Focus on Reading

Build Understanding

INTRODUCE Remind students of the Essential Question. Have them focus on the following Enduring Understanding as you read Chapter 2 and work through the lesson: Readers understand characters’ motivations and actions in stories.

First Read of the Lesson

Tell students you will continue to read the novel The Case of the Gasping Garbage. 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, and description to advance the sequence of events in a story?

READ INDEPENDENTLY Chapter 2 Have the students read Chapter 2. As this lesson proceeds, students will refer to the text for increasingly complex solutions. They will interpret ideas in the text and move on to analyzing the author’s craft; in this case, establishing a situation.

• 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 key ideas and details to help them understand characters’ motivations and actions. Use the following questions to lead the discussion.

• What do you know about Drake’s relationship with his parents? (They support his experimentation. His mother offers them food and his father provides supplies.) Key ideas and details

• What do you think is the most significant moment in the chapter? (When Drake tells Gabby the solution to the mystery) Key ideas and details

• VOCABULARY  What context clues tell us the meaning of culprit? (The writer has already told us that yeast caused the problem. Therefore the word “yeast” in the sentence, “We’ve positively identified yeast as your culprit,” helps us understand that a culprit is the cause of a problem.) Key ideas and details

• A hypothesis can either be confirmed or proven wrong. How does this help us understand the meaning of confirmed? (When something is confirmed it means that it is shown to be correct, or valid.)

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS
English Language Learners may have trouble understanding expressions like “Mr. Doyle rolled his eyes and closed the door.” Explain that this expression refers to the act of looking up as a way of expressing mild skepticism or annoyance. Mr. Doyle is mildly expressing his annoyance with having a garbage can dragged into his house.

STRATEGIC SUPPORT
Students may have difficulty understanding the playful tone that Drake’s mother uses. Explain that when she uses a phrase like “affirmative” instead of a simple “yes”, she is consciously playing along with Drake and Nell’s pretense that they are real scientists and detectives.
Focused Reading Instruction

Text-Based Vocabulary

Introduce students to key text-based vocabulary from Chapter 2 and pp 59-67. 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

SMALL GROUP DISCUSSION ROUTINE Have students go back to the text to identify important moments in Chapter 2. Use questions such as these to guide students in close reading to identify important moments in the text.

• What are some things Nell does that make her a great partner?
• How does Drake arrive at his hypothesis?

You may wish to provide a model through a think aloud, such as the following: I know that Nell helps Drake up at the beginning of the chapter, and she often finishes his sentences in a very precise way. I remember that Drake observes that the bag is light and that it smells like bread, which gives him the idea that yeast is the cause.

After small groups 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.
Reading Analysis: Parts of Stories

Explain that texts are divided and organized in many different ways. They may have an introduction, chapters, an index, and so on. Explain that this book is divided into chapters, and that the structure of the first two chapters amounts to a complete story. This pattern is repeated over eight chapters, so there are four total stories.

Have students use p. 000 in their Reader’s and Writer’s Journals to record details from the text to answer 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.

KEY IDEAS AND DETAILS Focus on the first two chapters.
• Who are the characters in each chapter?
• What are the settings in each chapter?
• What are the most important events in each chapter?

Independent Reading Practice

READING ANALYSIS: Parts of Stories Have students work independently to complete the Story Comparison Organizer. (Reader’s and Writer’s Journal, p. 000) comparison of the elements in the first two chapters in Gasping Garbage.

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 the section “Method to the Madness”. Briefly explain a procedure that Drake and Nell use in Chapter 2. Direct students to support their writing using evidence from the text.

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.
**OBJECTIVES**
- Use context clues.
- Describe characters in a story and explain how their actions contribute to the sequence of events.

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**Scaffolded Instruction**

<table>
<thead>
<tr>
<th>MONITOR PROGRESS</th>
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<tbody>
<tr>
<td>If... students struggle to explain how a character’s actions contribute to a story’s events, Then... use the Analysis Lesson in small group to help them work through the Four-Column Chart (<em>Reader’s and Writer’s Journal</em>, p. 000)</td>
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<tr>
<td>If... students need extra support to understand the story, Then... use the Close Reading Workshop in small groups to provide scaffolded support.</td>
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**Reading Analysis**

**STRATEGIC SUPPORT** Help students work through the Four-Column Chart (*Reader’s and Writer’s Journal*, p. 000) with an additional action in *The Lemonade War*, such as Mrs. DeFazio’s reminding Evan to draw a picture. Model how to identify the action and to discover the character’s motivation for the action. Then complete the chart.

**Close Reading Workshop**

**Revisit The Lemonade War** Reread aloud p. <88>, from “He went to his desk…” through, “Yes, anything, as long as there are fifty-three of them” on p. <89>. Then discuss the following questions with the group. Have students include text evidence to support their answers.

1. What evidence can you find that shows how determined Evan is to solve his problem? (He writes the division problem down; he stares at it, muttering and scribbling; he does not give up.)

2. Do you think Evan will behave in a similar way the next time he has to solve a difficult math problem? (Yes. Despite feeling confused, Evan stuck with it. He thought back to all the Xs that often covered his math papers, but even that didn’t stop him.)

3. Find someone in your group who believes Evan will not behave in a similar way the next time he has to solve a problem. List one fact-based question and one opinion question about the passage to ask your classmate.
EXTEND CONCEPTS Have students complete the Four-Column Chart for Officer Ken (*Reader’s and Writer’s Journal*, p. 000) by first identifying two of his actions and then describing the motivation for those actions. Then, have students compare their Four-Column Charts for Evan and Officer Ken. Have them use a Venn Diagram to organize details from the text that show similarities or differences. Lastly, have students discuss the following questions:

- Based on their actions and motivations, how are Evan and Officer Ken alike? (Both Evan and Officer Ken are brothers who compete or have competed with their sisters.)

- Based on their actions and motivations, how are Evan and Officer Ken different? (Evan thinks the permit law is unfair. Officer Ken understands its importance.)

- Based on Officer Ken’s decision to buy a glass of lemonade for $5, how do you think he feels about Evan and the lemonade war? (Officer Ken can relate to Evan and wishes him well. He knows what it’s like to compete with a little sister.)

- Based on Evan’s reaction to Officer Ken’s purchase, how do you think he feels about packing up his lemonade stand? (Evan is excited to have sold his most expensive glass of lemonade, which likely made him forget he was upset over the shut down.)

  teachers and still seems hopeful about her school and teacher.)
Focus on Writing  
Focused Writing Instruction

Establish a Situation

TEACH Explain to students that a writer can introduce characters and/or the narrator of a story in a few ways. He or she might describe a character, depict a character’s actions, or reveal a character through dialogue or situations.

- What character is introduced in the very first sentence of The Lemonade War?
- How is the character introduced to the reader?
- What other characters are introduced?
- How are these characters introduced?

ANALYZE THE MODEL Through the discussion, help students see that the writer introduces the reader to characters through description:

Evan was in trouble. So far, he’d earned forty-seven dollars and eleven cents, which was more money than he’d ever had in his whole life. But today was Friday. There were only three days left.

Introduces Evan through his predicament. Gives a little background. Tells the reader what day it is, and let’s the reader know this means trouble.

Show students how characters are sometimes introduced without even being present.

He stared and stared at the equation on the page. The number fifty-three was just too big. He didn’t know how to do it. “Jessie would know how,” he muttered…

Mentions Jessie’s name. The reader knows Evan must beat Jessie in a bet and also that Jessie knows long division, even though she’s not in the room.

Explain that one character’s memory of another character is another way writers introduce new people to a story.

Draw a picture. Mrs. DeFazio’s voice floated in his head.

The reader is alerted to this character’s presence through a scene that took place before this point in the story.

The author has now introduced the characters for the reader in a variety of different ways.
Independent Writing Practice

**WRITING** Now ask students to write a paragraph in their *Reader’s and Writer’s Journals*, p. 000, that introduces a character. Have them:

1. introduce a character.
2. describe their traits, feelings, and motivations.

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

**USE TECHNOLOGY** If available, have students use computers or electronic tablets to draft their paragraphs. If they have access to a printer, have them print out their paragraphs and share them with a classmate for peer review.

**Conventions Focus** Nouns

**TEACH AND MODEL** Remind students that nouns are the people, places, things, and ideas in a sentence. A sentence’s subject is always a noun.

Asking, “Who or what is this sentence about?” may help identify the main noun or subject in a sentence. Other nouns can be located by asking, “Where are the people, places, things, and ideas in this sentence?”

*It took Evan half an hour to drag his loaded wagon to the town center—a distance he usually traveled in less than five minutes by bike.*

**Writing Wrap-Up**

Ask volunteers to share their paragraphs with the class. Have the class identify how the character is introduced.

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**ENGLISH LANGUAGE LEARNERS**

Help English Language Learners understand the general function of nouns by explaining that most nouns can be touched or visited. Evan and his wagon can be touched, for instance. The town center can be visited. They might ask, “Can I touch or visit this word?” when trying to determine a word’s part of speech. While all nouns will not pass this test, it is a good start!

**STRATEGIC SUPPORT**

Give students sentence frames with the subjects and/or other nouns missing. Provide a word box with a variety of nouns. Have students select the appropriate noun or nouns for each sentence. For further practice, have students explain how the nouns “help” the sentences.