Unit 2 /Week 3

Title: Prudy’s Problem and How She Solved It

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.3.7, RL.3.9, RL.3.10; W.3.2, W.3.4; SL.3.1, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5, L.3.6

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

You have to be creative in order to solve problems.

Synopsis

Most kids collect something. Prudy collects everything! Rocks, stamps, foil, worn-out toothbrushes, pretty paper napkins, tufts of hair from different breeds of dogs-everything! It is a delightful examination of a common affliction. Prudy is a pack rat with a penchant for collecting. Unlike her peers who maintain one or two selective collections, she hoards everything under the sun. As one might expect, things ultimately get out of control, trying even the patience of her tolerant parents. When the youngster finds a silver gum wrapper on the ground, she must add it to her shiny-things collection immediately. It turns out to be the catalyst for an explosion that rocks her crammed-full room and blows her treasures all over the globe. Even Prudy has to acknowledge that perhaps she does have a problem; she regroups, does some research, and comes up with a wildly inventive solution-the Prudy Museum of Indescribable Wonderment. Prudy has an inspired way of solving her problem.

**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** |
| On page 204, the author writes, “Prudy seemed like a normal little girl.” Why did Prudy seem normal? | Prudy was a normal little girl by the fact that she had a sister, a dog, two white mice, and mom and dad with a room of her own. |
| A *collection* is a group of things gathered from many places and belonging together. What did Prudy’s friends Egbert, Belinda, and Harold collect? How did these friends’ collections compare to Prudy’s collection? (page 204) | Egbert collected butterflies, Belinda had a stamp collection, and Harold collected tin foil and made it into a big ball. Prudy had the same collections. But Prudy collected everything. |
| What evidence does the author provide to show that Prudy’s collections are out of control? | The author includes a long list of items found in her varied collections. He also writes that Prudy collects *everything*, and everything is put in italics for emphasis. |
| How do the illustrations on pages 205 and 206 help you to further understand just how much is in Prudy’s collection? | The pictures show stuff everywhere! For example, there are mushrooms coming out of Prudy’s bottom dresser drawer and there are so many stuffed animals on her bed, you can’t even see the sheets. This helps to show us just how out of control her collection is. There is too much stuff. |
| On page 207, the author writes, “It drove her dad to distraction.” What is the “it” in this sentence? | Prudy’s messiness. |
| What evidence does the author provide to explain why Prudy’s dad would have a problem with her collections? | He was a tidy person that did not like clutter. |
| On page 208, the author writes, “It even got to be too much for her mom, who did not mind clutter.” Why did it get to be too much for her mom? | It became too much because she could not navigate the living room. |
| On page 209, when Prudy’s little sister Evie starts a collection of her own, how did her friend Egbert respond? | Egbert said “uh-oh.” He saw Evie’s piles of pine twigs and used toothbrushes. He suggested Prudy pack everything up, stuff it in a rocket, and send her collections to Neptune. |
| Reread page 210 and pay careful attention to the illustration. When Prudy ran home and tried to squeeze in her room, what details from the text tell the reader that something is about to happen? | 1. Prudy could not get out of her room without setting off an avalanche of one thing or another. 2. The walls started to bulge. 3. The door started to strain on its hinges. |
| Use details from the illustrations on pages 212-213 to show that this story is make believe. | In the picture there was a Bang! Prudy’s room exploded because it had too much stuff in it. People, animals, and collections went flying around the room. |
| On page 214, Prudy says, “Holy smokes, I guess maybe I do have a little problem.“ How did Prudy look for inspiration to solver her problem? | 1. visited an art collection 2. visited a fish collection 3. visited a rock collection 4. went to the library to find ideas 5. looked at stacks of books |
| How does Prudy decide to solve her problem? | She opens The Prudy Museum of Indescribable Wonderment, where all of her different collections can be neatly stored on display for all to enjoy. |
| How does the illustration on the last page help you to understand the final line in the story: “But she could never *really* stop collecting!” | The picture shows Prudy and her dog trying to push an elephant into a room that says “Museum Storage Employee Storage” over it. We can tell from this and the text, that Prudy will continue to collect, but at least with her new museum, she will have somewhere to put her collections--hopefully even a big elephant. |
| Indescribable means that there are no words to describe something and wonderment means a state of awe or amazement. Why was The Prudy Museum of Indescribable Wonderment “an amazing sight to behold”? (Pgs. 216-217) | 1. The town wanted to come visit. 2. Within a year, it was the biggest tourist attraction in town. 3. The collections were neat and organized. |

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 204 - collection  Page 214 - indescribable, wonderment | Page 206 - tuft, breed, souvenir  Page 207 - unpleasant, haul, distraction  Page 208 - thrift store  Page 209 - barely  Page 210 - bulge, strain, hinges, avalanche, pressure  Page 214 - scattered, inspiration, scrutinizing, brilliant  Page 216 - fascinating |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text |  | Page 207 - tidy, clutter  Page 208 - navigate  Page 211 - enormous  Page 216 - museum |

Culminating Assignment

* Throughout most of the story, Prudy refuses to admit that she has a collecting problem. Many times her family and friends would suggest that she could take them to the thrift shop, dump, or even to the moon. Only after her room explodes, does Prudy say, “Holy smokes, I guess maybe I do have a little problem”. Describe the ways in which Prudy used creativity in order to solve her problem after finally admitting that she did in fact have one. Construct a well-written, multi-sentence paragraph that uses details from the story in order to complete this task.

Answer:

Prudy used creativity to solve her problem by visiting and considering many sources of inspiration and finally choosing one that fit her situation best. Since Prudy had a collection of every picture she had drawn, she visited an art collection. She visited a fish and rock collection. Spending time in the library for ideas and going over many books, she came up with a brilliant plan. With family and friends, Prudy built The Prudy Museum of Indescribable Wonderment. Inside the museum Prudy’s collections were neat, orderly, and appreciated by everyone. This was a very creative solution for Prudy’s problem of having too many scattered collections.

Additional Tasks

* Think about the character of Prudy in Prudy’s Problem and the character of Francisco in A Day’s Work. Create a Venn diagram showing how Prudy and Francisco are alike and different. In a multi sentence paragraph write about how Prudy and Francisco are alike and different using the information from the Venn diagram you created.

Answer:

Prudy and Francisco are different in some ways. Prudy is a character in a fantasy, and Francisco is a character in a realistic story. Prudy and Francisco are the same because they are both quick thinkers and both make a mistake. Both characters work hard to correct their mistake. We learn something from both characters. From Francisco, we learn to always be honest. From Prudy, we learn to share things with others.

* Ask students if they (or anyone they know) have a collection. Have a “show and tell” day, where students bring in their collections. If they do not have their own collection, then they could borrow a friend’s or create a poster of a collection they would like to start one day.
* The author has used humor throughout the story, both through writing and illustrations in order to make the reader laugh. List 4 examples of the author using humor in this story and cite the page number.

Answer:

1. Page 205 – Prudy had 614 stuffed animals in different unnatural colors.
2. Page 206 – The illustration of Prudy upside down.
3. Page 207 – Prudy’s father’s expression.
4. Page 207 – The dog’s expression.
5. Page 208 – Prudy’s mom’s facial expression.
6. Page 209 – The mouse resting on the pillow and the other mouse fanning.
7. Page 212 – The room exploding.

* The setting is where a story takes place. What is the setting in the story at the beginning and then at the end? Explain why the change in the setting is important to the story.

Answer

The setting at the beginning of the story was in Prudy’s home. Then at the end of the story, the setting changes to the museum. This setting change is important to the story because now Prudy has a place for her problem – all her collections.

Note to Teacher

* Idioms are used in the story. For example: Prudy’s mother did not mind clutter. Everyone pitched in to gather Prudy’s scattered collections. Teachers may want to spend some time on these with students.

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.