**Think and Write!**

Day 1

Name: Date:

Title of story/article: **“Thunder Rose”**

***All tall tales use hyperbole, great exaggeration, to create a bigger-than-life character. “Thunder Rose,” by Jerdine Nolen, is no exception. How does this story use hyperbole to create an extraordinary character?***

1. What will you be writing about? **Underline** the Focusing Question in the assignment above.
2. What information will you need to be able to answer the Focusing Question and to explain your answer? Turn to a partner. **Look** carefully at the graphic organizer as you **discuss** the answers to the questions below. **Color in** the circle next to each question after you have talked about it.

* What information will you put in the first two columns?
* Where will you get this information?
* What information will go in the third column?
* Where will this information come from?
* Why are you gathering all this information? What are you trying to figure out?

***How does this story use hyperbole to create an extraordinary character?***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Evidence***  **Using hyperbole** | *Page* | ***Elaboration / explanation***  **How hyperbole makes Rose extraordinary** | *Used in your piece?* |
| Example  born in storm  holds lightening, rolls it into ball  ----------------------------------------------------  Quote |  | not possible to do this, makes reader understand how unusual and tough Rose is right from the beginning |  |
| Example  ----------------------------------------------------  Quote |  |  |  |
| Example  -----------------------------------------------------  Quote |  |  |  |
| Example  ----------------------------------------------------  Quote |  |  |  |
| Example  -----------------------------------------------------  Quote |  |  |  |

1. When the class is ready, your teacher will reread the story aloud. Your job is to **listen** **carefully** for information that will help you to complete the graphic organizer. During the read aloud, every time you hear some evidence from the text that you think belongs on the chart, **raise your hand**. The class will stop to discuss what you have noticed and decide whether to add that evidence to the chart.

You may have noticed that there is not much room to write in each box! Don't worry, your teacher will show you how to **"take notes"** in that small space using just key words and phrases.

1. Once you have taken notes, **look** back at your assignment, **copy** the Focusing Question onto your Writing Draft Sheet. **Think** about the evidence you found. How could you answer the Focusing Question in a single sentence? Turn and **tell** your partner how you might answer.
2. The answer to a Focusing Question is called a Focus Statement. With your teacher, **develop** a class Focus Statement. Then, **copy** that focus statement on the Writing Draft Sheet right underneath the Focusing Question.

**Think and Write!**

Day 2

Name: Date:

Title of story/article: “**Thunder Rose”**

1. **Look** at your Writing Draft Sheet from yesterday. With a partner, take turns. Have one person **read** the Focusing Question and the other person **read** the Focus Statement. Then **switch**, so that you each have read both.
2. **Look** at your graphic organizer. **Listen** carefully as your teacher gives an example of how to write the first evidence paragraph of your response. Where are these sentences coming from? On your graphic organizer, **check the box** next to the evidence your teacher used to write this part.
3. Now comes the fun part! Talk your piece! Use your graphic organizer. **Point** to each row of the chart and **tell** your partner what you will write. Say the sentences out loud as if you were writing them. Then listen as your partner tells you what he/she will write.

*On your own...*

1. **Look** at your Writing Draft Sheet. **Re-read** what you have written so far. Then, **write** about each piece of evidence. **Check off** each piece of evidence on the graphic organizer as you write.
2. A Concluding Statement restates the focus of the piece. **Look** at your Focus Statement. How could you **restate** it? Use the same idea, but different words. **Write** your Concluding Statement at the end of your piece.
3. Now, **think** about this question: *What effect does the use of hyperbole have on the story and the reader?* Your teacher will lead a **discussion** to help you improve and expand your conclusion. When you are ready, **add a few sentences** to your conclusion that show your thinking about this.
4. With a pencil in your hand, **read** your piece aloud to a partner. **Revise and edit** as you read.

Name: Date:

Title of story: “**Thunder Rose”**

*Writing Draft*

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***Teacher Pages***

*Sample Graphic Organizer (Students may add additional evidence.)*

***FOCUSING QUESTION:******How does this story use hyperbole to create an extraordinary character?***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Evidence***  **Using hyperbole** | *Page* | ***Elaboration / explanation***  **How hyperbole makes Rose extraordinary** | *Used in your piece?* |
| Example  born in thunder and lightening storm -does not cry out  snores so loudly - shakes rafters of house  ---------------------------------------------------------  Quote  “She took ahold of that lightening, rolled it into a ball, set it above her shoulder, while the thunder echoed out over the other”  talks in sentences, says, “I reckon I will want to do more than that.” |  | extraordinary, makes reader understand how unusual and tough Rose is right from the beginning  no one can touch lightening, Rose doesn’t get hurt  most babies can barely coo - she sits up - speaks like an adult, makes reader realize how smart Rose is |  |
| Example  Day 2 - awakes hungry as a bear - mother can not give her enough milk.  ---------------------------------------------------------Quote  “Rose preferred instead to drink her milk straight from the cow,” picks it up |  | drinks more than any child, so strong she can pick up a cow |  |
| Example  Childhood feats greatly exaggerated  at two uses scrap metal to build a lightening bolt to carry  at 5 - stakes fence  at 9 - builds skyscraper  at 12 - bends metal into letters - teaches alphabet to other kids, makes a branding iron for dad , stops stampede, lulls bull with song  ---------------------------------------------------------  Quote  bull becomes “ as playful as a kitten” |  | much stronger and more independent than any other child, can do things no children can do  incredible personal power, to tame whole herd of cows, all cowboys would envy this |  |
| Example  lassoes clouds -squeezes rain out  tames two tornadoes by singing  ---------------------------------------------------------  Quote |  | does two astonishing things – changes and tames weather, something ordinary people can’t do – Rose is very powerful |  |

**POSSIBLE FOCUS STATEMENTS:**

*All the hyperbole in the tall tale, “Thunder Rose, “create an extraordinary character*

*OR*

*Thunder Rose becomes a larger-than- life heroine through the use of a technique called hyperbole.*

*Writing Sample*

*NOTE: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

This is a tall tale called “ThunderRose” in which a young girl becomes an extraordinary heroine through the use of a technique called hyperbole, exaggeration.

Even from the first moments of her birth, Rose is a larger-than-life baby. When a lightening storm comes, she does not cry, she sits up and grabs the lightening and rolls it into a ball and “set it above her shoulder while the thunder echoed over the other.” She shows others what an amazing baby she is. She even talks to them in complete sentences. When the doctor sees this as an omen that she would grow up to be a strong girl, Rose says, “I reckon I will want to do more than that.” This is definitely a hyperbole. Newborn babies have a hard time cooing, and definitely can’t talk in complete sentences. Even her sleep habits are exaggerated. It is reported that Rose snores so loudly that night that it shakes the rafters of the house.

On day two, Rose awakes “as hungry as a bear.” Her mother cannot give her enough milk to satisfy her. “Rose preferred instead to drink her milk straight from the cow.” She drinks more than any child could, and actually picks up the cow and puts it over her head so she can drink. This is astonishing for a two-day-old child.

Rose’s childhood feats are also greatly exaggerated. For example, at two years old, she uses scrap metal to construct a lightening bolt to carry around with her, and at five, she actually stakes a fence around the farm. What ordinary child could do that? At nine, she builds a skyscraper. At twelve, she bends metal into letters to teach the alphabet to other kids, and makes a branding iron for her dad. Not only is this amazing, it also shows how strong and independent Rose is, in a way that no other child could possibly be.

Finally, Rose runs straight into a stampede, and lands on the back of the biggest bull, lulling the biggest bull with a song until he becomes “ as playful as a kitten.” She also tames the weather. This hyperbole shows Rose to be a person far more powerful than others, in ways that cowboys and people on the range would value.

None of these feats are possible, but tall tales use hyperbole, great exaggeration, to create exceptional heroes whom everyone admires. This makes a humorous, exciting, and fun story that the reader can suspend disbelief and simply enjoy.

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.