Unit 4/Week 3

Title: Rocks in His Head

Suggested Time: 5 days (45 minutes per day)

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

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

Don’t allow the opinions of others to sway you from following your heart’s unique interests.

Synopsis

As a child, the author’s father was fascinated by rocks. This interest consumed the young boy as he collected them in all of his spare time. People told him that he had rocks in his pockets and in his head. But he never allowed their criticism to detour him. Year after year, he continued building and displaying his collection. Even after the Great Depression forced him to sell his business and home, his rock fixation was steadfast. When no work was available, he would travel to the science museum and compare their collection with his own. This led to a job offer because the director of the museum knew a man with “rocks in his head” was just what they needed.

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** |
| Reread the first paragraph on page 66. Why did people tell the author’s father that he had rocks in his pockets and rocks in his head? | “When he wasn’t doing chores at home or learning at school, he (the author’s father) would walk along stone walls and around old quarries, looking for rocks.” |
| An idiom is an expression whose meaning is not predictable based on the literal meaning of the words included in the phrase. For example, if someone tells you that you have ants in your pants, they don’t literally mean that insects are crawling around in your pants. Instead, they are mean that you are not sitting still. Find an idiom on page 66, and explain why it is an idiom. | “People said he had **rocks** in his pockets and **in his head**.” “Rocks in his head” is an idiom because a man can’t literally have rocks in his head. |
| In the last paragraph on page 66, the author mentions that her dad usually forgets to lock the cash drawer in his desk. What does this say about the character of her father? Find another example on this page that illustrates her father’s character. | This statement gives the reader a clue about her father’s character. “Forgets to lock the cash drawer” lets the reader know that he is not a greedy man. Earlier on that same page, the reader gets another glimpse into the author’s father’s character when he responds “probably not”. This shows that he doesn’t get upset by what people say. |
| Look at the illustration on page 67. What is the author’s father doing? Find evidence in the text to support your answer. | Page 67 says, “Then, one by one, he placed his rocks and minerals on the shelves.” |
| Label means, “to attach an identifying or descriptive marker to an object.” Why did the author’s father carefully label each rock? (Pg. 67) | “He carefully labeled each rock to show what kind it was and where it had come from.” |
| Compare and contrast the author’s father’s life before and after the stock market fell. (Pgs. 68-69) | Before the stock market fell, the author’s father was very busy running his filling station. He was pumping gas, changing tires, and fixing Model T’s. (pg.68) After the stock market fell, though, people couldn’t afford to buy new cars or fix their old ones. When business was slow, he’d play chess with some of his customers. When it was very slow, the author’s grandfather would mind the filling station, and let her father take the kids hunting for rocks. |
| Even though the author’s family did not lose money when the stock market fell, why did its crash have such an impact on their family? (Pg. 69) | “People couldn’t afford to buy new cars or fix their old ones.” So, this lets me know that their family was greatly impacted because their business depended on people having money to spend on cars and car repairs. When people lost their money, they could no longer afford cars and car repairs. |
| Reread pages 67 and 70. What evidence does the author provide that her father gave special attention to caring for his rock collection? | Pg. 67 – He **built shelves** in the filling station for his rocks. “Then, **one by one**, he placed his rocks and minerals on the shelves. He **carefully labeled** each rock to show what kind it was and where it had come from.”  Pg. 70 – “He took down **each mineral**, **wrapped it** **in newspaper,** and **carefully** placed it in a **wooden** box.” The author said the chess set was packed in a big box, but the minerals were placed in a wooden box. The fact that he used a specific type of box reinforces the fact that he showed great concern for his collection. Also, he **built more shelves** for his rocks before doing anything else when they moved. |
| Also, on page 67, the author describes the shelves her father built as “narrow”. Narrow means “not wide”. Reread the 2nd to the last paragraph on page 70. What words did the author choose to use when describing the new shelves her father built? Was the second set of shelves similar to the first set? Use evidence from the text to explain your answer. | Pg. 70 - Tiny and little  Yes, the second set of shelves was similar to the first set, and I know this because of the adjectives (narrow and little) the author used to describe each set. |
| Why did the author go to the science museum on days when he couldn’t find work? (Pgs. 71-72) | Pg. 71 – “They had a whole room full of glass cases containing many rocks.”  Pg. 72 – He said, “I’m looking for rocks that are better than mine.” |
| The story states that Mrs. Johnson smiled at the bottom of page 72 and in the 2nd paragraph on page 74. Was there a difference in the reason she was smiling each time? | When Mrs. Johnson smiles on pg. 72, she is doing so sarcastically. I know this because she goes on to tell him that he does have rocks in his head. But when she smiles on pg. 74, she is genuinely impressed with his knowledge and work ethic. |
| Although the author’s father never formally studied rocks in college, what had he done to qualify himself for a position at the museum? | Beyond collecting and searching for rocks throughout his life, he had qualified himself by talking and trading with other collectors (pg. 68), and by spending a lot of time reading about rocks (pg. 70). |
| While the author’s dad was a janitor at the museum, did he go above and beyond his job description? Provide evidence from the text to explain your answer. | Yes, he did go above and beyond what he was expected to do. I know this because Mrs. Johnson asked him what he was doing when he was correctly labeling a mislabeled rock one morning. (Pg. 74) |

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 | Page 67 - Label  Page 69 - Stock Market  Page 74 - Curator | Page 66 - Chores, quarries  Page 68 - Garnets, slag pile, and “the lift” |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 67 - Minerals  Page 71 - Museum  Page 73 - Mineralogist | Page 67 - Narrow, automobiles, spare, and Model T  Page 68 - Folks  Page 69 - Afford  Page 70 - Attic  Page 73 - Sparkled |

Culminating Task

* Re-Read, Think, Discuss, Write

*Take a few moments to consider the title of this selection, “Rocks in His Head”. Why did the author choose this idiom for the title? Locate at least six instances where it is used in the story. Then, in a detailed paragraph, you should address ideas about the different meanings behind this statement as it is used throughout the selection. Finally, focus on what Mrs. Johnson meant when she said it at the end of the story and how this was different than any other time it was stated previously. Be sure your paragraph has at least 4 details or examples from the story.*

Answer: It is clear that the author chose this title because it describes the main character of this selection in his entirety. Throughout his life, he was told he had “rocks in his head” on numerous occasions. For example, on pages 66 and 68, people said he had rocks in his head, and the meaning implied is that rocks are all the man ever thought about. On pages 68 and 71, though, the meaning implied by this same statement is different. Here, when the people say he has “rocks in his head”, they are suggesting that he is crazy. Finally, by the end of the story, Mrs. Johnson puts a positive spin on it, and it is clear that although this man may have seemed foolish, he was anything but unwise. For choosing to follow the true unique interests of his heart proved to be a valuable decision.

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.