Unit 1/Week 3

Title: Chang and the Bamboo Flute

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.10; RF.5.3, RF.5.4; W.5.2, W.5.4; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4

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, in order to be successful, you have to have the courage to try new things.

Synopsis

After a storm damages their houseboat, Chang’s family finds shelter in a barn that belongs to the family of Mei Mei, Chang’s good friend. Chang was born mute, but the music he plays on his flute is as beautiful as any voice. Chang is shy and only likes to play his flute in private. He worries about what has happened to his home and when he’ll be able to play his flute in private again. Although this troubles him, the flood subsides and his family returns to their houseboat, only to find that the mother’s wok was taken away in the storm, and this troubles Chang even more. He sees how upset his mother is, and he yearns to fix the problem for her. He goes to the market to replace the wok, but does not have the money. Encouraged by others in his village, he overcomes his fear of playing in public in order to earn the money necessary to buy his mother a new wok and help his family.

Instructional Focus

Character’s Motives

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** |
| Re-read the introduction on page 81. A houseboat is a home that has a boat as the base and sits in the water. What happened to Chang’s family’s houseboat to make them seek shelter in a barn? | The text states that a storm has damaged the family’s houseboat. |
| How does the illustration on page 82 help you to understand how Chang is feeling? | In the illustration, Chang’s posture such as, knees bent, eyes closed, slumped shoulders and head down gives the impression that he is feeling sad and depressed. |
| Based on what you know about Chang from the first few pages of the story, why might he only share his music with his family and close friends? | Possible answers are Chang only shares his music with his family and close friends because:   * he was shy * he was scared * his disability (muted)   Note: Teachers should ensure that students understand what it means to be mute. |
| What does the author tell us about the problems Chang and his family are facing as a result of the storm? (Pg. 83) | They must figure out how to repair the flood damage to their houseboat. (The gaping hole, missing shelves, and water soaked bedding and clothing, in addition to the wrecked state of the houseboat.) |
| What evidence does the author provide to show that the mood in Chang’s family changes as they work on the boat? (Pg. 84) | The family begins to feel hopeful and happy. Chang’s father speaks hopefully about repairing the houseboat; Chang’s mother’s face brightens and she begins to prepare a “grand meal”. |
| On page 85, the author writes, “’Let’s go to the market tomorrow,’ Mei Mei suggested. ‘It’ll probably be a nice day.’ Chang nodded, almost contented. Why does Chang only nod in response? (Prompt students to re-read the introduction on page 81 if necessary.) | He is mute, so he does not speak. |
| A wok is a large frying pan with a rounded bottom used for cooking Chinese food. Quote accurately from page 85, how Chang’s mother reacts when she realizes her wok is gone? What are some words and phrases the author uses to describe Chang’s mother’s reaction? | “My wok!” she cried. “My wok is gone!” Her eyes were brimming with tears. |
| Why would Chang have preferred to give up his checkers game and his kite in place of his mother’s wok? (Pg. 86) | Chang knew how much how much the wok meant to his mother, and he didn’t want her to be sad about losing it. |
| Foreshadowing is when an author/illustrator hints at or signals that something might happen in the future. How does the author use foreshadowing both in the text and the illustrations when it comes to Chang’s ideas about replacing his mother’s wok? (Pgs. 84-86). | The illustrator incorporates musical notes into the illustration, while the author states that Chang tucked his flute under his arm as they left for the market. She also states that Chang knows “one hard, painful way” to help his mother. |
| If you want something desperately that means that you have a great need or desire for it. Why did Chang desperately want the wok with the lid? | It was nicer than his mother’s old one. (It was bigger, the handle was made of polished wood, and a lid came with it.) |
| Re-read pages 88-89. Why does Chang tuck his flute under his arm? | After reading the text on pages 88-89 and knowing Chang states that he knows “one hard, painful way” to help his mother, we can infer that he wants to sell or trade his flute at the market. |
| What clues does the author give to show Zhao is unkind? (Pg. 89) | Mei Mei calls him an awful man. Zhao sneers at Chang and answers him indignantly. Zhao makes fun of Chang’s flute and offered an unfair trade--pencils |
| When we encounter words in text with more than one meaning (Multiple-Meaning Words), we can use the rest of the sentence to help to figure out which meaning the author intends. On page 89 the text says, “’It’s not!’ Mei Mei said hotly.” Explain what the author means by hotly. | The author meant that Mei Mei was very angry. |
| How are Bo Won’s and Chang’s motives for wanting Chang to play the flute different? (Pgs. 90-91) | Bo Won knows that Chang can play well and is likely to be rewarded with money for his playing. Chang wants to play because it might be his last chance if he trades his flute. |
| In the beginning of the story, Chang had no desire to play his flute in public. What are the clues the author gives to show why Chang becomes courageous enough to play in public? (Pgs. 90-91) | * Zhao was unkind. * The man from the crowd wanted to hear a tune. * Bo Won urged him to play. * Chang realizes that this might be his last chance if he trades his flute. |
| To say something grudgingly means you say it without really wanting to. Why did Zhao grudgingly say, “Well, maybe somebody would like to have the flute, after all?” (Pgs. 89-90) | Zhao now knows that Chang does not have to trade or sell his flute. Zhao saw the reaction to the crowd and how they loved it. He realizes the flute is more than a bamboo stick. |
| How was Chang successful as a result having the courage to play in public? (Pg. 92) | He bought the good wok for his mother and had it wrapped. The extra money he had left was used for food. |
| At the end of the story, the author writes, “He found his treasure, not in a milk jug but inside himself, here in the market.” What is the treasure Chang found inside himself? (Pg. 92) | His treasure was the courage and confidence to play his flute in public. |

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 81 - mute, houseboat  Pg. 85 - wok  Pg. 88 - desperately  Pg. 92 - grudgingly | Pg. 82 - urge, grateful, longed  Pg. 83 - steady, strained, pried  Pg. 84 - hopefully, eventually  Pg. 85 - alcove, content, stunned  Pg. 89 - indignantly  Pg. 90 - stubborn, retort, heartily  Pg. 91 - murmur, attentive |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Pg. 89 - hotly | Pg. 81 - damage  Pg. 82 - supply, homesick  Pg. 83 - pried  Pg. 84 - cormorants  Pg. 85 - brazier  Pg. 88 - amid, merchandise, desperately  Page 89 - sneered  Page 91 - urgently |

Culminating Task

Write a paragraph that explains how Chang had to show courage in order to be successful within the story. Use specific details from the text, including direct quotes, to support your answer.

Answer: Chang had to show courage in order to be successful with his desire to help his family. Chang’s family had lost everything when their houseboat was destroyed by a storm. His mother was heartbroken over the loss of her wok. The text tells us that “a tangle of thoughts stirred in Chang’s mind” as he tried to figure out ways to help his family. It took courage for Chang to tuck his flute under his arm as he headed to market with Mei Mei. When they reached the market Chang saw a wok that would be perfect for his mom but he could not afford it. He offered to trade his flute for the wok, but the storekeeper was rude and offered only pencils. As Mei Mei argued on behalf of Chang, who was mute, a crowd gathered. A man called out, “I’d like to hear a tune. Chang hesitated, embarrassed. Never in his life had he played for strangers.” Through encouragement from Mei Mei and Bo Won, he found his own courage and began to play. When the admiring crowd threw money at his feet, he was able to purchase a more expensive wok and food to cook in it.

Additional Tasks

* Students will reread the argument between Mei Mei and Zhao on pages 89-90. Students will identify the words and actions of each character, and then record these in a chart. Students will use these details to identify the characters’ traits and motives and tell how the difference between the two characters’ motives affects plot events.

Answer:

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| Character | Mei Mei | Zhao |
| Actions | speaks for Chang | sneers; laughs at Chang |
| Words | “It’s a flute! And all he wants for it is that old wok!; “It has to be the wok.” | “Who would want that? It’s nothing but a little bamboo stick!”; “I might give you a box of pencils for it, but nothing more”. |
| Traits | loyal, bold | mean, greedy |
| Motive | wants to help her friend | wants to get more than he gives |

* Students should think about a time when they had to show courage in order to be successful in a certain situation. They should then complete a journal entry about their experience. Students could then be prompted to share out if they are comfortable sharing their writing.

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.