Unit 4/Week 1

Title: A Mr. Rubbish Mood

Suggested Time: 4 days (45 minutes per day)

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

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

Convincing your family to be “green” will be a shift in the family culture.

Synopsis

Judy Moody is on a mission to save the rain forest. Not only has she chosen to make this her mission, she is also determined to make it the mission of her unknowing family. She first decides to save the rain forest by asking them to do all kinds of unrealistic things which makes them upset. When that plan fails, she decides that it is time for Plan B, recycling. This plan was just as unsuccessful as the first one but that does not deter Judy Moody. She follows her mission by digging her old metal lunch box out of the trash and riding her bike to school instead of taking the bus.

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** | **Evidence-based Answers** |
| Read the last two paragraphs on page 16. What does the author mean when she writes, “She, Judy Moody, was in a Mr. Rubbish mood”? | The author means that Judy Moody was in the mood to be like Mr. Rubbish, who recycled everything and never used anything that is a product from the rain forest. |
| What can you infer about the reason why Judy Moody was tiptoeing around in the dark, trying to save the world? | She wanted to get rid of all of the things that her family had that were products of the rain forest before her parents woke up. |
| Use the illustration on page 20 to tell how Stink feels about Judy’s saving the rain forest. | The illustration makes it look as if Stink if very angry because in the picture, the top of Stink’s head is exploding and he has a very angry look on his face. |
| Reread pages 20 and 21. Describe how Stink, Mom, and Dad respond to Judy’s plan to save the rain forest. | Stink yells, “I need gum!” “Give me back my gum!” Dad asks for his coffee and puts the brownie mix back in the cupboard. Mom puts the melting ice cream in the sink and puts the plunger back in the bathroom. |
| How does Judy respond to her parents’ resistance to her plan to save the rain forest? (Pgs. 20-21) | Judy says that it is “Time for plan B”. Plan B is that Judy Moody is going to write down everything that her family is throwing away to make them aware of how much they are hurting the planet. |
| Judy Moody books are humorous. When something is humorous, it is funny. Give an example of how the author uses humor on pages 20. Can you find two other pages where humor is also used? | On page 20, he has Judy make the sound of a chain saw as a response to her parents not wanting to participate in her effort to save the rain forest. On page 22, when Judy wants her family to watch what they throw away and recycle by getting to know their trash, Stink puts his old wet mushy apple core under her nose and tells her, “Get to know my apple core.” On page 25, when Judy discovers her mom has thrown away a log cabin she had made of craft sticks, Stink said that they should recycle it by using it for kindling or break it down into toothpicks. |
| What does Judy mean when she says, “If you want to learn what to recycle, you have to get to know your garbage.” (Pgs. 22-23) | Judy means that people have to think about all the things they throw away and how else the items could be used. On page 23  She picks a plastic bag out of the trash and tells her family that it could be used as a purse or to carry a library book. |
| A simile is a comparison of one thing to another using the words like or as. Identify and explain the simile the author uses on page 25.  Teacher Note: Students should understand that a sloth is a very slow moving animal that lives in the rain forest. | Judy is being compared to a sloth without a tree because she is feeling so alone because no one in her family was listening to her and what she was trying to say. |
| On page 25, what do Judy’s mom and dad say that shows some support of her cause to save the rain forest? | Judy’s mom tells her that she will not wear lipstick that day if it would make her feel better and her dad told her he would only drink half a cup of coffee. |
| Reread the first two paragraphs on page 27. How do Judy’s actions show that she is in a “mad-at-your-whole-family mood”? | She clomped down the stairs, which means she stomped her feet as she came down the stairs. |
| Why did Judy object to her mom using a paper bag to pack her lunch? (Pg. 27) | Trees are cut down to make paper bags and trees help control global warming and give us oxygen. They also give us shade and help take the dust out of the air. Without them, we would die. |
| What word does the author use to let us know that it is not going to be an easy job for Judy to make the world a better place? Using clues from the text, what does this word mean? (Pg. 28) | Complicated, which means it involves many different and perhaps difficult and confusing parts |

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 | Pg. 16- rubbish, recycle  Pg. 19- take action | Pg. 20- noise pollution, cupboard  Pg. 24- trudged, sloth, hardly, grinding  Pg. 27- ruin |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Pg.27- clomped  Pg. 28- complicated | Pg. 20- leaky  Pg. 25- kindling |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Judy’s mission to save the world is very complicated. Use specific details and examples from the text that proves this statement is true.* 
  + She has to do it quietly in the dark, so her parents would not wake up.
  + Stink yells at her when he discovers she has taken his gum.
  + Stink put a stinky apple core under her nose. They put back all of the things she collected that was a product of the rain forest.
  + Her brother suggests recycling her log cabin craft by using it for kindling.
  + Her mom packed her lunch in a paper bag, which is made of trees.
  + Her mom suggests she clean her room when she mentions that trees take dust out of the air.

Additional Tasks

* *The author describes Judy as trying to save the world. She knows the choices her family makes affect the rain forest, but she expects them to give up everything. Some of these expectations are unrealistic for her family to do. Complete the graphic organizer below using details from the text to support your answer.*

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| **Example of something Judy collected that her dad is not willing to give up.** | **Example of something Judy collected that her Mother is unwilling to give up.** | **Example of something Judy collected that her brother Stink is not willing to give up.** |
| *Judy collected her dad’s coffee beans which he grinds each morning to make his coffee. Her dad says he will only drink half a cup of coffee that day.* | *Judy collected her mom’s lipstick that she keeps in her purse and wears every day. Her mom says she will not wear lipstick for that day if it would make Judy happy.* | *Judy collected Stinks gumball machine and he says he really needs his gum. In the illustration it shows the top of his head exploding.* |

* Be a garbologist: Make a list of the things you throw away in one day. Next to each item, list whether you could have reduced or reused it.

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| ***Things I threw away today*** | ***What I could have done instead.*** |
| *1. Egg shells from breakfast* | *1. Put them in the compost pile in the back yard* |
| *2. Box the paper clips came in* | *2. Put it in the paper recycle container.* |
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* Write an email to Judy, as her friend, giving her advice about her plans to protect the environment. Do you think she’s doing a good job? What might she have done differently? What could she do in the future?

*Dear Judy,*

*I think you are totally right about making the world a better place to live, but I think you went a little overboard. You could have started with telling your family how you felt and giving them some information about things that come from the rain forest. Then you could have researched with them to see if there are products they can use that would not harm the rain forest. I know that my dad loves his coffee in the morning and would not give it up for anything. Is the rain forest the only place that we get coffee? Can you find coffee beans that are grown in a place where no one cut down trees to grow it? I think if you get them on board, they will be more likely to cooperate with you. Let me know what you think.*

*Sincerely,*

*[Your Name}*

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.