Unit 1/Week 2

Title: The Marble Champ

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.4, W.5.9, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL5.6, L.5.1, L.5.2, L5.4, L.5.5

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

With determination and hard work, you can face challenges and accomplish your goals. It is important to be a good sport and show others respect when competing against them.

Synopsis

Lupe Medrano is the top student at her school. However, she is a failure at sports until she tries her hand at marbles. She practices playing marbles day and night and exercises her poor thumb until it is sore and swollen. When Lupe enters the marble championship she wins one match after another. Then she takes on the top girl and boy and wins in both divisions. Now she is truly the marble champ!

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 (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** |
| Closely examine the first paragraph on page 36. What pattern emerges from the author’s description of Lupe? Why does the author start with this description? | The author provides many details of how well Lupe does in school. She was a champion, a winner, the awarded, a top student, straight A student, and she never missed a day of school. I think the author provides these details to let the readers know that Lupe is a smart girl. |
| What conclusion can we draw about Lupe based on the first paragraph on page 36? | Not only is Lupe smart, she is also highly competitive in that she likes to win, to be the best. The author mentions all the contests/competitions she has entered and won – spelling bee, reading contest, science fair, piano recital, chess competition. Her desire to be the best motivates her to get the best grades and to never miss a day of school. |
| Find the phrase “razor-sharp mind” on page 36. How does the author help us to understand what the phrase “razor-sharp mind” means? | The author provides examples in the first paragraph of what it means to have a ‘razor-sharp mind’ like Lupe (Star student in spelling, science, and piano, also a straight A student, etc). So it means to be highly intelligent. |
| Review the text on page 36-37. What caused Lupe to “fume”? Based on the clues in the text, what does it mean to “fume”? | She was gazing at all of her school/academic awards and she was frustrated by the truth that although she was a winner when it came to her brains, she was no ‘good at sports’, and she even felt like she will NEVER be good at sports. To fume is to be upset and angry and in this case, she is speaking in a voice with an angry tone. |
| Why does Lupe compare her thumb to the neck of a newborn chick? How does this fit with earlier descriptions of Lupe? | She is so weak that even her thumb is ‘weaker than the neck of newborn chick’. The author wants to make a point to show just how really weak and uncoordinated Lupe is –so she compares the thumb to the weak neck of a newborn chick. Earlier, on page 36, the author pointed out that Lupe could not make her body run fast, she could not catch a pop-up, nor could she kick a soccer ball in the right direction. She didn’t even learn how to ride a bike until a year ago, when she was already 11 years old. |
| Describe how the illustration on page 37 helps tell the story. | The illustration includes telling details that focus on Lupe’s school/academic accomplishments. It shows 9 trophies, 7 ribbons, and 3 certificates. It also shows Lupe practicing marble shooting. |
| Reread page 38. What does the author mean when he writes that Lupe’s muscles “burned from exhaustion”? | The author used the phrase ‘burned from exhaustion’ to show the readers that Lupe exercised her muscles up to the point when the muscles actually hurt or burn from being exhausted/tired. |
| Find the instances when the author repeated the phrase “Lupe (she) was no good at sports” from pages 36-40. What is the author’s purpose in repeating this phrase? | Page 36 - ‘The truth was that Lupe was no good I sports.’  Page 37 – ‘I’ll never be good at sports,’ she fumed …  Page 39 – ‘Her mother knew Lupe was no good at sports.’  Page 40 – ‘He knew his daughter thought she was no good at sports.’  I think the author is repeating this phrase to let the readers know that everyone knew that Lupe was not at all athletic. Lupe’s mother knew, her father knew, and Lupe herself knew as suggested by the quotes. (Readers can also infer that everyone she played team sports with knew she was no good at sports.) |
| When you’re entranced by something, it holds your attention with wonder and delight. Why was Lupe’s father so “entranced” by the sight of her beating her brother? | He was entranced because he thought Lupe was not good at sports yet there she was even beating her brother at a game her brother was good at. |
| Reread page 40. What evidence does the author provide to show that Lupe’s father is supportive? | He had other plans on the day of the tournament, but he said he would be there (and he followed through). He also ensured that she had the proper lighting in the backyard to practice after dark. He came to all of her matches, encouraged her right before her last match against the “tough” girl, and hugged her after she won. |
| Reread the last 2 paragraphs on page 41. Using evidence from Lupe’s actions and words, what kind of a person is she when competing with others? | Lupe invited the first opponent she beat to stay with her and her family for the rest of the game. After that she also invited her next beaten opponent to join their group. Lupe did this with every beaten opponent until ‘there was a crowd of people following (her) to the finals’. This shows that Lupe was a good sport and team player. |
| Reread and examine the last paragraph on page 41. What does her opponent do? What can be infer about why her opponent does this? | Lupe’s opponent in the finals had a “dead serious” look. She appeared so tough because “she never even looked up at Lupe.” This was a tactic of the opponent to make Lupe feel nervous and fearful so she could win. |
| How does the author show suspense in the final match of the game? | The author goes back and forth in a quick fashion between the two girls, describing the points won by each. He also describes Lupe’s actions with phrases like “thumb quivering with energy”, “eyes felt scratch when she blinked”, “dropped to one knee, steadied her hand, and shot so hard”. These descriptions make us feel like we are there watching Lupe and can feel the same anxiety she was feeling. |
| A symbol is something that represents something else. What could the broken marbles be symbols of? What can the marbles symbolize? | [Teacher Note: This could be a stopping point for a mini-lesson about symbolism. Start with familiar examples from the environment (flag, products, etc…) then bring the lesson back to literature and how authors use symbols when they want to give more meaning and feeling to their story without directly pointing it out.]  I think the broken marbles is a symbol of hard work. Lupe worked so hard in training for the marble championship that her thumb became so strong to crack the marbles. (another possible answer – strength, determination, perseverance, etc.) |
| The author contrasted Lupe with Miss Baseball Cap. Find evidence from the narrative of three important differences between the rivals. What pattern emerges from these differences? | Lupe and Miss Baseball Cap were quite different from each other in terms of sportsmanship in that Lupe was a better sport than her final opponent. Lupe made friends with her opponents, whereas Miss Baseball Cap didn’t even make eye contact with her. When Miss Baseball Cap missed a shot, she stamped her foot and said ‘Shoot!, unlike Lupe who remained calm. When the game was finally won, Miss Baseball Cap ‘made a face and stared at the ground’, but Lupe complimented her and shook hands with her. |
| What morals or life lessons could be taught through this story?  What kind of attitudes, beliefs, behaviors helped Lupe reach her goal? | On page 37, in the beginning of the narrative, the author wrote,  “ . . . she realized that she had only two weeks to practice,” providing the evidence that the story took place within two weeks. It means that within two weeks, Lupe, who knew nothing about marbles, turned into a champ. Two weeks! The author wants the reader to learn that the lesson that hard work and determination are important in meeting a goal. However, a laser-like focus like Lupe had, gets you to your goal even faster. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 37 - accurate  Page 39 - reluctantly  Page 42 - quiver, instinct | Page 36 - chanced  Page 37 - gaze, rummage  Page 38 - glory  Page 40 - rigged, entranced  Page 42 - steady  Page 43 - glumly, commotion |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 36 - razor-sharp  Page 37 -fumed  Page 38 - exhaustion | Page 42 - blast, onlookers, earn |

Culminating Tasks

* How did Lupe show that with hard work and determination you can accomplish your goals, even if they seem unlikely?

Answer:

* + Set a goal for herself (win the playground championship)
  + Recognized her weaknesses and tried to overcome them (did push-ups, squeezed an eraser)
  + Practiced over and over again (by herself and with her brother and a neighbor)
* Describe how Lupe showed that she was a good sport when competing.

Answer:

* + Asked her opponents to join her at the next match after she beat them
  + When she beat Miss Baseball Cap, she only said “I did it” under her breath rather than making a bigger scene
  + Shook hands Miss Baseball Cap after beating her
  + Shook hands with everyone, even the dog, after she won the tournament

Additional Tasks

* Reread the last two paragraphs of the story. At the end, the author writes, “Then she climbed into bed and drifted into a hard-won sleep.” Do you consider this to be a good ending? Why or why not?
* Have students pretend to be Lupe and write speeches to their classmates about setting goals and working to achieve them. Each student should write and present his or her own speech to the class, using formal English and proper public speaking skills. After each speech, have the audience identify 2 reasons that the speaker gave about how to set and achieve their goals. Be sure to have the audience explain how these reasons support the speaker’s claim. (This activity addresses SL.5.3, SL.5.4, and SL.5.6.)

Note to Teacher

* This story presents many opportunities for cause/effect questions. By practicing the following linguistic patterns orally, students could then be asked and expected to use these same linguistic patterns in their writing. Students could also be made aware that authors use these same linking words when they write. These linking words can indicate the author’s purpose or the text structure of a given passage. Not only will knowing these linking words make them proficient speakers and writers, but it will also make them proficient listeners and readers, as well.
  + The following linguistic patterns are differentiated based on EL levels:
    - Beginning: (cause) so (effect) Lupe practiced and worked hard so she became a marble champ.

(effect) because (cause) Lupe became a marble champ because she practiced and worked hard.

* + - Early Intermediate: (cause) Therefore, (effect) Lupe practiced and worked hard. Therefore, she became a marble champ.

(effect) since (cause) Lupe because a marble champ since she practiced and worked hard.

* + - Intermediate: (cause) As a result, (effect) Lupe practiced and worked hard. As a result, she became a marble champ.

(effect) for the reason (cause) Lupe became a marble champ for the reason that she practiced and worked hard.

* + - Early Advanced: (cause) As a consequence (effect) Lupe practiced and worked hard. As a consequence, she became a marble champ.

(effect) due to the fact that (cause) Lupe became a marble champ due to the fact that she practiced....

* + - Advanced: (cause) Consequently, (effect) Lupe practiced and worked hard. Consequently, she became a marble champ.

(effect) on account of (effect) Lupe became a marble champ on account of her hard work.

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.