Unit 3/Week 1

Title: The Stories that Julian Tells

Suggested Time: 2 days (45 minutes per day) See note to teacher at the end of the document.

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, W.3.2, W.3.9

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

A boy realizes two things about friendship: that a girl can be a good friend and that boys and girls can wish for the same things and feel the same ways.

Synopsis

Julian meets Gloria, a new girl in his neighborhood. Together they make a wish kite, with wishes fastened to its tail; both wish for lasting friendship.

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** |
| Reread the first two paragraphs on page 286. How does Julian feel at the beginning of the story? Why? (page 286) | Lonely; he doesn’t have anyone to play with. |
| How does Julian know someone is moving into the neighborhood? Where is this family from? (page 286) | Julian saw the moving van a block from his house. Gloria says she comes from Newport (a city in Rhode Island). |
| How did Julian and Gloria know that the birds wanted them to go away? Why do you think the birds reacted in that way?  (page 289) | The text says that the mother robin squawked at us, and she and the father robin flew around our heads. The birds wanted to protect their nest and thought the children might be a danger. |
| Look at the illustrations on 290 and 291. Thinking back to the beginning of the story, what do the pictures reveal about Julian and Gloria’s relationship? (page 290) | Julian and Gloria shared Kool-Aid and working together to create a kite. They are smiling and laughing. All of Julian’s doubts and lonely feelings seem to be gone. |
| Think about the title, “Gloria, Who Might Be My Best Friend”. Read Julian’s five wishes on page 293. Which wish relates to the title and why do you know that? | Wish 5. It says I wish Gloria would stay here and be my best friend. The title is “Gloria, Who Could Be My Best Friend”. |
| Reread the second paragraph on page 295. What words and phrases does the author use that will help you see the kite in the air? (page 295) | The kite went into the open field. The tail Jerked heavily like a long white snake. The kite was climbing toward the sun. |
| Explain what Julian and Gloria did with their wishes. How will they know if their wishes will come true? (294-295) | Julian and Gloria fastened the wishes to each knot on the tail of the kite. When the wind takes the wishes from the kite’s tail, then the wishes come true. The astute students will realize that they *really* know their wishes come true because their friendship has taken root by the end of the story. |

Vocabulary

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|  | **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-286 lonely  (You may want to explain that the other wishes in the illustration on p 293 are from other *Julian* stories. There is no other way for the kids to know, and it might drive them to want to read these wonderful stories!) | Page 286- suddenly  Page 288-seriously  Page 290-fastened |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text |  | Page 289-squawked |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use answers from the questions above and class discussion, to describe what Julian learned about having a girl as a friend. How did his opinion change from the beginning of the story to the end of the story? Be sure to clearly cite evidence from the text for each part of your answer.*

Answer: A proficient answer should have at least two parts:

* Students should explain how Julian did not want to have a girl as friend **at the beginning** of the story because he thought people would tease him.
* They should then cite evidence of how Julian and Gloria’s friendship unfolded and led Julian to change his mind about having a girl as a best friend. Possible responses should include...
* Gloria could do cartwheels. Julian tries, but can’t do them. Gloria doesn’t tease him and he’s glad.
* They enjoyed looking at the eggs in the robin’s nest and having a glass of Kool-Aid together.
* On page 290 Julian says, “I wish you’d live here a long time.”
* **At the end of the story** Julian and Gloria make a Wish Kite. Julian wishes that Gloria would stay here and be his best friend.

In general, the answer should show a clear understanding of how this progression of events led the two characters to becoming best friends and how Julian’s opinion changed from the beginning of the story to the end of the story.

Note to Teacher

This story and these questions and vocabulary work could provide the opportunity for students to read the text independently. It is lovely, but not overly complex. It could be used as independent work, or even as an early formative assessment (baseline), to measure students’ abilities in working with text dependent questions.

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.