Unit 1/ Week 1

Title: The Hot and Cold Summer

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL5.2, RL.5.4; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2; SL.5.6; L.5.1, L.5.2, L.5.3, L.5.4

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

This is a story about making assumptions.

Synopsis

Before they ever met her, Rory and Derek made a pact not to speak to Bolivia, the new girl in town. Despite their parents’ and Bolivia’s efforts, the boys try their best to exclude her from hanging out with them. After Bolivia orchestrates a neighborhood-wide search for her pet parrot, Lucette, the boys become very excited about the parrot and break their vow of silence.

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.)

1. 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** |
| **To avoid someone means to keep away from them so that you don’t have to see them and they don’t have to see you. How did the boys avoid meeting Bolivia at first? (pg. 23)** | They hung out with Maurice, who served food they didn’t like (sprout and tofu sandwiches) and did activities they didn’t enjoy (played the violin). |
| **An assumption is an idea or expectation you have about something, usually before you know all the information. Re-read the first several paragraphs on page 24. Stop after “Rory realized for the first time…” What were some assumptions the boys made about Bolivia? Were their assumptions correct? (This question is explored further in the Culminating Task.)** | 1. Bolivia would arrive at the barbeque with her sister, but they were wrong. “Rory realized for the first time that Bolivia’s little sister hadn’t come to the barbecue.” 2. Rory “noticed, however, that he had been right about one thing. Bolivia was several inches taller than he was.” 3. That they would not like her: “…compensation for Bolivia”, “didn’t want to appear interested”, “trying to edge away from the guest of honor”. |
| **Re-read the section beginning with, “Derek leaned…,” and end with, “He nodded.” Why did Rory grin? (pg. 26)** | He probably thought Derek had a clever idea. With their mouths full, they couldn’t talk to Bolivia, and they were technically obeying something his mother had “told him a thousand times” –not to talk with his mouth full. |
| **On page 27, the author says, “Derek got the message.” What was the message?** | Even though Derek was gobbling at Bolivia and not actually speaking, the kick from Rory under the table told him it was close enough to talking and that he should stop. |
| **On page 29, Rory now hopes Bolivia “was getting the message that he and Derek didn’t want her around.” Refer to the text and explain how the boys delivered their message at the barbeque.** | They wouldn’t go to her aunt’s to play with Lucette, even though she asked twice (pgs. 24 and 28). They wouldn’t talk to her about turkey burgers (pg. 26). Rory wouldn’t tell her about Woodside or when the library shows free movies (pg. 27). |
| **Re-read the last paragraph on page 29. Why did the summer seem to stretch “endlessly before” Rory and Derek?** | Avoiding Bolivia has taken a lot of effort (hanging out with Maurice, stuffing themselves with food), and it’s just at the beginning of July. They still had many days before she was going back home. |
| **Why did Rory suggest calling an ambulance or the police rather than the fire department? (pg. 31)** | He still thinks Lucette is a baby, and he is worried about her. He is thinking about what he would do if Edna fell out of a window. |
| **Re-read the first paragraph on page 32. What else kept Rory and Derek from admitting their mistake?** | They were too embarrassed or felt silly. Bolivia was shouting at them, and they weren’t going to admit their mistake in front of her. |
| **How did the boys seem to feel about helping to catch Lucette? How can you tell? (pg. 35)** | Eager and excited. They were calling for Lucette; forgot swimming and chased the parrot from tree to tree; asking what she liked to eat; rushing home for fruit. |
| **On page 36, re-read the section beginning with “Hello there,” and ends with “…worried about the bird.” Why is Bolivia smiling?** | She’s probably enjoying the excitement. Lucette seemed to be having fun, and Bolivia really isn’t that worried about her. |
| **On page 39, what did Bolivia do when she noticed Rory listening to her talking with the neighbors? Why?** | She hastily (quickly) tried to sound concerned about Lucette by worrying out loud that she was “overexcited” and wouldn’t come down, even though she was just bragging about Lucette’s talents (knowing 10 words, playing dead, most telling - landing on her arm when she calls for her.) She didn’t want Rory to think she wasn’t really worried. |
| **Re-read the last two paragraphs on page 39. Rory had a “strong suspicion”. What is a suspicion? What details in the story made Rory suspicious of Bolivia?** | A suspicion is when you think something might be true or might be happening but you are not sure. The curtain moved earlier that morning; Bolivia smiling and chatting with neighbors during the commotion; Bolivia accidentally admitting that Lucette comes to her when called. |
| **Why couldn’t Derek keep from asking Bolivia questions?**  **(pg. 40)** | The commotion got him very excited about Lucette. He was very interested and wanted to know more about her. |

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 24 - Assumption (see second text dependent question and culminating task)  Page 23 - Avoid (see first text dependent question) | Page 29 - Carmen, souvenir, authority  Page 39 - Tarzan |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 39 - Hastily, suspicion | Page 23 - Pact  Page 24 - Compensation, emerge, directly  Page 29 - Disposed  Page 30 - Manage, stunned  Page 31 - Incredible  Page 32 - **Administration**, **courses,** **attaché case** (illustration)  Page 36 - **Fiddled, dials**  Page 39 - Commotion |

Culminating Task

* Re-Read, Think, Discuss, Write

*An assumption is an idea or expectation you have about something, before you know all the information. Many times assumptions can be proven wrong, once you look deeper or get more complete information. Derek and Rory made several assumptions about Bolivia throughout the story. What were the assumptions the boys made and what was actually true about Bolivia? What could they learn from this? (See second Text Dependent Question above.)*

Answer: See chart below for assumptions and truths. They could learn that what you think about a person before you actually meet them may not always be true.

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| **Assumptions…** | **The truth…** |
| They wouldn’t like Bolivia | She was pretty interesting and could be a fun friend. |
| Bolivia had a sister named Lucette. Pg. 24 | Bolivia had a parrot names Lucette. Pg 31 |
| Bolivia was taller than Rory. Pg 24 | She was taller than Rory. |
| Bolivia thought boys would enjoy playing nursery schools with babies. Pg. 28 | She thought the boys would enjoy playing with her parrot. |
| Bolivia actually was worried about Lucette. Pg. 30-35 | She was pretending to be worried. Pg. 39 |

Additional Task

* *Foreshadowing – sometimes authors give us clues about things that will happen later in a story. At what point did the author start giving us clues that Lucette was a parrot? When did you suspect? Were you completely surprised?*

Possible Answers: She knows ten words; smoke might be bad for her so they left her at home alone? (pg. 24); offer to teach her new words and feed her (pg. 28); she went out the window; she may be in the trees (pg. 30); calling the fire department; flying from tree to tree; climbing on Bolivia’s arm; flying around the room (pg. 31).

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**“The Hot and Cold Summer”**

1. To avoid someone means to keep away from them so that you don’t have to see them and they don’t have to see you. How did the boys avoid meeting Bolivia at first? (Pg. 23)
2. An assumption is an idea or expectation you have about something, usually before you know all the information. Re-read the first several paragraphs on page 24. Stop after “Rory realized for the first time…” What were some assumptions the boys made about Bolivia? Were their assumptions correct? (Pg. 24)
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6. Re-read the last paragraph on page 29. Why did the summer seem to stretch “endlessly before” Rory and Derek? (Pg. 29)
7. Why did Rory suggest calling an ambulance or the police rather than the fire department? (Pg. 31)
8. Re-read the first paragraph on page 32. What else kept Rory and Derek from admitting their mistake? (Pg. 32)
9. How did the boys seem to feel about helping to catch Lucette? How can you tell? (Pg. 35)
10. On page 36, re-read the section beginning with “Hello there” and end with “… worried about the bird.” Why is Bolivia smiling? (Pg. 36)
11. On page 39, what did Bolivia do when she noticed Rory listening to her talking with the neighbors? Why? (Pg. 39)
12. Re-read the last two paragraphs on page 39. Rory had a “strong suspicion”. What is a suspicion? What details in the story made Rory suspicious of Bolivia? (Pg. 39)
13. Why couldn’t Derek keep from asking Bolivia questions? (Pg. 40)

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.