Unit 1/Week 2

Title: Thunder Rose

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL5.1, RL5.2, RL.5.4, RL.5.5, RL.5.10; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.4, L.5.5

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

Sometimes you need to be resourceful in order to overcome challenges

Synopsis

Rose is a child with exceptional abilities. She sat up and talked the day she was born and as she grew, she was able to use these exceptional abilities in to meeting various challenges. She was able to use scrap iron to construct a thunder bolt, at age 5 she staked a fence, she constructed a skyscraper out of metal and wood blocks, she formed alphabet letters to teach the young ones to read, she made a branding iron with a big M-A-C for MacGruder, she made a barbed wire fence.

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

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Page 48 “Hailing rain, flashing lightning, and booming thunder pounded the door, inviting themselves in for the blessed event.” Personification is when you give human-like qualities to things that are not human in order to bring them to life. What does the narrator mean by they were “inviting themselves in for the blessed event”? How is this an example of personification? | They are pounding on the door to get in, even though they weren’t invited. The author is giving the thunder and lightning human qualities like uninvited guests at an event.  |
| What did we learn about Rose that makes her bigger-than-life on page 48?  | She has extraordinary powers: She didn’t cry, she sat up, took a hold of lightning and balled it up and set it above her shoulder, she could talk, she named herself. From later pages: Strength to lift a whole cow and drink it dry when she was an infant. Built a fence without help at age 5. Could bend metal into things and built a building to the sky.  |
| Page 51 What did Rose do with the melody that her parents sang to her the night she was born? In your own words summarize what that means. | She registered it at the bull’s-eye center of her heart to see what she could do with it one day. She stored it in her heart to use later in her life.  |
| Page 52 The author writes that “Rose woke up hungry as a bear in spring.” What kind of figurative language is used in this sentence? How do you know? | The author compares Rose’s hunger to that of a bear who wakes up from a winter’s hibernation and is so hungry. This is a simile because it is a comparison of two things that uses like or as.  |
| Page 51 The authors says, “She was as pretty as a picture, had the sweetest disposition, but don’t let yourself be misled, that child was full of lightning and thunder.” What does the author mean by “full of lightning and thunder?” | She could be sweet (minding her manners) but tough (lifting up the cow and drinking the milk straight from it, she was “as forceful as the storm.” She had spark to her personality.Students could also say that she had the power of lightning and thunder in her. |
| Page 53On page 53, the author writes, “Rose performed an eye-catching wonder...” Here, wonder is used as a noun and means something that causes astonishment or admiration. How else can the word wonder be used?  | Wonder can also be used as an adjective as in “wonder boy”. Another part of speech is a verb. “I wonder about” meaning I am thinking about what will happen. |
| Pages 51-55The text states,”Her ma was right grateful to have such a resourceful child”.Being resourceful means that you are able to come up with quick and clever solutions. What evidence is in the text to support this statement that Rose was resourceful? | She used scrap iron to construct a thunder bolt, at age 5 she staked a fence, she constructed a skyscraper out of metal and wood blocks, she formed alphabet letters to teach the young ones to read, she made a branding iron with a big M-A-C for MacGruder, she made a barbed wire fence. |
| Reread the first four paragraphs on page 56 and stop before the last paragraph. After Rose dropped the outlaws off at jail, the text states “But that wasn’t the only thieving going on.” To what other thieving is she referring?  | It is referring to the sun draining moisture out of every living thing, the air had turned dry and sour, and there was not a drop of water in sight. Steer will not move without water. The ground was all dried up.  |
| Page 56How does Rose first attempt to solve this problem of the thieving sun? | She stretches out several iron rods into lassos and then sends Cole, her lightning bolt, into the sky. She grabs the clouds and squeezes them hard and a little rain falls.  |
| Page 58What does the author tell us about what kind of storm she is facing? | She is facing a tornado: “Suddenly a rotating column of air came whirling and swirling around, picking up everything in its path.” |
| Reread pages 60-61. Rose says, “Is this the fork in the road with which I have my final supper? Will this be my first and my last ride of the roundup?”What does Rose mean by this? What has caused her to ask these questions? | There are two tornados that Rose was not able to conquer. She thinks she does not have enough resources to meet that challenge. She is wondering how she is going to survive. |
| On page 61 Rose says “But I’ve got this fortunate feeling rumbling deep in the pit of me, and I see what I am to do with it this day!”What did Rose do?  | She used her song of thunder to calm the tornadoes.  |
| Page 61 What made her song mighty? | The song was mighty because it was able to calm the tornadoes, it made thunder and lightning rise and fall to the ground at her command. It was *her song* that she got from her own heart.  |

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 63 - wonder | Page 58 - recall, vividly, accentuated, veinsPage 61 - fortunate, rumbling, ornery, daintily, dispositionPage 62 - noticingPage 65 - restrain, witnessed, brandedPage 66 - irascible, refreshPage 71 - queried, contemplations, merciless, cataclysmic |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 65 - thieving | Page 58 - hovered, lullabyPage 61 - slumber, resourcefulPage 62 - constructed, commendable, assembledPage 63 - perfected, vaultedPage 65 - parchedPage 71 - devastation |

Culminating Task

* Using 2 paragraphs and specific details from the story for your answer, consider the following: Explain how Thunder Rose is an extraordinary character and how the description of her traits is affected by this story being a Tall Tale. Then, describe how Thunder Rose used her extraordinary traits to be resourceful throughout the story.

Additional Activities

* Think of a time when you had to be resourceful. Complete a journey entry describing the situation, how you were resourceful, and the outcome.
* The author uses a great deal of figurative language throughout the story. Locate at least 4 examples of figurative language and complete a chart that shows the page number, quotes the example, identifies the type of figurative language, and explains what it means in your own words.

|  |  |  |  |
| --- | --- | --- | --- |
| **Page Number** | **Direct quote from text** | **Type of figurative language** | **Explanation of what it means in your own words** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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.