



Lesson Guidance 3.2	
Grade	3rd
Unit	1
Selected Text(s)	The Case of the Gasping Garbage by Michelle Torrey Chapter 2 (pages 10-17)(ReadyGen)
Duration	Approximately 2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will be able to understand why events in a story happen in the order or sequence that they do.

CCSS Alignment

Priority Standards:

[CCSS.ELA-LITERACY.RL.3.1](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

[CCSS.ELA-LITERACY.RL.3.2](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

[CCSS.ELA-LITERACY.RL.3.3](#)

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

[CCSS.ELA-LITERACY.RL.3.4](#)

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

[CCSS.ELA-LITERACY.SL.3.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.RF.3.4](#)

Read with sufficient accuracy and fluency to support comprehension.

ELD

WIDA Alignment

ELD-LA.2-3.Inform.Interpretive:

Interpret informational texts in language arts by identifying the main idea and key details through connectors to sequence time (i.e. *first, next, then*) and events (i.e. *before, after, later*) and to combine and link event details (i.e. *and, but so*).

End of lesson task

Formative assessment

Students will demonstrate an understanding of the order in which things happen or the sequence of events by completing a [graphic organizer](#) cite details in order from the story, *The Case of the Gasping Garbage*, Chapter 2.



Naviance	N/A
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • The scientific method takes time, attention to detail, and careful observation. • Sequencing • Theme Key Terms <i>(domain specific terms to analyze the text)</i> • Theme Foundational Skills Connections Look for ways throughout the text to apply and transfer the learning from your phonics lesson into shared reading. The foundational skills integration document will call out sample teacher moves to incorporate during instruction and add the link to the foundational skills integration document. Vocabulary Words <i>(words found in the text)</i> Pre-teach or review • Slogged (pg 10): work hard over a period of time • Ditto (pg.11): The same as said or written before. • Swamped (pg.14): to overwhelm with an excessive amount • Analysis (pg. 11): a careful study of the parts of something in order to understand more about the whole. • Bunsen burners (pg. 14): a burner that has holes at the bottom where air enters, mixes with gas and makes a hot blue flame. Bunsen burners are used in laboratory experiments. • Lurking (pg. 15): To sneak about • Culprit (pg 17): A person who is charged with or is guilty of doing something wrong To reinforce the use and knowledge of key terms, provide a word bank in both visual and written form to support vocabulary development (i.e. Vocabulary Tracker, Vocab Tracker), especially with ELs.  ELD Instructional Practices for Vocabulary: Use the List-Group - Label strategy “Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning, • Effective vocabulary instruction for ELs includes: ○ (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities, ○ (2) “student-friendly” definitions ○ (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al) ○ (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,

- (5) pointing out cross-language similarities (e.g., cognates),
- (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [Vocabulary Tracker](#), [notebook configuration](#), [vocabulary log](#) or [Frayer Model](#) activity to increase understanding

Core Instruction

Text-centered questions and ways students will engage with the text

Enduring Understanding: Solving Everyday Problems with Science~ Germs and viruses can be spread but there are preventative strategies that you can do to stay healthy and safe

Opening Activity:

- Have the students complete a turn and talk and summarize what they read about in the first chapter. Remind students about the Essential Questions: How do readers understand the characters’ motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story? Tell students: In this lesson, we are going to learn how readers can understand and explain characters’ motivations and actions.

Content Knowledge: (how does this connect to the theme)

- Scientists use the Scientific Process in order to solve many mysteries in science and in the world. In the story, The Case of the Gasping Garbage, Drake and Nell work to solve mysteries using the Scientific Process.
- Theme: Theme: the message conveyed by a text that applies to multiple other texts. [It cannot be described in a single word and it implies a conflict or an argument about the core idea and usually both.

ELD

[ELD Scaffolds](#)

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates’ thoughts/reasoning via a structured, collaborative discussion about the text, concept, or ideas.

- [Reach a Consensus / Round Robin](#) supports students in negotiating and reaching an agreement; students develop their own ideas or evidence about a theme, idea, or concept posed by the teacher.
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading: Chapter 2

Read the text aloud to or with students, pausing to track understanding of the following questions. Cite text evidence to support answers.

1. Analyze how Drake’s parents feel about Drake’s experiments?
2. In Chapter 1, Nell and Drake ask Gabby a series of questions. Where does the information gathered reappear in Chapter 2? How does that information impact events?
3. How does the end of Chapter 2 conclude events from Chapter 1?

Before Reading

- Give purpose for reading:



- *Today we are going to continue our story about The Case of Gasping Garbage. Remember we will need to listen closely and analyze the text so we can apply the information we learn to our project.*

During Reading

- Have students sit comfortably and read chapter two out loud as they follow along.
- Stop and ask questions while reading.
- Encourage students to visualize, question, predict, infer, and engage in discourse.

After Reading

- Work on assessment

Discourse:

- Use turn and talk to ask students to use the text to support their opinions and conclusions
- Use discussion frames to help guide conversations and build student discourse. For example:
 - I am noticing...
 - I agree with because ...
 - I am wondering
 - I disagree with because ...
- Sample questions
 - On pages 10-11, what part of the scientific method are Drake and Nell engaged in?
 - on page 13, why do you think they did not eat or drink while conducting experiments?
 - How does Chapter 3 end?
 - Is the problem solved?

Sentence Comprehension:

Sentence Example: *Drake and Nell washed their hands and sat at Drake's desk, knowing they should never eat or drink while conducting experiments.*

- Guiding Question: How can sentences help us to understand characters?
- Who is the sentence about? *Drake and Nell*
- What did Drake and Nell do? *They washed their hands, then they sat at Drake's desk*
- What else does the sentence tell us about what they were thinking? *"Knowing they should never eat or drink while conducting experiments," tells us they were analyzing garbage so they knew they needed to clean their hands; it tells us that they are serious scientists because they are following rules about what scientists do*
- How does this sentence help us understand characters? Tells us what the characters are thinking; that they are always being careful; which *reinforces Drake and Nell's description as serious scientists.*
- Speaking and Writing connection: _____ and _____ washed their hands and sat _____, knowing they should never eat or drink while _____. Toni and Terri washed their hands and sat at the table, knowing they should never eat or drink while talking to their grandmother

ELD

Support for EIs:

- **Support for all levels:**
 - Before and after reading, provide a graphic organizer to review previous and record new character actions (i.e. [Character Map](#)) in a small group.
 - Continue to support students while conducting their experiment by reviewing where the students are in the scientific method and what steps/actions they need to take next (i.e. [Scientific Method chart](#), [Scientific Method google slides](#)).
- **Heavy Support:**
 - To facilitate academic conversation, provide frames for discussing sequential character events (i.e. *First, Drake _____.* *Then, he _____.*) in a small group.
- **Moderate Support/Light Support:**

- To facilitate academic conversation, provide frames for discussing sequential character events (i.e. *First, Drake _____ so _____. Then, he _____ and _____.*) with a partner.

Small Group Reading Instruction:

After re-reading, have students turn to a partner and discuss this question using examples from the text: How do Drake and Nell conduct their investigation? Use the Think-Pair-Share (Students should share examples such as: “Eighty-seven degrees, to be precise,” said Nell,” p. 10; “Together they poured over their observations,” p. 11; “Drake and Nell washed their hands and sat at Drake’s desk, knowing they should never eat or drink while conducting experiments,” p. 13.) Students should write down their thoughts to share aloud with the group.

Formative Assessment:

- Students will demonstrate an understanding of the order in which things happen or the sequence of events by completing a [graphic organizer](#) to cite details in order from the story, *The Case of the Gasping Garbage*, Chapter 2.

ELD

Support for EIs:

- Invite newcomers or beginner ELs to dictate their ideas in their home language using a translation tool or bilingual adult to increase the number of opportunities for students to participate and verbally interact.
- To assess the use and knowledge of key terms, provide a visual and written word bank with key terms to be used (i.e. *observe, hypothesis, experiment*).

Optional Extension Activity: N/A

Foundational Skills, Fluency, Comprehension and Writing Supports

Foundational Skills

[Saxon \(Alignment to the core resource\)](#)
[Foundations \(Alignment to the core resource\)](#)
[Foundational Skills Integration](#)
[PA Eligible Content \(Regardless of core resource, the eligible content must be taught prior to PSSA.\)](#)
[Sounds First: Phonemic Awareness Resource Weeks 1-8](#)
[Sounds First: Phonemic Awareness Resource Weeks 9-18](#)
[Sounds First: Assessments](#)
[Sounds First: K-2 Video Demonstrations](#)

Fluency

[Fluency Protocols](#)

Sentence Comprehension

Sentence Comprehension:

Sentence Example: *Drake and Nell washed their hands and sat at Drake's desk, knowing they should never eat or drink while conducting experiments.*



	• Guiding Question: How can sentences help us to understand characters? • Who is the sentence about? <i>Drake and Nell</i> • What did Drake and Nell do? <i>They washed their hands, then they sat at Drake's desk</i> • What else does the sentence tell us about what they were thinking? <i>"Knowing they should never eat or drink while conducting experiments" tells us they were analyzing garbage so they knew they needed to clean their hands; it tells us that they are serious scientists because they are following rules about what scientists do</i> • How does this sentence help us understand characters? Tells us what the characters are thinking; that they are always being careful; which reinforces <i>Drake and Nell's</i> description as serious scientists. • Speaking and Writing connection: _____ and _____ washed their hands and sat _____, knowing they should never eat or drink while _____. Toni and Terri washed their hands and sat at the table, knowing they should never eat or drink while talking to their grandmother.
Writing	Pattan Writing Scope and Sequence

Additional Supports	
 <u>ELD Practices</u>	• English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD) • Informational Student Language Support Sheet(ELD)
<u>SpEd Practice</u>	• Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. <i>Students may need support with phonemic awareness, alphabetic principle; vowels (short/long); vowel teams; open vowels; r-controlled vowels, syllabication, or multisyllabic words, etc.</i> • During the lesson, review new vocabulary from Chapter 2 using the Instructional Vocabulary Routine. Use the template (completely or partially filled in) from the vocabulary routine to add new Tier 2 words to the student's vocabulary book, which each student will use as a vocabulary log for reference. • During the lesson, reread portions or chapter 2 entirely. If students need additional support to understand information, ask the question posed earlier, How does Mr. Doyle's job help Drake? How do we know? Find the sentence to cite the evidence, and give the page number too. • During the lesson, write additional steps of the experiment based on chapter 2, using the information provided from the chapters read. • During the lesson, verify the steps by citing the page numbers where the evidence is found. • During the lesson, write the sentence that cites the evidence in a complete sentence, then read the sentence.



	• Prepare students for assessment by explicitly reviewing concepts, and key vocabulary that will be required to understand the assessment. • Reread chapter 2 and orally discuss key concepts to verify student understanding. • Use a word map (from vocabulary routine template) for critical vocabulary that students can refer to independently. • Model what it looks and sounds like to summarize a group discussion when it is your turn to speak and then elaborate on the discussion so that students have a clear mental picture of what to do. • Prompt students to summarize the discussion when it is their time to speak and to elaborate on what has been said in order to elicit participation and practice and to assess the skill level of each student. • Instruct students in the use of outlining what they intend to write for both the summary and scenario. Assist students to outline the topic sentence, concluding sentence, and three supporting sentences in order to assist students to write proficiently. • Provide sentence starters if necessary to help generate ideas for sentences. • Allow for the use of Google Docs or Google Slides to construct the written composition as an alternative to a handwritten composition for students whose writing is more efficient and effective when using technology, and for students who have challenges gripping pencils and pens. • Encourage the use of spell checker, grammar checker, and word prediction when using Google Docs and Google Slides in order to reinforce correct spelling and grammar, and to encourage precise word usage.
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access