

## Unit 4/Week 3

Title: McBroom and the Big Wind

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.4; RF 4.3, RF.4.4;  
W.4.2, W.4.4; SL.4.1; L.4.1, L.4.5

### 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

A positive attitude can make all the difference in the outcome of a bad situation.

##### Synopsis

In this tall tale, Josh McBroom and his family use their resources as the wind plays every possible trick on them. They keep their spirits up and make the best of each situation.

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>Reread page 360. How does the author give us clues about the upcoming events in the story?</p>	<ul style="list-style-type: none"> <li>● It was the big wind that broke my leg. I don't believe that---yet. I'd best start with some band-aids and work up to that bonebreaker.</li> </ul>
<p>Reread pages 360, 362 – 363, 367-368, and 370                      What were the problems faced by the McBrooms? How did the author make them extraordinary? Identify at least three examples.</p>	<ul style="list-style-type: none"> <li>● The nails were too short for shingling the roof.</li> <li>● The wind tried to sneak around to the barn door and get inside. Pg 362</li> <li>● The thieving wind was going to take off the roof. Pg 363</li> <li>● The young'uns were sucked up through the roof and were carried away like a string of sausages.</li> <li>● Josh McBroom ate a dozen or so of his vegetables and weighed him down and he couldn't fly a kite. Pg 366 – 370</li> </ul>
<p>Reread pages 362-363, 365, 366                      How did the characters handle the problems in inventive ways?</p>	<ul style="list-style-type: none"> <li>● They buried and watered the nails in the barn and the nails grew a full half-inch.pg 360</li> <li>● Will used his mom's heavy biscuits as a roof.</li> <li>● The boys had left their marbles all over the yard and the marbles had grown as large as boulders and they rolled down the topsoil.</li> <li>● McBroom grabbed a rope to try to catch the wind. Pg 369</li> <li>● I rushed to the barn for the wind plow. Pg 370</li> </ul>
<p>Reread page 360 -361. How does the author's description of the setting at the beginning of the story help us better understand Josh McBroom's problem? Use evidence from the text to support your conclusions</p>	<p>The author describes the McBrooms' farm as a very windy place. The wind creates problems on the farm for the McBroom family. A little wind is strong enough to blow a pail of milk and a cow. A big wind is strong enough to break a bone.</p>

<p>Reread page 360, 364 and 365. What is the author’s purpose in writing this story? How do you know? Cite examples from the story.</p>	<p>The author’s purpose is to entertain the reader and makes Josh McBroom the storyteller.          “It was the <i>big</i> wind that broke my leg. I do not believe that----yet. I’d best start with some work and work up to that bone breaker.” Pg 360          “We found out later the wind had shingled the roof in the next county.” Pg 364          “ So I made them wind shoes----made them wind skilllets.” Pg 365</p>
<p>Reread pages 362, 363, 364, 367          How did the author describe the wind throughout the story?          There is lots of figurative language in this text. The author uses similes, metaphors, and personification. Cite examples from the text of a simile, metaphor, and personification used to describe the wind.</p>	<ul style="list-style-type: none"> <li>● The wind was snapping at our heels like a whip Pg 362</li> <li>● It aimed to barge right in and make itself at home Pg 362</li> <li>● The prairie wind had no manners at all. Pg 362</li> <li>● It rammed and battered at the door pg 362</li> <li>● When it saw there was no getting past us, it sneaked around the house to the back door Pg 362</li> <li>● That thieving wind was apt to make off with anything Pg 362</li> <li>● Finally the wind gave up butting its fool head against the door. Pg 363</li> <li>● With a great angry sigh it turned and whirled, scattering fence pickets as it went. Pg 363</li> <li>● That rambunctious wind didn’t leave em alone Pg 364</li> <li>● The wind came out of the north, howling and shaking the house. pg 367</li> <li>● That wind is getting ornery! Pg 367</li> </ul>
<p>Reread pg 364. What does Josh McBroom mean by this statement? “There are two sides to every flapjack.”?</p>	<p>Josh McBroom realized that even though there are problems, it could be used for good.</p>

<p>Reread the story. Describe McBroom’s personality traits and how these traits influence his ability to solve problems. Cite examples from the story.</p>	<p><u>Loving</u>: He speaks lovingly to his family. “pu 363, “My dear wife” pg 363</p> <p><u>Smart</u>: He learns from his experiences. “Tha an education to me.” pg. 364</p> <p><u>Creative</u>: He uses what’s around him to make “The next gusty wind that came along, we p work for us. I made a wind plow. “Pg 364. “So I made them wind shoes-----made them heavy iron skilletts.” Pg 365</p> <p><u>Calm</u>: When the young’uns were sucked up chimney, McBroom told his wife not to wor would bring the young’uns back. Pg 369</p> <p><u>Positive</u>: Chose to see the wind as something just a problem. Always found the good after a problem. ( top soil not gone, sail plow hel young’uns, clothesline became a jump rope</p> <p><u>Determined</u>: It took most of the day to sho through the wind. It was a mighty struggle.</p>
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### Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p><b>TEACHER PROVIDES DEFINITION</b> not enough contextual clues provided in the text</p>	<p>Page 362 - zephyr Page 363 - trifling Page 364 - flapjack Page 364 - rambunctious Page 365 - tacking</p>	<p>Page 360 - mite Page 362 - barrel staves Page 366 - get a purchase Page 366 - laying up bottles of wind Page 367 - ornery Page 368 - brace of ducks</p>

<p><b>STUDENTS FIGURE OUT THE MEANING</b> suffi cient context clues are provide d in the text</p>	<p>Page 360 - shingle Page 360 - bonebreaker Page 362 - barge Page 363 - agates Page 370 - furrow</p>	<p>Page 360 - prairie, whit Page 366 - funnel, clumping Page 364 - plow Page 367 - hibernate</p>
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**Culminating Task**

- Re-Read, Think, Discuss, Write

*What is the theme of the story, “McBroom and the Big Wind”? Cite evidence from the story to support your answer.*

Answer: A positive attitude can make a difference in the outcome of a challenging situation. Josh McBroom used the wind to plow his fields. His children used the wind to turn their jump rope. When the wind carried off his children, Josh McBroom used his wind plow to catch up to them and rescue them. The McBroom family used Mama’s biscuits as a door stop when the wind was trying to get into their house.

**Additional Tasks**

- How did the McBrooms use wind power to make their lives easier? How is wind power used throughout our state today?

Answer: The McBrooms used wind power to plow the fields and to jump rope, and they even saved the wind for summer. Wind power is used to produce electricity. In the year 2004, wind energy in California produced 4,258 million kilowatt-hours of electricity, about 1.5 percent of the state's total electricity. That's more than enough to light a city the size of San Francisco.

- A regional colloquialism is an informal way of speaking related to a specific location. Create a list of regional colloquialisms used throughout the story.

Answer: young'uns, flapjack, sparkling glassies, come summer, jug, the bear was coming on, buckshot, county seat, mayflies, jumped red hot pepper, bottom truth.

### Note to Teacher

- This is a tall tale. A tall tale relates a series of extraordinary events and challenges that are handled in inventive ways.

Name \_\_\_\_\_ Date \_\_\_\_\_

### **“McBroom and the Big Wind”**

1. Reread page 360. How does the author give us clues about the upcoming events in the story?
2. Reread pages 360, 362-363, 367-368, and 370. What were the problems faced by the McBrooms? How did the author make them extraordinary? Identify at least three examples.
3. Reread pages 362-363, 365, and 366. How did the characters handle the problems in inventive ways?
4. How does the author’s description of the setting at the beginning of the story help us better understand Josh McBroom’s problem? Use evidence from the text to support your conclusions. (Pgs. 360-361)

5. What is the author's purpose in writing this story? How do you know? Cite examples from the story. (Pgs. 360, 364-365)
  
6. Reread pages 362, 363, 364, 367. How did the author describe the wind throughout the story? There is lots of figurative language in this text. The author uses similes, metaphors, and personification. Cite examples from the text of a simile, metaphor, and personification used to describe the wind.
  
7. Reread page 364. What does Josh McBroom mean by this statement? "There are two sides to every flapjack"?
  
8. Describe McBroom's personality traits and how these traits influence his ability to solve problems. Cite examples from the story.