

ELA: Grade 3, Lesson 7, Rocket Girl

Lesson Focus: Students will engage in a read aloud focusing on vocabulary and idioms.

Practice Focus: Students will, in writing, identify, define, and tell the impact of idioms within text.

Objective: Students will use Rocket Girl to gain knowledge about the Civil Rights Movement while exploring an author's word choice through idioms.

Academic Vocabulary: matinee, serial, commando, mishap, protest, gathered

TN Standards: 3.RL.CS.4

Teacher Materials:

- The teacher packet for ELA, Grade 3, Lesson 7

Student Materials:

- paper, pencil, and a surface to write on
- The student packet for ELA, Grade 3, Lesson 7 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 3rd graders out there, though everyone is welcome to tune in. This lesson is the second in this week's series.</p> <p>My name is ____ and I'm a ____ grade teacher in Tennessee schools. I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn't see our previous lesson, you can find it on www.tn.gov/education. You can still tune in to today's lesson if you haven't seen any of our others. But it might be more fun if you first go back and watch our other lessons, since today we'll be talking about things we learned previously.</p> <p>Today we will be learning about historical fiction and an author's use of idioms! Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • paper, pencil, and a surface to write on • The student packet for ELA, Grade 3, Lesson 7 which can be found at www.tn.gov/education <p>Ok, Let's begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content.</p>
<p>Intro (1 min.)</p> <p>Today we are going to read "Rocket Girl." This historical fiction story is written in a different format from the other story we read. <u>Remember, historical fiction is a story that is made up but is set in the past.</u> When we read historical fiction we sometimes hear words or phrases that we don't use today because it is written the way people spoke at the time.</p>	<p>If the lesson connects to the previous lesson, students recall key concepts, vocabulary, and information from the previous lesson and reflect on and evaluate the independent work they completed after that lesson.</p>

<p>Notice how in the margins there are notes to us, the readers. As we read the text, we will read to understand the story, focusing on how the author made intentional word choices, particularly with vocabulary and use of idioms, and how that impacts us as readers.</p> <p>Remember vocabulary words are words that we use in our language. I know that I try to add one or two words to my vocabulary every week. Tap your head 3 times if you think we can add some today. [Pause.] I agree! [Teacher taps head three times.]</p> <p>Idioms are when a speaker or a writer uses words in a way that has a meaning other than normal. For example, you might hear someone say, that's a piece of cake. They don't actually mean there is a piece of cake. Instead, they are meaning to say that something will be easy to do.</p> <p>Here is another example of that idiom. I would love to write my name in cursive, it will be a piece of cake.</p> <p>Your turn. Can you think of an idiom that you might use? [Pause.] Right! We might say, Cross your fingers meaning for good luck. Or get cold feet meaning be nervous. Or giving the cold shoulder meaning ignore someone. Or have a change of heart meaning changed your mind. Or I'm all ears meaning you have my full attention. Or it costs an arm and a leg meaning it is expensive.</p> <p>These are all great example of idioms. As we read today, remember that we will be listening for story elements and the author's word choices, particularly with vocabulary and idioms.</p> <p>We will begin showing you what that looks like, and then there will be time for you to practice with my support and then practice on your own. Finally, I will assign you independent work that you can complete after the video ends.</p> <p>I can't wait to get started. But before we do, give me 5 jumping jacks to help our brain get "jump" started. [Pause.]</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more "doing" toward the end of the lesson.</p> <p>Students will understand the term idiom.</p>
<p>Teacher Model/Read-Aloud (15 min) [Show Slide 1.] Let's look at the title and cover of this story. The title of the story is Rocket Girl. What do you predict it might be about? [Pause.] I agree! Looking at the title, Rocket Girl and the photos on the cover are really confusing to me too. It makes me think that the girl might be Rocket</p>	<p>Students follow along, comprehending the text. They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or</p>

<p>Girl and the photo might be there to help me understand what 1959 really looked like. I wonder if I'm right.</p> <p>Let's scan the text and look for more clues. I am noticing some bold-faced words in the text. [Show Slide 2.] Let's read them together. [Point to each word as you read.] Matinee, serial, commando, mishap, protest, and gathered. What do you notice about these words? [Pause.] Yes, for sure! These are not easy words, and they are also not words that we use a lot. [Pause.] In the text, these words appear in bold. That means thicker, darker print. Why do you think they appear in boldfaced type? [Pause.] I agree with that thought. I bet these words are important, and the author bolded them so we would pay close attention to them.</p> <p>Good readers take notes. Let's write these 6 words down on our paper. We can add their definitions as we read and determine what each word means. [Pause.] I'm going to use my chart paper to show you how to set up your notes. Hmm... there are 6 words. I am going to write each word on my chart paper. Matinee, serial, commando, mishap, protest, gathered (Writes words) Now I am going to underline those words and place a dash at the end of each vocabulary word. This will remind me that I need to be looking for a definition as I read.</p> <p>As we read, let's try to figure out the meaning of these words. We can do that by looking and listening for direct definitions in the text. After we read, we will talk about how you used direct definitions and other context clues provided by the author.</p> <p>Now we will read this historical fiction story to focus on how the characters, setting, and plot connect us to real people and events in history. We also want to notice the author's use of idiom.</p> <p>[Show Slide 3.] Rocket Girl: A Story of the Civil Rights Movement</p> <p>Based on the subtitle what is the historical period when the story takes place? [Pause.] Kiss your brain! You are right. This story is set during the Civil Rights Movement. This was a time in our country when our laws allowed for people to be treated differently based on the color of their skin. The Civil Rights Movement was a national effort made by people in the 1950s and 1960s to get equal rights and opportunities for everyone.</p>	<p>write as directed in response to prompts and questions.</p> <p>Students will learn Academic Vocabulary.</p> <p>Students create Academic Vocabulary note taker.</p> <p>Students determine historical period.</p> <p>Students determine point of view.</p>
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Jenny Davis got a new bike for Christmas 1959. A week later, on her eleventh birthday, she got a basket for the bike. The next day, Jenny's father showed her the newspaper "John F. Kennedy is running for president," he said. "If he wins, he will be the youngest president ever."

Based on the dialogue so far, what is the point of view of the author? 1st person or 3rd person? [Pause.] Yes! 3rd person! How do you know? [Pause.] Right! There is a narrator telling the story about Jenny and her father.

Jenny's father taught fifth grade. He always said that young people were the heart and soul of America. Did Jenny's father really think that the young people in the country were an actual heart and soul? No, of course not. That is an idiom. Let's keep reading.

The Davis family lived in Raeford, North Carolina. Raeford was a town of 2,000. Half the people were white and half were black. The family lived close to Main Street. Jenny and her father walked to school. "It's just a hop, skip, and a jump away," Mr. Davis liked to say.

I think I just heard another idiom. Touch your nose if you heard it too! [Pause.] Yes, Mr. Davis said, "hop, skip, and jump away." But it wasn't really! He just meant that they lived very close to the school, so they walked.

One Saturday at the end of January, Jenny rode her new bike downtown. Jenny loved to go to the matinee, the afternoon movie.

Here is our first vocabulary word, matinee. [Show Slide 4.] The author gave us a direct definition. So in our notes beside matinee what should we write? [Pause.] Yes, the afternoon movie. So matinee is a fancy vocabulary word that means afternoon movie. Please write afternoon movie in your notes beside of matinee as I add it to our chart as well. [Pause.] Now let's keep reading.

[Show Slide 5.] For twenty-five cents, she saw a movie and a serial adventure. The serial was a weekly short movie about a space hero named Commando Cody. [Pause.]

Yes! I see another vocabulary word too! Serial. Let's reread to see if the author directly defined this one as well. For twenty-five cents, she saw a movie and a serial adventure.

Students learn Academic Vocabulary.

Students learn Academic Vocabulary

<p>The serial was a weekly short movie about a space hero named Commando Cody. Did you hear the definition? [Pause.] I think you are right. Do 3 quick toe touches if you heard the definition. [Pause.] [Show Slide 6.]Yes, the definition of serial is a weekly short movie. Let's write that in our notes next to serial. [Pause.] (Teacher adds to chart)</p> <p>[Show Slide 7.] A commando is a member of a fighting team. I wish I had a special rocket suit like Commando Cody," Jenny said to herself.</p> <p>Wow! We are finding so many vocabulary words in this section. Commando is one of our vocabulary words. Let's look for a definition. It says, "a commando is a member of a fighting team." That sounds like a definition to me. Let's write that in our notes. [Show Slide 8.] [Pause.] (Teacher adds to chart)</p> <p>[Show Slide 9.] After the movies, Jenny rode her bike around town. It was a cool, breezy day. She rode like the wind, like Commando Cody flying off to fight the evil ruler. She rode past the school. She rode past the courthouse. She rode past the Woolworth's, the big store where she bought ice cream on hot days. After the Woolworth's, the train tracks crossed Main Street. She had never been there before. Except for the color of people's skin, things looked just about the same. She rode past apartment buildings just like the one she lived in. Jenny wasn't looking where she was going. The bike hit a bump. Bang! Jenny fell. Her knees and elbows started to bleed. She tried to be brave, like Joan Gilbert, Commando Cody's assistant. When she saw her bent bike basket, though, she cried like a baby.</p> <p>Three black people came to help: a man, his wife, and their daughter. The girl was also about eleven. She got a wet towel. The mom cleaned Jenny's knees and elbows. The man fixed Jenny's bike basket, bending it back into shape. "Just like new," he said. It wasn't exactly like new, though, so all four of them laughed. "A friend of ours has a truck," said the mom. "He could drive you and your bike home, lickety-split."</p> <p>Jenny said, "No, thank you. I can ride. I just have to keep my eyes peeled." Pretty soon, Jenny felt better and rode home. When she got home, she told her mom and dad about her mishap, or accident. But she did not say where it had happened.</p>	<p>Students learn Academic Vocabulary.</p> <p>Students learn Academic Vocabulary.</p> <p>Students infer meaning from text.</p>
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[Show Slide 10.] **The author just directly defined mishap for us. Let's write that in our notebooks. Mishap, an accident.**
[Pause.] (Teacher adds to chart)

A lot has just happened in our story, Rocket Girl. Why did Jenny not want to tell her family where her bike mishap happened? [Pause.] **Right! Remember our subtitle told us this was during the Civil Rights Movement. Jenny didn't want to tell them where her mishap happened because, at the time, black people and white people did not interact much. I'm wondering if Jenny had been told not to ride in that part of town.**

I also heard another idiom. Give me a big, "Oh yeah!" if you heard it too! [Pause.] **"Oh yeah!" I heard Jenny say that she was going to keep her eyes peeled. What?! Peel her eyes? No way. That is an idiom that we use to say that we are going to watch closely.**

[Show Slide 11.] **On Tuesday, February 2, the Greensboro newspaper had a big story. Greensboro was a city about 100 miles north of Raeford. Four young black men had gone into a Woolworth's the day before. They sat at the lunch counter! This caused a problem because the store had a whites-only rule. Black people could buy food to go. They were not supposed to sit down and eat there. "The men did this as a protest," Jenny's father explained. "A protest is a way of showing that you do not agree with something. They do not agree with the whites-only rule at the lunch counter." "I don't agree with it, either," Jenny said. "Nor do I," said her dad. "It should be against the law. But that hasn't happened yet."**

Here is another important vocabulary word, protest. [Show Slide 12.] **In the story, Jenny's dad explains it to her. Let's re-read to understand more about what a protest is. "The men did this as a protest," Jenny's father explained. "A protest is a way of showing that you do not agree with something. They do not agree with the whites-only rule at the lunch counter."**

Did you hear a definition? [Pause.] **I did! A protest is a way of showing that you do not agree with something. Let's write that in our vocabulary notes.** [Pause.] (Teacher adds to chart)

[Show Slide 13.] **By Saturday, Jenny's knees and elbows were better. She rode her bike downtown. She saw a bunch**

Students recognize and understand idioms.

Students learn Academic Vocabulary.

<p>of people outside the Raeford Woolworth's. She went inside.</p> <p>About a dozen black people were sitting at the counter. It was as if the pictures in the newspaper had sprung to life. "We're not having this in Hoke County," the store manager said. Soon, the sheriff and some other policemen walked in. They all were white. Their hands rested on their guns. People gathered outside, forming a crowd.</p> <p>[Show Slide 14.] So in our vocabulary notebook, we will write, "gathered, forming a crowd." [Pause.] (Teacher adds to chart)</p> <p>[Show Slide 15.] Jenny's mom and dad heard what was happening. They ran downtown. They saw Jenny's bike outside Woolworth's. Sitting at the lunch counter was the nice man who had fixed Jenny's bike basket. Jenny looked around and remembered some words her father had once used: "the calm before the storm." Jenny did not want a storm to come to this store.</p> <p>I heard another idiom used, the calm before the storm. What does the author actually mean here? [Pause.] What is the storm? [Pause.] Yes, the policemen and the crowd gathering. [Pause.] What is the calm? [Pause.] The peaceful men sitting at the counter.</p> <p>Let's keep reading.</p> <p>What would Commando Cody do? Commando Cody had a dial on his suit that controlled his rockets. Jenny reached for her chest. She pretended that she had a dial, too.</p> <p>Now let's all pretend to turn up our dial that controls our rockets. [Pause.] [Turn imaginary dial on chest.]</p> <p>Commando Cody controlled his rockets with his dial. I wonder what Jenny is controlling with her dial? What do you predict? [Pause.] Yes, I predict that too! I think Jenny is controlling her courage with her dial. Turning up her courage.</p> <p>She turned the dial. She walked forward. She stood in front of the black people at the lunch counter and nodded politely.</p>	<p>Students learn Academic Vocabulary.</p> <p>Students recognize and understand idioms.</p> <p>Students make predictions.</p>
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<p>Wow! We are such great readers! Our prediction was right. Let's give ourselves a pat on the back. [Pause.] [Pat yourself on the back.] Jenny turned up her imaginary dial and courageously walked into Woolworth's and up to the counter.</p> <p>[Show Slide 16.] Then Jenny turned to face the sheriff. She put her hands on her hips, the way she had seen heroes in the movies do when they faced danger. "I'm joining the protest," Jenny said. Soon, several other white people joined Jenny. She knew some of them from school. "Okay," said the sheriff. "If you folks want to sit there and not get any food, that's your problem... as long as nobody starts any trouble." He tried to sound as if he were in control.</p> <p>After a while, people started to leave. They went about their business. Nobody wanted to fight with children around.</p> <p>Jenny smiled at the man who had fixed her basket. He smiled back. She felt warm inside, even better than when she got 100% on a test.</p> <p>As Jenny and her parents walked home, Mr. Davis rolled the bike, holding one handlebar. "The heart and soul of America," he said. "The heart and soul."</p>	
<p><u>Guided Practice</u> (7 min) In our story, Rocket Girl, there were several idioms that the author used to strengthen the message of the story. Let's look back at a few and decide how the idiom impacted our understanding of the story, Rocket Girl.</p> <p>[Show Slide 17.] In your notebook, copy this idiom, It's just a hop, skip, and jump away." [Pause.] Now let's revisit the way the author used the idiom.</p> <p>The family lived close to Main Street. Jenny and her father walked to school. "It's just a hop, skip, and a jump away," Mr. Davis liked to say.</p> <p>The author could have just said that the Davis family lived close to school. So beside the idiom in your notebook, write close by. [Show Slide 18.] I'm wondering how using the idiom of "hop, skip, and jump away," impacts me as a reader? [Pause for think aloud. When I read, "The family lived close to Main Street. Jenny and her father walked to school. "It's just a hop, skip, and a jump away," Mr. Davis liked to say," the idiom seems to help me visualize the two</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will be able to identify an idiom and its meaning.</p>

<p>of them walking to school together. The idiom really helped me understand that the Davis family lives in a neighborhood in a town and not on a farm like I do. So, the idiom really helped me visualize the setting. I'm going to write that in my notebook beside my idiom and its meaning. [Show Slide 19.] What a great choice that the author makes. Adding idioms to my writing could really help me connect with my reader more!</p> <p>[Show Slide 20.] Alright! Let's try this one together. Remember this part of our story? "A friend of ours has a truck," said the mom. "He could drive you and your bike home, lickety-split." Jenny said, "No, thank you. I can ride. I just have to keep my eyes peeled." Pretty soon, Jenny felt better and rode home.</p> <p>Take some think time. What does the author mean when they use the idiom, "keep my eyes peeled"? [Pause.] Let's write the idiom in our notebooks. [Pause.] Right! It means that Jenny is going to watch very closely on her way home. Now let's write the meaning in our notebooks. [Show Slide 21.] [Pause.]</p> <p>Are you ready?? [Pause.] Here is the 4th grade level question. [Pause.] How did the idiom make you better understand what the author was saying? [Pause.] You can write one or two sentences to explain how the author using "keep her eyes peeled" impacted you as a reader. You know what?! I'm such a visual person, let's have some fun and draw a picture of how you think Jenny looked with her eyes peeled on the way home. [Pause.]</p> <p>Now you should have your idiom, its meaning, a sentence or two explaining how the idiom impacted you as a reader and a cool picture to go with it. Want to see mine? [Pause.] [Show Slide 22.]</p> <p>This idiom made me understand more about how Jenny was going to ride home. She was going to watch out for everything so she wouldn't have any more mishaps. [Pause.] How fun was that? I loved it! And you all rocked that lesson!</p> <p>Now stand up and give me your best rock and roll dance move! [Pause.]</p>	
<p>Independent Work (1 min)</p>	<p>Students will write the idiom, define the idiom, tell how it impacts their</p>

<p>Now you get to go out on your own! You might want to turn up your imaginary rocket dial just like Jenny did. [Pause.]</p> <p>I am going to leave you with one more idiom from our story. You will do it just like we did the other two. For this task you will: Write the idiom. Define the idiom. And, tell how the idiom impacted you as a reader.</p> <p>Have some fun and include a picture to help explain your thinking!</p> <p>[Show Slide 23.] Here it is. This one is used multiple times in our story. “heart and soul” [Pause.]</p> <p>Jenny's father taught fifth grade. He always said that young people were the heart and soul of America.</p> <p>As Jenny and her parents walked home, Mr. Davis rolled the bike, holding one handlebar. “The heart and soul of America,” he said. “The heart and soul.”</p>	<p>understanding, and draw an illustration to accompany it.</p>
<p><u>Closing</u> (1 min) I enjoyed working on author’s word choice with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!</p>	