Unit 1/Week1

Title: When Charlie McButton Lost Power

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RL.3.10, RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.3, 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

Something good can come from a difficult situation.

Synopsis

In this poem, Charlie loses access to his favorite activities, panics, and makes an impulsive decision that hurts his sister’s feelings and lands him in time-out. After some time to think, he eventually realizes that he has a great sister and found things that he can do for fun that he didn’t do before.

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 (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** |
| **What kinds of activities does Charlie like to spend his time doing? (pg. 30)** | Electronics, robots, computer games, blowing up bad creatures |
| **An empire is a huge part of the world, where someone is in charge of everyone and everything in it. It is bigger than a country or a kingdom. Just as a kingdom is ruled by a king, an empire is ruled by an emperor. What does it mean that Charlie’s tech empire came “tumbling” down? What caused Charlie’s empire to tumble? (pg. 31)** | The thunderstorm causes the power to go out, and without power none of Charlie’s favorite games can work. His games are everything to him, so he feels like his entire world is gone. |
| **Look at the illustration on page 31. Describe how the illustration helps tell the story.** | The illustration shows lightening hitting the power lines and Charlie’s room looking dark. Charlie has a surprised look on his face. The illustration shows what the text is describing. |
| **How did Charlie react when the power went out? What are some words and phrases the author uses to describe Charlie’s reaction? How do the illustrations help describe Charlie’s reaction? (pg. 32)** | Students should point out the many specific descriptions (heart filled with dread, lungs gasping, tried to find help) and illustrations of Charlie’s panic and despair on page 32. |
| **In the stanza where Charlie says, “‘Could *anything* be any duller…’” what is he talking about? Why is the word *anything* in italics? (pg. 33)** | His mother’s suggestions seem very boring to him. Charlie feels that *nothing* could be fun without his electronics. Authors sometimes use italics to make what they are saying stronger. |
| **What is a gadget? Why did Charlie dive for a gadget that the author describes as something “he’d outgrown last spring. It was handheld, outdated, and not much of a thing”? What problem does Charlie face with his gadget? (pgs. 34-35)** | A gadget is an electronic device that does something–like a cell phone, camera, or even a television. He was so desperate for something fun and electronic, that didn’t need to be plugged in, he jumped at the gadget (even though it was old and not one of his normally favorite gadgets). |
| **Look at the illustrations on page 31. Why did the illustrator include details like the power outlets in the walls?** | To show that while he was wildly looking for batteries, he was surrounded by outlets he couldn’t use. |
| **Read the following lines: Begin with “In less than a second he’d made his decision…” and end with “Where resided the McButton time-out time chair.” What does the word folly mean? (Teacher may have to tell students what folly means.) What did Charlie’s folly cause him to do? (pgs. 36-37)** | Folly means crazy, reckless, foolishness. Charlie’s folly caused him to steal batteries from his sister’s doll, end up in time-out, and hurt his sister’s feelings. |
| **In the stanza that says, “…couldn’t help thinking some things he’s forgotten”, what were the “things he’d forgotten”? (pg. 39)** | His sister adores him, eats his peas for him, and snuggles with him when they watch TV. She loves him and he loves her. |
| **In the stanza that says, “…He sat and he thought…” What do you think Charlie was probably planning? (pg. 41)** | Students should point to specific details from the poem. He may have thought about: 1) how rotten he felt for hurting his sister’s feelings, 2) other examples of how she was a good sister, but **most likely** 3) how to make up with her, since after time-out he found her and played hide-and-go-seek. |
| **Use details from the poem to describe how Charlie and Isabel Jane spent the rest of the day. (pgs. 42-44)** | They built a fort, pretended to be a wizard and troll, and ate a candle-lit supper. |
| **In the last stanza, Charlie had another thought. What was this thought, and why couldn’t he explain it?** | Not only will he play with his electronics tomorrow, but he might also play dragons with his sister again. He was probably a little surprised that he wanted to do something that he never thought he liked do before. |

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 31 - Empire | Page 32 - Dread, gasping, blackoutPage 35 - InsanePage 36 - Judgment, visionPage 38 - AssaultedPage 40 - Adored, hotly, denyPage 42 - Gloom, desired, faithfulPage 43 - Brewing, forging |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 34 - gadgetPage 33-35 - gray\* Page 36 - Folly | Page 32 – clung (illustration)Page 37 – termPage 42 – fort (illustration) |

Possible Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the poem to describe what Charlie learned about his sister and having fun. How did his opinions change from the beginning to the end of the poem?*

Answer: At the beginning of the poem, he thought he could never have fun without his gadgets. By the end, he realized that he can have fun without electronics and that he has a good sister with whom he can also have fun.

Additional Tasks

* Trace the use of the word gray on pages 33-35. Ask students to find each instance of the word. Why does the author use the color gray to describe the clay and the day? How does Charlie feel about both? Gray is not just a color in this text. What does the word gray mean in this poem?

Answer: Gray is a color typically used to describe sadness or gloom. Charlie felt sad about the weather and the idea of doing something boring, like playing with clay.

* Assign various stanzas to students. Students can re-read and rehearse their lines and perform a dramatic reading of the poem.

Note to Teacher

* This poem provides the opportunity to introduce the concept of a stanza (refer to Common Core ELA standard RL.3.5). Poems are sometimes organized into stanzas – several lines of a poem grouped together. A stanza is like a paragraph in a poem. Students should refer to specific stanzas when responding to the Text Dependent Questions.

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

**“When Charlie McButton Lost Power”**

1. What kinds of activities does Charlie like to spend his time doing? (Pg. 30)
2. An empire is a huge part of the world, where someone is in charge of everyone and everything in it. It is bigger than a country or a kingdom. Just as a kingdom is ruled by a king, an empire is ruled by an emperor. What does it mean that Charlie’s tech empire came “tumbling” down? What caused Charlie’s empire to tumble? (Pg. 31)
3. Look at the illustration on page 31. Describe how the illustration helps tell the story. (Pg. 31)
4. How did Charlie react when the power went out? What are some words and phrases the author uses to describe Charlie’s reaction? How do the illustrations help describe Charlie’s reaction? (Pg. 32)
5. In the stanza where Charlie says, ‘Could anything be any duller…’ what is he talking about? Why is the word anything in italics? (Pg. 33)
6. What is a gadget? Why did Charlie dive for a gadget that the author describes as something “he’d outgrown last spring. It was handheld, outdated, and not much of a thing”? What problem does Charlie face with his gadget? (Pgs. 34-35)
7. Look at the illustrations on page 31. Why did the illustrator include details like the power outlets in the walls? (Pg. 31)
8. Read the following lines: Begin with “In less than a second he’d made his decision…” and end with “Where resided the McButton time-out time chair.” What does the word folly mean? (Teacher may have to tell students what folly means.) What did Charlie’s folly cause him to do? (Pgs. 36-37)
9. In the stanza that says, “…couldn’t help thinking some things he’s forgotten”, what were the “things he’d forgotten”? (Pg. 39)
10. In the stanza that says, “…He sat and he thought…” What do you think Charlie was probably planning? (Pg. 41)
11. Use details from the poem to describe how Charlie and Isabel Jane spent the rest of the day. (Pgs. 42-44)
12. In the last stanza, Charlie had another thought. What was this thought, and why couldn’t he explain it?

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.