Unit 4/Week 6

Title: The Go-Around Dollar

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI.3.8; RF.3.3, RF.3.4; W.3.3, W.3.4; SL.3.1, SL.3.2, 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

The United States government has strict regulations for the production and circulation of money, which supports its use in various exchanges in our society.

Synopsis

“The Go-Around Dollar” is a selection that combines two genres: realistic fiction and expository text. It provides an entertaining look, through the use of dialogue and picture support, at the journey of a dollar as it passes through the hands of various characters. In addition, the expository text provides the background to the story with informational references to the actual production of money in the United States from printing to circulation.

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 72. According to the text on this page, where is our nation’s paper money produced? | Our paper money is produced at the Bureau of Engraving and Printing in Washington, D.C. The Bureau is part of the United States Treasury Department. |
| On pages 72-73 the author uses time-order words and illustrations to provide the factual information about the steps necessary to have  “[d]ollars go into circulation.” Reread pages 72-73. Now, with a partner write 3 sentences to summarize this process in your own words. Make sure to include time-order words to help the reader understand the steps. | First, all money goes through a first and second printing process at the Bureau of Engraving and Printing in Washington, D.C. Then, the bills are checked by people and machines to make sure they are perfect. Finally, the sheets are cut into stacks and sent to one of the twelve Federal Reserve Banks in different parts of the United States. |
| Reread page 73. By using context clues, define the word *circulation*. What role do Federal Reserve Banks play in the circulation of money? | Circulation means the movement of dollars around to different people and places all over America. The Federal Reserve Banks are responsible for sending dollars to banks in cities, small towns, and neighborhoods. |
| What rules does the government have on how a bill is shown and the picture of people drawn on the bill? (Pgs. 73-74) | The United States government has very specific laws about how it is shown. It must be in black and white and either larger or smaller in size of a real dollar. Only portraits of people no longer alive can be on American money. |
| Reread page 75. Beginning on this page, the author adds dialogue as a literary device. How does it help the reader understand the factual information found at the bottom of the pages? | The author uses dialogue in the narrative text structure to provide a real-life example of how a dollar changes hands. The factual information gives background to the plot. For example, the girl loses the dollar because we learn that it weighs so little. |
| Reread page 76. What does the notice “This note is legal tender for all debts, public and private” mean? | This notice means that the government (legal) has approved the dollar bill (note/tender) to be used to buy things, pay back money, or pay for a service (all debts, public and private) in the United States. |
| Why are some bills called “star notes”? (Pg. 77) | These bills have been damaged during printing and replace with a bill that has a star where the last letter of the serial number would usually be. |
| Why is Jennifer’s dollar bill not damaged when her mom washes it? Reread the factual information at the bottom of page 79 to support your answer. | Jennifer’s bill was not damaged because it was in the water for a short time and bills are not easily damaged by water because they are printed on especially strong paper. |
| Reread page 80. What does the word “counterfeit” mean? What are some ways the Bureau of Engraving and Printing protect bills from being counterfeit? Use the text to support your answer. | The word counterfeit means fake. To protect people from making fake bills, the Bureau of Engraving and Printing has a secret formula for the ink, a special process for printing the bills, serial numbers and special paper that they use. |
| A formula is a set method for doing something. Why does the Bureaus of Engraving and printing keep the formula for the ink secret? (Pg. 80) | The formula is kept secret so that no one can copy it and use the ink to make counterfeit money. |
| Reread page 85. On this page, the author provides information about the “Great Seal of the United States.” Describe the “Seal”. Why is the word capitalized? | The word Seal is capitalized because it is a proper noun naming the official symbol of our country. One circle has an eagle in it and the other, a pyramid with an eye. |
| A sign or figure that stands for something is called an emblem. What national emblem is on the dollar bill? Use text evidence to provide a description of the emblem. | The bald eagle is the national emblem on the dollar bill. The eagle is holding arrows and an olive branch. The arrows stand for war and the olive branch for peace. |
| Reread page 87. What causes the Treasury Department to replace a bill? Why would a government official become involved in this process? | They will replace a bill if more than half a bill remains after being accidentally burned, chewed, or torn. A government official would have to inspect it if less than half remains. |
| Using time-order words, describe the process of what happens to worn out bills. (Pg. 91) | First, worn out bills are collected by banks. After that, they are sent to one of the Federal Reserve Banks. Finally, they are shredded by a machine. |
| How did the author use both narrative and expository text genres to help the reader understand “The Go-Around Dollar”? | The narrative genre provides an example through dialogue, characters, and a sequence of events about a dollar’s possible journey. The expository text gives background to the events in the narrative story by presenting facts to support the actions. |

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 80 - formula  Page 85 - emblem | Page 72 - serial, Treasury  Page 73 - illustration  Page 76 - tender  Page 85 - official, symbol, spiritual values  Page 87 - inspect |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 73 - circulation  Page 80 - counterfeit  Page 85 - Seal | Page 73 - government, illustration, brick  Page 74 - portrait  Page 76 - debts  Page 79 - damaged, linen |

Culminating Task

* Re-Read, Think, Discuss, Write

*Write an imaginative narrative piece about a class field trip to the Bureau of Engraving and Printing in Washington D.C. Use the factual information provided in the text to support the production and circulation of our nation’s money. Include thoughts, actions, feelings, and dialogue related to the process.*

Answer: *As our 3rd grade class departed from the tour bus to enter the United States Treasury department, my teacher reminded us to pay attention to the huge printing presses we would see. “Wow! Look at those huge sheets of paper!” I shouted as I watched each press role out big sheets of thirty-two bills. My best friend Anna raised her hand excitedly, “How many dollar bills are made in one day?” The tour guide informed us that ten million one-dollar bills can be printed in just 24 hours. Amazing! As we continued our tour, some kids were talking about taking pictures of the machines so that they could make counterfeit money. I wondered if that was possible since we were learning that the government had so many rules and secrets about the process. For example, they have a secret formula for the ink and there is a special serial number included on each dollar. We also learned that people who make fake money are called counterfeiters and can be sent to jail for doing this.*

Additional Tasks

* Students can work in pairs, small groups, or independently to construct a Tree Map to classify/categorize the different information about the details included on the dollar bill using text evidence. Include a diagram of the dollar to have them individually label the important features of the bill using the information from their group Tree Map. Students will share information details orally using complete sentences in a structured grouping strategy, such as “Mix-Pair-Share (Kagan).”

Answer: Inquiry Journal p. 103 provides a diagram structure for this task. At a minimum, students should provide details to describe the following: Portrait, The Great Seal, Serial Number

* Prepare a Carousel (Kagan) activity for your class by posting the following headings on chart paper: *Basic Design, Printing Process, Government Checks, and Circulation.* Students can work in assigned groups (4-5 students) and will visit each of the four posters spending 3-5 minute at each. Information can be added and confirmed about each of the production components. A colored marker can be assigned to each group for the purpose of identifying group responses.
* Students can work in pairs or small groups to rewrite the narrative portion of the text by adding time-order words, additional dialogue, and additional narrative details to enhance the story. Attention to the use of appropriate punctuation in the dialogue and descriptive details should guide the students towards the finished written piece. Students will present the piece in a reader’s theatre style with attention to accuracy, pacing, and tone in the delivery of the dialogue to enhance the oral reading of the finished piece.

Note to Teacher

* If students are having difficulty thinking, speaking, and writing to show their understanding of the two different text structures used by the author, support the learners by incorporating Thinking Maps to understand key concepts such as: sequential order of the narrative text structure (Flow Map), the cause and effect relationships of plot and factual information (Multi-Flow), and classification of the expository information (Tree Map). Review words that indicate chronological order (*first, then, next, following that)* and practice using them in CLOZE frame sentence structures: First, \_\_\_\_\_\_ found the dollar. After that,\_\_\_\_\_\_\_. Review words that indicate causal relationships (*because, so, as a result, therefore*) and practice using them in CLOZE frame sentence structures: \_\_\_\_\_\_\_ a dollar weighs so little, \_\_\_\_\_\_\_it is easily lost. Additional resources to support further inquiry are provided in the following OCR Leveled Library titles: Round and Round the Money Goes and Our Money.

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.