Unit 3/Week 2

Title: The Talent Show

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.3.4, RL.3.7, W.3.4, W.3.10, SL.3.1, SL.3.3, L.3.2, L.3.4

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 person should decide for herself what it is she would enjoy doing for fun.

Synopsis

Beany is nervous about the upcoming talent show. After a talk with her parents, Beany realizes the most important thing is doing what makes her feel happy and not letting herself get pressured by her friend.

1. 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.
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** |
| What does it mean when Ms. Babbit wears her smiley face earrings? Page 306 | Every time Ms. Babbit wears her smiley face earrings something special happens. |
| What did Ms. Babbit announce right before dismissal?  Page 306 | Ms. Babbit announced that the class is going to have a talent show in two weeks. |
| What are some of the acts that students may ***perform*** in the talent show? What does it mean to ***perform***? Page 307 | Students may perform a poem, a song, a joke, or a dance in the talent show. Perform means to sing, dance, act, play an instrument, or use some other talent in front of an audience. |
| Reread paragraph one. What words would you use to describe Carol Ann? Why would you chose those words? Page 308 | Carol Ann is Beany’s friend. She could be described as being “bossy” and “selfish” because she tells Beany that they are going to recite a poem together for the talent show. She also tells Beany that they will practice every day after school, her mom will make the costumes, and that Beany will be the worker bee, while Carol Ann gets to be the queen bee. |
| Why does Carol Ann say she should be the queen bee in the performance? What do you think of this reason? What does Beany think of this reason, how can you tell? Page 308 | Carol Ann says she should be the queen bee because she has curly hair. I don’t think having curly hair is a good reason for Carol Ann to be the queen. Beany agrees with me and thinks Carol Ann is just being bossy. I know this is true because Beany asks Carol Ann why she gets to be the queen. |
| What are ***“props”*** and why isn’t Beany happy about the props she has to use? Why doesn’t she complain about the props Carol Ann chooses for each of them? Page 308 | Props are objects that Beany will use in the show to make her look like a “worker bee”. Beany isn’t happy about her props because they are a mop and a bucket. Beany doesn’t complain because Carol Ann is bossy and she is a little bit afraid of her. Also, she didn’t have any better ideas for an act. |
| Why does Carol Ann tell only about things that Beany might do wrong? Page 310 | Carol Ann isn’t worried about making mistakes herself. |
| What causes Beany to worry that something will go wrong? Page 310 | Carol Ann is making her nervous with all her criticism, so Beany is afraid that Carol Ann will become angry if she makes a mistake. |
| How does Beany’s family feel about her part in the show? Page 313 | Her parents are concerned because Beany is not enjoying herself. Her brother thinks she is being silly letting herself get pushed around by Carol Ann. |
| What solution does Beany’s mother suggest for Beany’s problem? Page 313 | Beany’s mother suggests that Beany do cartwheels at the talent show instead of performing the poem with Carol Ann. |
| Why did Beany’s dad carry her out to see the stars? Pages 314-316 | Her father is taking her outside to look at the night sky. He wants to remind Beany that some things are just there to be enjoyed. |
| What point does Beany’s father make about the talent show by showing her the stars and encouraging her not to count them? Page 316 | Beany’s father says that starry nights and talent shows are both things in life that are meant to be enjoyed, not worried about. |
| What does Beany tell Carol Ann on the bus? How does she end up feeling about the talent show? Page 319 | Beany tells Carol Ann that is not going to recite the bee poem with her. She has decided to do cartwheels in the talent show because doing cartwheels is fun. At the end of the story Beany enjoys the talent show because she decides to do something that she likes to do. |

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 306-announce, gym  Page 307-perform, effective, memorize  Page 310-ignored  Page 314-billions |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 306-dismissal  Page 307-roam  Page 308-recite | Page 310-antennae, ignore  Page 312-gymnastics  Page 314-billions (illustration)  Page 316-symphony |

Culminating Task

* *Use details from the story to discuss how Beany grows and changes throughout “The Talent Show”.*

Answer: At the beginning of the story Beany lets Carol Ann make all of the decisions for her because she is afraid that Carol Ann will become angry. After days of worrying about her part in the talent show, Beany talks to her parents about her problem. Her parents suggest that Beany does something in the talent show that she enjoys. By the end of the story Beany has grown confident in herself and decides to do cartwheels in the talent show instead of reciting the bee poem with Carol Ann.

Additional Tasks

* Page 310 contains examples of **figurative language**. Which two sentences does the author use to describe the night sky?

Answer: The sky looked like black ink. The stars looked like white polka dots.

* Trace the sequence of events through the story. Complete the timeline by describing the events that happened at each point in the story:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Page 306  ***Ms. Babbitt announces the***  ***talent show.*** | Page 308  ***Carol Ann calls Beany and tells her they will recite a bee poem in the talent show.*** | Page 310  *Beany starts to get nervous about her part because Carol Ann keeps talking about the things Beany might do wrong*. | Page 312  *Beany’s mom suggests that she do cartwheels instead of performing with Carol Ann.* | Page 315  *Beany’s Dad tells her that some things in life are meant to be enjoyed.* | Page 319  *Beany tells Carol Ann that she is not going to perform with her in the talent show.* | Page 320  *Beany does cartwheels in the talent show and has fun.* |

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.