and they even saved the wind for summer. Wind power is used to produce electricity. In the year 2004, wind energy in California produced 4,258 million kilowatt-hours of electricity, about 1.5 percent of the state's total [electricity](http://energyalmanac.ca.gov/electricity/overview.html). That's more than enough to light a city the size of San Francisco.

* A regional colloquialism is an informal way of speaking related to a specific location. Create a list of regional colloquialisms used throughout the story.

Answer: young’uns, flapjack, sparkling glassies, come summer, jug, the bear was coming on, buckshot, county seat, mayflies, jumped red hot pepper, bottom truth.

Note to Teacher

* This is a tall tale. A tall tale relates a series of extraordinary events and challenges that are handled in inventive ways.