Unit 2/Week 5

Title: The Case of the Three Bears Breakfast

Suggested Time: 3 days (45 minutes per day)

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

When we work together to sort through evidence, we find clues that can help us solve a mystery.

 Synopsis

 Sam and Cam own a detective agency. They are contacted by the Bear family, who is upset because their banana pancakes have been eaten and someone has been sitting in their chairs. Sam and Cam must investigate to determine who has been in the Bear family’s house eating their breakfast and sitting in their chairs. Sam and Cam use various pieces of evidence they and contact Professor Evvie Dense to help them use the clues to solve the mystery.

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. Teacher reads the main selection text aloud with students following along.
2. 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** |
| Most of us are familiar with the traditional story of *Goldilocks and the Three Bears*. When you look at the list of characters on page 282, which characters are new to this story? Which characters are the same? | The new characters are: Cam, Sam, Professor, and Bananas Bennett. The characters that are the same are: Mama Bear, Papa Bear, and Jr. Bear. |
| Cam and Sam are detectives and their job is to investigate mysteries. What does investigate mean? p.283 | To **investigate** means to find out the truth.  |
| Why do the bears go to the detective agency? p. 284 | The bears go to the detective agency because they want to find out who has been sitting in their chairs and eating their food. |
| How do you know the characters are working together? p. 284-285 | Cam and Sam ask questions and the bears give them the information they need. Sam also asks the bears to help them look for clues. |
| Reread page 285. What clues about the mystery are found on this page? | Jr. Bear finds banana pancake crumbs and Sam finds yellow hairs. |
| An **expert** is someone who knows a great deal about a particular topic. What is the professor an expert on? Why do Sam and Cam call him in? p.286 | The professor is an expert at studying clues. Sam and Cam called him in to help them solve the mystery.  |
| What clues are given to the professor when he arrives? p. 287-288 | The intruder sat in the Bears’ chairs, ate their food (banana pancakes) and watched most of the movie *The Bananas that Ate Belmont.* There were crumbs, yellow hairs, and the intruder took the bears’ bananas.  |
| Why did Cam and Sam share the clues they found with the professor? P.288 | They wanted the professor to have a better understanding of the case.  |
| Using evidence from the text, what is the meaning of **various**? What were the various clues in this story? p.288 | **Various** means different. There were different clues gathered in the story such as yellow hairs, banana pancake crumbs, and missing bananas. |
| Sam **suspects** Bananas Bennett. When you **suspect** someone of doing something, you think that someone has done it. Why does he suspect him? p. 289 | Sam **suspects** Bananas Bennett because he is the “biggest banana fan in the world.” |
| Using evidence from the text and the text illustration on p. 290, how do you know Bananas looks nervous? Why is he nervous? | When the Bears, Sam, and Cam arrive at Bananas Bennett’s house he opens the door and jumps back saying, “Ahhhh! Bears! Help!” He does this because he is surprised/scared of the bears and he could possibly feel guilty because he is the one who ate the bears’ food and sat in their chairs.  |
| On p.292, Bananas confesses to being the intruder. In the text he says, “I followed my nose and it led me to the bears’ house”. What does Bananas mean by this? Explain your answer.  | Bananas said he followed his nose because he smelled a delicious banana scent and he followed the smell that led him to the bears’ house.  |
| According to the text, what does Bananas Bennett do at the end of the story to make up for eating the Bears’ food? | At the end of the story, Bananas apologized and he made fresh banana pancakes for the bears.  |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 |  p. 283 – mysteryp. 289 - suspect | p. 283 - interesting p. 288 – laboratory (lab)p. 293 - banquet |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | p. 283 – investigate, detective, agencyp. 285 – intruder, embarrassedp. 286 – professor, deliciousp. 289 – curiosityp. 290 – nervousp. 292- confess | p. 286 – expertp. 288 – variousp. 290 – alertp. 292 - scent |

Culminating Task

* *Use evidence from the text to explain how the characters in this story worked together to find clues to help solve the mystery. (Characters: Cam, Sam, Mama Bear, Papa Bear, Junior Bear, Professor and Bananas Bennett)*
	+ Answer: *The Case of the Three Bears Breakfast* includes characters thatwork together to collect clues and solve a mystery. In the story, Sam and Cam are detectives. They are both helpful in collecting clues that lead the group to solve the mystery. Sam found the hairs, he remembered Bananas Bennett loved bananas and also saw Bananas Bennett flick a crumb off his sweater. Cam helps Sam by asking questions. Mama Bear, Papa Bear and Jr. Bear are neighbors to Bananas Bennett. They are not happy because someone ate their pancakes. All three bears contact the detective agency for help. They give the detectives information about the events and this information led to solving the mystery. Mama Bear smelled pancakes and noticed they were all gone. Papa Bear noticed there were no more bananas. Mama and Papa Bear noticed that the intruder stopped the movie. Jr. Bear saw the pancake crumbs on his chair. He also noticed that someone watched the movie, *The Banana that ate Belmont*. Professor Evvie Dense is an expert at studying clues. Sam and Cam called him for help. He puts the story together and brings evidence to a lab that helps the group to solve the mystery. Bananas Bennett is the biggest banana fan in the world. He lives in a banana shaped house. He appears scared and nervous when he is questioned, then he eventually tells the truth (confesses), apologizes, and shares pancakes with the bears. His confession at the end of the story explains the mystery. All of the characters work together by using these clues to solve the mystery.

Additional Tasks

* Discuss with students the importance of contributing to the community. Point out that by solving people’s mysteries, Sam and Cam are helping their community. Ask students to talk about how they participate in their own community. Explain that a classroom is a type of community. Point out that when students participate in the classroom, they can help other people understand ideas.
* Create a play: Have students perform the Readers’ Theater of *The Case of the Three Bears Breakfast,* using pre-made props for their performance.

Note to Teacher

* *The Case of the Three Bears’ Breakfast* is a Reader’s Theater where the students read the script aloud.
* Remind students that *The Case of the Three Bears’ Breakfast* is a different version of a story they already know*.*
* The Culminating Task does not have to be completed all at once. This should be used as a writing process.

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**“The Case of the Three Bears’ Breakfast”**

1. Most of us are familiar with the traditional story of *Goldilocks and the Three Bears*. When you look at the list of characters on page 282, which characters are new to this story? Which characters are the same?
2. Cam and Sam are detectives and their job is to investigate mysteries. What does investigate mean? p.283
3. Why do the bears go to the detective agency? p. 284
4. How do you know the characters are working together? pp. 284-285
5. Reread page 285. What clues about the mystery are found on this page?
6. An **expert** is someone who knows a great deal about a particular topic. What is the professor an expert on? Why do Sam and Cam call him in? p. 286
7. What clues are given to the professor when he arrives? pp. 287-288
8. Why did Cam and Sam share the clues they found with the professor? P.288
9. Using evidence from the text, what is the meaning of **various**? What were the various clues in this story? p. 288
10. Sam **suspects** Bananas Bennett. When you **suspect** someone of doing something, you think that someone has done it. Why does he suspect him? p. 289
11. Using evidence from the text and the text illustration on p. 290, how do you know Bananas looks nervous? Why is he nervous?
12. On page 292, Bananas confesses to being the intruder. In the text he says, “I followed my nose and it led me to the bears’ house”. What does Bananas mean by this? Explain your answer.
13. According to the text, what does Bananas Bennett do at the end of the story to make up for eating the Bears’ food?

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.