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| **Unit 1/Week 4** | **text** *The Horned Toad Prince* |
| **Grade 4** | **subject:**   ELA  SS  SCI  Math |

PREPERATION

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| **Content Objectives:**  Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it, using specific evidence when writing and speaking to support conclusions drawn from the text.  *\*Teachers can write or adjust content objectives to meet the needs of their students.* | **Language Objectives:**  Through discussion and writing students will demonstrate an understanding of word relationships and nuances in word meaning.  *\*Teachers should review the text dependent questions in order to specifically identify which language features being addressed. Those language features should be inserted into the objective.*  Students will engage in a range of collaborative discussions and build on others’ talk in conversation by responding to the comments of others through multiple exchanges  *\*Collaborative discussion includes one-on-one partnerships with students and/or adults, small groups, and the whole class.*  *\*Teachers should identify and incorporate those language features necessary for students to effectively communicate their ideas to one another.* |
| **accommodations (IEP/504):** Use appropriate accommodations as designated by students’ IEPs and in response to students’ needs. | **materials**  Planning Template  Student Anthology |
| **ela/literacy standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL 4.10, W.4.2, W.4.4, SL.4.1, SL.4.2, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5 | **content area standards:** As Applicable |
| **instructions:** First Reading: During the first reading students will read to understand the purpose of the text. On level students will read the text independently. Below level readers will read the text with the teacher, a partner or using the listening center. Close Reading (2 lessons): During the next days or class periods, students will reread and discuss important sections of the text to examine the author’s choice of vocabulary, syntax, and literary elements through text-dependent questions. Students will cite evidence from the text to gain deeper meaning. During these lessons students may be asked to record their ideas in writing. Culminating Writing Task: Students are challenged to organize their thinking and cite evidence to explain the big ideas of the text. | |

BUILDING ACADEMIC VOCABULARY

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| **embedded instruction** (Tier 3 & Tier 2)  Identify vocabulary words that require some attention in order for students to comprehend the text. Define these words quickly in context, using a student friendly definition. | **extended instruction** (Tier 2)  Identify vocabulary words that build academic language and are essential to comprehending the text. These words may be defined quickly in context, but will be revisited for students to integrate into their vocabulary. |
| prairie (pg 94)– a large area of open grassland  lonesome (pg 94)– all alone or lonely  lassoed (pg 94) – used a rope with a loop at the end to catch animals or other things  vulture (pg 95)– a large bird that eats other dead animals  commenced (pg 96)– began  slyly (pg 98)– sneaky  gallop (pg.99)– the fastest pace of a horse  ranch house (pg.99)– a style of house  rapped (pg.100)– knocked  mutter (pg.101)– to say something in a low voice  shriek (pg 103)– to call out in a high-pitch  offend (pg 105)– to upset | deal (pg 98)– an agreement between two people  bargain (pg 101)– an agreement between two people  spell (p.105)– a spoken word or form of words believed to have magic power |

TEACHER OVERVIEW

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| **big ideas and key understandings:** When one makes a deal they must keep their end of the bargain. | **synopsis:** In this tale, a girl named Reba Jo loses her new cowgirl hat in an old well while entertaining herself in the arroyo. She meets a horned toad and makes a deal to grant him three favors if he retrieves her hat. At first, Reba Jo does not keep her end of the bargain and runs off after the toad gets her hat from the well, but the toad comes to her house, and her daddy reminds her of the importance of a deal being a deal. In the end, Reba is tricked into breaking the spell that has been cast upon the horded toad and because of his cunning idea he is turned back into a handsome young caballero. |

GUIDE

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| **introduction**/**opening: “**Today we will read *The Horn Toad Prince*. All good readers pay close attention to the text. As we read today I want you to be thinking about the text and its meaning.” | | Teacher Notes: |
| **text dependent questions**   * Begin with a “winnable” question that will help orient students to the text. * The sequence of questions should build a gradual understanding of the key meanings. * Questions should focus on a word/phrase, sentence or paragraph. | **responses**   * Answers that reference the text. * Multiple responses may be provided using different pieces of evidence * Inferences must be grounded logically in the text |  |
| Page 94  How did Reba Jo entertain herself on the lonesome prairie? | She loved to twang her guitar, sing in the wind, and amuse herself by racing her horse, Flash. Her favorite thing to do was to lasso cacti, water buckets, fence posts and critters. Reba Jo entertained herself by finding things that she found fun such as lassoing creatures that unfortunately crossed her path. |
| Page 95  Reba’s dad makes a point of telling her “a prairie storm could blow in quicker than a rattlesnake’s strike.”  What does he mean?    Why doesn’t Reba turn back and what consequence does it have? | Reba Jo’s dad is trying to show her how unexpectedly the weather can change by comparing the weather to how fast someone might get bit by a snake. He wants her to be careful because one minute the weather could be fine and the next, a storm might happen so quickly that the *arroyos* might flood, and she might not be able to get away. Therefore, it is unsafe for Reba Jo to be near the *arroyos.*  Reba doesn’t turn back because she spied a vulture daring her to toss her lasso around his neck. She describes the vulture as fat and sassy with a long ugly neck. These adjectives are fairly negative and show that Reba doesn’t like the vulture and wants to show it who’s boss. Reba gets herself into trouble here because when she tries to lasso the vulture, her hat blows off and lands in the bottom of the well. |
| Page97  What did Reba Jo mean when she said she thought the wind was “fooling” her ears?  How do you know that the wind blowing through the arroyo was not fooling Reba Jo’s ears? | She thought that she was hearing things.    It was not fooling her ears because there really was a voice asking her a question. The voice was a horned toad. |
| Page 98  What deal did Reba Jo and the horned toad make? | Reba Jo would feed the horned toad chili, play the guitar for him and let him take a nap in her sombrero if he agreed not to tell her daddy that she lost her cowgirl hat in the well and get it out for her. |
| Page 100  What brought the horned toad to Reba Jo’s door? | He went to her door because she didn’t keep her end of the bargain. He went to her door because she didn’t even say thank you to him for retrieving her hat but ran away not keeping her end of the deal. He went to her door because she didn’t feed him chili, sing him a song on her guitar or let him take a nap in her sombrero. |
| Page101  Reba Jo’s daddy said, “if you strike a bargain in these parts, a deal’s a deal”. What impact do these words have on her? | After her daddy said this she shared her chili with the horned toad. She sang him a song with her guitar and let him sleep in her hat. Even though she didn’t want to, she kept her promise. She kept her end of the bargain. |
| Page105  One of the meanings of spell is something of magic that keeps a person or thing in a state of enchantment. In Cinderella the Fairy Godmother casts a spell on a pumpkin and some mice turning them into a carriage and drivers to take Cinderella to the Ball, the big dance. Many tales include magic such as spells. What spell do we learn about here? | We learn that the horned toad had offended the great spirit of the riverbed and as a result the spirit cast a spell on him and made him a horned toad. The only way to break the spell was to have a cowgirl kiss him. The horned toad convinced Reba Jo to kiss him and when the spell was broken, he kept his end of the bargain and went away forever even though Reba Jo now thought he maybe should stay! |
| Pages 104 and 105  Why does Reba Jo change her mind about the toad? | Reba Jo likes the toad now that he has changed into a prince. When she first sees the prince she thinks he is cute. This is shown in the part of the text that says, “Whoa, how did this happen?’ Reba Jo asked in amazement.” She also might want to get married to him because she says, “Aren’t we supposed to get hitched and ride off into the sunset?” |
| **culminating question:** What evidence supports the claim that the toad is clever and had a plan all along? | | |
| **closing:** Highlight key skills and strategies students used while making meaning of the text. For example: I like the way Bryce cited evidence from the text. I noticed Joe was inferring meaning when he recognized that Jessie was feeling guilty. | | |
| **assessment:** observation checklist, written response | | |