

Unit 4/Week 5

Title: Four Dollars and Fifty Cents

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.3.10; RF.3.3, RF.3.4; W.3.1, W.3.2, W.3.4; SL.3.1, SL.3.6; 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

Avoiding your debts can lead to trouble.

Synopsis

In this tall tale story, deadbeat Shorty Long had to avoid the people to whom he owed money. He tried to trick Widow Macrae out of \$4.50, but actually created more problems for himself.

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
Why is this story called, "Four Dollars and Fifty Cents?" (Pgs. 58-69)	The title sums up the most important event; Shorty Long owes \$4.50 to Widow Macrae from the very beginning of the story to the very end.
Reread page 58. Widow Macrae says, "He owes me four dollars and fifty cents." Owes means to have to pay back a debt. How does the reader know Shorty Long will probably not pay back the money he owes?	Shorty Long is described as a deadbeat cowboy who owed everybody money. Big Oscar, the blacksmith, says, "He just hates to pay for anything he thinks he can get free."
A coffin is an oblong box used to bury a corpse or dead person. Why did the Circle K boys decide to build a coffin for Shorty? (Pg. 59)	They built a coffin so Shorty could pretend to be dead and trick Widow Macrae into thinking she would have to go away without her \$4.50.

<p>Why would the author use the simile on page 60 to describe Shorty in the coffin? Simile: “Shorty looked deader ‘n a Christmas tree in August.”</p>	<p>A Christmas tree that is not growing in the ground or watered would not likely be alive in August. Shorty lay as still as a dead tree in the coffin to make Widow Macrae think he was dead from a bronco accident.</p>
<p>The text says, “But she still wasn’t sold, although she kept her suspicions to herself.” What did Widow Macrae do on pages 60-62 to show she suspected Shorty Long was not dead?</p>	<p>She loaded Shorty and the coffin onto her buckboard to give him a decent burial, but the lid was not nailed down; she took him to a freshly dug grave on Boot Hill and told him, “If you ain’t moved by morning, into the ground you go!”</p>
<p>What information on page 64 does the author give about what makes the gang outlaws?</p>	<p>The men were bragging about robbing a train that afternoon and they were at Boot Hill to divide the loot in a graveyard where they did not think they would be seen.</p>
<p>Reread page 67. What does it mean when the author writes, “He don’t need a sniffer where he’s going.”</p>	<p>The author is saying Shorty is dead and he won’t be using his long nose to smell if he’s buried in the ground.</p>
<p>Why do the outlaws leave the money behind after they “...shot out of that graveyard faster than fireworks!”? (Pg. 68)</p>	<p>When Shorty hollered, the outlaws were so scared that a corpse could yell that they ran for their horses to get away from the graveyard, leaving their money behind.</p>
<p>Reread page 69. What does the author want the reader to understand about Shorty’s character at the end of the story?</p>	<p>Even though Shorty has plenty of money to pay his debts, he doesn’t because the author says, “But so far as anyone knows, he hasn’t paid her yet.” This helps the reader to understand that Shorty is not a trustworthy person when it has to do with money and debt.</p>
<p>A tall tale is a funny exaggeration of characters and their actions. How does the author make this story funny? (Pgs. 58-69)</p>	<p>The dialogue is full of similes and exaggerations, characters have funny characteristics like Shorty’s big nose that keeps the coffin lid open, and the author writes silly situations.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided in the Introduction
<p>TEACHER PROVIDES DEFINITION not enough contextual clues provided in the text</p>	<p>Page 58 - owes Page 59 - coffin</p>	<p>Page 58 - widow Page 59 - hitched Page 59 - buckboard Page 60 - roundup Page 60 - decent burial Page 62 - determined Page 63 - tombstone Page 64 - strongbox Page 65 - padlock</p>

<p>STUDENTS FIGURE OUT THE MEANING suffi cient context clues are provide d in the text</p>	<p>Page 60 - suspicions Page 64 - outlaws Page 58 - deadbeat Page 66 - divvy it up</p>	<p>Page 63 - corpse Page 63 - posse Page 65 - greenbacks Page 68 - hollered</p>
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Culminating Task

- Re-Read, Think, Discuss, Write

Shorty Long owed Widow Macrae money. Use details from the story to explain what kinds of problems this caused for him. Do you think Shorty learned a lesson about money? Why or why not?

Answer: Because Shorty did not want to pay Widow Macrae the \$4.50 he owed for his meal in the Silver Dollar Café, he had to lay still alive in a coffin, he was almost buried alive, and he almost got his nose cut off. Shorty did not learn a lesson to pay people back because when he got his \$250.00 reward for recovering stolen money, he promised he would pay Widow Macrae back, but “so far as anyone knows, he hasn’t paid her yet.”

Additional Tasks

1. Use the following phrases to make ten figure of speech cards and play “Quiz-Quiz-Trade” (Kagan). Use the ten phrases with small groups or make multiple sets for whole group play. One student reads the card to a partner and asks, “What does this mean?” and the partner states the meaning. The other partner repeats the process with his/her card. Then, they trade cards to play the game with a different partner. Play continues until students have sufficient practice.

Phrases: *flatter’n the bottom of a skillet; broker’n a mess of eggs; saw stars; die with their boots on; feller’s last journey; divide the loot; heap of trouble; give me the willies; nose sticks up a mile; gave up the ghost.*

2. Using a half Multi-Flow Map, students can work in pairs, small groups or independently to list effects detailed in the story for the event: Shorty did not pay Widow Macrae \$4.50. Students will share effect details orally using complete sentences in a structured grouping strategy such as “Pair-Share.”
3. Using any page(s) in the text, groups of 2-3 students can assign character parts and read the corresponding dialogue from the story. After rehearsing for fluency (accuracy, pacing, and expression,) students can perform the page(s) as a Reader’s Theater.

Note to Teacher

- If students are having difficulty coming up with meanings for the figures of speech, provide the meanings for the figures of speech on the backs of each card. Also, if students are having difficulty using content and academic vocabulary, or writing in complete sentences, support the learners by incorporating Thinking Maps (Half Multi-Flow) to understand the effects for the given event, practice linguistic patterns for cause and effect, and provide oral rehearsal opportunities (Numbered Head Together) that supports the students’ understanding of the text throughout the lesson.

