Unit 1/Week 4

Title: The Horned Toad Prince

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL 4.10; RF.4.3, RF.4.4; W.4.2, W.4.4, 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

When one makes a deal they must keep their end of the bargain.

Synopsis

In this tale, a girl named Reba Jo loses her new cowgirl hat in an old well while entertaining herself in the arroyo. She meets a horned toad and makes a deal to grant him three favors if he retrieves her hat. At first, Reba Jo does not keep her end of the bargain and runs off after the toad gets her hat from the well, but the toad comes to her house, and her daddy reminds her of the importance of a deal being a deal. In the end, Reba is tricked into breaking the spell that has been cast upon the horded toad and because of his cunning idea he is turned back into a handsome young caballero. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.

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. (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** |
| Page 94How did Reba Jo entertain herself on the lonesome prairie? | She loved to twang her guitar, sing in the wind, and amuse herself by racing her horse, Flash. Her favorite thing to do was to lasso cacti, water buckets, fence posts and critters. Reba Jo entertained herself by finding things that she found fun such as lassoing creatures that unfortunately crossed her path. |
| Page 94 Describe the setting and use details from the text in order to do so.  | Teacher should ensure that students know that “arroyo” is a creek in addition to describing the setting. |
| Page 95Why did Reba Jo know she should turn back but didn’t? | Her daddy had warned her that straying away from the arroyos could be dangerous due to flash floods. She didn’t turn back however because she spied a vulture daring her to toss her lasso around his neck. She knew that water may wash her away because her father had warned her but she didn’t turn back because she wanted to rope the vulture.  |
| Page96Commence means to begin or start. In many schools, recess commences after lunch. Why did Reba Jo commence to crying? | She commenced to crying because her new cowgirl hat blew off and fell to the bottom of the old well. |
| Page 97Due to her crying, we know Reba Jo feels sad in some way about loosing her hat. Based on the illustration on pg 97, how else does Reba feel about losing her hat? | We can tell that Reba is mad about losing her hat because it looks like she is kicking the dirt, and her face is all scrunched up making her look angry. |
| Page97What did Reba Jo mean when she said she thought the wind was “fooling” her ears?How do you know that the wind blowing through the arroyo was not fooling Reba Jo’s ears? | She thought that she was hearing things.It was not fooling her ears because there really was a voice asking her a question. The voice was a horned toad. |
| Page 98What deal did Reba Jo and the horned toad make? | Reba Jo would feed the horned toad chili, play the guitar for him and let him take a nap in her sombrero if he agreed not to tell her daddy that she lost her cowgirl hat in the well and get it out for her. |
| Page 99Ask students to identify how Reba Jo reacted after the toad retrieved her hat. For example, the words muchas gracias means thank you. The author writes that ‘without so much as a thank you, Reba Jo snatched her hat from the horned toad and galloped home.’ The word snatched means to grab quickly and when a horse gallops it moves along quickly. Based on these definitions, how did Reba Jo react after the toad got her hat out of the well? | Reba Jo is ungrateful and rushes off without saying thank you or holding up her end of the bargain.  |
| Page 100What brought the horned toad to Reba Jo’s door? | He went to her door because she didn’t keep her end of the bargain. He went to her door because she didn’t even say thank you to him for retrieving her hat but ran away not keeping her end of the deal. He went to her door because she didn’t feed him chili, sing him a song on her guitar or let him take a nap in her sombrero. |
| Page101Reba Jo’s daddy said, “if you strike a bargain in these parts, a deal’s a deal”. What impact do these words have on her? | After her daddy said this she shared her chili with the horned toad. She sang him a song with her guitar and let him sleep in her hat. Even though she didn’t want to, she kept her promise. She kept her end of the bargain. |
| Page 102Based on the text and illustration found on page 102, describe Reba Jo’s behavior as she plays her guitar for the toad.  | Responses should include the words “stomped”, “grabbed”, and “belted”. Responses should reference the meaning of these words and how they relate to Reba Jo’s behavior.  |
| Page105One of the meanings of spell is something of magic that keeps a person or thing in a state of enchantment. In Cinderella the Fairy Godmother casts a spell on a pumpkin and some mice turning them into a carriage and drivers to take Cinderella to the Ball, the big dance. Many tales include magic such as spells. What spell do we learn about here? | We learn that the horned toad had offended the great spirit of the riverbed and as a result the spirit cast a spell on him and made him a horned toad. The only way to break the spell was to have a cowgirl kiss him. The horned toad convinced Reba Jo to kiss him and when the spell was broken, he kept his end of the bargain and went away forever even though Reba Jo now thought he maybe should stay! |
| Page105What evidence supports the claim that the toad a plan all along? | The author says he looks at Reba Jo “slyly” before striking a deal with her, and he goes on to call him “clever” when he is reminding her that a deal is a deal right before he asks for the kiss. |

Vocabulary

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|  | **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 118 - lassoe, PrairiePage 119 - arroyo, blusteryPage 122 - slylyPage 129 - offend | Page 118 - whistled (as in the wind whistled), pastime, critterPage 120 - whirl, scramblePage 127 - shriekPage 128 - amazement |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 118 - lonesome, amusedPage 119 - flash floodPage 120 - gustPage 122 - fetchPage 123 - snatchPage 124 - admit, favor, bargainPage 126 - stomp, drowsyPage 127 - wise |  |

Culminating Task

* Write one well-developed paragraph about how Reba Jo both breaks and eventually keeps up her end of the deal. Be sure to include ***why*** she broke and kept up her end of the deal. Be sure to use evidence from the text to support your ideas. Then, write a second paragraph that, again, uses examples from the text to show what the Horned Toad’s motives were for making a deal with Reba Jo. *You must use at least 3 details or examples from the story in each of your paragraphs.*

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.