Unit 4/Week 2

Title: The Case of Pablo’s Nose

Suggested Time: 3 days (45 minutes per day)

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

Bragging and showing off sometimes lead to negative consequences.

Synopsis

Pablo Pizzaro, Idaville’s greatest boy artist, enters a New Nose Now contest. He sculpts a new nose for a statue of Abraham Lincoln. The original nose on the statue had been smashed by a baseball. Pablo is certain he will win the contest and brags all over the neighborhood about his winning nose. Just a few days before the New Nose Now contest, Pablo’s nose is stolen! Pablo is extremely dismayed. He enlists the help of Encyclopedia Brown, famous boy detective, to catch the thief. Encyclopedia Brown seems to have the answers, even to the problems that stump everyone else.

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** | **Evidence-based Answers** |
| Who is Idaville’s greatest boy artist? (Pg. 426) | Pablo Pizzaro is Idaville’s greatest boy artist. |
| Reread page 426. When Pablo Pizzaro burst into Encyclopedia Brown’s detective agency, what did he mean when he said his nose had been stolen? | When Pablo burst into Encyclopedia Brown’s detective agency and said his nose had been stolen, he meant that the nose he sculpted for the New Nose Now contest had been stolen. |
| In your own words, explain why the mayor announced a New Nose Now contest? (Pg. 426) | The nose on a statue of Abraham Lincoln had been smashed to pieces by a baseball. The mayor announced a New Nose Now contest to find the best replacement nose for the statue. The winning sculptor would receive a cash prize. |
| What did Pablo mean when he said that he had “a good chance of nosing out everyone else” in the New Nose Now contest? | When Pablo said he thought he had “a good chance of nosing out everyone else” he meant that he had a good chance of defeating or beating all of the other contestants in the the New Nose Now contest. He believed he had a great chance of winning. |
| Pablo described his lengthy process for making the new nose for the Abraham Lincoln statue. Use the transition words first, then, next, and finally to explain the steps in his process. (Pg. 427) | First, Pablo made a mold of the statue’s face. Then he built a nose in soft wax. Next, he ground down a piece of the same stone used to make the statute and mixed it with his special glue. Finally, he shaped the mixture into the shape of the wax model. |
| Pablo explained to Encyclopedia Brown that he was certain his nose for the contest had been stolen. Using details from the text, explain why Pablo was so certain his nose had been stolen.” (Pg. 427) | Pablo placed the nose he was making on his lawn so it would look weathered and match the stone on the Abraham Lincoln statue. When he went out to check on the nose, he realized it was gone. At the same time, he saw a girl biking away from his house quickly with something the size of the nose in her hand. Pablo also said that the girl wore a blue shirt and rode a purple bike. |
| Pablo said he “noticed a girl biking away from his house like mad.” Why did the author choose to use the phrase “biking away from his house like mad” instead of just saying “biking away from his house?” What is the difference in the meaning of the two phrases? (Pg. 427) | Biking away like mad means biking away very quickly This is important because if the girl on the bike stole the nose, she would go quickly so she wouldn’t be caught. . Biking down the street means taking a leisurely bike ride and doesn’t indicate the urgency of getting away quickly. |
| Pablo was upset with himself that he had bragged all over town about making a nose for the New Nose Now contest. How might the events of the story have changed if he had not bragged about his nose? (Pg. 427) | If Pablo had not bragged all over town about his nose, Desmoana Lowry wouldn’t have known he was working on a nose and therefore wouldn’t have stolen the nose If the nose hadn’t been stolen there would have been no mystery to solve. |
| The detectives knew that three girls in town had purple bicycles. They were able to rule out two of the girls. Using details from the text, which two girls did they rule out and why? (Pg. 427) | The detectives ruled out Martha Katz and Joan Brand because both girls were out of town at the time of the crime  “ Mrs. Katz, Martha’s mom, told them that Martha was spending the summer with her grandparents in Maine When they went to Joan Brand’s house, they found out she was gone to camp in North Carolina.  “The news was no better at Joan Brand’s house. Joan has gone off to Camp Winiwantac in North Carolina a week ago.” |
| Straightaway means right away or immediately. Why did Pablo accuse Desmoana straightaway of being the thief?” (Pg. 428) | Pablo accused Desmoana straightaway because he believed she was jealous of him since he beat her in the tulip drawing contest. Now she was trying to get back at him by keeping him from winning the New Nose Now contest. |
| When the detectives and Pablo went to Desmoana’s house, she denied stealing Pablo’s nose. Explain in your own words the reasons Desmoana gave to prove her innocence. Use details from the text. (Pg. 428) | Desmoana told the detectives that she was wearing a red shirt not a blue one like the thief. She also said that even though she had a purple bike, she had not ridden it for nearly a year. She was in to skate boarding now. |
| Encyclopedia Brown suspected Desmoana of being the thief. Why did he tell Desmoana, “You were never much good at riding a two-wheeler? (Pg. 428) | Encyclopedia Brown knew that if he told Desmoana that she wasn’t good at riding a two-wheeler she would try to prove him wrong by showing off how great she was at riding. He could then determine if her bike had been put away for a year or had been ridden lately. |
| An alibi is a reason or excuse that proves a person was not in the area and could not have committed a crime. How did showing off prove to be a mistake for Desmoana and disprove her alibi? (Pg. 430) | Showing off proved to be a mistake for Desmoana because she gave herself away. Encyclodpedia Brown knew that if her bike had not been ridden for a year the tires would have been flat. Since the tires were not flat, this proved that Desmoana’s alibi was a lie and that she was the thief. |
| Did Pablo “nose out everyone else” in the New Nose Now contest? Why? (Pg. 430) | No. There was no one else to “nose out”. “Pablo was the only person to enter a nose in the contest, and therefore he won. |

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 430 - alibi  Page 426- wailed  Page 427- muttered | Page 425 - agency  Page 427 - mold  Page 427 - texture  Page 429 - forthwith  Page 429 - sneered |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 426 -burst  Page 427 - pleaded  Page 428 - jealous  Page 428 - accused  Page 429 - guilty  Page 428 - retorted | Page 425 - stump  Page 426 - observed  Page 426 - sculptor  Page 427 - weather  Page 428 - glanced  Page 428 - recall  Page 428 - snapped |

Culminating Task

* + - * Re-Read, Think, Discuss, Write:
      * *Pablo and Desmoana had something in common. They both liked to brag and show off. Write a paragraph to explain how b****ragging and showing off impact both Pablo and Desmoana? What lesson should they learn?” Use details from the text and class discussion to support your answer.***

Answer: Pablo bragged all over the neighborhood about making a nose to enter in the New Nose Now contest. Since Desmoana Lowry was jealous of Pablo because he beat her in the tulip drawing contest, she stole the nose so that Pablo wouldn’t have the opportunity to win another contest. If Pablo had been quiet instead of bragging all around the neighborhood, Desmoana would never have known anything about his nose. Pablo realized his mistake and even called himself a blockhead. When Encyclopedia Brown began investigating and questioned Desmoana about her purple bicycle, Desmoana lied and said she hadn’t ridden her bicycle in a year. Knowing that Desmoana was a show off, Encyclopedia challenged her about being able to ride a two wheel bike. She fell for the trap and quickly began to ride her bicycle showing off by doing all kinds of tricks. This allowed the detectives to ascertain that Desmoana was the thief! Pablo and Desmoana should have learned that bragging and showing off can lead to negative consequences.

Additional Tasks

* + - * *Authors use vivid words to write interesting stories instead of using tired over-used words. Provide all the vivid synonyms the author used in the story for the word “said”. The author used the following synonyms: wailed, muttered, pleaded, demanded, retorted. How do these words affect the story?*
* *Write a Persuasive Letter. Imagine that Desmoana writes Pablo a letter to persuade him to forgive her. Write the letter that you think Desmoana might write. Use a graphic organizer like the one shown here to plan your letter.*

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| --- |
| Audience: |
| Opinion: |
| Reason 1: |
| Examples/details: |
| Reason 2: |
| Examples/details: |
| Opinion restated: |
| Action requested: |

* *Sculpt a Coin. Did you ever stop to think that people carry around tiny sculptures of Abraham Lincoln every day? These sculptures are on pennies! The style of sculpture used on coins is called relief, a technique in which a sculpture is partially raised from a flat surface. Use this site or your Social Studies text book to find pictures of Presidents of the United States:* [*http://www.whitehouse.gov/photos-and-video/photogallery/the-presidents*](http://www.whitehouse.gov/photos-and-video/photogallery/the-presidents) *Choose a president to show on a new coin that you will sculpt as a relief with clay.*

Note to Teacher

* The last two additional tasks are outlined also in the student’s books on pg. 434-435.
* It might be interesting for students to read more about the author, Donald J. Sobol before working on their culminating task as “Mystery Authors” themselves.

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.