Unit 1/Week 2

Title: The Day Eddie Met the Author

Suggested Time: 4 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, RL.3.9, WL.3.2, WL.3.5, L.3.1, L.3.2, L.3.3, L.3.4a

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

Ordinary people are able to fulfill their dreams, but sometimes they need a little encouragement to realize their potential.

Synopsis

The students at Riverside Elementary School are excited about a visit from a real author. The class has been reading books by the author to get ready for her visit. No one was as excited as Eddie. Eddie has a very important question to ask the author (i.e., How do you write books that have parts meant for me?). He writes the question on a bright yellow piece of paper, and his teacher, Mrs. Morrow, encourages him to keep hold on that question. Eddie’s confidence level was high and he could hardly wait to hear the answer to his question. The author answers a myriad of questions after her talk, but she never calls on Eddie. As the children were walking back to class, Eddie is pleasantly surprised when the author puts her hand on his shoulder and tells him she knew he had an important question to ask because she saw him waving the bright yellow piece of paper in the air. After speaking with the author and getting his question answered, Eddie gets the extra boost he needs to believe he can be a real writer, too.

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 (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** |
| On page 58, the author states that October 10th was going to be a great day for Eddie and his class at Riverside Elementary School. Based on the text, why was October 10th going to be a great day? | It was going to be great day because Eddie and his classmates will actually meet the real live person/author who wrote the books they had been reading. |
| On page 59, Mrs. Morrow says, “We are all authors with important stores inside us.”W What does Mrs. Morrow mean by this? How does this make Eddie feel? What does the author do to let you know this? | Mrs. Morrow means that all of the students have ideas for stories. They are all capable of writing those ideas out in the form of stories and becoming authors themselves. They just have to realize their abilities and the power of their ideas. Eddie is worried that he will never be a real author. The author of the story lets you know this when she writes that Eddie chewed on his pencil and thought hard. |
| On page 59, Eddie thinks to himself, “How could *his* stories ever be like a real author’s.” The author emphasizes the word *his* by using italics. Why does she do this? | The author does this to bring your attention to the word *his* to show that Eddie considers himself an ordinary person who is less than a “real” author who has actually published books. Teacher should read sentence orally and model emphasizing the word *his.* |
| After reading all ten of the author’s books, what question does Eddie come up with? In your own words, write two sentences about what Eddie’s question means. | Eddie wanted to know how the author writes books that have parts meant just for him (and all of his classmates, as well.) |
| How does the text and illustrations on page 60-61 support that Eddie thinks his question is extremely important? | The text says that he wrote his question on a bright yellow piece of paper while the illustrations show that everyone else was using white paper. The illustration also shows Eddie writing his question, while there isn’t any writing on any of his classmates’ paper. |
| The text on page 62 says, “Eddie checked out the author from head to foot.” What did Eddie discover about “real” authors? Pg. 62 | Eddie discovered they did not look differently from everyone else. They were just ordinary people like a teacher or a mom. |
| The author said, “You’ve all had your noses in my books.” What does she mean by this? Pg.63 | The phrase means the students have been reading many of her books. |
| Reread page 64. What does the author say during the assembly that lets Eddie know he can become a writer? | She says that the best way to become a writer is to become a reader and Eddie knows he is an avid reader.  The teacher should call attention to the use of italics. |
| A simile is a comparison of two things using the words *like* or *as*. Example: She felt *as cold as ice*. Can you find a simile on page 65? What two things are being compared? | Page 65 has the simile “fast as lightning.” Comparing how quickly Eddie raised his hand to a bolt of lightning. |
| Examine the illustrations on pages 66-67. Why is Eddie’s box the only box with no words? | There were no words because Eddie did not get to ask his question. |
| After the assembly was over, why did the author choose the word “slowly” in describing the way Eddie put the bright yellow paper into his pocket? pg.69 | The word *slowly* helps to show Eddie is disappointed he was not able to ask his important question. Slowly is also the opposite of “fast as lightning”, which was how quickly Eddie put up his hand when he wanted to ask his question. |
| Based on the text on page 69, how did the author know Eddie had an important question? Pg.69 | When she came up to Eddie as he was returning to class, she told him she remembered him waving the bright yellow piece of paper so she knew his question must be important. |
| When the guest author approached Eddie, Mrs. Morrow *shushed* everyone. What does shushed mean? Pg.70 | Mrs. Morrow *shushed* the children to get them quite. She may have put her finger to her lips and made the *shhh...* sound. Teacher should point out the use of *that* in italics. |
| Again, a simile is a phrase that describes something by comparing it to something else using the word *like* or *as*. Reread the first paragraph on page 71 and identify the two similes. Explain in your own words what each one means. | 1. Her smile was like a big warm hug: When the author smiled at Eddie it made him feel important and that she really cared for him.  2. Eddie felt as tall as a grown up: Eddie felt special and more important than the other children. |
| Reread page 72. What was the author’s answer to Eddie’s important question? | The author told Eddie to write about parts of himself and other readers would have some of those parts, too. |
| What does the author mean when she says, “parts of yourself?” How is this similar to what Mrs. Morrow said in the beginning of the story? Pgs. 73 and 59 | She means to write from your heart and your life experiences. If you write from your heart and your own experiences, then you will be using those ideas and important stories that Mrs. Morrow said each student had inside of them. |
| Based on the illustration on page 74, how do we know that Eddie listened to the author’s answer? | Eddie began a new story by giving it the title, “The Day I Met the Author.” This lets us know that Eddie was writing from his own life and heart, and that was what the author told him to do. |

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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 59 - Simile | Page 58 - Flow  Page 62 - Microphone  Page 63 - Patchwork, squirmed  Page 66 - Autograph  Page 74 - Plenty  Page 68 - Dismiss |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 70 - Shushed | Page 62 - Cursive, assembly  Page 63 - Illustrations  Page 64 - Zoomed, proud  Page 70 - Crowded |

Vocabulary

Culminating Task

Ordinary people are able to fulfill their dreams, but sometimes they need a little encouragement to realize their potential.

* Re-Read, Think, Discuss, Write

*Eddie’s dream was to become a writer but he didn’t think his stories would ever be like a “real” author. Using the text and class discussion, what events gave the Eddie the encouragement he needed to believe that an ordinary boy could become a real author? Be sure to support your answer by citing at least three events from the text.*

1. Eddie checked out the author from head to toe and realized she was an ordinary person.

2. Eddie knew to become a good writer you had to become a good reader and he was a good reader.

3. In order for readers to relate to your writings, you need to write from **your heart/life experiences or things that have actually happened to you.**

Additional Tasks

* Based on the illustrations on pages 66-67, compare and contrast Eddie’s question to the other children’s questions.

Answer: A proficient answer should show a clear understanding that Eddie’s question was so important to him because he wanted to become a writer. Eddie’s question required the author to stop and think about her answer before answering his question. The other children’s questions merely asked trivial facts like “how old are you”, etc.

Note to Teacher

* This story provides the opportunity to discuss similes. There are multiple examples in the text that are worth pointing out to students.

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.