



Fishtank Plus Feature Sample

Enhanced Lesson Plan

5th Grade English Language Arts
Unit 5 - Belonging to a Movement: One Crazy Summer
Lesson 7

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LESSON 7

5th Grade English Language Arts Unit 5: Belonging to a Movement: One Crazy Summer

OBJECTIVE

Debate if Cecile's actions show that she truly cares for Delphine, Vonetta, and Fern and she just doesn't know how to show it.

READINGS AND MATERIALS

- Book: [One Crazy Summer](#) by Rita Williams-Garcia – "Glass of Water" and "Inseparable"

TARGET TASK

WRITING PROMPT

Cecile's actions show that she truly cares for Delphine, Vonetta, and Fern; she just doesn't know how to show it. Agree or disagree.

SAMPLE RESPONSE

Cecile's actions show that she does not care for Delphine, Vonetta, and Fern and that she is still incredibly annoyed and disgusted by their presence, especially Fern's.

Key moments to analyze:

- Cecile's inability to call Fern by her name and how she calls her "Little Girl."
- Cecile's reaction to Fern and Miss Patty Cake. She is disgusted by Fern carrying around the doll and is unable to empathize as to why she might be carrying it and what it would mean to her. Instead she just instigates her and makes fun of her for carrying it.

KEY QUESTIONS

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- Describe what happened when Fern asks for a glass of water. What can we learn about Cecile, Delphine, and Fern from this interaction? Why? Why does the author include this scene?
- Why does Cecile call Fern "Little Girl"? How does it make Fern feel? Why?
- "Then I put on my 'talking to white folks' voice and said, 'Can you get her a glass of cold water?'" What does she mean by her "talking to white folks voice"? Why would she need a different voice when talking to white people?
- At the end of the chapter, Delphine states that Big Ma had been right about Cecile. Explain why.
- How do the sisters respond to Cecile sending them to the center for breakfast? Why do they respond that way?
- Contrast Cecile's attitude toward Miss Patty Cake with Fern's.
- Why is the chapter called "Inseparable"?
- How does Delphine react when her sisters say they want to go home? Why does she react this way?
- How do both chapters help a reader develop a deeper understanding of Delphine and the role she plays with her sisters? Explain.

VOCABULARY

indignant *adj.* feeling angry because something is unfair

inseparable *adj.* not able to be separated

ENHANCED LESSON PLAN

BUILDING BACKGROUND AND ENGAGEMENT

5 minutes

In partners have students quickly discuss the following questions.

- Who were the Black Panthers? What did they believe in?

Introduce or review any priority vocabulary words that appear in this lesson using strategies for [Explicit Instruction of Vocabulary](#). Introduce non-priority vocabulary words throughout the lesson using strategies for [Implicit Instruction of Vocabulary](#).

Foundational Skills Support

If this lesson has syllabication patterns that are tricky for students, use the [Syllabication Routine](#) to reinforce student decoding habits.

Use the [Structural Analysis Routine](#) to break down the word "inseparable." Guide students in determining the meaning of the prefix "in-" and the suffix "-able." Also, challenge students to defend if the word "indignant" does or does not have the prefix "in-"

ENGAGING WITH THE TEXT

30 minutes

Have students read “Glass of Water” and “Inseparable” independently.

To help students build meaning use the Key Questions below. Depending on student needs, students can answer the questions orally, annotate in the margins, or write their answer. While students are answering the Key Questions, circulate to gauge student understanding. Provide additional supports where needed.

- Describe what happened when Fern asks for a glass of water. What can we learn about Cecile, Delphine, and Fern from this interaction? Why? Why does the author include this scene?
- Why does Cecile call Fern “Little Girl”? How does it make Fern feel? Why?
- “Then I put on my ‘talking to white folks’ voice and said, ‘Can you get her a glass of cold water?’” What does she mean by her “talking to white folks voice”? Why would she need a different voice when talking to white people?
- At the end of the chapter, Delphine states that Big Ma had been right about Cecile. Explain why.
- How do the sisters respond to Cecile sending them to the center for breakfast? Why do they respond that way?

- Contrast Cecile’s attitude toward Miss Patty Cake with Fern’s.
- Why is the chapter called “Inseparable”?
- How does Delphine react when her sisters say they want to go home? Why does she react this way?
- How do both chapters help a reader develop a deeper understanding of Delphine and the role she plays with her sisters? Explain.

Additional Supports

To track the theme of how race and racism impacts the girl’s lives, close read the following moments.

- “Then I put on my ‘talking to white folks’ voice and said, ‘Can you get her a glass of cold water?’ What does she mean by her “talking to white folks voice”? Why would she need a different voice when talking to white people?

Foundational Skills Support

This lesson should contain a 250-word fluency quick-check. Have students use the [Reading Fluency Rubric](#) and complete the fluency check-point in partners. Students who struggle with fluency should do a quick check with a teacher. Use data from fluency quick-check to determine which students need additional fluency practice. Additional resources for supporting student fluency can be found in [Additional Fluency Instruction and Support](#).

Progress Monitoring Supports

Use this lesson as a quick-check of student independent reading comprehension. Have students read the text independently, annotating the text as they read. Have students write the answer to 2-3 of the key questions. Collect student writing or annotations. Use the [Daily Annotation Rubric](#) to score student annotations, or the [Short Answer Rubric](#) to score student writing. Use data from the reading comprehension quick-check to guide small-group reading instruction and circulation during independent and partner reading in upcoming lessons.

Language Supports

Have students close read the following sentences to determine the meaning of the words in context.

- "Vonetta, indignant, said, 'I can read street signs too.'" (p. 57)
 - What does it mean to be indignant?
 - Why was Vonetta indignant?
 - How do the other sisters respond? Why?
- "Except for going to school and church, Fern and Miss Patty Cake had been inseparable for as long as Fern or anyone else could remember." (p. 60)
 - What does it mean to be inseparable?
 - Why were Fern and Miss Patty Cake inseparable?

BUILDING DEEPER MEANING

25 minutes

Lead students in a close read of the following moment.

Sleepy and sweet voiced, Fern asked, “Can I have a glass of water?”

Papa could never bring himself to say no to Fern. He left that to Big Ma, Vonetta, and me. But Cecile said, “Drank the water in the bathroom.”

“It’s nasty,” Fern said.

“Then you aint thirsty, little girl.”

“I’m not Little Girl. I’m Fern.”

“She didn’t mean …” My mouth sped to Fern’s rescue, but Cecile’s raised hand stopped me. I got the message, and she lowered her stop sign.

“Let’s get one thing straight, Little Girl. No one’s going in my kitchen.”

Use the following questions to guide the close read:

- What happened in this scene? Why?
- Why does the author use the description “sleepy and sweet voiced” to describe the way Fern talked? What is she trying to emphasize?
- The first time Cecile uses the words “little girl” they aren’t capitalized. The next time they are. Why?
- How does Cecile respond to Delphine? Why does she respond that way?
- What does this interaction reveal about Cecile? Why?

After the close read have students find additional evidence that helps the reader better understand Cecile. Once students have gathered enough evidence, have them take a stand on if they think Cecile cares for the girls. Students should write two to three sentences to support their answer. Encourage students to write sentences that include coordinating, correlating, or subordinating conjunctions.

Additional Supports

If students are struggling to understand if Cecile cares for the girls, close read page 59. Prompt students to notice how Cecile responds to Fern and her doll, and what that reveals about who she is.

COMMON CORE STANDARDS

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- **L.5.3.b** – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **RL.5.3** – Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

SUPPORTING STANDARDS

L.5.4 **L.5.4.b** **L.5.5** **RF.5.3** **RF.5.4** **RL.5.1** **RL.5.10** **RL.5.4** **SL.5.1** **W.5.10**