Unit 4/Week 1

Title: The Gardener[[1]](#footnote-1)

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.3, RL.4.4, RL.4.7; RF.4.3, RF.4.4; W.4.2, W.4.4, W.4.9; SL.4.1, SL.4.2; L.4.1, L.4.2, L.4.3, 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 their work with this text.

Big Ideas and Key Understandings

Lydia made the best of a difficult situation by making a good life for herself, her uncle, and her neighbors.

Synopsis

Lydia Grade is sent to live with her Uncle Jim while her parents look for work. She happily settles in to her new home where she makes friends with Ed, Emma, and the neighbors. With their help, Lydia Grace plants, what she believes, is a secret garden to make her uncle flash a rare smile. After Uncle Jim sees her big surprise, he presents her with a special cake covered in flowers. Lydia Grace believes that cake equals one thousand smiles.

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 without interruption.
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 (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| --- | --- |
| **Text Dependent Questions** | **Answers** |
| **Why does Uncle Jim invite Lydia Grace to live with him? (pg. \_\_\_)** | Her parents are out of work, and they are very poor. Uncle Jim can help take care of her. |
| **Why does Lydia Grace write Uncle Jim an important letter from the train station? (pg. \_\_\_)** | She wants him to know important things about her that she will be too shy to say in person. |
| **Re-read the first paragraph of the letter on page \_\_\_. What did Lydia Grace’s mother do for her?** | She made a dress for Lydia Grace from her own dress. |
| **How does the illustration on page \_\_\_ help tell the story?** | Lydia Grace says she’s dreaming of gardens. There are packets of flower seeds floating in the air around her seat. (Teacher may need to explain that zinnia, cosmos, and marigold are types of flowers.) |
| **Why is Lydia Grace excited to see the window boxes? (Teacher may need to point students to the window boxes in the illustration on page \_\_\_.)** | She can plant flowers at her new home. |
| **Why does Lydia Grace tell her grandmother about the sun shining down on the corner where she will live? (pg. \_\_\_)** | Sunshine is important for growing plants. |
| **Adore means to really like or love something. Why does Lydia Grace adore her gifts from home? (Teacher may need to define catalogue and bulb to students.) (pg. \_\_\_)** | She loves all things gardening. She can plant the bulbs in her window boxes.  |
| **Why did Lydia Grace write a poem for Uncle Jim? (pg. \_\_\_)** | She was trying to make him smile.  |
| **Re-read the first paragraph on page \_\_\_. Why does Lydia Grace say, “You should see them now?”** | The date is Feb. 12. It’s been several weeks since Christmas, and the bulbs have probably grown a lot. |
| **How did Emma and Lydia Grace become friends? (pg. \_\_\_)** | They made a deal to teach each other how to knead bread and speak Latin. |
| **Why did the author put the word *my* in italics? (pg. \_\_\_)** | To show that Lydia Grace was especially happy that the cat was sleeping on her bed, and not somewhere else. |
| **Look at the illustration on pages \_\_\_ and \_\_\_. Where is Lydia Grace’s secret place?**  | It might be on the roof. Fire escape steps are leading up. Also, she states that Otis is the only one who knows about it, and cats often like to explore. |
| **Re-read the letter on page \_\_\_. What are Lydia Grace’s “great plans?”** | She is planting all the seeds and bulbs in anything she can find to make a garden on the roof. |
| **What does it mean when Lydia Grace says, “the seeds and roots are sprouting?” What does sprouting mean? (pg. \_\_\_)** | Showers cause flowers to grow. Flowers must grow in the rain. Sprouting means growing (into a plant.) |
| **Why did the store being full make Uncle Jim almost smile?** | The store was almost full with customers. More customers mean more money for the bakery. Uncle Jim is happy to be making money. |
| **Re-read page \_\_\_ and look back in the story. Name all the people who have helped Lydia Grace with her “secret” place? Do you think it is still a secret?** | Grandma, Emma, neighbors, customers. Probably hard to keep it from Uncle Jim if everyone else knows about it. People call her “the gardener”. |
| **What holiday is being celebrated? (pg. \_\_\_)** | 4th of July |
| **What does Lydia Grace mean when she says, “I’ve tried to remember everything you ever taught me about beauty”?** | Her grandmother taught her how to care for a garden and create beauty with flowers. |
| **In your own words, describe the surprise illustrated on pages \_\_\_ to \_\_\_.** | Rooftop garden with flowers everywhere; refreshments; sparklers |
| **Why is Lydia Grace’s “heart pounding so hard”?** | She is excited and happy about her surprise cake and news of Papa’s job and her parents’ homecoming.  |

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 |  | Page - LatinPage - Vacant, lotPage - Sprucing |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page - Window boxes (note picture on page \_\_\_)Page - AdorePage - Sprouting | Page - AnxiousPage - BloomingPage - KneadPage - survived |

Culminating Task

* Re-Read, Think, Discuss, Write

*Re-read the sentence on page \_\_\_: “I truly believe that cake equals one thousand smiles.” Lydia Grace tried very hard to get her Uncle Jim to smile just once. Why do you think she instead got something that equaled one thousand smiles?*

Answer: Lydia worked for months making a large and beautiful rooftop garden. Her love, time, and effort were so great that Uncle Jim gave her something bigger or greater than just a smile. He put love, time, and effort into baking a special cake for her.

Additional Tasks

* *Time Line – The dated letters show the time span for the setting of this story. They also show how long Lydia Grace waited to see her uncle “smile”. Create a chart that shows every letter that mentioned Uncle Jim’s smile. How long did she wait?*

|  |  |
| --- | --- |
| **Date** | **Description** |
| September 5, 1935 | He doesn’t smile. |
| December 25, 1935 | Wrote a poem, still didn’t smile. |
| February 12, 1936 | Hoping for a smile. |
| April 27, 1936 | Planning on a big smile. |
| May 27, 1936 | Almost smiled. |
| June 27, 1936 | Sure he will smile. |
| July 4, 1936 | Imagining his smile. |
| July 11, 1936 | Gave her something worth a thousand smiles. |
| **10 Months – (like a whole school year)** |

* *Discussion - Why do you think Uncle Jim hardly ever smiled?*

Possible answers: The one time he “almost smiles” is when he has more customers, so it is possible that he is worried about money. Another possibility is that he may be alone, as the text does not show us a wife or children. Finally, he may be the kind of person who just doesn’t smile very much. Though the last two are possible, it should be pointed out that there is no direct evidence in the text for either. The point of this question is to draw attention to the fact that Jim not smiling is central to much of the text.

Note to Teacher

* *Build background knowledge - Great Depression*

Explain to students that this story takes place during a time in American history known as the Great Depression. During a depression, many working-aged people cannot find jobs. Therefore, many people were very poor during the Great Depression.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“The Gardener”**

1. Why does Uncle Jim invite Lydia Grace to live with him? (Pg. \_\_\_)
2. Why does Lydia Grace write Uncle Jim an important letter from the train station? (Pg. \_\_\_)
3. Re-read the first paragraph of the letter on page \_\_\_. What did Lydia Grace’s mother do for her?
4. How does the illustration on page 27 help tell the story? (Pg. 27)
5. Why is Lydia Grace excited to see the window boxes? (Pg. \_\_\_)
6. Why does Lydia Grace tell her grandmother about the sun shining down on the corner where she will live? (Pg. \_\_\_)
7. Adore means to really like or love something. Why does Lydia Grace adore her gifts from home? (Pg. \_\_\_)
8. Why did Lydia Grace write a poem for Uncle Jim? (Pg. \_\_\_)
9. Re-read the first paragraph on page \_\_\_. Why does Lydia Grace say, “You should see them now?”
10. How did Emma and Lydia Grace become friends? (Pg. \_\_\_)
11. Why did the author put the word *my* in italics? (Pg. \_\_\_)
12. Look at the illustration on pages 34 to 35. Where is Lydia Grace’s secret place? (Pgs. \_\_ - \_\_)
13. Re-read the letter on page \_\_\_. What are Lydia Grace’s “great plans?”
14. What does it mean when Lydia Grace says “the seeds and roots are sprouting?” What does sprouting mean? (Pg. \_\_\_)
15. Why did the store being full make Uncle Jim almost smile?
16. Re-read page \_\_\_ and look back in the story. Name all the people who have helped Lydia Grace with her “secret” place? Do you think it is still a secret?
17. What holiday is being celebrated? (Pg. \_\_\_)
18. What does Lydia Grace mean when she says, “I’ve tried to remember everything you ever taught me about beauty?”
19. In your own words, describe the surprise illustrated on pages \_\_\_ to \_\_\_.
20. Why is Lydia Grace’s “heart pounding so hard?”

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.
1. *This story is a “duplicate.” (It is found in other basals, as well.) This particular revision was completed by a teacher who uses a different basal, so the page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.* [↑](#footnote-ref-1)