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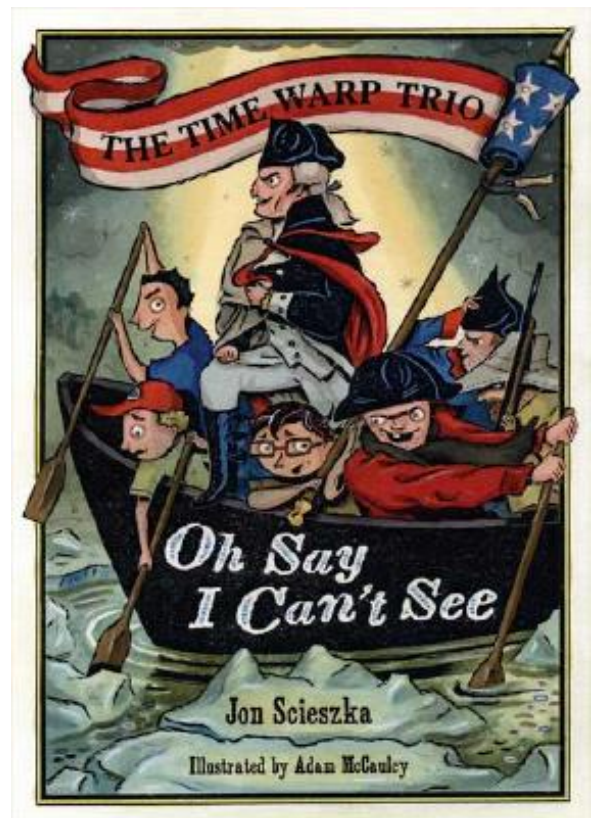


Building Communities that
Support Children's Reading

Texas Oh Say, I Can't See

By Jon Scieszka

RL 3.2



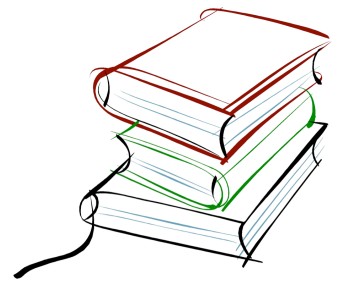
4th Grade- L

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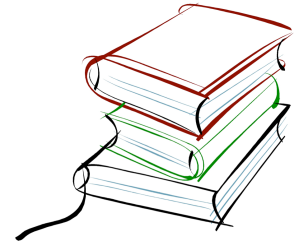


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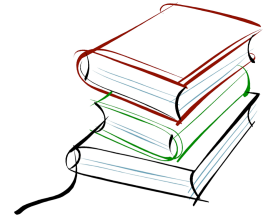
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- + High level questions
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- + Introduction to RAFT
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- + Writing rubrics

Synopsis

Oh Say, I Can't See



Fred and Joe were having a snowball fight when suddenly a green mist sent the two boys swirling back into 1776 when George Washington was about to cross the Delaware River. But how? Samantha, Sam's great-great granddaughter, needed to learn about George Washington for her school report. She used *The Book* Sam got from his magician uncle to travel back in time. Will Samantha, Fred and Joe be able to make it back to the "future" Brooklyn in time for Christmas, or will history be changed forever? Read *Oh Say, I Can't See* by Jon Scieszka to find out more!



Vocabulary

Oh Say, I Can't See

Hessians - a mercenary used by England during the American Revolution. A hireling or ruffian.

Desperate - having an urgent need

Gadgets - a small, useful device

Hogwash - foolish or meaningless talk

Commotion - noisy excitement and confusion

Enlistment - the period of time for which one is committed to military service.

Beam - a long and heavy piece of wood or metal that is used as a support in a building or ship

Tofu - a soft, white food made from soybeans and often used in vegetarian cooking instead of meat

Watchword - a word or phrase that expresses a rule that a particular person or group follows, SLOGAN

Artillery - large guns that are used to shoot over a great distance

Sitting duck - a person or thing that is easy to hit, attack, trick

Ferry - to carry or move (someone or something) on a vehicle (such as a boat or a car) usually for a short distance between two places

Ammunition - the objects (such as bullets and shells) that are shot from weapons

Regiment - a military unit that is usually made of several large groups of soldiers (called battalions)

Muskets - a type of long gun that was used by soldiers before the invention of the rifle

Surrender - to agree to stop fighting, hiding, resisting, etc., because you know that you will not win or succeed



High Level Questions

Oh Say, I Can't See

These questions can be used to differentiate and scaffold instruction as a basis for class discussions, small group work, and/or extended individual writing assignments.

1. Discuss “the homework ate the cat.” What is the author talking about?
2. What did the soldiers think about Fred, Joe, and Samantha?
3. How would history be different if they did not carry out the attack in Chapter 7?
4. Tell me about the men crossing the Delaware. Describe the setting. Tell details about what you visualized.
5. What questions would you ask George Washington?
6. What choices does General Washington face in the story?
7. What are the technology components that show you this is time travel?
8. Can you defend Samantha’s decision to help George Washington?
9. What do you imagine would have been the outcome if they had not crossed the Delaware?
10. What time in history would you like to visit and why?



Using Choice Boards

Choice boards give students the opportunity to participate in multiple tasks that allow them to practice skills they've learned in class or to demonstrate and extend their understanding of concepts. From the board, students either choose or are assigned tasks to complete. Individual tasks address learning style modalities.

To scaffold the activities for struggling readers, teachers can modify the tasks using the blank template provided or give more details for performance criteria. Some teachers like to assign point values for the different tasks.



Choice Board

Oh Say, I Can't See

Create 4 questions using Who, What, Why, How. Then answer the questions using explicit details from the story.	Turn the marching scene into a play that will be performed for your class.	Create a one-minute television ad to encourage other students to read this novel.
Create a diorama of crossing the Delaware.	Write 5 rhyming couplets to retell parts of the story.	Use watercolors to paint your favorite scene from the novel.
Fill out the attached table describing challenges the kids face in the story.	Create a bulleted list of details that show this book is historical fiction.	Draw the futuristic elements described in the story.

Choice Board

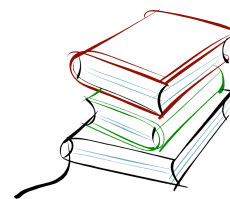




Challenge Table

Oh Say, I Can't See

Character	Challenge Faced	Details from the text



Using a RAFT Matrix

A RAFT matrix enhances students' comprehension of novels they're reading and information they're learning. It also provides a fun way to encourage student writing. RAFT is an acronym for *role*, *audience*, *format*, and *topic*:

- **Role.** The role is the person or people the student becomes for this project. Sometimes students take on the role of a book character, historical figure, or contemporary personality, such as Peyton Manning, and at other times, they are themselves.
- **Audience.** The audience is the person or people who will read or view this project. They may include students, teachers, parents, or community members, as well as simulated audiences, such as book characters and historical personalities.
- **Format.** The format is the genre or activity that students create. It might be a letter, brochure, cartoon, journal, poster, essay, newspaper article, speech, or digital scrapbook.
- **Topic.** The topic pertains to the book. It may be an issue related to the book, an essential question, or something of personal interest.

RAFT is an effective way to differentiate instruction by providing tiered activities. The BSCSR RAFT matrices are scaffold and can be adjusted according to students' achievement levels, English proficiency, and interests.



RAFT Matrix Rubric

STUDENT NAME: _____ **NOVEL:** _____

Accuracy

Information is accurate and supported with specific details from the novel.

5 4 3 2 1

Comments:

Role

The writing is credible in the role assigned.

5 4 3 2 1

Comments:

Format

The proper format was used.

5 4 3 2 1

Comments:

Conventions

The writing had no errors in grammar, punctuation, capitalization, or spelling.

5 4 3 2 1

Comments:

Creativity

Writing shows imagination and originality.

5 4 3 2 1

Comments:

Assessment Guide

5 = Above and Beyond

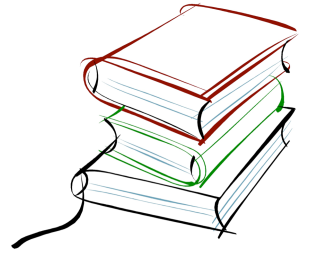
4 = Meeting Standard

3 = Working to Standard

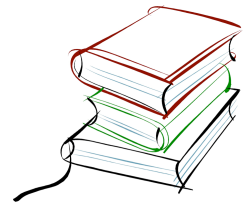
2 = Developing

1 = Incomplete

RAFT Matrix



Role	Audience	Format	Topic



Extended Resources

Oh Say, I Can't See

Kid friendly writing rubrics and checklists address Grades 3-6

<http://allwritewithme.com/for-teachers/kid-friendly-writing-rubrics-checklists/>

Background on George Washington

<http://mrnussbaum.com/presidents/georgewashington/><http://www.alaskakids.org/>

http://www.libertyskids.com/arch_who_gwashington.html

<http://www.enchantedlearning.com/history/us/pres/washington/>

Background on Revolutionary War

http://www.ducksters.com/history/crossing_the_delaware.php

<http://kids.britannica.com/comptons/art-165155/The-painting-Washington-Crossing-the-Delaware-by-Emanuel-Leutze-depicts>

Video

[/www.youtube.com/watch?v=2K6bdYVvAe0](http://www.youtube.com/watch?v=2K6bdYVvAe0)<http://animals.nationalgeographic.com/animals/mammals/wolf/>

Biography

President George Washington



George Washington was the **First President** of the United States.

Served as President: 1789-1797

Vice President: John Adams

Party: Federalist

Age at inauguration: 57

Born: February 22, 1732 in Westmoreland County, Virginia

Died: December 14, 1799 in Mount Vernon, Virginia

Married: Martha Dandridge Washington

Children: none (2 stepchildren)

Nickname: Father of His Country



Biography:

What is George Washington most known for?

One of the most popular Presidents of the United States, George Washington is known for leading the Continental Army in victory over the British in the [American Revolution](#). He also was the first President of the United States and helped to define what the role of the president would be going forward.

Growing Up

George grew up in Colonial Virginia. His father, a landowner and planter, died when George was just 11 years old. Fortunately, George had an older brother named Lawrence who took good care of him. Lawrence helped to raise George and taught him how to be a gentleman. Lawrence made sure that he was educated in the basic subjects like reading and math.

When George turned 16 he went to work as a surveyor, where he took measurements of new lands, mapping them out in detail. A few years later George became a leader with the Virginia militia and became involved in the start of the French and Indian War. At one point during the war, he narrowly escaped death when his horse was shot out from under him.

Before the Revolution

After the French and Indian War George settled down and married the widow Martha Dandridge Custis. He took over the estate of Mount Vernon after his brother Lawrence died and raised Martha's two children from her former marriage. George and Martha never had kids of their own. George became a large landowner and was elected to the Virginian legislature.

Soon George and his fellow landowners became upset with unfair treatment by their British rulers. They began to argue and fight for their rights. When the British refused they decided to go to war.

The American Revolution and Leading the Army

George was one of Virginia's delegates at the [First and Second Continental Congress](#). This was a group of representatives from each colony who decided to fight the British together. In May of 1775 they appointed Washington as general of the

Continental Army.

General Washington did not have an easy task. He had a ragtag army of colonial farmers to fight trained British soldiers. However, he managed to hold the army together even during tough times and losing battles. Over the course of six years George led the army to victory over the British. His victories include the famous [crossing of the Delaware River](#) on Christmas and the final victory at Yorktown, Virginia. The [British Army surrendered in Yorktown](#) on October 17, 1781.

Washington's Presidency

The two terms that Washington served as president were peaceful times. During this time, George established many roles and traditions of the President of the United States that still stand today. He helped build and guide the formation of the actual US Government from the words of the Constitution. He formed the first presidential cabinet which included his friends [Thomas Jefferson](#) (Secretary of State) and Alexander Hamilton (Secretary of the Treasury).

George stepped down from the presidency after 8 years, or two terms. He felt it was important that the president not become powerful or rule too long, like a king. Since then only one president, Franklin D. Roosevelt, has served more than two terms.

How did he die?

Just a few years after leaving the office of president, Washington caught a bad cold. He was soon very sick with a throat infection and died on December 14, 1799.

Fun Facts about George Washington

- He was the only president unanimously elected. Meaning all of the state representatives voted for him.
- He never served as president in Washington D.C., the capital that was named for him. In his first year the capital was in New York City, then moved to Philadelphia, Pennsylvania.
- He was six feet tall, which was very tall for the 1700s.
- The story of George Washington chopping down his father's cherry tree is considered fiction and likely never happened.
- George Washington did not have wooden teeth, but did wear dentures made from ivory.
- Washington gave freedom to his slaves in his will.





Research Simulation Tasks and Literary Analysis Tasks Rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis and supporting the analysis with effective textual evidence.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate textual evidence.	The student response demonstrates limited comprehension of ideas by providing a minimally accurate analysis and supporting the analysis with limited textual evidence.	The student response demonstrates no comprehension of ideas by providing inaccurate or no analysis and little to no textual evidence.
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides effective development of the topic that is consistently appropriate to the task by using clear reasoning and relevant, text-based evidence; demonstrates effective coherence, clarity, and cohesion appropriate to the task; uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides some development of the topic that is generally appropriate to the task by using reasoning and relevant, text-based evidence; demonstrates coherence, clarity, and cohesion appropriate to the task; uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> addresses the prompt and provides minimal development of the topic that is limited in its appropriateness to the task by using limited reasoning and text-based evidence; or is a developed, text-based response with little or no awareness of the prompt; demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> is undeveloped and/or inappropriate to the task; lacks coherence, clarity, and cohesion; uses language that demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding .

Narrative Tasks rubric

Construct Measured	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	<p>The student response</p> <ul style="list-style-type: none"> • is effectively developed with narrative elements and is consistently appropriate to the task; • demonstrates effective coherence, clarity, and cohesion appropriate to the task; • uses language effectively to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is developed with some narrative elements and is generally appropriate to the task; • demonstrates coherence, clarity, and cohesion appropriate to the task; • uses language to clarify ideas, attending to the norms and conventions of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is minimally developed with few narrative elements and is limited in its appropriateness to the task; • demonstrates limited coherence, clarity, and/or cohesion appropriate to the task; • uses language that demonstrates limited awareness of the norms of the discipline. 	<p>The student response</p> <ul style="list-style-type: none"> • is undeveloped and/or inappropriate to the task; • lacks coherence, clarity, and cohesion; • use of language demonstrates no clear awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions	<p>The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.</p>	<p>The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.</p>	<p>The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.</p>	<p>The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.</p>