Unit 6/Week 2

Title: Poppa’s New Pants

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 3.5, RL 3.6, RF 3.3, RF 3.4, W 3.2, W 3.4, W 3.8, SL 3.1, SL 3.2, L 3.1, L 3.2, L 3.3, 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

Family members have unique relationships and show love and respect for one another in different ways.

Synopsis

“Poppa’s New Pants” is the story of a family whose relatives are coming for a visit. While the family is busy preparing for the visit, Poppa buys himself some new pants that need hemming. The three women of the family say they are too tired to hem the pants before church the following morning. During the night, “ghosts”—really the women in the family—each remove six inches of material from the pants so that the pants are ultimately too short for Papa.

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.)

1. 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 sentence. Medearis writes, “The house was in an uproar. Grandma Tiny had been tearing around all morning like a Texas tornado.” What clues does the author give to show what an “uproar” is? How does Grandma Tiny move like a tornado? Use the text clues to find the answer. (page 344) | * An uproar means that everyone in the house was busy cleaning and moving things around to prepare for the visit (beating rugs, washing windows, moving furniture) * Grandma Tiny is moving quickly around the house as a tornado moves quickly. She wants “everything and everyone to look nice”. |
| How is the family preparing for Big Mama and Aunt Viney’s visit? (page 344) | * Grandma Tiny has been “tearing around like a Texas tornado” * Grandma Tiny wants everything and everyone to look nice for the visit * Poppa and the boy beat the rugs, wash windows, and move furniture * Poppa and George go to the store |
| Who is telling this story? How do you know his name? (page 346) | * The boy is telling this story. He refers to himself as “I”. * The boy’s name is George. Mr. Owens, the storekeeper says, “Howdy, Poppa. Howdy, George” as the boy and Poppa come into the store. |
| How do Poppa and George feel about each other? How does the author show this? (page 346) | * You can tell they really care for each other. The author shows it in many ways: * Poppa asks George what he thinks of the pants. * Poppa and George wink at each other. * Poppa buys George candy. |
| How do Big Mama and Aunt Viney feel about seeing George? What story clues support your opinion? How does George feel about Big Mama and Aunt Viney’s greeting? How can you tell? (page 348) | * They are happy to see George. They “snatched” him from the wagon, hug him and kiss him. * George doesn’t like being greeted this way. He says that Big Mama “hugged him so hard that she squeezed the breath right out of his body”, and that they “took turns covering my face with red lipstick. I almost drowned in a sea of sloppy wet kisses” |
| How does Poppa react when Grandma Tiny, Aunt Viney, and Big Mama say that they are too tired to hem his pants? (page 349 and 350). | * Even though Poppa is sad, he still says that it’s okay, he understands, and it’s all right. He leaves the pants on the rocker to be mended |
| Where does George sleep that night? Why is he sleeping there? (page 351) | * Grandma Tiny makes a pallet for George on the kitchen floor. Aunt Viney and Big Mama have taken over his room. |
| Does George like sleeping in the kitchen? How can you tell? Refer back to the text to find details that describe how George is feeling. (page 352) | * George is afraid of sleeping in the kitchen. He isn’t used to sleeping there. It is kind of spooky. * “huge wood china cabinet and big black wood burning stove crouched in the corners….” * The clock wheezed awake * I jumped when a tree limb scraped against the window screen. |
| What does George think he sees while he is sleeping that night? What made him think they were ghosts? What in the story tells you this? (page 352-355). | * George thinks he sees ghosts. There are three white shapes that move through the kitchen making noises: * chair creaked * rocking chair moved back and forth * snip snip snip * something moving closer * He takes off his glasses before he goes to bed, so he can’t see as well. He is already scared of sleeping in the kitchen. |
| Why doesn’t George tell his family about what he saw during the night? How do you know? (page 356) | * He’d never heard a story like that before. Maybe he was dreaming. Everything in the room looks just the same as before. * He was ok. He has all his limbs intact. |
| How do Big Mama, Grandma Tiny, and Aunt Viney feel about Poppa? What story clues tell you this? (page 358-359) | * They love Poppa. They tell him what a sweet brother in law he is, what a wonderful husband he is, and what a good son-in-law he is. They all hemmed his pants for him. |
| How did Poppa’s pants get so short? How do you know? (358-359) | * Grandma Tiny, Big Mama, and Aunt Viney each hemmed Poppa’s pants six inches in the middle of the night. |
| How does Poppa react when he sees how short his pants are? What story clues tell you this? (page 359) | * He starts laughing. He puts them on and smiles. He dances around the room. |
| What does the author say about what Grandma Tiny does when she sees Poppa in his new pants? (pages 359 -360) | * She hugs Poppa around the waist. She tells him gently that she will help him buy new pants that fit the next time they go to the store. |
| Reread page 360 and 361 and look closely at the pictures. George is wearing knickers—pants that end above the knee. What happens with the pants at the end of the story? (pages 360 & 361) | * George wears them to church * He is wearing knickers—pants that end above the knee. |

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 346 - hem  Page346 ¬- plaid  Page 351 - mended  Page 351- pallet | Page 351 - gossip |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 344 uproar  Page 349 - tee-ninchy  Page 349 - yonder  Page 351 – arthritis  Page 352 - rustling  Page 355 - dozed  Page 360 – knickers | Page 344 – uproar  Page 346 – draped  Page 348 - hustled  Page 360 - scurried  Page 360 - sanctuary |

Culminating Task

* Re-Read, Think, Discuss, Write

*How does this family in the story, Poppa’s New Pants show love and respect for one another?*

Possible answers:

\*Poppa, Grandma Tiny, and George clean and prepare the house for Big Mama and Aunt Viney.

\* George and Poppa exchange winks at the store.

\*George gives up his bed and sleeps on the floor so that Big Mama and Aunt Viney are more comfortable.

\*Big Mama and Aunt Viney kiss and hug George when they arrive.

\*Poppa is understanding when the women say they are too tired to hem his new pants.

\*Grandma Tiny, Aunt Viney, and Big Mama stay up in the night to hem Poppa’s pants even though they are tired.

\*Grandma Tiny, Aunt Viney, and Big Mama all say nice things about Poppa (he is a good son-in-law, a wonderful husband,

and a sweet brother in law.

\*Even though his new pants were ruined, Poppa laughs and dances when he sees that his pants are too short.

Additional Tasks

* Discuss the setting of the story. What clues does the author give us to support the time and place of the story?
* Create a family tree using Poppa, George, Grandma Tiny, Aunt Viney, and Big Mama. Use the story to figure out their relationships with each other.
* Discuss all of the figurative language found in this story (tearing around like a Texas tornado). Have the students go through the text to find any phrases that they may find confusing. Use the text to determine the meanings of those phrases. With partners or groups, have the students write (or even act out!) their own definitions for each of the phrases.

**Figurative Language**

Directions: With a partner, determine what you think each phrase means and write it out the definitions below. Use the book and the clues in the text to help you figure them out.

Tearing around like a Texas tornado

Sweated a bucketful

Bust a gusset

Mighty poor pickings

I was a rag doll

Sea of sloppy wet kisses

Plum worn out

Mustering up my courage

Shaking all over like a wet dog

Balled under those blankets like an armadillo

Kiss the life out of me

Smiling fit to beat the band

Like walking flower gardens

I looked mighty sharp

Note to Teacher

* Note the subplot in this story about how the boy sees ghosts in the middle of the night, which turn out to be the three women sneaking in to the kitchen to hem the pants. The author creates a spooky atmosphere for George, using words like crouched, wheezed, and moaning on page 352. Also note that George has taken his glasses off before bed which explains why he didn’t recognize the women. The students also enjoy trying to figure out which ghost was which woman by the descriptions.

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.