

Unit 5/Week 7

Title: Aunt Flossie’s Hats (and Crab Cakes Later)

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7, RL.3.10; W.3.1, W.3.4; SL. 3.1, SL.3.2; 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

Family traditions and stories keep families united across generations.

Synopsis

Sarah and Susan are sisters who enjoy spending Sunday afternoons with their great-great Aunt Flossie. Aunt Flossie entertains her great-grandnieces by letting them explore her collection of hats. Each hat reminds Aunt Flossie of a treasured story from her life, but the girls’ favorite story is the one in which they participated. Sunday afternoons with Aunt Flossie are enhanced with the ritual of enjoying tea and cookies before opening hatboxes and meeting their parents at a favorite restaurant for a delicious dinner of crab cakes after Aunt Flossie has shared her stories about her hats.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Reread 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.

Reread the last paragraph on page 181 and all of page 182.

What details does Aunt Flossie remember when she sniffs the wooly winter hat?

How can these details help you understand why Susan says, “Aunt Flossie almost always thinks a minute before she starts a hat story.”?

On page 182, Aunt Flossie remembers the horses’ hooves *clattering*? What kind of a noise is *clattering*?

Study the illustration at the bottom of page 185. How does this picture help you understand the excitement Aunt Flossie remembers from this parade?

In the last paragraph on page 185, Susan says, “‘March with us, Aunt Flossie!’ I called. But she was closing her eyes. She was seeing things long ago.” In contrast Sarah says, “Maybe she’s dreaming about crab cakes.” Is Aunt Flossie probably remembering the past or looking forward to eating crab cakes? What evidence supports your answer

The big fire in Baltimore:

- Everything smelled of smoke for miles, days and
- The fire didn’t come near Aunt Flossie’s house
- She could hear fire engines, the sound of horses whistles
- Aunt Flossie and the girls’ great-grandma ran
- They worried about the uncle’s grocery store

Aunt Flossie probably thinks a minute to remember from the story/experience that is triggered by

*See “Note to Teacher,” for historical background

Details such as “we could hear fire engines racing and clattering. Bells! Whistles!” suggests it was a lot of horses galloping through the streets. (The horses were pulling fire engines because they didn’t have fire trucks)

Crowds of people

Flags waving

Hats tipped off

A banner welcoming home soldiers, “WELCOME HOME DIVISION”

People holding banners

A drummer marching next to the car with the

*See “Note to Teacher,” for historical background

Aunt Flossie was talking about the parade so that she is thinking about the past.

This also occurred on page 184 when she was at the parade. While Sarah is excited about crab cakes, we can infer Aunt Flossie is remembering the stories of her mind.

Reread pages 186 and 187. What evidence from the text shows “It’s our favorite story, because we are in the s
you that Susan and Sarah have helped Aunt Flossie tell this story help Aunt Flossie tell it!” (186)
many times?

“And Mommy and Daddy,” I said (Susan interje
story)

“And Aunt Flossie,” said Sarah.

“Let me tell it,” I said. “The wind came and ble
best Sunday hat!”

“It was funny,” said Sarah. (187)

The children’s ease at jumping in and taking ov
stories helps the reader infer this is part of the
they visit Aunt Flossie.

On page 187, Sarah thought it was funny when the Sunday hat Aunt Flossie:
fell into the water, but Aunt Flossie responded, “I didn’t think “My favorite best Sunday hat!” (187)
so.” What evidence from pages 187-190 helped you understand “It landed in the water.” (187)
why Aunt Flossie and Sarah had different feelings about the hat “It was very wet...but it dried just fine...almost
falling in the water?

Sarah:

“Now comes the best part, and I’ll tell it!”

“A big brown dog came...She swam and she go
up and down. ‘Hurray for Aunt Flossie’s hat!’”

Susan (probably reflecting the girls’ point of vi

“And Daddy tried to reach it,” I said, “but he st

Daddy looked really surprised and everybody l

“And Mommy...almost fell in, but she couldn’t

A simile compares two different things using like or as. What
simile is used on page 188? What two things are being
compared?

“...and your favorite best Sunday hat just float

The way the hat is moving on the water is bein
way a boat floats on water.

On page 188, it states that the water *rippled*. How do the
illustrations on page 188 and 189 (top left) help explain the
meaning of *rippled*?

The text states that the water rippled and the
boat. “Float” suggests a slower, more gently r
illustrations on both pages show water flowing
The illustration on the top of page 189 show th
made by jumping into the water.

The title of this story is, “Aunt Flossie’s Hats (And Crab Cakes Later)”. Aunt Flossie and her grandnieces are excited about their tradition, or practice, of going out for crab cakes at the end of their Sunday afternoons together. What do the characters say and do on pages 190 and 191 to show this excitement?

Sarah: “And I like what happened next! We w
cakes!” (190)

Aunt Flossie: “Crab cakes! What a wonderful
telephone your parents. We’ll go get some cra
(191)

Susan: “I think Sarah and I will always agree a
Nothing in the whole wide world tastes as goo
(191)

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text	Page 180 - crab cakes Page 181 - wooly Page 183 - terrapins Page 185 - buglers, bugling	Page 181 - stiff Page 181 - sniffed Page 185 - pompom Page 186 - velvet

STUDENTS FIGURE OUT THE MEANING suffi cient context clues are provide d in the text	Page 180 - memories Page 182 - clattering Page 188 - rippled	Page 185 - cheering Page 189 - fetch
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Culminating Task

- *Family stories and traditions often make families feel closer. In the story, “Aunt Flossie’s Hats (and Crab Cakes Later),” Susan, looks forward to Sundays with Great-great-aunt Flossie. Write about three events supporting the theme that Susan gets comfort from the closeness she experiences from her Sunday tradition with Aunt Flossie. Include evidence from the text.*

Answer: On page 180, Susan says, “Sarah and I love Aunt Flossie’s house.”

Possible Events:

- p. 180 Aunt Flossie serves cookies and tea before the girls try on Aunt Flossie’s hats.
- p. 181-183 Aunt Flossie tells a story about the Big Fire. Aunt Flossie and Susan think they can still smell the smoke on the hat.
- p. 184-185 Aunt Flossie tells a story about parade celebrating the end of the Great War. The girls enjoy their own parade while wearing Aunt Flossie’s hats.
- p. 186-190 The girls help Aunt Flossie tell the story of the time she almost lost her favorite Sunday hat when the wind blew it into a stream. Their parents almost fell into the water trying to save it, but it took a dog who knew how to fetch to retrieve the hat.

p. 191 Aunt Flossie, Susan, and Sarah meet their parents for crab cakes at dinner. The characters also discuss crab cakes with anticipation on pages 180, 183, and 185.

On page 191, Susan concludes, “But crab cakes taste best after stories...stories about Aunt Flossie’s hats.”

Additional Tasks

1. *Read aloud the book, The Hundred Penny Box by Sharon Bell Mathis. Have students compare and contrast the two stories using a graphic organizer.*

Summary: In this story, Michael is the grandnephew of his Great-great Aunt Dew. Aunt Dew is a hundred years old and has a penny from each year she has been alive. Aunt Dew likes to take pennies out of the box and tell Michael stories from the year the penny represents. The conflict in the story revolves around Michael’s mother’s attempt get rid of the hundred penny box and his plight to protect it.

Possible Comparisons:

- Relationship with grand-aunt
- Older person uses a thing to remember a memory
- Bond between generations is made stronger through family stories

Possible Contrasts:

- Aunt Dew lives with Michael, but Aunt Flossie lives on her own
- Aunt Dew is healthy and active

There is no conflict in the story about Aunt Flossie

- The conflict with Aunt Dew is that Michael’s mother does not like living with her or her things
- The Aunt Flossie story retells on special family tradition: Sundays with Aunt Flossie
- Michael’s story with Aunt Dew happen over a short period of time

1. *Interview your oldest relative. Ask your relative to tell you an interesting story from his or her life. Write a narrative about this story to record this oral history. Prepare to read this story to your classmates.*
2. *Work with a partner and use the Internet to learn more about one of these historical events in the story: The Great Baltimore Fire, the end of the Great War (WWI), the 92nd Infantry Division (aka: Buffalo Soldiers). Prepare to discuss your findings in a small group.*

Helpful websites:

- <http://www.mdch.org/fire> is an interactive webpage telling details about the Baltimore fire in chronological order with photographs.
- <http://thedailyrecord.com/2011/11/11/baltimore-honors-veterans-with-parade/> is a newspaper article telling about the Veteran's Day parade that is still held in honor of the end of the Great War in Baltimore. It mentions that the parade route is on Charles Street.

Note to Teacher

- It may help to know the following about the historical events included in Aunt Flossie's stories:

From Wikipedia, the free encyclopedia:

The **Great Baltimore Fire** raged in Baltimore Maryland, United States, on Sunday, February 7, and Monday, February 8, 1904. 1,231 firefighters were required to bring the blaze under control. It destroyed a major part of central Baltimore, including over 1,500 buildings covering an area of some 140 acres.

Fire was reported first at the John Hurst and Company building in Baltimore at 10:48 a.m. on February 7, and quickly spread.

Soon, it became apparent that the fire was outstripping the ability of the city's firefighting resources to fight it, and calls for help were telegraphed to other cities. By 1:30 p.m., units from Washington, DC, were arriving. To halt the fire, officials decided to use a firebreak, and dynamited buildings around the existing fire. This tactic, however, was unsuccessful. Not until 5:00 p.m. the next day was the fire brought under control,

after burning for thirty hours.

One reason for the fire's duration was the lack of national standards in fire-fighting equipment. Fire crews and fire engines came from as far away as Philadelphia and Washington that day. The crews brought their own equipment. Most could only watch helplessly when they discovered that their hoses could not fit Baltimore's hydrants. High winds and freezing temperatures added to the difficulty for firefighters and further contributed to the severity of the fire. As a result, the fire burned over 30 hours, destroying 1,545 buildings, spanning 70 city blocks, amounting to over 140 acres (57 ha).

The **92nd Infantry Division** was a unit of the United States Army in World War I and World War II. Organized in October 1917 at Camp Funston, Kansas, the unit was formed with African American soldiers from all states. Before leaving for France in 1918, the buffalo was selected as the divisional insignia due to the *Buffalo Soldiers* nickname, given to African American cavalrymen by Native Americans in the 19th century.

Name _____ Date _____

“Aunt Flossie’s Hats (and Crab Cakes Later)”

1. Reread page 180. Who is telling the story and what is her relationship with Aunt Flossie?
What sentences from this page show this relationship?
2. On page 180, Susan states, “Sarah and I love Aunt Flossie’s house.” What details from the text help you understand what Susan and Sarah enjoy about Aunt Flossie’s house?
3. The last sentence on page 180 says, “Aunt Flossie says they (the hats) are her memories, and each hat has its story.” Which sentences helped you know that Aunt Flossie has many stories to share?
4. Reread the last paragraph on page 181 and all of page 182. What details does Aunt Flossie remember when she sniffs the woolly winter hat?

10. On page 187, Sarah thought it was funny when the Sunday hat fell into the water, but Aunt Flossie responded, “I didn’t think so.” What evidence from pages 187-190 helped you understand why Aunt Flossie and Sarah had different feelings about the hat falling in the water?
11. A simile compares two different things using like or as. What simile is used on page 188? What two things are being compared?
12. On page 188, it states that the water *rippled*. How do the illustrations on page 188 and 189 (top left) help explain the meaning of *rippled*?
13. The title of this story is, “Aunt Flossie’s Hats (And Crab Cakes Later)”. Aunt Flossie and her grandnieces are excited about their tradition, or practice, of going out for crab cakes at the end of their Sunday afternoons together. What do the characters say and do on pages 190 and 191 to show this excitement?