Unit 3/Week 4

Title: The Jones Family Express

Suggested Time: 5 days (45 minutes per day)

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

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

Special relationships in our lives influence our actions. When we desire to please others, we put extra effort into daily tasks, and the results benefit everyone.

Synopsis

This realistic fictional story is about Steven and his Aunt Carolyn. The two have always shared a special bond; each time Aunt Carolyn takes a trip, she sends a special postcard to Steven. Now, Aunt Carolyn is coming for the family block party and Steven wants to find a special gift for her. After looking in many stores and realizing he does not have enough money for a store­-bought gift, he crafts something more personal and handmade. Steven creates the “Jones Family Express” a movable photo album that Aunt Carolyn can take with her on her travels. In the end, Steven receives a wonderful gift too; he receives a postcard that is “good for one trip with Aunt Carolyn”. This story highlights strong family connections and follows a boy’s quest to find a perfect gift for his very special aunt.

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** | **Evidence-based Answers** |
| Reread Page 359. How does the narrator show that he was interested in traveling with Aunt Carolyn? | The narrator enjoyed hearing tales of how his Aunt Carolyn traveled to different places and wanted to experience these trips for himself. He tried to hide in her suitcase when he was three-years-old and valued the postcards that she sent him from the different places she’s visited. He also said that the postcards made him feel special. |
| What clues from the story let you know that the narrator was looking forward to the block party? (Pg. 360) | The narrator states that it was his favorite time of the year because his whole family would be there and there were lots of fun activities, food and music. He was also looking forward to his Aunt Carolyn being present, since she usually traveled through the summer. |
| Why did the narrator want to purchase a gift for his aunt? (Pg. 360) | The narrator states that Aunt Carolyn didn’t come back often, and that was why he wanted to get her a present. He valued the postcards that she sent when she traveled, and he wanted to get her a gift in return. |
| Reread page 363. Why does the narrator sneak out of the window in his room? | The narrator sneaks out of his window and through his neighbor’s garden to go to Nostrand Avenue so that he can find his aunt a present. He didn’t want to get stopped by all of his family members on the way out. |
| Look at the way that Mr. Perkins speaks on page 365. What clues from the text describe his voice? | The text states that Mr. Perkins had a screechy voice, and he compared his voice to the sound of nails on a chalkboard. Mr. Perkins also drags out his vowel sounds, which makes his voice more annoying to the narrator, until his head starts to hurt. |
| Reread page 366. The narrator mentions that Ms. Ruby is from  Jamaica. How does the dialogue show that she speaks with an accent? | Ms. Ruby states some of her sentences in words in an untraditional way. For example, “How you do?”, “You short for true”, and she pronounces the word “little” as “likkle”, as well as “my love” as “m’love”. The text shows that her speech differs from traditional English language. |
| On page 368, Steven didn't want to let Uncle Charles know exactly how much money he had. Find evidence that supports why Steven feels this way. | Steven didn't want to let Uncle Charles know about his last seventy-five cents because Uncle Charles would take it all for whatever he was selling to Steven. He states that he doesn’t do anything for free, not even for kids! |
| Read page 370. What do you learn about Aunt Carolyn and Steven from their interactions on this page? | The text shows that Steven and Aunt Carolyn are very close family members and that they really care about each other. I know this because the text shows that when they saw each other, they shared big hugs and kisses. They must have a special bond because Steven is the only person that came to meet Aunt Carolyn. |
| The illustration on page 372 and 373 reveals Aunt Carolyn's gift. She states, "this is the best present anyone has ever given me." Based on what we know about Aunt Carolyn, why do you think Steven choose a train themed around his family? | Aunt Carolyn loves to travel and is often away from her family. She arrived by train, so a toy train with family pictures on it would be a great gift to have once she continues to travel and wants to see her family. |
| Aunt Carolyn reveals a surprise of her own! Steven states, "he could not believe his eyes." What does this tell the reader about how he feels about his gift? Use the text to support your inference. (Pgs. 359 and 377) | Steven loved his gift! I know this because earlier in the text on page 359 it is stated that he had been waiting since he was three to go on a trip with Aunt Carolyn. He must have been surprised by the trip because he said he could not believe his eyes, and what he was reading. |

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 360 - annual  Page 363 - block  Page 368 - potential  Page 370 - bustled  Page 363 - block | Page 362 - vestibule  Page 366 - expensive |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 360 - heaping  Page 368 - rummaging  Page 370 - plopped | Page 360 - barely  Page 360 - innocent  Page 362 - suddenly  Page 365 - like nails on a chalkboard |

Culminating Task

* Re-Read, Think, Discuss, Write
* *What does this story tell you about Steven’s relationship with his Aunt Carolyn? Write an essay using at least three details from the story to explain why and how Steven put so much effort into finding a special gift for his Aunt.*

Answer:Steven is very close to his Aunt Carolyn; when she travels, she sends him a special postcard from the places she visits. Because Aunt Carolyn doesn’t visit often, Steven wanted to get something special for her. He visits two stores in his neighborhood and finds some nice things, but he doesn’t have enough money to buy them. Paying ten dollars to look in his Uncle Charles’ apartment, Steven finds the perfect item: a toy train. Even though it had peeling paint and broken windows, Steven recognized its potential and worked on it for an entire afternoon. He created “The Jones Family Express”; a train filled with pictures of the family that Aunt Carolyn can take with her when she travels. (Student responses may vary.)

Additional Tasks

* In this story, postcards from an aunt make Steven feel special. Ask the students to pretend they are one of Steven’s friends and write a postcard message to him. If possible, students could find a picture postcard from their community, town, or state and write their message on it. Once done, all postcards can be put together to make a class photo album.
* Have students write Reader’s Theater scripts and act out parts of the story. For example, they might dramatize Steven’s search for a gift in Mr. Perkins’s drugstore or in Ms. Ruby’s shop. This task would support the Speaking and Listening standards listed above.

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**“The Jones Family Express”**

1. Reread Page 359. How does the narrator show that he was interested in traveling with Aunt Carolyn?
2. What clues from the story let you know that the narrator was looking forward to the block party? (Pg. 360)
3. Why did the narrator want to purchase a gift for his aunt? (Pg. 360)
4. Reread page 363. Why does the narrator sneak out of the window in his room?
5. Look at the way that Mr. Perkins speaks on page 365. What clues from the text describe his voice?
6. Reread page 366. The narrator mentions that Ms. Ruby is from Jamaica. How does the dialogue show that she speaks with an accent?
7. On page 368, Steven didn't want to let Uncle Charles know exactly how much money he had. Find evidence that supports why Steven feels this way.
8. Read page 370. What do you learn about Aunt Carolyn and Steven from their interactions on this page?
9. The illustration on page 372 and 373 reveals Aunt Carolyn's gift. She states, "this is the best present anyone has ever given me." Based on what we know about Aunt Carolyn, why do you think Steven choose a train themed around his family?
10. Aunt Carolyn reveals a surprise of her own! Steven states, "he could not believe his eyes." What does this tell the reader about how he feels about his gift? Use the text to support your inference. (Pgs. 359 and 377)

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.