Unit 2/Week 1

Title: Boom Town

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, SL.3.2; L.3.1, L.3.2, 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

Through determination and smart ideas, Amanda helps turn a wide and lonely area of the west into an exciting and bustling

town.

Synopsis

A family moves into an unpopulated area. With the ingenuity of one young girl, a town is established and grows. The idea of supply and demand is evident in this story. It begins with the young girl baking pies that leads to a trading post. The businesses in town grow to include a tanner, a cooper, a miller, a blacksmith and a laundry.

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** |
| After looking at the pictures on pages 160 and 161 and reading the text on pages 163 and 164, what have we learned about the setting? | The town has no electric lights and the streets are made of dirt. There are no cars or trucks. The girl is wearing a long dress and a hat. She is also wearing boots.  The characters traveled by stagecoach to California. The family was going to live in a cabin. There is lots of land, no town and gold fields. |
| What words or phrases does the author use to describe the west? | Wide, lonesome, and even my shadow ran off. |
| Who is telling the story? How do you know? What have we learned about this narrator? (Pg. 164) | Amanda is telling the story because she refers to me Amanda.  She has siblings, her dad works in the gold fields…In the first paragraph it says, “Ma found a cabin big enough for all of us: Baby Betsy, brothers Billy, Joe, Ted, and me – Amanda.” |
| On page 164, Pa sings a song. What can you learn from the song about the life of a miner? What other information on page 164 helps you to understand what miners do and why? | Miners use a mule, a shovel, a pick and a pan. The use these tools to look for gold. They work all day and are only paid when they find gold. He is foolish because he is not being paid for his work. He and other miners are hoping to find gold and make them rich. |
| What is life like for Amanda in the West? What does she decide to do to change her life in the West? | There are many chores and things to get done. Life seemed to be hard. Some chores were described: Gets water, washes clothes, makes soap, makes fires, sweeps the floor and makes the beds She was bored.  Amanda decides to make pie. She does not have an oven, or pans. |
| What does Amanda have to do to get the “pie right”? (Pgs. 168-169) | Amanda finds a skillet instead of a pan. She picks gooseberries. She makes a crust from flour, butter, water and salt. She puts the skillet in the wood stove.  She tries several times before she gets it right. (Pg. 168 the brothers take the hard pie outside and whack it with a stick. The second time the young ones get to the pie before it cools and finally she makes a pie that is just right. Pg. 169) |
| What evidence on pages 170 indicates things have changed in the story? | Pa takes the pie to the mines. He begins selling it. Pa has come home with some money for the family. |
| Despite the grumbles and groans, how does Amanda’s family help? (Pg. 171) | They are complaining about helping but Billy makes a shelf, Joe makes a sign, and Ted picks berries and apples for the pies. |
| On page 172, Peddler Pete tells Amanda, “You’re a right smart little girl.” What evidence from this page tells you Amanda is smart? | She is a fast thinker: “I thought fast and told him…” She was able to come up with a plan very quickly. |
| What changes begin to happen in the town because of Amanda? (Pgs. 172-173) | Amanda tells Peddler Pete: “Anybody can make money out here. Folks need things all the time, and there’re no stores around. If you were to settle and start one, I’ll bet you’d get rich. Peddler Pete opens a trading post and people come to the town.  Amanda tells a prospector with dirty clothes, “What we need is a laundry…You’ll make more money doing laundry than looking for gold.” |
| An idiom is a phrase whose meaning cannot be understood from the meanings of the separate words in it. You’re pulling my leg is an idiom. It means you’re not telling the truth.”  Can you find an idiom on page 176? What does it mean? | “I’d like to rest a spell,” means can I sit for a while. |
| On page 177, what does the author mean by “The town grew fast all around us…”? | The town is changing. A bank was going to be built because so much money was being made and the money jar was going to burst, as well as they needed a safe place for money to be stored. Sidewalks and streets needed to be built because all the new people. As well as the other businesses like the trading post and laundry that have opened. |
| How does Amanda help Cowboy Charlie with a business? (Pg. 176) | Cowboy Charlie wants to leave his horse for the night. Amanda says, “There’s no livery stable…but why don’t you start one? You’d rent horses, and wagons too. That would be the perfect business for you.” |
| What evidence do we find that the pie business was blossoming? (Pg. 175) | Sometimes the line snaked clear around the house. We had to get a bigger jar for all the money. Sometimes mom had to come and help. |
| On page 177 and 178, what evidence do we have that the town is booming? | Bank was built, wooden sidewalks were built and streets were named. A school was built. A church was formed. Things are booming. |
| How do Amanda’s pies impact the town? | People start coming to the town to buy Amanda’s pies. Many of them like the town so much that they decide to stay. Some of them start businesses, which bring more people and cause the town to grow and change. |

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 172 - fast thinking, settled down  Page 173 - stage  Page 175 - blossoms  Page 177 - Boom Town  Page 178 - landmark | Page 174 - Apothecary |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 163 - Lonesome  Page 164 - Striking  Page 165 - Furrows, hankered  Page 168 - Whacked | Page 164 - Nuggets  Page 169 - Wailed  Page 171 - Grumbled  Page 172 - Roaming |

Culminating Task

* Re-Read, Think, Discuss, Write
* *What does Amanda do that impacts change in the town? How does that change affect the townspeople? Use at least three details or examples from the text in your answer.*

Answer: Amanda begins to make pies. People begin to buy her pies and come to the town. Amanda makes suggestions to different people that helps the town to grow. People started new businesses. There was a need that was fulfilled by the businesses. People liked to eat pie so Amanda was able to create them. People needed clean clothes so the laundry was successful. People needed things so Peddler Pete created a business that supplied what they needed and wanted. Businesses help a town grow by supplying what people need. People worked together to help one another and create a town. People felt a sense of community and worked together to create a place where they could raise their families. (church, bank, school, stores, laundry, etc.)

Additional Tasks

* Look for idioms and similes in the story and list them and their meaning

Answer:

rounded up (gathered together),

good and hungry (very hungry),

rest a spell (rest for a while)

“wailed like a coyote in the night ” (cries very loudly) -

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.