Unit 3/Week 5

Title: The Extra-Good Sunday

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.3.7; RF.3.4; W.3.2, W.3.4; SL.3.1; 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

Sometimes to learn a lesson you have to face challenges. In the end, the lesson that you learned can turn into a positive experience.

Synopsis

Ramona and Beezus, two sisters, get into trouble for not eating their dinner. As punishment, they must cook dinner for the family. At first, Ramona and Beezus focus on everything that is wrong with the situation. Slowly, however, they begin to find solutions to problems that arise as they work together to cook the meal. The girls learn how difficult it is to prepare a family dinner, and they begin to really care about creating a nice meal. In the end, Ramona and Beezus are happy that their meal is a success.

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** |
| Beezus and Ramona were in trouble for not eating the dinner that was cooked for them. What does their mother suggest that they do as a punishment? (Pg. 492) | Their mother suggests that Beezus and Ramona cook dinner for the family the next night to show them how much work it is to prepare a meal for the family. |
| On page 492, the author writes, “Sunday morning Ramona and Beezus were still resolved to be perfect until dinnertime.” When the author writes they were resolved, this means they had made the decision together to be perfect until dinnertime. Why did they make this decision? | The girls thought that their parents might forget that they were supposed to cook dinner if they were on their best behavior. The girls did not want to cook dinner. |
| Reread page 493. Ramona feels like the day “dragged on”. Use details from the text to support how you know that Ramona felt this way. | You could tell that Ramona felt the day dragged on when she said, “Why doesn’t somebody say something?”Ramona also was weary, or tired, of being so good and watched for dry spots to appear on the sidewalk. |
| Reread the final paragraph on page 494. What point is the author trying to make by stating, “The matter was settled.” | The girls had been wondering if they would have to cook dinner. They now know they must cook dinner.  |
| When you do something frantically, you are doing something in a wild, hurried, and/or nervous way. On page 495, why did Beezus frantically flip the pages of the cookbook? How does the illustration help us understand how Beezus is feeling? | Beezus frantically flipped through the pages of the cookbook because she was worried about what they might be able to cook with the ingredients they found in the refrigerator. In the illustration, Beezus’s face looks extremely worried. The way she is standing over the cookbook with her hands outstretched makes her look very tense and nervous. |
| Reread page 496. Ramona and Beezus ran into some problems as they began dinner. Using the text, highlight or identify two problems that arose. | Beezus could only find a recipe for whole chicken, not chicken thighs. They did not have any mushroom soup.The recipe for Mr. Quimby’s grandmother’s cornbread was written in her shaky handwriting making it difficult for Ramona to read.  |
| Ramona and Beezus discussed making something for dinner that tastes awful. Using the text, why would they want to do this? (Pgs. 496-497) | Ramona and Beezus discussed cooking something awful so that their parents would know how they felt when they were asked to eat tongue.  |
| Did Ramona and Beezus decide to cook an awful meal? Why did they make this decision? Use evidence from the text to support your response. (Pg. 497)  | They decided not to cook an awful meal because they had to eat the dinner as well. Beezus also said that their honor is at stake, and they didn’t want their parents to think they couldn’t cook a good meal. |
| Reread the fourth paragraph on page 498. What does squeamish mean? Use evidence to support the idea that Ramona is not squeamish. | To be squeamish means that one is easily made sick or disgusted. Ramona is not easily disgusted by things like worms or raw meat. Since worms and raw meat feel similar to wet skin, she was able to hold the chicken thighs while Beezus pulled the skin off with tongs. |
| Reread pages 500. How would you describe Ramona’s feelings and attitude on this page? Use evidence from the text to support your answer. | Ramona is frustrated on page 500. Ramona feels she is slaving away while her parents are laughing. She has to keep climbing on top of the counter and says to her sister “How else am I supposed to reach things?” She tosses the egg shell onto the counter. |
| On page 501, Ramona is described as being in a panic. Why was she in a panic?  | Ramona was in a panic because there was no buttermilk and there was not enough cornmeal for her cornbread.  |
| In the first paragraph on page 504, Beezus and Ramona think “How did their mother manage to get everything cooked at the right time?” Why did they think this? Use evidence from the text to support your answer. | Beezus and Ramona thought this because so many different problems arose at the same time. On the previous pages they forgot to make salad, the rice was in a pot that was too small, the cornbread needed to go into the oven but the oven was at the wrong temperature, they remembered they needed dessert, they forgot to put the peas in with the chicken. |
| Reread the last paragraph on page 504. Anxiously means to be afraid or nervous about what may happen. Why do Beezus and Ramona anxiously examine the main dish? What character traits could you use to describe Beezus and Ramona because of this situation? | Beezus and Ramona are afraid or worried that the chicken might not be fully cooked. Beezus and Ramona could be described as people pleasers because they wanted their dinner to be a success. Beezus and Ramona could also be described as inventive and creative, but nervous. They were creative and inventive enough to substitute ingredients to make the dinner a success but were nervous because they could not be entirely sure that the food would taste right.  |
| Reread page 505. Why are Beezus and Ramona having the family eat by candlelight? | Beezus and Ramona want their dinner to be a success, but they do not know if it will be edible. They thought it might be good to eat by candlelight because the dinner might look better. (Pg. 504) |
| When you suppress something, you try to hold it back. Why did the girls exchange suppressed smiles? (Pg. 506) | The girls are happy that the dinner turned out to be pretty good, but they didn’t want their parents to know that they felt happy. |
| The text on page 508 states that “Ramona felt much lighter.” What does this mean? Why would Ramona feel this way? | As the girls cooked dinner, they were panicked. At this point in the story, the dinner was complete. When Ramona’s mom smiled back at her and patted her hand all of the panic from cooking dinner was gone. To feel lighter must mean that you had been feeling panicked or stressed but now you don’t feel that way anymore. |
| Why did the girls exchange a secret smile on page 508? | They knew their parents were about to find the big mess they made in the kitchen. |

Vocabulary

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| --- | --- | --- |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 492- resolvedPage 495- franticallyPage 502- chitteringPage 503- calamityPage 504/506- anxiouslyPage 505/507- ediblePage 506- suppressed | Page 492- avoidedPage 492- complimentedPage 492- lestPage 493- draggedPage 494- hung in the airPage 494- matter was settledPage 502- calamityPage 505- anxietyPage 506- festivePage 506- wickedPage 507- creative |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 498- distastePage 498- squeamish | Page 492- complaintPage 493- good-humoredPage 493- crossPage 493- wearyPage 500- remarkedPage 502- grittedPage 504- skittish |

Culminating Task

* *Part I - Graphic Organizer: Complete the table below with examples from the text of how the girls felt about their punishment at different points in the story.*

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| --- | --- | --- |
| How the girls felt about their punishment before they cooked dinner: | How the girls felt about their punishment as they cooked dinner: | How the girls felt about their punishment after they cooked dinner: |
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Answer:

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| --- | --- | --- |
| How the girls felt about their punishment before they cooked dinner: | How the girls felt about their punishment as they cooked dinner: | How the girls felt about their punishment after they cooked dinner: |
| The girls tried to get out of their punishment by being very well behaved. They hoped their parents would forget about the punishment. They did not want to cook dinner. | At first, Beezus appeared nervous because she was frantically flipping the pages of the cookbook. The girls thought about trying to get back at their parents by cooking something awful. They changed their minds and worked together to try to create a good meal. They showed they cared about doing a good job because they tried to create many different dishes, and Ramona panicked when she didn’t have the correct ingredients. They also showed they cared about doing a good job because they decide to serve the dinner by candlelight so that it looked better. The girls realized that cooking dinner is not easy and they wondered how their mother gets everything done. | The girls were anxious about how dinner would taste. They exchanged suppressed smiles when the dinner ended up tasting pretty good, so this shows they were happy about how their punishment turned out. |

*Part II - Writing Assignment: At the beginning of the story, Beezus and Ramona received a punishment for not eating their dinner. How did they feel about this punishment at the beginning of the story? How did their feelings change about this punishment throughout the story? Use the evidence in your table above to support your answer.*

Answer:

At the beginning of the story,The Extra- Good Sunday, Beezus and Ramona received a punishment for not eating their dinner. In order for them to get out of their punishment they were asked to cook a meal for the family. The girls tried to get out of their punishment by being very well behaved. They hoped their parents would forget about the punishment. They did not want to cook dinner.

While the sisters were cooking dinner, Beezus appeared nervous because she was frantically flipping the pages of the cookbook. The girls thought about trying to get back at their parents by cooking something awful. They changed their minds and worked together to try to create a good meal. They showed they cared about doing a good job because they tried to create many different dishes, and Ramona panicked when she didn’t have the correct ingredients. They also showed they cared about doing a good job because they decided to serve the dinner by candlelight so that it looked better. The girls realized that cooking dinner is not easy and they wondered how their mother gets everything done.

After the dinner had been cooked, the girls were anxious about how dinner would taste. They exchanged suppressed smiles when the dinner ended up tasting pretty good, so this shows they were happy about how their punishment turned out.

Additional Tasks

* *On page 497, the author describes Ramona as being “united” with Beezus. Write a paragraph that gives three examples of times when Ramona and Beezus were united.*

Answer: They both were on their best behavior when they were trying to get out of their punishment. They worked together to remove the chicken skins. They exchanged suppressed smiles when their parents said dinner was good. They exchanged secret smiles and excused themselves before their parents found the mess in the kitchen.

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.