Unit 4/Week 4

Title: Satchmo’s Blues

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.7; RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.5

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

 Hard work, drive, and perseverance eventually pay off.

Synopsis

Young Louis Armstrong, “Satchmo,” longs to play the horn, but his family has no money for such things. He was inspired to learn to play the coronet by listening to a local New Orleans jazz band. He decides to earn the money himself by doing chores, running errands, and selling items.

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 continues to read the 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** |
| Describe the type of place New Orleans is. (Pg. 442)  | New Orleans sits along the mighty Mississippi River in southeastern Louisiana. It is the home to red beans and rice, jazz music, and a musician named Louis Armstrong.  |

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| What did Louis do on hot summer nights? (Pg. 442) | Louis sat outside Economy Hall and listened to the Eagle Band play some of the best jazz music in town. He watched his favorite musician Bunk Johnson, blow his coronet until the roof trembled. Louis dreamed of one day being just like Bunk Johnson.  |
| Read the following lines: Begin with “Louis and his family lived on Perdido Street, “back o’ town”… and end with “not enough for a coronet anyway.” What evidence does the author use to support Perdo Street being the poor part of town? Use evidence from the text to describe what the phrase “back o’ town” means. | “Back o’ town” means the poor part of town. Page 445- a tough neighborhood, with broken bottles, mangy dogs, and kicked in fences. |
| Contrast the “back o’ town” on page 445 and the “front o’ town” on page 449 using evidence from the text. Despite the “back o’ town being poor, why did Louis like it there? | The “back o’ town” is a tough neighborhood where Louis and his family lived. It’s where the music is played. The “front o’ town” is where the businesses, like the produce market, shops, and pawnshops are located. Louis didn’t mind the “back o’ town”. At night when the lanterns were lit and Willie Reed brought out his fiddle, it was just like being in Economy Hall, with everyone clapping and dancing on boards. |
| If things are fair, they are just. No one has any advantages over anyone else. For example, it wouldn’t be fair if some students got extra recess and others didn’t. What did Louis think was unfair? (Pg. 445)  | Louis wanted to buy a horn that was sitting in a pawnshop window. He wanted a musical instrument. He didn’t have enough money to spend the $5.00 that the horn cost which was unfair because he was poor. |
| What happens when Louis asks Santiago, the pieman, to borrow his horn? (Pg. 446) | We learn that he thought he could blow into it to blow music, but he was unsuccessful. We learn that Louis was not going to give up. He wanted to “turn that awful ppphhh into something wonderful”. He was determined to be a jazz musician.  |
| What is Louis doing when his mother asks him what he was doing with his lips? (Pg. 446) | He was pretending to blow into a horn. |
| What challenges does Louis face in trying to earn money for the horn? (Pg. 449) | Louis had to poke “through the trash looking to find onions he could sell to restaurants”, he had to use a knife to cut out the “rotten parts”, and he had to listen to Beatrice discourage him when she said, “you’re not going to find a horn that way” when he was trying to find onions to sell.  |
| How did Louis do everything he could do to earn the $5.00? What kind of things did he do? (Pg. 449) | He sold rags and coal, ran errands for the neighbors, collected and sold onions, cleaned tombstones, and pulled weeds. |
| On page 451, Louis had a “hard choice to make.” What was his choice, and what does his choice tell us about him? | Louis gave his Mama the quarter to help pay for the jambalaya because it was his sister’s birthday. His Mama needed more money to buy the ingredients and reminded him that he needs to chip in and not always think of himself. Louis knew giving the quarter to his mother meant that he was further away from earning the money for his dream, the coronet. We learn that Louis is unselfish from his choice. |
| What evidence from the text and illustration on pages 452-452 demonstrate how Louis felt at the pawnshop? | Louis was so excited he ran to the pawnshop without his shoes. Louis felt proud when he flung his money on the counter and exclaimed, “That horn is mine!” The illustration shows him smiling on page 453. |
| On page 454, Louis whispered to the stars, “Someday, I’m gonna blow you right out of the sky.” What do you think he meant by that statement? | Louis meant he would only get better at playing the coronet because he was determined to improve. “He wanted to turn that awful ‘ppphhhh’ into something wonderful---something so hot and jazzy that everyone would come running”.  |

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 445 - cornet (context)Page 445 - valvesPage 449 - errands Page 449 - gospel Page 449 - producePage 449 - suspiciouslyPage 452 - grunted  | Page 449 - plunkPage 449 - tombstonePage 445 - lanterns |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Paged 451 - pausedPage 451 - streamingPage 452 - flung | Page 445 - brassPage 445 - mangy Page 451 - burstingPage 454 - propped |

Culminating Task

* *What events in Louis’ childhood contributed to his dream of making music that would make the “stars go spinning”?*

Answer:

* Louis sat outside Economy Hall and listened to the Eagle Band play some of the best jazz music in town. He watched his favorite musician Bunk Johnson, blow his coronet until the roof trembled. Louis dreamed of one day being just like Bunk Johnson. Page 442
* Louis didn’t mind the “back o’ town”. At night when the lanterns were lit and Willie Reed brought out his fiddle, it was just like being in Economy Hall, with everyone clapping and dancing on boards. Page 445
* We learn that he thought he could blow into it to blow music, but he was unsuccessful. We learn that Louis was not going to give up. He wanted to “turn that awful ppphhh into something wonderful”. He was determined to be a jazz musician.
* He sold rags and coal, ran errands for the neighbors, collected and sold onions, cleaned tombstones, and pulled weeds in order to earn money to buy a horn. Page 449

Additional Tasks

* *Why is the story titled “Satchmo’s Blues”? Keep in mind the story is an informational narrative. Describe Satchmo’s personal life relevant to music and achievements in a poster, which includes at least two relevant pictures that pertain to Satchmo’s life.*

Answer: Louis in the story is actually Louis Armstrong, and Satchmo is Louis Armstrong’s nickname. Louis danced for pennies in the streets as a child and held the pennies in his mouth to prevent older children from stealing them. He used his mouth as a satchel, which is where Satchmo derived.

* *Readers’ Theater: Students are organized into small groups and each group chooses a scene from the story. Two students read the scene while the other group members act out what is being read. Students are directed to practice reading the scene aloud accurately and fluently using appropriate facial expressions, volume, and pacing.*

Note to Teacher – ELL Component

* For the Additional Task 1 – ELL Component, the Teacher can check out several books on Louis Armstrong to keep in the class for students to use, request the schools Librarian to utilize Library time for students to research Louis Armstrong, or request students check out materials on Louis Armstrong. The Teacher may also play Louis Armstrong’s music in class during a Reading Research block. The posters can be typed or handwritten with drawn pictures or clipart from the computer. They don’t necessarily have to be on poster board. Large construction paper would be sufficient. Students can have a Gallery Walk to see each other’s posters. The Teacher can have student’s share in pairs what they discovered and choose a few students to share.

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**“Satchmo’s Blues”**

1. Describe the type of place New Orleans is. (Pg. 442)
2. What did Louis do on hot summer nights? (Pg. 442)
3. Read the following lines: Begin with “Louis and his family lived on Perdido Street, “back o’ town”… and end with “not enough for a coronet anyway.” What evidence does the author use to support Perdo Street being the poor part of town? Use evidence from the text to describe what the phrase “back o’ town” means.
4. Contrast the “back o’ town” on page 445 and the “front o’ town” on page 449 using evidence from the text. Despite the “back o’ town being poor, why did Louis like it there?
5. If things are fair, they are just. No one has any advantages over anyone else. For example, it wouldn’t be fair if some students got extra recess and others didn’t. What did Louis think was unfair? (Pg. 445)
6. What happens when Louis asks Santiago, the pieman, to borrow his horn? (Pg. 446)
7. What is Louis doing when his mother asks him what he was doing with his lips? (Pg. 446)
8. What challenges does Louis face in trying to earn money for the horn? (Pg. 449)
9. How did Louis do everything he could do to earn the $5.00? What kind of things did he do? (Pg. 449)
10. On page 451, Louis had a “hard choice to make.” What was his choice, and what does his choice tell us about him?
11. What evidence from the text and illustration on pages 452-452 demonstrate how Louis felt at the pawnshop?
12. On page 454, Louis whispered to the stars, “Someday, I’m gonna blow you right out of the sky.” What do you think he meant by that statement?

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.