Unit 3/Week 1

Title: The Stranger

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards

RL 4.1, RL4.2, RL 4.3, RL 4.7, RF4.4, SL 4.1, SL 4.3, SL 4.4, W4.1, W4.9, L4.4, L4.5

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

What is the identity of the stranger and how is it related to the natural occurrence of the seasonal change from summer to fall? The author has intended for the readers to come to their own conclusion as to the identity of the stranger. The pictures play an important part in telling the story and making inferences about the characters.

Synopsis:

This story uses a mixture of pictures and words to explore the idea of the changes of the seasons and the expected natural events that occur with it; colder weather, leaves changing color, Jack Frost and migration. Chris Van Allsburg walks a fine line between reality and fantasy to create a mystery about the identity of the stranger who will represent the seasonal change from summer to fall. The Houghton Mifflin authors identify the story’s theme as an allegory for autumn and the use of personification to make the association.

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.)

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** |
| PG 302 Describe the setting of the story in your own words. | Farmer Bailey is driving along with “a cool breeze” blowing across his face as he drives his truck. Summer is turning to fall. |
| PG 304: Reread page 304. What does it mean when it says Farmer Brown was “fearing the worst”? Use evidence from the text to describe the stranger's actions after being hit by the car. | Farmer Bailey fears that he has killed the man but when the stranger opens his eyes, he looks up in terror and jumps to his feet. He tries to run off but loses his balance and falls again. |
| PG 306: Reread p. 306. Why does the doctor say the thermometer is broken? Could there be another reason why the mercury is at the bottom of the thermometer? | The mercury is the liquid inside the thermometer that measures temperature. The mercury is at the bottom because the stranger has a very low temperature. It is not broken; the doctor does not realize his temperature could be so low. |
| PG 306: What does it mean to lose your memory? What details make you think the stranger is mysterious or odd? | You don’t know who you are. He dresses in odd rough clothing, he does not talk, he has a very low temperature |
| PG 308-310: Reread the next 4 paragraphs. Many clues are given about the strange behavior of “The Stranger”. List the clues that could help solve the identity of the stranger.  The author uses the word *fascinated*, “The steam that rose from the hot food fascinated him.” Why is this choice of words important to figuring out who the stranger is? | Confused by buttons and button holes, fascinated by steam, when he blew on the soup there is a cold draft, rabbits run toward him and let him stroke them and then expect him to follow, works without tiring or sweating, could not take his eyes off the geese.  The word "fascinated" helps us understand that the steam is something he has not seen before. |
| PG 312: Reread page 312. Why does Farmer Bailey say the weather has been “peculiar”? What does the stranger notice and how does he feel about it? | He is noticing that summer is not changing to fall, as if “the seasons couldn’t change.” The pumpkins are getting huge, the leaves on the trees, “as green as they’d been three weeks before.” The stranger is puzzled by the fact that the trees to the north are “bright red and orange,” while to the south they are “drab and ugly” green, like the Bailey’s. He feels it would be “better…if all trees could be red and orange.” |
| PG 314 – 315: What clues do the pictures give us that the words do not? What do you think happened to the leaf and the stranger after “he blew on the leaf with all his might?” | The leaf was green in the text but it is orange in the picture, showing that he can change it by blowing on it. His expression shows his realization about his identity. |
| PG 314: How does the stranger communicate with the Baileys without using words? How does this affirm the stranger’s identity? | The stranger puts on his old clothes (father nature); he hugs them once (Last bit of summer), and disappears so quickly that the Baileys can’t see him (quick change of season). The weather turns suddenly cold. |
| PG 316: How is the change of season at the Bailey’s farm different from the other farms? | Their trees always stay green a week longer and then become the brightest color. There is always a message on the window written in frost for them to see. “See you next fall” |
| PG 316: The word "etched" is important to the understanding of the identity of the stranger. What does the word "etched" mean in this sentence: “Etched in frost are the words, “See You Next Year”’ | Etched means scratched, like someone took their finger and scratched in the frost. If the student thinks that he is Jack Frost this is a clue that helps confirm that definition. |

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 |
| Pg.306 mercury  Pg.308 Fascinated  Pg. 316 etched | Pg.308 Draft  Pg. 312 Timid  Pg.316 frost |
| Pg. 306, 312 Hermit  Pg.310 Hypnotized  Pg.312 Autumn | Pg. 302 Jammed  Pg.308 Stroked  Pg.312 Peculiar  Pg. 312 drab  Pg. 304 terror  Pg. 310 occasionally |

Culminating Task

* Re-Read, Think, Discuss, Write

*Develop a theory about the identity of the stranger and use evidence from the story to support your answer.*

Answer: The author purposely allows the reader to decide but the overall theme would be Jack Frost, Father Nature, fall or autumn. Students should be careful to choose evidence that support their choice of identity as autumn, fall, Jack Frost, or Father Nature.

Additional Tasks

Tie the illustration clues to the text clues. How does the author use illustrations to further the reader’s understanding of the story? Use evidence from the text and evidence from the pictures to support your answer.

Answer: May include: PG 313 shows the stranger noticing the change of seasons and the illustration helps clarify the difference between the Bailey farm and the other farms. PG 315 shows what the reader should infer from the illustration: that the stranger now understands who he is and what he must do.

Note to Teacher

* Do not have students read the Get Set to Read story in advance of reading *The Stranger* as many of the vocabulary words can be learned from the story context.

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.