Unit 3/Week 2

Title: Last Summer with Maizon

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1-3, RL.6.4, RL.6.5, RL.6.9\*; W.6.1, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2, L.6.4, L.6.6

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 Margaret is faced with the challenges of growing up and now has a new stage in her life. What does she discover about herself as she is faced with change?

Synopsis One definition of a protagonist is a character that goes through change. And part of the definition is that the antagonist is the cause of the change. In this selection of the story, the main character, Margaret is affected by the loss of her father, who suffers a heart attack, and then the loss of her best friend who moves away. As she adapts to that change she discovers new talents and new friends.

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 pages 278 -279. How does the author begin the story?Why are the girls riding on the M train instead of the L train?  | The two friends, Margaret and Maizon are traveling with Margaret’s mother and Maizon’s grandmother to Penn Station. Even though the L train would have been easier, the M train crosses over the bridge and Maizon wanted to ride over it once more before she left. Margaret is along to see her off. |
| On pages 278 and 279, what words and phrases does the author use to show how each girl is feeling? | Margaret: Sad/upset/nervous evidence : choking back tears for **what seemed like the millionth time**, shivered as the train went over the water, looked down at her fingers and began biting her cuticles, Margaret jumped at Maizon’s replyMaizon:  **nervous** distracted evidence: sat nervously drumming her fingers, “Hmm?” Maizon frowned; she seemed to be concentrating on something in the water, “What Margaret!”There was an uneasiness in her eyes she hadn’t seen beforeHer voice sounded forced and fake, “I’m scared” she whispered. The illustration shows the two girls sitting far apart, looking uncomfortable.  |
| Reread pages 280. How do you know Margaret is aware that she will be facing change? | Asks what is the difference between an old friend and a new friend, I feel like something is going to change now and I can’t change it back, I just feel empty instead of sad, I feel like Maizon kept be back from doing things and now I don’t have any more excuses.  |
| Reread page 281 – 283. How does the author show the change of setting but still shows Margaret’s feelings are similar to the earlier part of the story? What words indicate the feelings? | Margaret pressed the pencil to hear lips and stared out the classroom window **daydreaming**, outside was grey and desolate but Margaret had been feeling that way since Maizon left, Margaret jumped and turned toward Ms. Peazle, Margaret looked down **embarrassed**, things had changed since Maizon left, she is **distracted**. |
| PGS 281 – 283How does the way Margaret is feeling affect her schoolwork and her relationship with her teacher and peers? | She is in the smartest class but can’t think about what to write. She would never get finished and Ms. Peazle would scold her and make her feel to dumb to be in 6-1, Margaret chewed her eraser and looked out the window again, Margaret tried writing frantically, Margaret knew she could write better than that, she had to stay in to talk to Ms. Peazle while the others went out where she “heard the exited screams and laughter.” Her peers “snickered” at her and didn’t really talk to her much.  |
| Reread pages 283 - 286 What is revealed about Margaret and Ms. Peazle through her experience at school?  | Her teacher allows her to take her assignment home to finish and Margaret says, “I can do better….” She surprises herself by wanting so badly to stay in Ms. Peazle’s class. Margaret is excited to begin when she gets a “wonderful idea.” Ms. Peazle took the assignment, looked it over and said smiling, “We are ready to listen” Margaret ignored them and started to read, when Ms. Peazle asked Margaret to leave the assignment on her desk there was a small smile playing at the corners of her mouth, Margaret reassures herself by telling herself what Maizon would have said if she were there, Ms. Peazle writes her a note that she likes her poem instead of admonishing her for looking out the window, when she finds out her teacher wrote the not she smiles and floats home. From this evidence it is shown that Ms. Peazle believes in Margaret and Margaret is beginning to feel a little better. The illustration shows her dressed up, as if this time to read to the class is important to her.  |
| Reread the poem on page 285.Why is it shown on the page this way? What feelings is Margaret **expressing** through writing?  | The poem is in different font on a page with background to bring focus to it. The author wants this part to stand out. Here Margaret is expressing her feelings of **nervousness** with the pen trembling, sadness at her father’s passing, worry about her mom, **uncertainty** about Maizon. This poem is sharing her innermost feelings with her class. This was a risk for her.  |
| PG 288 How does Hattie’s poem influence Margaret’s new thoughts about her own poem and the reaction from her class? What does Margret say to show this connection? | “Maybe,” she said after a long time, “Maybe it wasn’t that the class didn’t like my poem. Maybe it was like your poem, Hattie. You have to sit quietly and think about all the things it makes you think about after you hear it. You have to let …let it sink in!” This helps ease her fears when the class didn’t **applaud** or respond. This shifts from her thinking that Maizon would understand, “She’d understand what I’m feeling…”, “She’d tell me…” to realizing Hattie could help and comfort her – “draping her arm over her shoulder.” |
| PG 289 Reread the section where Margret closes her eyes and sees **visions** of last summer. What is the significance of the **visualization** of Margret and Maizon and “then the picture fades into a new one” | It shows Margret can accept the change in her friendship with Maizon and see into the future that things will be OK. |

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 | Uneasily, p. 283Stoop, p. 281, 288 | Cuticles, p. 279Conductor, p. 280Crabbiest, p. 281Maroon, p. 283Fidgeted, p. 283Eavesdropping, p. 286Offend, p. 287Architect, p. 290 |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Nervously, p. 279Desolate, p. 281Absently, p. 281Distracted, p. 281Express, p. 284Uncertain, p. 285Visions, p. 289 | Stops, p. 279Previous, p. 281Daydreaming, p. 281Concentrate, p. 283Frantically, p. 283Illegible, p. 283Beckoned, p. 284Exaggerated, p. 284Blankly, p. 285Applaud, p. 285Recite, p. 288Somberly, p. 288 Passed, p. 290 |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Margaret, the protagonist, is forced toward change by the antagonists Ms. Peazle and together, Ms. Dell and Hattie. There are scenes where Ms. Peazle and Ms. Dell and Hattie challenge Margaret. Use evidence from the text to show how Margaret responds to the challenge that either Ms. Peazle or Ms. Dell and Hattie give her and how this leads to the resolution in this story.*

Answer: Evidence could include: Margaret thinks Ms. Peazle is mean and then gives her a second chance. Margaret proves herself by writing the poem, the relationship between the two changes to a positive one. Ms. Dell and Hattie challenge Margaret to not think Maizon was the smartest and to look to her own gifts as a writer.

Additional Tasks

* Use the poem written by Margaret to compare and contrast texts in different forms in terms of their approaches to similar themes and topics. How does the poem compare to the text when explaining Margaret’s feelings?
* Answer: She uses the poem to tell about her loss but also talk about the change in herself and that there is no going back: “last summer is a part of me and now its gone”, She talks about Ms. Dell’s influence on her as does the story,
* Recognize variations from Standard English in the author’s writing when Ms. Dell and Hattie are speaking.
* Answer: She was just too much ahead of everyone, She had no common sense, and when God gives someone that much brain he’s bound to leave out something else, you can bet your dress you won’t be the last, the paper just yellows and clutters useful places, you gettin’ too smart for us ‘ol ladies, you shouldn’t be worrying your head over money, times gonna to tell us Margaret,

Note to Teacher

* Since this is a selection from the story, there seems to be some missing information about prior events that effect Ms. Dell and Hattie’s feelings toward Maizon. I did not go into this with the questions, because there is plenty of evidence to support the change in Margaret without filling in this gap.

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.