Unit 1/Week 1

Title: A Package for Mrs. Jewls

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4; RF5.3, RF.5.4; W.5.2, W.5.4; SL.5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.3, 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

In this unit, students should analyze the overall structure of this story—i.e., how the strange details add up and lead to the ending.

Synopsis

While cleaning the schoolyard, Louis accepts a package for Mrs. Jewls. It is very large and heavy, and Louis is sore, but he carries it up 30 flights of stairs because he likes Mrs. Jewls and her students, and he thinks the package might be important. When Louis finally gives Mrs. Jewls the package, she does something surprising with what’s inside (a computer) in order to teach a lesson about gravity.

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** |
| **Do you think this day started out normally or unusually for Louis? What makes it seem normal or unusual? (pg. 24)** | Unusual: “the school yard was a mess”; pencils and paper were all over the ground; a package arrived. |
| **How did Louis feel about the Wayside school children? Give 3 examples from page 24.** | He cared about them and, therefore, he did nice things for them:   1. “He loved all the children at Wayside School” 2. He told the delivery man to be quiet so he didn’t bother the children 3. He took the package himself so that the delivery man didn’t “interrupt” or “disturb” the children (Discuss the words “interrupt” and “disturb” here.) |
| **What was unusual about the architecture of Wayside school? (pgs. 26-27)** | The building was 30 stories high with one room on each floor and no elevator; also, there was no nineteenth floor. (You may want to use this opportunity to discuss different meanings of the word “stories”.) |
| **What does “squashing” mean? Use the words around it in the text to help you. (pg. 27)** | Pressing against, pushing on, flattening. Helpful evidence: “the box *pressed* against Louis’s face” |
| **On page 27, how did Louis feel while he went up the stairs? What words and phrases from the text tell us this?** | Uncomfortable — the box was “squashing” his nose; he “huffed” and “groaned;” “his arms and legs were very sore” |
| **Why didn’t he stop to rest? What does this tell us about what kind of person Louis is? (pg. 27)** | Louis thought the package might be “important”, so he wanted to give it to Mrs. Jewls as quickly as possible. Louis is responsible, thoughtful, selfless, kind, etc. (Some students may also link this action to his picking up the yard on page 24, which was also a kind gesture.) |
| **Why did Louis knock on the door with his head? (pg. 28)** | He was holding the box; it was so big and heavy that he couldn’t hold it with one hand to knock with the other. |
| **What was Mrs. Jewls teaching when Louis arrived on the thirtieth floor? (pg. 28)** | Gravity. (Give students a very simple explanation of gravity—it is the force that attracts objects to each other or to the ground. Gravity is what causes objects to fall on the ground when you drop them.) |
| **Which verbs on page 28 describe how Louis felt by the time he got to the thirtieth floor?** | “Struggled”; “gasped”; “complained” |
| **On page 28, why were the students eager to open the door for Louis? Do you think this would have surprised Louis? Why or why not? (Hint: Re-read the first page if you’re not sure.)** | On page 28, the students all offered to open the door because “they loved to be interrupted when they were working.” But on page 24, the text says that Louis takes the package because “he knew how much they hated to be interrupted while they were working.” |
| **Louis had a pretty good attitude while he carried the box, but on the bottom of page 28, he complained for the first time. What inspired him to finally complain?** | He was so sore from carrying the heavy box, but Mrs. Jewls still didn’t let him come into the classroom—she made him wait while she held a spelling bee to determine who should open the door. |
| **On page 29, after the sentence, “He felt his hands go numb,” the author immediately wrote, “Actually, he *didn’t* feel them go numb.” Why does the author correct himself here?**  **Why do you think the author included both of these sentences in the story, rather than editing out the first one? How does this influence the tone of the story?** | The word “numb” indicates a loss of feeling, so to say that he *felt* himself go numb wouldn’t make sense.  By including both sentences in the story, the author is making a joke. |
| **During the spelling bee, two students spelled different words than Mrs. Jewls asked them to spell. Why do you think she didn’t correct them? (Hint: What is the relationship between the words she says and the words they spell?) (pg. 29)** | These words have similar meanings—they are *synonyms*. |
| **What are some more verbs on page 30 that describe Louis struggling?** | He “staggered” into the room; his legs “wobbled”; he “collapsed” on the floor. |
| **What did the students think about what was inside the package? What did Mrs. Jewls think about it? (pg. 30)** | The students didn’t like it—they “booed” and told Louis to bring it back. Mrs. Jewls said it will help them learn because it is “quicker than a pencil and paper”, but that upset them because that means they’ll have to do more work. |
| **What did Mrs. Jewls do with the computer on the last page? Why? (pg.32)** | She pushed the computer out the window to teach the students about gravity. The computer’s crash to the ground demonstrated gravity better than the pencils and paper she had thrown out the window earlier, because it fell faster. |
| **Why did the computer fall to the ground faster than the pencils and pieces of paper? (pg. 32)** | Because it was heavier. |
| **Where else in the text did the “pencils and pieces of paper” appear?** | On page 24, where Louis picked them up in the school yard; on page 30, when Mrs. Jewls and the students discussed that computers are faster than pencils and paper. |

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 24 - Sighed  Page 27 - Huffed and groaned  Page 28 - Gravity  Page 29 - Shifted, grip  Page 29 - Numb  Page 30 - Staggered |  |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 24 - Disturbing, interrupted  Page 28 - Struggled  Page 30 - Collapsed |  |

Possible Culminating Task

* Re-Read, Think, Discuss, Write

*Reread the last sentence in the text: “I’ve been trying to teach them about gravity all morning. We have been using pencils and pieces of paper, but the computer was a lot quicker.” Though what Mrs. Jewls does with the computer may be surprising, if we know how the story ends and go back into the text, we can find clues that “foreshadow”, or suggest earlier, what might happen. What are these clues, and on what pages do you find them?*

Answer:

* + Page 24 - “The schoolyard was a mess,” which was unusual. There were pencils and pieces of paper everywhere, but Louis didn’t know from where they came.
  + Page 28 - Mrs. Jewls is teaching a lesson about gravity; also, her classroom is very high off the ground, on the thirtieth floor
  + Page 30 - The discussion between the students and Mrs. Jewls recalls the pencils and paper on the first page; Mrs. Jewls says that the computer is quicker than the pencils and paper;
  + Page 32 - The final quote ties all these clues together.

Additional Task

* After students complete the culminating task, have them sit in pairs or small groups and debate the following question: *Is it possible to guess the ending of this story before reading it? Why or why not?*

Answers will vary.

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.