

Guided Reading Lesson
Grade 4/5

Text: *Mathias Franey, Powder Monkey* Author: Ellen W. Leroe



<p>Learning Standards Addressed</p>	<p>Massachusetts Curriculum Frameworks for English Language Arts and Literacy Grade 5</p> <p>Vocabulary Acquisition and Use <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</i></p> <p>a. <i>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</i></p> <p>Key Ideas and Details <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i></p> <p>Massachusetts Curriculum Framework for History and Social Sciences Grade 5</p> <p>5.32 <i>Describe the causes of the war of 1812 and how events during the war contributed to a sense of American nationalism. (H)</i></p> <p>A. <i>British restrictions on trade and impressments</i> B. <i>Major battles and events of the war, including the role of the USS Constitution, the burning of the Capitol and the White House, and the Battle New Orleans</i></p>
<p>Strategy Focus</p>	<p>Questioning / Monitoring for meaning</p>
<p>Purpose / Lesson Objectives</p>	<p>Students will use the picture book <i>Mathias Franey, Powder Monkey</i> for two guided reading lessons.</p> <p>The purpose of the first lesson is to introduce the historical fiction picture book, connect to students' prior knowledge of the War of 1812 and USS Constitution as well as to develop an understanding of maritime vocabulary.</p> <p>Student objective: Students will</p> <ul style="list-style-type: none"> • determine the meaning of vocabulary words using context clues. <p>The purpose of the second lesson is for students to improve comprehension by asking their own questions as they read and answering those questions using inference as well as locating facts, evidence and supporting details in the text. Students will also increase their understanding of the War of 1812 and the USS Constitution through reading, questioning and class discussion.</p> <p>Student objective: Students will</p> <ul style="list-style-type: none"> • compose thin (factual) and thick (inferential) questions before, during and after reading • work cooperatively with a partner and determine if the questions written are thick or thin questions • locate evidence in the text to answer questions • write from different points of view retelling the story of the USS Constitution's victory over the HMS Guerriere.
<p>Resources Needed:</p>	<p>Copies of <i>Mathias Franey Powder Monkey</i> Sentence strips with vocabulary words written on them Index cards with passages from the text containing vocab words written on them Post-it notes T Chart labeled Thin / Thick</p>

Procedures Lesson 1	
Activator:	<p>Before Reading</p> <p>Begin by saying in a loud voice “All hands on deck” “Huzza” “She has struck her colors” Ask, <i>Have you heard these phrases before? Who might use these phrases? Where do you think these phrases would be used?</i> Take out 3-4 sentences strips listing other vocabulary words, share with students. Again determine if students are familiar with the phrases.</p> <p>Explain to students that these are phrases and vocabulary words that have something to do ships. (Allow students to begin to make a connection – <i>ask if they have been on a boat or a ship? Did it have a motor or sail? How many people might fit on it? What type of work needs to be done to take care of it?</i> etc.)</p>
Introduction to text:	<p>Begin by showing students the cover of the book. Look at it together. Ask, <i>I’m wondering where the little boy is? What are you wondering about when you look at the cover?</i> Give students time to answer. <i>I heard...</i> (Repeat the questions they asked) <i>Those are some great questions. Asking questions is one our good reader strategies. It helps you understand the story better.</i></p>
Establish Background Knowledge	<p>Give each student a copy of the book. <i>The story we are going to read is about this little boy, Mathias Franey, and he worked on a ship. He was part of the crew of a very special ship called the USS Constitution. What do you know about the USS Constitution?</i> Facilitate a discussion about the ship, assess the prior knowledge, making corrections as needed (ex. students may believe it was used during the revolutionary war). Explain that the book is historical fiction. Discuss this genre with students.</p> <p>Allow students to make connections to the USS Constitution– <i>Have you ever been on the ship or driven by it?</i> Point out that it located in Charlestown (across from the TD Garden)</p> <p>Picture walk Ask students to look at the pictures in the book. Pass out post-it notes, ask students to write down new questions about the book, <i>As you look at the pictures, what are you wondering?</i></p> <p>Collect the questions, reading some aloud. Again say that <i>these are great wonderings... some questions will be answered when we read the text and some questions we may have to really think about the answer and use clues that the author give us.</i> (Do not answer the questions, save them for part 2 of the lesson.)</p> <p>Ask students to turn to pages 6-7 and say, <i>I really like how the author included a diagram and labeled the parts of the ship. What words do you see? I still have some questions. I’m still not sure what a mizzenmast is. Where can I go to find out?</i> Students should answer the glossary. Remind students that diagrams and glossaries are text features that the author includes so that we can understand and learn more about the topic of the book.</p>
Strategy Modeling	<p>Ask students to turn to page 3, read aloud the first paragraph. Point out the vocab word rigging, and place the sentence strip with the word rigging on the table. <i>I’m not sure what rigging is. What can I do as a good reader to try and figure out what it means and I don’t want to use my glossary this time?</i> (Student responses should include: use the picture, reread the sentences around the word, use context clues: it must be something dangerous because he warned himself to be careful. It must be something up high because he could fall into the water below.) Discuss with students, point out the clues, the words in the sentences around rigging that help us to figure out what the word means.</p>

<p>Activity:</p>	<p>Give each student an index card with a passage from the story written on it. Tell the students that the passage contains a vocab word and they are to use the context clues to decide what the word means. They then should write the meaning on the back of the card.</p> <p>Turn and Talk Once all students have completed this, students should turn to a partner, read the passage then tell the partner what the word means and what clues were used to determine the meaning. The partner may then look in the glossary to read the definition. Once both partners have shared, students can volunteer to share with the group.</p> <p>Allow students to look at the glossary again, finding other phrases they know or have heard before. Discuss the vocab. Explain that understanding the vocabulary words is an important part of understanding the entire story or text.</p> <p>Wrap up by explaining that, <i>tomorrow, when we read the story, we'll continue looking at how the vocabulary words are used in the story and how using context clues can help us determine the meaning. We'll also use our good reader strategy, questioning, to help us understand and learn more about the USS Constitution and the battle that she fought.</i></p>
------------------	---

Procedures	Lesson 2
-------------------	-----------------

<p>Determine Purpose</p> <p>Modeling</p>	<p>During Reading</p> <p>Begin by spreading out the wondering questions from lesson 1. Include post-its with the following questions: How many stars are on the flag? (cover) What might have happened to make the boy want to climb there? (Page 24)</p> <p><i>In other lessons we have talked about thin and thick questions. Use this time to review. Thin questions are factual questions; answers are short and closed ended. Answers are usually found in the text. Ways to begin thin questions: When, Where, Who, How Many.</i></p> <p><i>Thick questions tackle the bigger picture, they require students to inference or “read between the lines” and the answers are always open ended. Ways to begin thick questions: What if, What do you think, How would you feel if, What would happen if, Why is.</i></p> <p>Ask students to look over the questions from the picture walk, can they find the thin questions? Ask, <i>What makes these thin questions?</i> Put them in a pile. Next, look at the thick questions, ask, <i>what makes these thick questions?</i></p> <p>Read aloud page 3. Stop to ask and write the following two questions on post-it notes. <i>What does a powder monkey do?</i> (this is a thin question because the author tells me that they are boys who brought ammunition to the gunners.)</p> <p><i>Why is he angry about the English boarding American ships and capturing our men?</i> Explain that this is a thick question, there are many layers to it. Explain what boarding a ship means and what capturing men means. Provide background why it was done. Discuss with students, why would this make the Americans angry? Put those modeled questions on the T chart.</p> <p>Explain expectations: Tell student that they are going to continue to read independently and write 5-6</p>
--	--

thick and thin questions on post-it notes.

Allow students time to read and write. Check in to be sure that they are writing thick questions. While students are reading ask a student to whisper read, check for fluency.

* An anchor chart listing ways to start questions may help struggling writers.

* Check in with fast finishers, clarify their questions.

After Reading

Students will again turn and talk with a partner. Each partner will take a turn sharing his or her questions, together the partners will determine if they are thick or thin and put them in a pile.

Partners can then discuss the answers. Listen in as they answer.

Formative Assessment: Are students finding evidence in the text to support the answers? Are they using clues or background knowledge to answer? Are they answering the questions accurately?

Fast finishers – If a group finishes early choose a question and have them explain their reasoning why it is thick or thin.

Once all pairs are finished direct attention to the T-chart. Have each team put 1 thick and 1 thin question on the chart. Once a question is posted, other students may answer. If it is a thin question, ask the student to point out in the text where the answer came from. If it is an inference question, ask how they arrived at the answer.

Discuss answers for accuracy. Supplement social studies content information on the War of 1812 and the USS Constitution, as questions are answered by students.

Content area big ideas:

The following are some key points referenced in the text that should be worked into the discussion.

“He’s angry over the English boarding American ships”

Impressment: The British practice of taking sailors from American ships and a cause of the War of 1812

“England has been bullying America long enough”

England’s restricting America’s ability to trade, Orders-In-Council

“Men formed a human chain throughout the ship to pass ammunition.”

Gunpowder was stored in the hold of the ship. It needed to be transferred to the Gun Deck quickly and safely.

“The Constitution is the largest, fastest fighting ship of her class. Her guns will do the talking”

USS Constitution, rated as a 44-gun frigate, carried thirty 24-pounders, sixteen 18-pounders, and fourteen 12-pounders — sixty long guns, in all — when she entered service.

“Mathias scrubbed the sand-covered area around the cannon...” “Put some muscle into that, monkey”

Much of the sailors’ time was spent cleaning, maintaining and repairing the ship. The ship’s deck was scrubbed clean using a holy stone.

“Huzza!” “Her sides are made of iron”

As a cannon ball struck and bounced off her hull, a British soldier is said to have spoken these words, giving the Constitution her nickname.

<p>Assessment Activities</p>	<p>Writing Workshop</p> <p>Students will retell the story of the USS Constitution’s victory over the HMS Guerriere from different points of view. Discuss with students the use of propaganda, how would a newspaper article and a political cartoon influence the public’s opinion? Share with students examples of actual political cartoons and newspapers from 1812.</p> <ul style="list-style-type: none"> • The USS Constitution has just defeated the British warship HMS Guerriere! The city of Boston is celebrating the victory. Imagine that you are a reporter for the <i>Boston Gazette</i>. Write a newspaper article that would have been published in August of 1812. Include specific details from the text to tell the American’s story. Include a political cartoon that visually depicts your point of view. • Word of the defeat has reached London. Imagine that you are a reporter for the <i>London Times</i>. Your task is to tell the story to the British people. Include specific details from the text to tell your story. Include a political cartoon that visually depicts the British point of view. • Imagine that you are Mathias. Write a letter home to your family. Tell them about your experiences on the USS Constitution. Use specific events, details and facts from the book to make your letter realistic. In your letter include sensory details, what did the ship feel like, smell like, look like, and sound like? What were your feelings and emotions? Be sure your writing sounds like Mathias as he retells his story of the Constitution’s battle with the HMS Guerriere.
<p>Extensions</p>	<p>Primary Sources: Share with your students photos of the present day USS Constitution along with illustrations and museum paintings. Allow students to compare images of the actual ship with the drawing in the text <i>Mathias Franey, Powder Monkey</i>. In what ways are they alike and different? Encourage students to use vocabulary words from the glossary.</p>
<p>Student Resources</p>	<p>http://www.asailorslifeforme.org http://www.socialstudiesforkids.com/subjects/warof1812.htm http://www.pbs.org/wned/war-of-1812/ http://www.loc.gov/rr/program/bib/1812/</p> <p>Brenckle, Matthew, Lauren McCormack, and Sarah Watkins. <i>Men of Iron: USS Constitution's War of 1812 Crew</i>. N.p.: n.p., n.d. Print.</p> <p>Cobblestones Magazine <i>USS Constitution</i> September 1997, Volume 18 Number 6</p>