Unit 1 / Week 5

Title: The Perfect Pet

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.3.6; 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

Persistence can help change people’s minds.

Synopsis

Elizabeth was very determined to convince her parents to get her a pet. No matter what she did, her parents did not agree. Unexpectedly, she finds the perfect pet (a bug!) right under her nose, and her parents agreed.

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** |
| **Pages 122-123** |  |
| Elizabeth wanted a pet. Her parents gave her a cactus. Looking at the illustration on page 122, describe a cactus plant. What does **challenge** mean as it is used on page 122? How was snuggling the plant a “**challenge**” for Elizabeth?  |  The cactus has thorns on it that prick. If something is a challenge, then it is difficult to do. Snuggling the plant is a challenge because if she tried to get close to it, it will stick her.  |
| **Pages 124-125** |  |
| What is the first step in Elizabeth’s plan to change her parents mind about letting her have a pet?  | Her first step was surprising her parents by waking them up in the middle of the night and asking for a horse. |
| What does the author mean when he writes, “**Scratch** the horse”? In your own words, how would you describe the way in which **scratch** is used in this sentence? Can you think of another way the word **scratch** can be used? | Elizabeth has a plan and once her parents refuse the horse (step one), she scratches it off of her list of optional pets (plan). |
| **Pages 126 -127** |  |
| How does the illustration in the lower right-hand corner on page 126 show how Elizabeth’s parents view her as a pet owner? How does this picture differ from the one on the top of the page? Why might the author have used these two pictures? | The bottom picture shows her as being irresponsible. She is not going to clean up after her dog. She will only want to play instead of taking care of the animal. This is different than the picture on the top of the page, which shows her all dressed up and ready for a dog. These two pictures show the difference in what Elizabeth thinks and what her parents think. |
| **Pages 128-129** |  |
| In your own words, summarize the steps Elizabeth has taken in her plan to change her parents’ minds thus far (through page 129)?**(Note: Bullet 2**) | First she wakes them up in the middle of the night and asks them for a horse; next she catches them off guard and asks them for a dog. Then she waits until after they have eaten dinner and ask for a cat.  |
| How is the author’s use of the word **scratch** on page 125 different from the way **scratch** is used on page 129? | On page 125 scratch means to eliminate and item from a list. On page 129 scratch means to cut or scrape.  |
| **Pages 130- 131** |  |
| The author titles the next section, “Go for Broke”. What does this imply about Elizabeth’s attitude at this point in the story? Has Elizabeth been successful in getting the perfect pet?  | Going for broke means to give it everything you’ve got in one big effort. Elizabeth names every pet she can think of in the hopes that her parents will agree upon one. Her parents say, “No” to each pet, and Elizabeth feels defeated; so she seemingly gives up.  |
| **Pages 132- 133** |  |
| Elizabeth gives up on finding a pet. How does her relationship with Doug the bug help her complete her plan? | Elizabeth finds Doug when she least expects it. In her mind, Doug is a perfect pet that would meet all the requirements that her parents would agree to. |
| What do you notice about Elizabeth’s size in this illustration on pages 132-133? Why did the illustrator draw her this way?  | Elizabeth is really big, and the bug is small. The illustrator wants to emphasize the size difference between Elizabeth and the bug.  |
| **Pages 134-136** |  |
| Re-read pages 134-135 and explain why Elizabeth is or is not a responsible pet owner. | Elizabeth is a responsible pet owner because she cares for Doug by feeding him, reading to him, and giving him a home in Carolyn’s flower pot.  |
| Reread pages 136-138 to describe mother and father’s reaction to Doug. How does Elizabeth justify that Doug is the perfect pet? Does she change her parents’ minds?  | On pages 136-138 her mother screamed when she saw Doug, father wanted to swat Doug. Elizabeth justifies that Doug is perfect by stating that he isn’t big, loud, and doesn’t jump on furniture etc.  |

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 122 - pricklyPage 122 - manage | Page 135 - tadPage 124 - element Page 122 - absolutely, suit Page 129 - definitely Page 132 - possibly Page 139 - shrugged |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 122 - challengePages 125, 129 - scratch | Page 131 - moanedPage 136 - healthyPage 138 - protectively |

Culminating Tasks

Re-Read, Think, Discuss, Write

* *Why did Elizabeth make a plan? Use at least three details form the story to explain how Elizabeth convinced her parents to let her keep Doug.*

Answer:Elizabeth’s plan was to get her parents to agree to a pet. She tried to surprise them and catch them off guard. Her plan didn’t work because her parents said that none of the pets she wanted were perfect.Elizabeth used her parents’ argument against all of the pets she previously asked for when defending Doug—he wasn’t too big or too loud. He didn’t eat much and wouldn’t destroy furniture.

* *Trace the illustrations and think about the animals Elizabeth chose. Use both the text and illustrations to explain how the order in which she presented the various pets to her parents relate to Elizabeth’s plan. Why did she choose this particular order? What was she hoping would happen? Use at least two details from the selection in your answer.*

Answer:Answer will vary based on student’s interpretations. Elizabeth starts off with the biggest pet and works her way down. By starting off big, she hoped that her parents would agree to one of the smaller pets once she made her way down the list to them. Her parents disagreed with the animals she selected based on the size of the animal, damage it could cause, and noise it could make.

Additional Tasks

* *Prickly can mean difficult or having small sharp thorns. On page 122 the author states, “It had quite a prickly sense of humor.” How does the use of the word prickly make that sentence humorous? (Refer to teacher notes bullet 1)*

Answer: The cactus, which Elizabeth’s parents gave to her as a pet, is a good listener because it cannot speak. The cactus has a difficult sense of humor because it cannot interact with Elizabeth without hurting her (thorns). She wants a pet with whom she can actually play.

* *This story is considered to be Humorous Fiction. It is a made-up story written to make readers laugh. Re-read the story and identify several humorous details. Explain why they were humorous.*

Answer: Answers will vary.

* *Explain what an idiom is, identify at least 2 Idioms from the story, and describe how they impact the meaning of the story.*

Answer:An idiom is a phrase or expression whose meaning cannot be understood from the ordinary meanings of the separate words (Ex. Hit the spot, Go for Broke, Grew by leaps and bounds, etc.

* *Select other words from the text that are multiple meaning words and have students determine the meaning in context, and identify the page number and develop their own sentence using the word in the same context. Use dictionary if needed.*

Notes to Teacher

* Many of the words have multiple meanings. It is important to address these words to show students how to look at words in context in order to figure out their meaning.
* The author used words with suffixes and prefixes. This would be a great opportunity to address related words. Ex. Protect, protected, unprotected, protecting, etc…
* For the cooperative learning group activity, teachers should utilize strategies such as talking chips.
* Dialogue is continuously used throughout the story; teachers should draw students’ attention to the repetitiveness of quotes. Have students identify which character is speaking each time. A good activity would be to have students role play or change voice with each character.

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.