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| **Alyssa DiNitto EDU 571 -Summer II 2018** | |
| **Title and Author: *The Mighty Miss Malone* by Christopher Paul Curtis** | |
| **Grade: 5th Grade** | |
| **Reading Level: 5th Grade (Level U)** | **Lexile Level: 750L** |
| **Key Understanding**: The role of family during the Great Depression  **Content Objective:** Students will demonstrate a basic understanding of the Great Depression and the connection to the text.  **Language Objective:** Students will be able to write a narrative using descriptive words, or character traits, to describe members of their family. | |
| **Suggested number of days: 3-5**  **Common Core ELA Standards: Fifth Grade**  [CCSS.ELA-LITERACY.RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  [CCSS.ELA-LITERACY.RL.5.4](http://www.corestandards.org/ELA-Literacy/RL/5/4/) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  [CCSS.ELA-LITERACY.RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator's or speaker's point of view influences how events are described.  [CCSS.ELA-LITERACY.W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
| **IEP Goals lesson addresses**  By August 2018, Henry will increase his understanding of tier two vocabulary words as evidenced by his ability to use 5 out of 6 tier two words taught in a narrative writing piece based on the story *The Mighty Miss Malone.*  By August 2018, Henry will write a narrative including at least three descriptive words appropriate to the text. | |

**Baselines**

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| **Student** | **Vocabulary** | **Story Grammar/Comprehension** | **Written Language** |
| Henry | 3rd grade vocabulary.  Henry uses context clues to decipher word meaning. He uses pictures to guide his thinking. | Comprehension and grammar are low because he speaks in short phrases, rather than expanded sentences. Expanding Henry’s vocabulary should expand his comprehension of the text. | Henry writes simple sentences with very few descriptive words. |

**Materials:**

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| The Great Depression picture walk (<https://www.filepicker.io/api/file/TIbwXIFRjiwHJrDTYTge>)  Great Depression rap song (<https://www.youtube.com/watch?v=fFu7us6bNSQ>)  Display these images (<http://blogs.baylor.edu/fromboomtobust/children-in-the-great-depression/>)  Print out letters from <http://blogs.baylor.edu/fromboomtobust/african-american-in-great-depression/>  Sticky notes  *The Mighty Miss Malone* by Christopher Paul Curtis  Chart paper  Butcher paper, markers, crayons, colored pencils  Family Stories Graphic Organizer (<https://www.filepicker.io/api/file/SJU5xeV6QHmH1J9a2dEw>)  Narrative Writing Paper, includes modified fill-in-the-blank (<https://cdn.filestackcontent.com/81mXeU4Tbikdr401vojQ>)  Narrative Writing rubric (<https://cdn.filestackcontent.com/1jFMpkMXRSCP3yoLNSfj>) |

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| **Before Reading** |
| **Cultural Supports, Building Background**   * Teacher will pose the scenario: Imagine you lived in a huge house, with three bathrooms, four bedrooms, all the toys you could want, parents who had a well-paying job, and always had a delicious meal three times a day. Now, your parents lost their jobs because the place where they worked closed for good! Your family lost their home and now you had to live with your cousins in a three room apartment in another state. The same thing happened to your friends’ families, too! This was what life was like for people during the Great Depression.   \*If time, teacher will display a picture walk as a visual to support the harsh reality of the Great Depression (<https://www.filepicker.io/api/file/TIbwXIFRjiwHJrDTYTge>)   * Teacher will discuss a brief history of the Great Depression by showing the rap video (~4 minutes) <https://www.youtube.com/watch?v=fFu7us6bNSQ>. Points to include are: * Stock Market crash in October 1929 (people weren’t paying back the money the bank had loaned them) * By 1933, 5,000 banks had gone out of business and unemployment rose to 25% meaning13 million people were out of work!!!!! * President Herbert Hoover tried to establish programs, but they did not help * Those without a job stood in long bread lines, begged for food, sold apples on the street corners * A harsh drought in Kansas, Texas, and Oklahoma caused a series of dust storms known as the Dust Bowl, which caused crops to die out and no money to be made. * Roosevelt was elected president in 1932 and started a project called the New Deal, which offered many people jobs and special programs to help out Americans. (school lunches!) |
| **Connecting Activity: (Questions, Conversation about topic):**  -Teacher will present these pictures (<http://blogs.baylor.edu/fromboomtobust/children-in-the-great-depression/>) and ask inferential questions based on the images.  -Next, teacher will present each group a letter written from a child during the Great Depression (<http://blogs.baylor.edu/fromboomtobust/african-american-in-great-depression/>). *(There are three letters included on the website.)*  -After reading the letters, students in each group will collaboratively answer the comprehension questions and then present their letter to the class.  \*\*\*If not enough time, teacher can read one letter to the class by projecting it, and have the students turn and talk to respond to the questions. |
| **Genre Set-Up, Bridging Conversation, Think-Aloud, Setting Purpose**  **Book Genre:** Fiction  **Bridging conversations**: With their classmates, students will discuss the importance of family. On their sticky notes, they will make a list of all the ways that members of a family can support each other. Students will post these on the board for discussion. What would someone do if they did not have a supportive family? Are there ways in which a family can destroy a member’s self-esteem and motivation?  **Think-Aloud**: Preview *The Mighty Miss Malone* by reading the title and the author’s name and by looking at the illustration on the cover of the book. What do you think this book will be about? Who do you think the main character of the book will be? Have you read any other books by the same author?  **Setting Purpose:** |

**Vocabulary**

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| **Word** | **Contextualize Word**  ***In the story…..*** | **Definition**  **(kid friendly)** | **Example beyond story** | **Bridge to story**  *Picture* |
| Modest | “I am the fourth member of that family and much too modest to include myself in such a grandiose description of their exalted number” (p. 4). | not too proud or confident about yourself or your abilities | * He is unusually modestfor a man who is so famous and successful. | Image result for modest clipart |
| Permission | “James Malone, if I ever give one-half a hoot what a lot of people are saying, you have my permission to slap me silly” (p.4). | the right or ability to do something that is given by someone who has the power to decide if it will be allowed or permitted | Brooke gave me permission to paint my room lime green and bright yellow. | Related image |
| Trait | “Her most endearing trait is that she is the glue holding this family together” (p. 4). | a quality that makes one person or thing different from another | The dog had many loveable traits because everyone enjoyed playing with the dog. | Image result for trait clip art |
| Inappropriate | “He can come up with a poem at the most inappropriate times” (p. 7). | not okay or proper in certain situations | Ms. DiNitto does not allow inappropriate language in her class. | Image result for inappropriate language clip art |
| Exaggerate | “I also exaggerate but that is because I come from a family of great storytellers which is not the same as great liars” (p. 11-12). | to make something larger or greater than normal | Angelo tends to exaggerate when he tells stories about what he did over the weekend. | Image result for exaggerate clip art |

**Comprehension Strategy**

**Before Reading :** *What is the strategy that you are using to help the child understand the text? These are some examples.*

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| Make a connection | Make inferences | **Prediction** |
| Self Monitor | Prior Knowledge | Questioning |
| Identify Important Information | Visualize | Synthesis |

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| **Comprehension Strategy** | Language (What you say to support, teach the comprehension strategy) |
| * Prediction | -Teacher will give students copies of *The Mighty Miss Malone* and ask them to read the front and back cover. Teacher will demonstrate using questions as a way to formulate a prediction. On chart paper, teacher will write things they know about the Great Depression, the author, the title, etc.  -Teacher will focus on these questions throughout the reading to see if the students’ predictions were correct. |

**During Reading:** *What is the strategy that you are using to help the child understand the text? These are some examples*

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| **Make a connection** | **Make inferences** | Prediction |
| Self Monitor | **Prior Knowledge** | Questioning |
| Identify Important Information | Visualize | Synthesis |

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| **Page #** | **Comprehension or Vocabulary** | **Language you will use to teach, focus or probe for understanding** |
| 3 | Vocabulary—dictionary and thesaurus | Throughout the book, Deza uses many fancy words. Instead of saying, “She is pretty”, Deza will say, “She is willowy and radiant and spell-bindingly beautiful” (p. 4). Deza uses a book called a dictionary to look up the meanings of words. She also uses a book called a thesaurus that contains fancy words for boring words. For example, instead of saying party, you could say celebration or festivity. |
| 4 | Vocabulary—grandiose | Another word from Deza’s thesaurus. It means magnificent, grand, over-the-top. Cinderella went to a grandiose ball. |
| 4 | Vocabulary—patriarch | A thesaurus word, again! It means the male head of the family. Think of a king. The word matriarch means the female head of the family. **P**atriarch—think **p**apa. **M**atriarch—think **m**ama. |
| 4 | Comprehension | “She is the glue holding this family together.” This is a metaphor, or a phrase that author’s use to describe/compare two different things. In this sentence, Deza is comparing mother to glue. She is not *actually* made out of glue, but rather she is the one to keep everyone together. |
| 5 | Vocabulary—pet peeve | A pet peeve is something that really annoys you. What is one of your pet peeves? |
| 6 | Vocabulary—geologically | This word means where a place is located on Earth. |
| 6 | Comprehension | Deza’s father often uses phrases with the same beginning sounds. This is called alliteration. For example, he calls Deza his “darling daughter Deza” and calls Jimmie his “genuine, gentle, jumpin’ giant Jimmie”. Try creating an alliteration using your name. |
| 8 | Comprehension | Jimmie says, “Wow, Ma, these are store-bought!” referring to the two birthday cupcakes. Deza wonders how many pennies mother must have spent. Why are Deza and Jimmie making a big deal about the cake costing pennies? Think about the setting and use your background knowledge to infer why having a cupcake would be a big deal to the Malone family. |
| 8-9 | Comprehension | Dad talks about opening presents “Gary style” and “Flint style”. People in Gary, which is where they live in Indiana, open envelopes very carefully, so that they could re-use the paper. Why do you think people in Gary open the envelope that way? However, people in Flint rip open the envelope into confetti pieces. How would you open your envelope? |
| 10 | Vocabulary—pleasingly even disposition | Here’s Deza using her thesaurus again! This phrase means that her mood pretty much stays the same. She’s always in agreement with someone. However, sometimes she can become angry and wish to hurt someone really bad. |
| 10-11 | Comprehension | Why do you think Deza has trouble coming up with her own annoying traits? |
| 11 | Vocabulary—verbose | Deza loves to use her thesaurus. She wants to sound intelligent or smart. Sometimes, she uses too many fancy words. Verbose means wordy or using more words than necessary.  Have you noticed a few sentences in this chapter that were “verbose”? Which ones? |

**After Reading**

**Comprehension Questions**

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| **Bloom Taxonomy**  **Question Type** | **Question:** |
| **Knowledge** | When did this story take place?  Where does the story take place?  Whose point of view is the story written?  How would you describe James/Jimmie Malone? |
| **Comprehension** | How would you compare the way someone opens a present “Gary style” versus “Flint style”?  What is the main idea of this chapter?  Predict what will happen to the Malone family throughout the book. |
| **Application** | What facts would you select to tell the reader about you?  How would you use alliteration to describe you and your family? |
| **Analysis** | What conclusions can you draw about the Malone family?  Identify the characteristics of the Malone family.  What evidence can you find to prove that Deza is a good student?  How does Deza’s point of view influence the way events are described?  How could you use what you know about the Great Depression and relate it to life in the Malone house? |
| **Synthesis** | Design a poster advertising Deza’s family motto: “We are a family on a journey to a place called Wonderful.”  What inference can you make about Jimmie? |
| **Evaluation** | Decide which character you’d most want to spend the day with? Why?  What is your opinion of Deza so far? |

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| **Culminating Writing Task** |
| Teacher directions and activities to prepare students for writing:  “What is a character?” Teacher will create an outline of student on butcher paper. Teacher will ask, “How would you describe yourself?” Teacher and student will come up with adjectives used to describe the student. Physical traits (i.e., brown eyes, short hair, freckles, etc.) will be written on the perimeter of the body and internal traits (i.e., intelligent, outgoing, sincere, etc.) will be written on the inside of the body. “These words are called ‘character traits’ and the author writes about them to help the reader to visualize, or picture, what the character looks and acts like.  Next, teacher will point to page 4, describing Deza’s description of her mother. Teacher will prompt student to indicate words, or adjectives, used to describe the mother. Teacher will write a list of these words on the board. Student will then proceed to pages 6, 7, 10, 11, and 12 to describe the remainder of the Malone family. The list of descriptive words will be displayed on the board for the next part of the lesson.  Teacher will say, “Now that we learned about character traits and understand who Deza’s family is, I want you to identify two family members that you want to write about.” Teacher will describe her family as a model for the family graphic organizer. Teacher will provide the family graphic organizer to help guide the student’s thinking. Review of the words “endearing”, “trait” and “pet peeve” are necessary. The outline of the student’s body with adjectives will remain on the board to serve as a visual. After the graphic organizer is complete, student will write a narrative describing his own family. |
| Prompt:  Describe each member of your family the way Mrs. Needham asks her class to describe theirs. Be sure to include most endearing trait, most annoying trait, pet peeves, and dreams. |
| Scoring notes or Sample response: See attached rubric for scoring guide |

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| **Differentiation Options (modify by content, process, and/or final product)** | |
| English Language Learners (ELL) | Student was not ELL. Supports that were used that could benefit an ELL learner   * Visual supports for vocabulary terms * Think Alouds, examples, vocabulary chart * Song with subtitles to help understand larger concept of Great Depression * Checklist for narrative writing * Using gestures to comprehend vocabulary * Teacher model of graphic organizer |
| Language learner disabilities | * Video for before reading strategy * Review the vocabulary prior to reading so they know what it means when it comes up in the story. * Orally discuss to practice language skills * Graphic organizer to organize thoughts * Modified narrative writing sheet with sentence starters * Checklist for narrative writing |