Unit 1/Week 1

Title: First Day Jitters

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL.3.7; W.3.1, W.3.4, W.3.8 (optional assignment); SL.3.1; SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4

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

No matter how old we are, we can still be nervous and shy about new situations (and act silly because of it).

Synopsis

Sarah is nervous about starting a new school and shows it by trying to stay in bed and saying she’s too sick to go to school. The ending is a surprise when you find out that Sarah is the new teacher, and she is nervous about whether or not her class will like her and how she’ll fit in to her new school.

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 (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| --- | --- |
| **Text Dependent Questions** | **Answers** |
| **Why won’t Sarah get out of bed?** | She doesn’t want to go to a new school where she doesn’t know anyone. |
| **Who is Mr. Hartwell in the story? What is their relationship?** | The story never says for sure, but it can be inferred at the end that he must be her husband, even though the reader assumes it is her dad. |
| **When is the first time you see Sarah’s face?** | The very last page of the story. |
| **What does “trudged” mean? Why did Sarah trudge into the kitchen? (pg. 25)** | She *says* she feels sick, but students should figure out she is literally dragging her feet about going to school. |
| **Why do you think the author wrote page 24 the way she did?**  **Does the way page 24 is written make you read the page any differently? Explain.** | This is the page where the words themselves tumble down the page because of the layout. The words also rhyme, and the short lines can be read fast, and that matches the fast action of Sarah. If students don’t pick this up, this page is a great one for dramatic reading and for a fluency focus. |
| **How does the *illustrator* help make the ending a surprise?** | Sarah’s face is never seen until the very last page when she is introduced as the new teacher. |
| **Go back through the book and list the hints you see or read that might have let you know Sarah wasn’t a little girl.** | Page 16 (picture) - Grown-up’s bathrobe  Pages 16-17 (picture) - Glasses under the bed  The man isn’t ever called anything but ‘Mr. Hartwell’  Page 24 (picture) - Wearing a slip  Gets a ride in a car to school (not a school bus or walking)  Page 28 - Principal meets her at the car, and Mr. Hartwell doesn’t go in with her |
| **This story is designed to be funny. What parts make it funny? The pictures, the words or both? Give examples when you explain what parts make the story funny.** | Answers will differ but need to draw on text evidence. |
| **Explain what the title, “First Day Jitters” means.** | Students should understand that jitters are just like nerves, and that the first day refers to the teacher’s first day of school in a new place. |

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 | Jitters (title)  Page 24 - Tumbled  Page 24 - Stumbled  Page 24 - Fumbled  Page 29 - Nervous | Page 17 - Of course  Page 18 - Tunnels (used as a verb)  Page 28 - Gushed |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 25 - Trudged | Page 27 - Clammy  Page 27 - Nonsense  Page 27 - Slumped  Page 30 - Attention |

Culminating Task

* Re-Read, Think, Discuss, Write.

*A Focus on Vocabulary:*

*Make a chart of all the words in First Day Jitters that have to do with being nervous. Don’t forget the title!*

*Across from the word, say what it means.*

Sample:

|  |  |
| --- | --- |
| **Word** | **What it means** |
| Jitters | Nerves, feeling jumpy and nervous. |
| Hate | To really not like something (but this is something Sarah doesn’t know, so really it means she’s scared of it) |
|  |  |

Additional Tasks (optional or as a substitute)

Students could write a letter (introduce them to friendly letter form: Dear Mrs. Hartwell and Sincerely, Their Name) telling Mrs. Hartwell all the reasons why she shouldn’t be so worried about school. They can point out that she has the other teachers to ask for help and that 3rd graders usually try to be helpful and friendly and listen to their teachers.

Note to Teacher

This is not a very complex or deep story, so the recommended time to spend on it is less than it usually would be. But the children should leave it feeling confident about their ability to comprehend and notice surprise endings and having an understanding that adults get nervous and scared about things sometimes too.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**“First Day Jitters”**

1. Why won’t Sarah get out of bed?

2. Who is Mr. Hartwell in the story? What is their relationship?

3. When is the first time you see Sarah’s face?

4. What does “trudged” mean? Why did Sarah trudge into the kitchen? (Pg. 25)

5. Why do you think the author wrote page 24 the way she did? Does the way page 24 is written make you read the page any differently? Explain. (Pg. 24)

6. How does the *illustrator* help make the ending a surprise?

7. Go back through the book and list the hints you see or read that might have let you know Sarah wasn’t a little girl.

8. This story is designed to be funny. What parts make it funny? The pictures, the words or both? Give examples when you explain what parts make the story funny.

9. Explain what the title, “First Day Jitters” means.

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.