

Unit 1, Week1

Title: “When Charlie McButton Lost Power”

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.3, 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

Something good can come from a difficult situation.

Synopsis

In this poem, Charlie loses access to his favorite activities, panics, and makes an impulsive decision that hurts his sister’s feelings and lands him in time-out. After some time to think, he eventually realizes that he has a great sister and found things that he can do for fun that he didn’t do before.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. 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 (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
What kinds of activities does Charlie like to spend his time doing? (pg. 30)	Electronics, robots, computer games, blowing up bad creatures
An empire is a huge part of the world, where someone is in charge of everyone and everything in it. It is bigger than a country or a kingdom. Just as a kingdom is ruled by a king, an empire is ruled by an emperor. What does it mean that Charlie’s tech empire came “tumbling” down? What caused Charlie’s empire to tumble? (pg. 31)	The thunderstorm causes the power to go out, and without power none of Charlie’s favorite games can work. His games are everything to him, so he feels like his entire world is gone.
Look at the illustration on page 31. Describe how the illustration helps tell the story.	The illustration shows lightening hitting the power lines and Charlie’s room looking dark. Charlie has a surprised look on his face. The illustration shows what the text is describing.
How did Charlie react when the power went out? What are some words and phrases the author uses to describe Charlie’s	Students should point out the many specific descriptions (heart filled with dread, lungs gasping, tried to find help) and

reaction? How do the illustrations help describe Charlie's reaction? (pg. 32)	illustrations of Charlie's panic and despair on page 32.
In the stanza where Charlie says, "Could <i>anything</i> be any duller..." what is he talking about? Why is the word <i>anything</i> in italics? (pg. 33)	His mother's suggestions seem very boring to him. Charlie feels that <i>nothing</i> could be fun without his electronics. Authors sometimes use italics to make what they are saying stronger.
What is a gadget? Why did Charlie dive for a gadget that the author describes as something "he'd outgrown last spring. It was handheld, outdated, and not much of a thing"? What problem does Charlie face with his gadget? (pgs. 34-35)	A gadget is an electronic device that does something—like a cell phone, camera, or even a television. He was so desperate for something fun and electronic, that didn't need to be plugged in, he jumped at the gadget (even though it was old and not one of his normally favorite gadgets).
Look at the illustrations on page 31. Why did the illustrator include details like the power outlets in the walls?	To show that while he was wildly looking for batteries, he was surrounded by outlets he couldn't use.
Read the following lines: Begin with "In less than a second he'd made his decision..." and end with "Where resided the McButton time-out time chair." What does the word folly mean? (Teacher may have to tell students what folly means.) What did Charlie's folly cause him to do? (pgs. 36-37)	Folly means crazy, reckless, foolishness. Charlie's folly caused him to steal batteries from his sister's doll, end up in time-out, and hurt his sister's feelings.
In the stanza that says, "...couldn't help thinking some things he's forgotten", what were the "things he'd forgotten"? (pg. 39)	His sister adores him, eats his peas for him, and snuggles with him when they watch TV. She loves him and he loves her.
In the stanza that says, "...He sat and he thought..." What do you think Charlie was probably planning? (pg. 41)	Students should point to specific details from the poem. He may have thought about: 1) how rotten he felt for hurting his sister's feelings, 2) other examples of how she was a good sister, but most likely 3) how to make up with her, since after time-out he found her and played hide-and-go-seek.
Use details from the poem to describe how Charlie and Isabel Jane spent the rest of the day. (pgs. 42-44)	They built a fort, pretended to be a wizard and troll, and ate a candle-lit supper.
In the last stanza, Charlie had another thought. What was this thought, and why couldn't he explain it?	Not only will he play with his electronics tomorrow, but he might also play dragons with his sister again. He was probably a little surprised that he wanted to do something that he never thought he liked do before.

Vocabulary

	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 31 - Empire	Page 32 - Dread, gasping, blackout Page 35 - Insane Page 36 - Judgment, vision Page 38 - Assaulted Page 40 - Adored, hotly, deny Page 42 - Gloom, desired, faithful Page 43 - Brewing, forging
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text	Page 34 - gadget Page 33-35 - gray* Page 36 - Folly	Page 32 – clung (illustration) Page 37 – term Page 42 – fort (illustration)

Possible Culminating Task

- Re-Read, Think, Discuss, Write

Use details from the poem to describe what Charlie learned about his sister and having fun. How did his opinions change from the beginning to the end of the poem?

Answer: At the beginning of the poem, he thought he could never have fun without his gadgets. By the end, he realized that he can have fun without electronics and that he has a good sister with whom he can also have fun.

Additional Tasks

- Trace the use of the word gray on pages 33-35. Ask students to find each instance of the word. Why does the author use the color gray to describe the clay and the day? How does Charlie feel about both? Gray is not just a color in this text. What does the word gray mean in this poem?

Answer: Gray is a color typically used to describe sadness or gloom. Charlie felt sad about the weather and the idea of doing something boring, like playing with clay.

- Fluency

Assign various stanzas to students. Students can re-read and rehearse their lines and perform a dramatic reading of the poem.

Note to Teacher

- This poem provides the opportunity to introduce the concept of a stanza (refer to Common Core ELA standard RL.3.5). Poems are sometimes organized into stanzas – several lines of a poem grouped together. A stanza is like a paragraph in a poem. Students should refer to specific stanzas when responding to the Text Dependent Questions.

5. In the stanza where Charlie says, ‘Could anything be any duller...’ what is he talking about? Why is the word anything in italics? (pg. 33)

6. What is a gadget? Why did Charlie dive for a gadget that the author describes as something “he’d outgrown last spring. It was handheld, outdated, and not much of a thing”? What problem does Charlie face with his gadget? (pgs. 34-35)

7. Look at the illustrations on page 31. Why did the illustrator include details like the power outlets in the walls?

8. Read the following lines: Begin with “In less than a second he’d made his decision...” and end with “Where resided the McButton time-out time chair.” What does the word folly mean? (Teacher may have to tell students what folly means.) What did Charlie’s folly cause him to do? (pgs. 36-37)

9. In the stanza that says, “...couldn’t help thinking some things he’s forgotten”, what were the “things he’d forgotten”? (pg. 39)
10. In the stanza that says, “...He sat and he thought...” What was Charlie thinking when he “sat and the thought”? (pg. 41)
11. Use details from the poem to describe how Charlie and Isabel Jane spent the rest of the day. (pgs. 42-44)
12. In the last stanza, Charlie had another thought. What was this thought, and why couldn’t he explain it?

Unit 1/Week

“Red Kayak”

Suggested Time: 5 days (45 minutes each day)

Standards

RL.5.1-5, RL.5.7, W.5.2, W.5.4, W.5.8, SL.5.1-4, L.5.1-5

Teacher Instructions

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Before Teaching

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Big Ideas and Key Understandings

This excerpt highlights the importance of demonstrating good judgment.

Synopsis

In this excerpt, Brady and his friends didn’t demonstrate good judgment when they chose not to warn Mrs. DiAngelo early that morning. Feeling guilty, Brady becomes frustrated and anxious about having to search the small creeks rather than the main river with the adults. After wisely following the instincts of his dog, Brady finds Benjamin unconscious. Despite feeling panicked, Brady decides to focus his efforts on performing CPR on Benjamin while trying to guide the boat toward help at the landing. Ultimately, Benjamin is saved due to Brady’s good judgment.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. 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.
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(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.)
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Text Dependent Questions

Text Dependent Questions	Answers
Read the introduction on page 28. Brady and his friends made a decision that cold spring morning. What was it?	They did not say something when they saw Mrs. DiAngelo in the kayak even though they knew the weather was bad for boating.
Read the 2nd paragraph on page 29. What was Brady's attitude about searching the smaller creeks?	He felt it was a waste of time and wanted to go downstream with the adults.
Read the last paragraph on pg. 29. What was the effect of Brady's thinking about his own earlier accident?	It made him more aware of the cold, and immediately afterwards called out for Mrs. DiAngelo because he became worried about her and Benjamin
What made Brady decide to continue to search the creek even if he thought it was "a waste of time?" pg. 32	His dog's instincts. He remember another time his dog's instincts were right – the possum's nest in the attic
What did Brady rely on to help him to stay calm after he lost his cell phone in the water? Pg. 34-35	His rescue training

<p>Re-read pg. 36 from the paragraph beginning with “Ben needed to get to that ambulance fast,” and end with the last paragraph on page 37. How did Brady get the boat to the landing while still giving Benjamin CPR? Pg. 36-37</p>	<p>Point to the details from the text between the phrases, “Five compressions. One breath.” He was rigging the parts for the boat so that it could steer itself toward the landing.</p>
<p>How did Brady demonstrate good judgment when he saw the ambulance lights? Pg. 37</p>	<p>He wanted to speed toward help but, “knew that Ben needed me to keep breathing into him.”</p>
<p>Why didn’t Brady “have a clue” about how he ended up on the landing? Pg. 38</p>	<p>Things happened so quickly when he reached the landing, and he was solely focused on Ben.</p>
<p>Why didn’t the officer doubt that Brady could get home on his own? Pg. 40</p>	<p>The officer grinned. He had confidence in Brady because of what he just managed to do.</p>
<p>Re-read the last two paragraphs on pg. 41. Fate is the idea that some things are meant to be. Luck and timing all somehow match up to make things happen. How did fate, luck, and timing help save Benjamin?</p> <p>(Note – this question may be asked as the last question in the series before students complete the Culminating Task, or use it as an additional discussion question after the Culminating Task – see Additional Tasks below)</p>	<p>Brady’s dad happened to be working in the shop when normally he was out on the water. He was available to join the search and come get Brady from school so that he could help also.</p> <p>Tilly’s instincts luckily guided Brady to where he found Benjamin.</p> <p>Brady immediately started rescue efforts and got to the landing in time to get Benjamin more help.</p>

Vocabulary

Critical Vocabulary essential to understanding the Big Idea and Key Understanding Text dependent questions or tasks have been created to address these words within the context of the text (see above)	Vocabulary that may need to be defined for students, <u>only</u> if it prevents comprehension and/or students' ability to respond to the Text-Dependent Questions.
judgment* Page 41 - fate	

*(see Culminating Task below)

	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	Judgment (see culminating task below) Pg. 41-fate	Pg. 28-kayak,tides,downstream, creeks Pg. 29-currents,common sense, intentionally, drifted,shudder Pg. -32 instincts Page 36 – stern line, outboard handle, cleat, throttle (no need to define specifically; explain that these are parts of the boat and Brady was rigging them so that the boat could steer itself.)
STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text		Pg. 29-reluctantly Pg. 32-insistently Page 40 – drained, elated (though difficult because they are in the same short sentence)

Culminating Task

- Re-read, Think, Discuss, Write

Judgment is a word with a number of meanings one of which has to do with the ability to make the right decision. In this story Brady makes a number of decisions. Go back into the text locate each of these decision points, describe the situation and decision, and tell whether or not it was a good decision and why.

Describe the situation and Brady's decision	Explain whether or not Brady made a good decision or not and why
Not warning Mrs. DiAngelo about go out on the boat even though he knew the weather was bad.	Bad decision – Mrs. DiAngelo and Benjamin ended up lost and hurt.
Continuing to search the creek even though he thought it was a waste of time	Good decision - He found Benjamin.
Following the instincts of his dog	Good decision - He found Benjamin.
Focusing on CPR rather than speeding the boat towards help	Good decision – He saved Benjamin's life.

Additional Tasks

- Re-read, Think, Discuss

Ask students to re-read the last two paragraphs on pg. 41. Allow students to think about then complete a written response to the following prompt:

Fate is the idea that some things are meant to be. Luck and timing all somehow match up to make things happen. How did fate, luck, and timing help save Benjamin? (Answer is provided with Text Dependent Questions above.)

- Trace Brady's boat through the story. When is he going fast, when is he going slowly, when is he stopped? Describe the events that were happening at each point in the story:

Speed of Brady's Boat	What was happening in the story? (note specific page numbers)
Brady is moving the boat fast or faster	Returning to the landing with Benjamin (pg. 36-37)
Brady is going slowly	Searching (pg. 29-31)
Brady stops the boat	Listening and finding Benjamin (pg. 33-35)

Name _____

Unit1/Week1, "Red Kayak"

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2. Read the 2nd paragraph on page 29. What was Brady's attitude about searching the smaller creeks?
3. Read the last paragraph on pg. 29. What was the effect of Brady's thinking about his own earlier accident?
4. What made Brady decide to continue to search the creek even if he thought it was "a waste of time?" (pg. 32)

9. Why didn't the officer doubt that Brady could get home on his own? (pg. 40)

10. Re-read the last two paragraphs on pg. 41. Fate is the idea that some things are meant to be. Luck and timing all somehow match up to make things happen. How did fate, luck, and timing help save Benjamin?