Focus on Reading

Build Understanding

INTRODUCE Remind students of the Essential Questions. Have them focus on the following Enduring Understanding as you read Chapter 1 of *The Case of the Gasping Garbage* and work through the first lesson. **Writers understand that characters’ actions impact the sequence of events in a story.**

First Read of the Lesson

EXPLORE THE TEXT Introduce the novel *The Case of the Gasping Garbage* to students. Have students read the text on the front and back covers and focus on the cover illustration. Next, have them page through the text to see how it is organized (by chapters). Remind students about the Essential Questions: *How do readers understand and explain characters’ actions in stories? AND How do writers use specific sensory details, dialogue, description to advance the sequence of events in a story?*

READ ALOUD CHAPTER 1 As you introduce a new text for the first time, read aloud the first chapter as students follow along in their books. Gradually, as students progress through the book, they can read silently on their own. In this first reading, students should focus on understanding the “gist” of the text, or who the characters are and what is happening.

• What did you read?
• What did you learn?
• What questions do you have?
Second Read of the Lesson

CLOSE READING During guided close rereading, have students focus on the characters’ motivations and actions. Use the following questions to lead the discussion.

• What do you know about Doyle’s motivations so far? (He is very serious about science, but he also wants recognition for his efforts.) Key Ideas and Details

• How do Doyle’s motivations contribute to the sequence of events in Chapter 1? (His is motivated to call Nell quickly so they can get on with solving Gabby Talberg’s case.) Key Ideas and Details

• What do you know about Fossey’s motivations so far? (She is serious about science and always ready to take on a tough case.) Key Ideas and Details

• How do Fossey’s motivations contribute to the sequence of events? (She is so ready to take on the case that she gets to Gabby’s house before Doyle does. She is also quick to start working on solving the case.) Key Ideas and Details

• VOCABULARY Gasping is used in the title. What does this word mean? (It means to take a breath so fast that a person can hear it.)

• VOCABULARY Page 5 opens with But Drake couldn’t allow his excitement to overwhelm his good scientific sense. What does overwhelm mean? (It means to let a feeling crowd out everything else. Drake didn’t want his excitement to do that to his good sense.)

• VOCABULARY What does it mean that Fossey is an efficient scientist? (It means that she doesn’t waste time when she works on something scientific.)

ENGLISH LANGUAGE LEARNERS
Help students understand the phrasal verb on p. 5: “Hurry, Doyle, you have to come over immediately and get rid of it.” Explain that to get rid of something means to throw it away or destroy it. Gaby is hoping that Doyle can destroy the monster in her garbage.

STRATEGIC SUPPORT
Students may have difficulty understanding the comic tone of the story. For example on p. 5: “(Serious scientists always slap their notebooks shut.)” Ask whether students think that statement is true. Explain that the writer is joking about the fact that a fifth-grader imagines that he is a real scientist. Have them find other examples of comic language like this.
**Focused Reading Instruction**

**Text-Based Vocabulary**

Introduce students to key text-based vocabulary from Chapter 1. For each word, check students’ understanding. Poll them to see if they know the meaning, know it a little, or don’t know it at all. Teach the words students need to know with the Text-Based Vocabulary Routine on p. 000. Ask students to record the information on p. 000 in their Reader’s and Writer’s Journals.

**Text-Based Conversation**

You may wish to provide a model through a think aloud, such as the following: I know that the story is being told by an objective narrator. One of the main characters is Doyle. I think the most important thing about Doyle is that he takes science very seriously. The story begins in Doyle’s homemade lab, which is full of real lab equipment.

After pairs have discussed the chapter, as a class, compare important moments and explanations. Make sure students locate specific parts of the text. Explain that you will now dig deeper into the text to better understand the meaning.

**TEAM TALK STATE AN OPINION** Do you think Doyle and Fossey are being responsible by agreeing to help Gabby? (Possible responses: Yes: It’s always important to help a friend in need. No: They are taking the pretending too far. They should get an adult to help.)
Reading Analysis: Character

Explain that characters are the people or the animals that a story is about. Authors develop characters by describing what they are like (traits), how they feel (feelings), and what makes them act (motivation).

Have students use p. 000 in their Reader’s and Writer’s Journals to record details from the text to answer the questions. Before they begin, you may wish to model finding a detail in the text and recording it on the appropriate place on the organizer. (appears to be wearing a mask. Then he smiles.)

KEY IDEAS AND DETAILS Focus on p. 1-3 of Chapter 1.

- Describe Doyle’s traits, feelings, and motivations.
- What do these details reveal about the character?

<table>
<thead>
<tr>
<th>Action</th>
<th>Event</th>
<th>Trait, Feeling, or Motivation</th>
<th>What the Action Reveals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Independent Reading Practice

READING ANALYSIS: CHARACTER Have students work independently to complete a Four-Column Chart (Reader’s and Writer’s Journal, p. 000) for a different character in Chapter 1.

WRITING ABOUT READING Have students turn to p. 000 in their Reader’s and Writer’s Journal and write a response to the prompt. Reread p. 3. Write a short narrative from Gabby’s point of view telling what happened before she called Doyle. Use the text to establish the events.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today’s reading with students. Ask volunteers to share their Writing About Reading responses.
Scaffolded Instruction

**MONITOR PROGRESS**

If...students struggle to understand how traits, feelings, and motivations reveal what a character is like,  
Then...use the Analysis Lesson in small group to help them work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000).

If...students need extra support to understand the story,  
Then...use the Close Reading Workshop in small group to provide scaffolded support

Reading Analysis

**STRATEGIC SUPPORT** Help students work through the Four-Column Chart (*Reader's and Writer's Journal*, p. 000) with an additional character in Chapter 1, such as Gabby or Fossey. Model how to identify details about that character. Then list the details and determine whether each is a trait, feeling, or motivation, and complete the chart. Finally, guide students to focus on what the details, when taken together, reveal about the character.

Close Reading Workshop

**Revisit Gasping Garbage** Reread aloud p. 7, from “Inside Gabby’s house, Gabby pointed to a dark corner of the garage” through “Nell peered at the garbage can with her magnifying glass. She checked its temperature” on p. 8. Then discuss the following questions with the group. Have students include text evidence to support their answers.

1. **What do you know about Gabby’s motivations in this passage?** (She is very frightened and doesn’t want Doyle or Fossey to open the lid to the can.)

2. **How does this contrast with Doyle and Fossey’s reaction to her fright?** (She is very emotional and frets. In contrast, Doyle and Fossey are both calm and rational. They set about solving the problem.)

3. **Do you think there is a “bloodsucking monster” in the garbage can? Why or why not?** Use details from the text to support your answer.  
   (Possible answer: Yes. The can makes a lot of noise. It burps and “yelches” and trembles. There has to be something alive inside. Possible answer: No. Monsters aren’t real, and this story isn’t about make-believe things.)
First, have students complete the Four-Column Chart for Frisco, a character they haven’t met. (Reader’s and Writer’s Journal, p. 000) based on what they read in Chapter 1. Then, have students compare their Four-Column Charts for Doyle and Frisco. Have them use a Venn Diagram to organize details from the text that show similarities or differences. Then have students discuss the following questions:

- **Based on traits, feelings, and motivations, how are Doyle and Frisco similar?** (They’re both scientists.)

- **How are they different?** (Doyle is a stickler for scientific rules, while Frisco will change things in an experiment to his liking and, according to Doyle, has sloppy scientific habits.)

- **What do you know about Frisco’s motivations so far? Are these the same or different as Doyle’s motivations?** Use details from the text to support your answer. (Frisco sees himself as a rival to Doyle and Fossey. On his business card, he writes “bad mad scientist. Better than Doyle and Fossey.” Doyle also feels competitive with Frisco, as he reacts with horror at the thought of Gabby calling Frisco to solve her case. “Great Scott! thought Drake. Not James Frisco!”)

- **Based on what you know about Frisco, what do you think he might do? How does this relate to Doyle’s feelings?** (He might steal the garbage can and solve the case himself. Worse, he might do something dangerous. Doyle does not like or trust him.)
Focus on Writing
Focused Writing Instruction

TEACH Explain to students that when writing a narrative, the writer uses dialogue to develop the events and the characters’ experiences.

- How does dialogue reveal characters’ feelings and motivations?
- How does dialogue affect characters’ actions?
- How does dialogue contribute to the sequence of events through characters’ experiences and actions?

ANALYZE THE MODEL Through the discussion, help students see that the writer uses dialogue to reveal characters’ feelings and motivations:

“...Hurry, Drake, you have to come over immediately and get rid of it. Because if you don’t, I’ll just have to call James Frisco.”

Gabby’s threat horrifies Doyle.

Explain how the writer uses dialogue to affect characters’ actions:

“Drake,” said Gabby. “Drake, are you there? I said you have to come over immediately and get rid of it or else I’ll call Frisco!”
“Check. I’ll be right there.”

Gabby threatens again, and now Doyle springs into action.

Have students focus on a passage that shows clearly how dialogue develops events through the characters’ experiences and actions:

“Drake here. Meet me at Gabby’s house right away. Gabby’s garbage is gasping.”
“Right.”
Click
Nell was already waiting on Gabby’s porch by the time Drake arrived.

Gabby’s excited style tells us about her character and the situation.

The writer has shown the reader how dialogue affects not only characters’ feelings and motivations, but their actions as well. Ultimately, dialogue develops experiences and events.
Independent Writing Practice

**WRITING** Now ask students to write a narrative that includes dialogue that develops events and characters’ experiences in their Reader’s and Writer’s Journals, p. 000. Have them:

1. introduce two characters.
2. use dialogue to develop an experience shared by the two characters.
3. use dialogue to develop an event shared by the two characters.

Refer students to models in the text as a guide as they write their paragraphs, and encourage them to use their text-based vocabulary words: *laboratory* and *solution*.

**USE TECHNOLOGY** Have students use computers or electronic tablets to draft their dialogues. If they have classroom or school e-mail accounts, ask them to send their narratives to a classmate for peer review.

**Conventions Focus** Use Regular Plural Nouns

**TEACH AND MODEL** Remind students to form regular plural nouns by adding an –s.

<table>
<thead>
<tr>
<th>diagram</th>
<th>diagrams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fossey drew diagrams and charts</td>
<td></td>
</tr>
</tbody>
</table>

**APPLY** Have students reread their narratives and make sure that they have used the correct plural form for regular nouns.

**Writing Wrap-Up**

Ask volunteers to share their narratives with the class. Have the class tell how the dialogue develops events and experiences.

**ENGLISH LANGUAGE LEARNERS**

Some languages do not change the noun to indicate plural. Others consistently use –es, thus creating confusing interference. Make sure English Language Learners are aware of the difference between –es and –s.

**STRATEGIC SUPPORT**

For students struggling with the idea that dialogue develops events in the story, have students read one line of dialogue in the story. Then have them point out a character’s reaction. Discuss what action a character might take based on this reaction (feeling). Then have students find the action the character actually took in the story. Point out that this process is how dialogue develops events in a story.