Unit 1/Week 3

Title: Alexander, Who Used to be Rich Last Sunday

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.3.7; RF.3.3, 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

Making thoughtful decisions can affect both short and long term plans or goals.

Synopsis

The story “Alexander, Used to Be Rich Last Sunday” is about a little boy who tries in vain to save, but unfortunately makes poor decisions and squanders his money. Alexander receives a dollar from his grandparents and, at that moment, considers himself rich. As the story progresses, he begins to spend his dollar little by little on such matters as making payment on unwise bets, deceptive magic tricks, and a pet snake for rent. Each time Alexander makes a conscience decision to absolutely, positively save his money, something more enticing comes along and interferes with his plan. At the end of the story, all of his money is gone and once again he is left with bus tokens.

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** | **Answers** |
| Page 70What language tells us that Alexander is the narrator? Use evidence from the text to support your answer. | The narrator introduces Anthony and Nicolas as his brothers (“It isn’t fair that my brother Anthony has …”, “It isn’t fair that my brother Nicholas has …”). Alexander also uses the contraction I’ve when referring to his thoughts (“It isn’t fair because what I’ve got is … bus tokens”). |
| Page 70Alexander uses the word fair to express his thoughts. What does the word fair mean to Alexander in this story? How do you know? | In this story, Alexander thinks the word fair means same or equal. He says, “It isn’t fair that my brother Anthony has two dollars and three quarters and one dime and seven nickels and eighteen pennies. It isn’t fair that my brother Nicholas has one dollar and two quarters and five dimes and five nickels and thirteen pennies. It isn’t fair because what I’ve got is … bus tokens”). This implies that Alexander thinks that he should also have money like his brothers.  |
| Page 70What does the author tell us about Alexander’s brothers and how they manage their money? | Considering the variety of currency (i.e., dollars, nickels, pennies), students should recognize that Anthony and Nicholas are able to save their money over a long period of time.  |
| Page 70What did you learn about Alexander when he says, “And even when I’m very rich, I know that pretty soon what I’ll have is … bus tokens”? Why is he able to save the bus tokens? | Student responses should convey an understanding that even when Alexander has money, he is unable to do the hard work required to save over time. The tone of his language expresses a level of disappointment in his ability to overcome this challenge. He also tells us that shortly after he receives money and considers himself rich, the money will be gone and he will only have bus tokens left. Be prepared to tell the students that bus tokens can only be used to ride public buses. You cannot purchase candy in a store or use them to pay for lunch. |
| Page 71According to Alexander, he was rich last Sunday. What happened last Sunday to make him think that he was rich?  | Students should mention that Alexander’s grandparents gave him one dollar last Sunday and now he only has bus tokens left. |
| Pages 72-73What suggestions did Alexander’s family make about how he should manage his money? Use evidence from the text to support your answer. | Students should provide evidence from the text indicating that Alexander’s father suggested he save the money for college. His brothers taunted him with suggestions like getting a new face and burying the money in the garden to grow a dollar tree. Alexander’s mom encouraged him to save his money for the walkie-talkie he truly wants. |
| TURN AND TALK: What did Alexander buy first? Based on what you know about Alexander’s goal for his money, is this a good or poor decision? Use details from the text to support your ideas. | Students should mention that Alexander bought fifteen cents worth of bubble gum. Students should conclude that buying bubble gum is a poor decision because Alexander really wants to save enough money to buy a walkie-talkie. Also, gum can’t be kept forever. This decision makes it harder for him to accomplish his goal.  |
| Reread pages 74 and 75. What does the author tell us about how Alexander uses his money? | Alexander uses fifteen cents to pay for bets he made with his brothers and mother. Then he uses twelve cents to rent Eddie’s snake for an hour. |
| Page 76Why did Alexander repeat the phrase “good-bye \_\_ cents”? | The author may have repeated the phrase because it is funny or odd that Alexander is talking to money. It also reminds the reader that Alexander continues to spend his money regardless of his efforts to save for a walkie-talkie.  |
| Page 76Alexander tells us that his father fined him for saying certain words to his brothers. Using evidence from the text, what does fine (fined) mean in this story? | In this story, the word fine means to pay a certain amount of money as a penalty or punishment. Alexander has to pay five cents to both of his brothers for saying unkind words. |
| On page 76, Alexander says, “Good-bye eight cents, and the butter knife, and the scissors.” What did he mean by this? | Students should state that Alexander lost eight cents through a crack in the floorboards and in trying to retrieve the money, he broke both the butter knife and scissors. |
| What decisions did Alexander make on page 77? | Students should state that Alexander decided to rescue a chocolate bar that belonged to Anthony. He had to pay eleven cents for that decision. Then his brother Nick preformed a magic trick that made four cents vanish in thin air. Alexander did not get his money back.  |
| On page 78, what did Nick mean when he said Alexander should be locked in a cage. Use this phrase and the illustrations to describe Alexander’s feelings and behavior at this time? | The phrase “lock in a cage“ is usually used in reference to an animal. Nick made this remark because he felt that Alexander was behaving like an animal. In the story, Alexander used unkind words and kicked his brothers in anger. Alexander appeared to be very upset and out of control.Students should mention that Alexander tried to make a tooth fall out of his mouth, get nickels and dimes from a telephone booth, and return non-refundable bottles to Friendly’s Market to get money.Alexander wanted desperately to save money for a walkie-talkie. However, he used his money in silly ways and now feels that he must get more money to save towards his goal. Alexander said, “I absolutely was saving the rest of my money. I positively was saving the rest of my money. I absolutely positively was saving the rest of my money. Except I needed to get some money to save”. |
| Page 81Why did Alexander ask grandma and grandpa to come back soon?  | Students should realize that Alexander was in need of money and there’s a good possibility that his grandparents will give him money on their next visit. |

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 70 - tokensPage 75 - except, absolutely, positivelyPage 76 - certain | Page 72 - downtownPage 74 - stoopPage 76 - loosePage 81 - dopey |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 70 - fairPage 72 - save, buryPage 76 - fine | Page 77 - vanish into thin air, rescue |

Culminating Task

Alexander’s goal was to save enough money to purchase a walk-talkie. (Have students use a graphic organizer to trace how he used his money throughout the story.) Using examples from the story and your graphic organizer, explain how Alexander’s decisions affected his long-term goal of being able to buy a walkie-talkie.

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.