

Unit 4/Week 2

Title: Alexander, Who Used to be Rich Last Sunday

Suggested Time: 4 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7;
RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

Refer to the Introduction for further details.

Before Teaching

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Making thoughtful decisions can affect both short and long term plans or goals.

Synopsis

The story “Alexander, Used to Be Rich Last Sunday” is about a little boy who tries in vain to save, but unfortunately makes poor decisions and squanders his money. Alexander receives a dollar from his grandparents and, at that moment, considers himself rich.

As the story progresses, he begins to spend his dollar little by little on such matters as making payment on unwise bets, deceptive magic tricks, and a pet snake for rent. Each time Alexander makes a conscience decision to absolutely, positively save his money, something more enticing comes along and interferes with his plan. At the end of the story, all of his money is gone and once again he is left with bus tokens.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

During Teaching

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

Text Dependent Questions	Answers
<p>What language tells us that Alexander is the narrator? Use evidence from the text to support your answer.</p>	<p>The narrator introduces Anthony and Nicola (“It isn’t fair that my brother Anthony has ... that my brother Nicholas has ...”). Alexander contraction I’ve when referring to his thought because what I’ve got is ... bus tokens”).</p>
<p>Alexander uses the word fair to express his thoughts. What does the word fair mean to Alexander in this story? How do you know?</p>	<p>In this story, Alexander thinks the word fair equal. He says, “It isn’t fair that my brother ... dollars and three quarters and one dime and eighteen pennies. It isn’t fair that my brother ... dollar and two quarters and five dimes and thirteen pennies. It isn’t fair because what I’ve got is ... tokens”). This implies that Alexander thinks have money like his brothers.</p>
<p>What does the author tell us about Alexander’s brothers and how they manage their money?</p>	<p>Considering the variety of currency (i.e., dollars, pennies), students should recognize that Alexander and his brothers are able to save their money over a long period of time.</p>

<p>What did you learn about Alexander when he says, “And even when I’m very rich, I know that pretty soon what I’ll have is ... bus tokens”?</p> <p>Why is he able to save the bus tokens?</p>	<p>Student responses should convey an understanding that when Alexander has money, he is unable to save it because he is required to save over time. The tone of his language conveys a level of disappointment in his ability to overcome this challenge. He also tells us that shortly after he has money and considers himself rich, the money will be gone and he will only have bus tokens left.</p> <p>Be prepared to tell the students that bus tokens are only used to ride public buses. You cannot purchase anything with them or use them to pay for lunch.</p>
<p>According to Alexander, he was rich last Sunday. What happened last Sunday to make him think that he was rich?</p>	<p>Students should mention that Alexander’s grandfather gave him one dollar last Sunday and now he only has one dollar left.</p>
<p>What suggestions did Alexander’s family make about how he should manage his money? Use evidence from the text to support your answer.</p>	<p>Students should provide evidence from the text to support their answer. Alexander’s father suggested he save the money. His brothers taunted him with suggestions like “bury the money in the garden to make it grow” and “bury the money in the garden to make it grow like a tree.” Alexander’s mom encouraged him to save the money to buy the walkie-talkie he truly wants.</p>
<p>TURN AND TALK: What did Alexander buy first? Based on what you know about Alexander’s goal for his money, is this a good or poor decision? Use details from the text to support your ideas.</p>	<p>Students should mention that Alexander bought bubble gum. Students should conclude that buying bubble gum is a poor decision because Alexander needs to save enough money to buy a walkie-talkie. Bubble gum can be kept forever. This decision makes it harder for Alexander to accomplish his goal.</p>
<p>What does the author tell us about how Alexander uses his money?</p>	<p>Alexander uses fifteen cents to pay for bets on Eddie’s snake for an hour. Then he uses twenty cents to buy bubble gum for his brothers and mother. Then he uses twenty cents to buy bubble gum for his brothers and mother. Then he uses twenty cents to buy bubble gum for his brothers and mother.</p>
<p>Why did Alexander repeat the phrase “good-bye __ cents”?</p>	<p>The author may have repeated the phrase to emphasize how odd that Alexander is talking to money. It also tells the reader that Alexander continues to spend his money on things that are not his goal, despite his efforts to save for a walkie-talkie.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>tokens except, absolutely, positively certain</p>	<p>downtown stoop loose dopey</p>
<p>STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text</p>	<p>fair save, bury fine</p>	<p>vanish into thin air, rescue</p>

Culminating Task

Alexander’s goal was to save enough money to purchase a walk-talkie. (Have students use a graphic organizer to trace how he used his money throughout the story.) Using examples from the story and your graphic organizer, explain how Alexander’s decisions affected his long-term

goal of being able to buy a walkie-talkie.

Name _____ Date _____

“Alexander, Who Used to be Rich Last Sunday”

1. What language tells us that Alexander is the narrator? Use evidence from the text to support your answer.
2. Alexander uses the word fair to express his thoughts. What does the word fair mean to Alexander in this story? How do you know?
3. What does the author tell us about Alexander’s brothers and how they manage their money?
4. What did you learn about Alexander when he says, “And even when I’m very rich, I know that pretty soon what I’ll have is ... bus tokens”? Why is he able to save the bus tokens?

11. Alexander says, "Good-bye eight cents, and the butter knife, and the scissors." What did he mean by this?

12. What decisions did Alexander make on page ___?

13. What did Nick mean when he said Alexander should be locked in a cage. Use this phrase and the illustrations to describe Alexander's feelings and behavior at this time?

14. Why did Alexander ask grandma and grandpa to come back soon?