Unit 4/Week 5

Title: Four Dollars and Fifty Cents

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.3.10; RF.3.3, RF.3.4; W.3.1, 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

Avoiding your debts can lead to trouble.

Synopsis

In this tall tale story, deadbeat Shorty Long had to avoid the people to whom he owed money. He tried to trick Widow Macrae out of $4.50, but actually created more problems for himself.

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

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Why is this story called, “Four Dollars and Fifty Cents?” (Pgs. 58-69) | The title sums up the most important event; Shorty Long owes $4.50 to Widow Macrae from the very beginning of the story to the very end. |
| Reread page 58. Widow Macrae says, “He owes me four dollars and fifty cents.” Owes means to have to pay back a debt. How does the reader know Shorty Long will probably not pay back the money he owes? | Shorty Long is described as a deadbeat cowboy who owed everybody money. Big Oscar, the blacksmith, says, “He just hates to pay for anything he thinks he can get free.” |
| A coffin is an oblong box used to bury a corpse or dead person. Why did the Circle K boys decide to build a coffin for Shorty? (Pg. 59)  | They built a coffin so Shorty could pretend to be dead and trick Widow Macrae into thinking she would have to go away without her $4.50. |
| Why would the author use the simile on page 60 to describe Shorty in the coffin? Simile: “Shorty looked deader ‘n a Christmas tree in August.”  | A Christmas tree that is not growing in the ground or watered would not likely be alive in August. Shorty lay as still as a dead tree in the coffin to make Widow Macrae think he was dead from a bronco accident. |
| The text says, “But she still wasn’t sold, although she kept her suspicions to herself.” What did Widow Macrae do on pages 60-62 to show she suspected Shorty Long was not dead? | She loaded Shorty and the coffin onto her buckboard to give him a decent burial, but the lid was not nailed down; she took him to a freshly dug grave on Boot Hill and told him, “If you ain’t moved by morning, into the ground you go!” |
| What information on page 64 does the author give about what makes the gang outlaws? | The men were bragging about robbing a train that afternoon and they were at Boot Hill to divide the loot in a graveyard where they did not think they would be seen. |
| Reread page 67. What does it mean when the author writes, “He don’t need a sniffer where he’s going.”  | The author is saying Shorty is dead and he won’t be using his long nose to smell if he’s buried in the ground. |
| Why do the outlaws leave the money behind after they “…shot out of that graveyard faster than fireworks!”? (Pg. 68) | When Shorty hollered, the outlaws were so scared that a corpse could yell that they ran for their horses to get away from the graveyard, leaving their money behind. |
| Reread page 69. What does the author want the reader to understand about Shorty’s character at the end of the story? | Even though Shorty has plenty of money to pay his debts, he doesn’t because the author says, “But so far as anyone knows, he hasn’t paid her yet.” This helps the reader to understand that Shorty is not a trustworthy person when it has to do with money and debt. |
| A tall tale is a funny exaggeration of characters and their actions. How does the author make this story funny? (Pgs. 58-69) | The dialogue is full of similes and exaggerations, characters have funny characteristics like Shorty’s big nose that keeps the coffin lid open, and the author writes silly situations. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 58 - owesPage 59 - coffin | Page 58 - widowPage 59 - hitchedPage 59 - buckboardPage 60 - roundupPage 60 - decent burialPage 62 - determinedPage 63 - tombstonePage 64 - strongboxPage 65 - padlock |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 60 - suspicionsPage 64 - outlawsPage 58 - deadbeatPage 66 - divvy it up | Page 63 - corpsePage 63 - possePage 65 - greenbacksPage 68 - hollered |

Culminating Task

* Re-Read, Think, Discuss, Write

*Shorty Long owed Widow Macrae money. Use details from the story to explain what kinds of problems this caused for him. Do you think Shorty learned a lesson about money? Why or why not?*

Answer: Because Shorty did not want to pay Widow Macrae the $4.50 he owed for his meal in the Silver Dollar Café, he had to lay still alive in a coffin, he was almost buried alive, and he almost got his nose cut off. Shorty did not learn a lesson to pay people back because when he got his $250.00 reward for recovering stolen money, he promised he would pay Widow Macrae back, but “so far as anyone knows, he hasn’t paid her yet.”

Additional Tasks

1. Use the following phrases to make ten figure of speech cards and play “Quiz-Quiz-Trade” (Kagan). Use the ten phrases with small groups or make multiple sets for whole group play. One student reads the card to a partner and asks, “What does this mean?” and the partner states the meaning. The other partner repeats the process with his/her card. Then, they trade cards to play the game with a different partner. Play continues until students have sufficient practice.

Phrases: *flatter’n the bottom of a skillet; broker’n a mess of eggs; saw stars; die with their boots on; feller’s last journey; divide the loot; heap of trouble; give me the willies; nose sticks up a mile; gave up the ghost.*

1. Using a half Multi-Flow Map, students can work in pairs, small groups or independently to list effects detailed in the story for the event: Shorty did not pay Widow Macrae $4.50. Students will share effect details orally using complete sentences in a structured grouping strategy such as “Pair-Share.”
2. Using any page(s) in the text, groups of 2-3 students can assign character parts and read the corresponding dialogue from the story. After rehearsing for fluency (accuracy, pacing, and expression,) students can perform the page(s) as a Reader’s Theater.

Note to Teacher

* If students are having difficulty coming up with meanings for the figures of speech, provide the meanings for the figures of speech on the backs of each card. Also, if students are having difficulty using content and academic vocabulary, or writing in complete sentences, support the learners by incorporating Thinking Maps (Half Multi-Flow) to understand the effects for the given event, practice linguistic patterns for cause and effect, and provide oral rehearsal opportunities (Numbered Head Together) that supports the students’ understanding of the text throughout the lesson.

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.