Unit 2: Week 7

Title: Justin and the Best Biscuits in the World

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; RF.4.3, RF.4.4; W.4.2, W.4.4, W.4.9; SL.4.1, SL.4.2; L.4.1, L.4.2, L.4.4, L.4.5

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

An inability to do a task leads to feelings of incompetency and shame, but kind instruction can guide a person to be

successful with those tasks. Both genders can perform the same tasks and experience similar feelings (i.e. boys can cry, etc.).

Synopsis

Justin is upset that he is unable to perform the household chores as well as his sisters. After his outburst of tears over this fact, his grandpa invites him to visit his ranch. During that visit Justin observes his grandpa performing the household chores with pleasure. Not only does he see his grandpa doing these chores, but his grandpa also takes the time to show Justin how he can become better at them. Justin begins to grapple with his feelings of guilt and shame about calling those chores “women’s work” and learns that what matters is that we try to learn and do the best we can in the most enjoyable way. He also learns from his grandpa that it is okay to cry even though he originally thought that made him a baby.

Instructional Focus

Resolving conflicts

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** |
| At the beginning of the story, while Grandpa is visiting, Justin gets so upset he begins to cry. What caused Justin to have this reaction? (p.188)  | He feels as though everyone complains about the way he does things; he can’t do anything right – at least not the things his friend Anthony calls “women’s work.” |
| On page 189 the author writes that “Justin stood around downstairs. He had a strange feeling of guilt and wished he had helped with the dishes.” What does it mean to feel guilty? Why does Justin consider this feeling to be a strange one? | A person may feel guilty when they don’t do something they think they should have done – or did something they shouldn’t have done. Justin may have a strange feeling of guilt because he is confused about Grandpa doing “women’s work” so easily and pleasantly. Grandpa asked him to help, and he didn’t because he doesn’t feel competent – yet he feels he should have helped. |
| On pages 190-191 Justin moved from being reluctant to saying, “…That was easy, Grandpa.” and Grandpa responded, “Everything’s easy when you know how.” What led to Justin feeling a “surge” or a sudden strong burst “of love for his grandpa”? | Justin had been reluctant to do his chores because he couldn’t do them well. Grandpa showed him how to wash and dry dishes, make his bed, and fold his clothes. Grandpa was patient with him and encouraged him to do a good job. |
| What does “riding fence” mean? Why is it important for a rancher like Grandpa to “ride fence”? (p. 191) | Inspecting the fence for weak spots so they can be repaired and the cows will be safe. |
| On page 192 Justin said, “I guess that’s a joke, eh?” What was the joke? | His grandpa referred to the nursery rhyme “Hey Diddle Diddle” with a serious look on his face.  |
| The author uses a series of words and phrases on page 192 to help paint of picture of Justin and Grandpa’s surroundings. What words or phrases help you to “see” their setting?  | Sun heated up the morning; foothills were varying shades of green; shadows dotted the plains; fog lingered like lazy clouds; insects buzzed; a small cloud of mosquitoes swarmed just behind their heads; beautiful cardinals splashed their redness on the morning air. |
| At the end of this descriptive paragraph, the author writes, “Justin felt a surge of happiness and hugged Black with his knees and heels.” Why does Justin feel this “surge” of happiness after witnessing his surroundings that morning? | The author’s words paint a picture of a new day. This pretty and calm setting allows Justin to forget his troubles and enjoy the outdoors with his grandpa. |
| “Reread pages 194-195. What evidence does the author provide to show that Grandpa is gentle and understands the feelings of others?” | The incident with the fawn and the way Grandpa handled it shows us a lot about his character. He is gentle with the fawn, and he is careful not to upset the doe. We know this by the way he carefully handles the fawn and tells Justin to stay still so the doe doesn’t get upset. He is also understanding of Justin and Black’s reaction to the blood on the fawn and encourages them to “run” for a few minutes. |
| What did Justin learn from watching Grandpa prepare lunch?  | Men can be cooks.  |
| On page 198, the author writes, “The look he [Justin] gave Grandpa revealed his doubts.”? Based on clues in the text, what do the words “reveal” and “doubt” mean? What does this sentence tell us about Justin and how he felt about what Grandpa was telling him? (p. 198) | To reveal means to show something that you haven’t shown others before, and doubts are feelings you have when you’re not sure about something. The author was showing us that Justin wasn’t totally convinced that men can be good cooks (he remembered the egg on the floor and his rice burning). He still has doubts about whether or not Grandpa is right. |
| What do the facts about black cowboys have to do with the characters in this story? How do the illustrations help us to understand why Grandpa might have told Justin about these people? (pages 199-201) | Grandpa and Justin are both African American, and Grandpa was sharing stories about other prominent African Americans in which Justin might be interested. For instance, he asked Grandpa, “Were there lots of Black Cowboys?” |
| On page 202 Justin said, “I bet you don’t like boys that cry like babies.” What was Grandpa’s response, and why did he tell Justin about the time he cried? | Grandpa said we all cry sometimes. He told Justin that he had cried when Justin was born. He was “flooded with joy” at the sight of the baby. Grandma had just died and he knew she would never be able to see the beautiful boy. |
| In the final lines of the story, the author writes, “A warmth spread over Justin and he lowered his eyes. He wished he could tell his grandpa all he felt, how much he loved him.” Based on what we know about Justin, what inferences can we make about why he didn’t tell his grandpa how much he loved him? | This circles back to the doubt that Justin was still harboring over men being cooks and reinforces the questions about crying. Justin is still unsure about what is and is not “okay” for him to feel or do. He didn’t think men cook and he didn’t think men should cry. He thought crying made him look like a baby. Therefore, we can infer that Justin either thinks he shouldn’t talk about his love because he is a boy or because it would make him look like a baby. He still has a lot to learn from his grandpa. |

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 191 - Surge | Page 188 - Convinced, ranchPage 189 - Stacks, helpings, measuring, strange, meadowPage 190 - Razor sharpPage 191 - Hurriedly, surge, graze, linger, tautPage 194 - Cautiously, pranced, restlessly, bounded, trembledPage 195 - Resounding, mimickingPage 197 - AmazedPage 198 - Lurked, rustlingPage 199 - OfferedPage 201 - Shame |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 190 - ReluctantPage 191 - Riding fencePage 198 - Reveal, doubt | Page 188 - ComplaintsPage 189 - Quickly, cleared, carefully, guiltPage 190 - Well-made, faded, rumpledPage 191 - Inspecting, mending, Page 192 - Bitter, alarmedPage 194 - Protect, untangledPage 197 - SuggestedPage 198 - Pounded, revealedPage 201 - Teasing |

Culminating Task

Re-Read, Think, Discuss, Write

* *Justin’s inability to complete household chores leads him to feel bad about himself and deem that kind of work to be “women’s work”. Through the help of his grandpa, Justin learns that chores become easier the more you practice and that both boys and girls, grown-ups and children experience many of the same emotions. Using specific examples from the story, write one well-developed paragraph that explains how Justin’s grandpa helps him come to these realizations.*

(Answers may vary) At the beginning of the story, Justin feels as though he can’t do anything right after hearing complaints from his sisters and mother about the way he does his chores. His friend Anthony refers to these chores as “women’s work”, and after the things his family says, he begins to think that phrase is true. This all changes after Justin visits his grandfather’s ranch. Justin watches his grandpa cook breakfast, wash dishes, and sweep the floor--all things he previously thought to be women’s work. His grandpa even helps him make his bed and fold his clothes. According to Grandpa, “Everything’s easy when you know how.” This statement helps to show Justin that maybe he couldn’t complete his chores to the best of his ability because he didn’t really know how to do them in the first place. Another example of Justin not really knowing or understanding something is when he brings up the idea that his grandpa probably thinks he is a baby because he saw him crying. Grandpa responds by saying, “We all cry sometime.” Then, he goes on to tell Justin the story about how he cried the day Justin was born because he was so happy. After this, Justin looks at his grandpa and a “warmth spread over” him. This warmth is a signal that Grandpa’s words had an effect on Justin. He was starting to understand that it’s okay to cry even though he is a growing boy. Justin would not have learned these things about cooking and cleaning and other household work or even his emotions if it were not for Grandpa and his guidance.

Additional Tasks

* Replace suggested writing prompts on T96 and T97 with the following from T143:

Compare an animal that lurks with an animal that runs.

What noises resounded across the prairie as Justin and Grandpa rode through the tall grass.

Describe how Grandpa prepared to cook lunch.

Why doesn’t Justin think Grandpa is a real cowboy?

By the end of the story, what important lessons did Justin learn from Grandpa?

* Make a word web of words in the story that relate to ranch life or cowboy.
* Draw pictures or explain the meaning of phrases from the story, such as snug a bug, rein the horse, riding fence, razor sharp, well made bed can be a warm welcome, break horses, tighten the cinches

Note to Teacher

* Oral reading – the Lexile is 620 (2nd-3rd grade). Students can read story aloud with a focus on fluency – beginning on with the top of column 2 on page 192 through the bottom of column 1 on page 195. Use activities to increase the complexity of the task.

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.