Unit 2/Week 1

Title: The Strongest One

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.3.5, RL.3.9, RL.3.10; RF.3.3, RF.3.4; W.3.3, W.3.6; SL.3.1; L.3.1, L.3.2, L.3.4

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

Everything is stronger than something else. All things have their strengths and weaknesses no matter what size they are.

Synopsis

This is a Zuni play about an ant in the search to find out who is *strongest* of all. The ant talks with numerous characters such as: snow, sun, wind, house, mouse, cat, stick and fire to find out who is the strongest. At the end, he learns the lesson that everything is stronger than something else.

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

1. 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

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| **Text Dependent Questions** | **Answers** |
| What does the author tell us about who the Zunis are? | The Zunis are people of the U.S. Southwest, who dwell in pueblos and developed means of growing their crops in very dry lands. |
| What does he tell us about why the Zuni people are famous? | They are famous for their ceremonies, which are designed to give thanks and support to all living things, from the largest to the smallest. They are also well-known jewelers. |
| What is the name of the dwelling that the Zunis live in? Describe this type of dwelling. | The dwelling the Zunis live in is called a pueblo.  Pueblos are compact villages made up of multistoried buildings of adobe brick and beams. |
| How are the Zunis connected to this play? | The title page says that this is a Zuni play, so we can infer that they created this play. |
| In this play, what does Little Red Ant want to find out? | Little Red Ant wants to find out who in the world is the strongest one of all. |
| What evidence does the author provide to show that the Little Red Ant is curious by nature? | The author writes that the Little Red Ant often wondered about the world outside, he wanted to find out who was the strongest, he was willing to go outside from under the rock in order to get his question answered, and he asked questions when he encountered the other characters in the story. |
| What is the setting in Scene 2 and how do you know? | The title tells me the setting in Scene 2 is the mesa. |
| How does Little Red Ant try to find the answer to his question, “Who is the strongest of all?” | Little Red Ant tries to find the answer by asking other characters he meets, “Are you the strongest of all?” |
| Why does Snow hurry offstage when it sees Sun? | Snow hurries offstage when it sees Sun, because Snow knows Sun can melt Snow. |
| Personification is when the author describes an animal or object as if it were a person. How does the author use personification in order to make Little Red Ant and the other characters seem more like humans? | The characters wear clothing, they talk, they show emotions like being scared and curious. |
| What does the author tell us about the lesson Little Red Ant learned? | Little Red Ant learned that everything is stronger than something else. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text |  | adobe, sophisticated, dwelling  secure, decorated, symbol, depict, suggested  crouch, weak  Mesa  gnaw |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Zuni | pueblo  darkened, dangerous |

Culminating Task

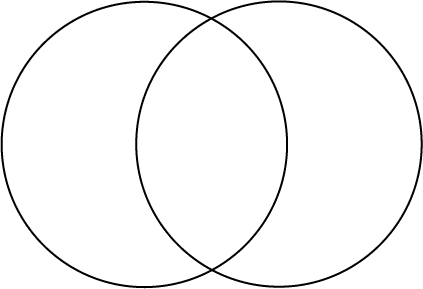
* Re-Read, Think, Discuss, Write

Each character showed his/her own strengths and weaknesses. Using evidence from the story to guide your thinking, create a book: on each page, illustrate a picture of each character and summarize each character’s strengths and weaknesses.

Additional Tasks

* Students can use local animals or objects to create a new version of the play.
* Have students plan and present a dramatic interpretation of “The Strongest One,” highlighting problem and solution. Each student should take parts in the play and read it aloud with expression.
* Read The Strongest One and The Wind and the Sun. Create a Double Bubble/Venn Diagram to compare and contrast the two stories. Use the graphic organizer to write a paragraph comparing and contrasting the stories.

Answer: See attached Venn Diagram

[](http://i.picship.com/?vs)

The Strongest One

Both

The Wind and the Sun

* has 2 characters
* Aesop’s Fable
* has 16 characters
* multiple scenes
* stage directions
* Zuni Play
* have Wind and Sun as characters
* have narrators
* Play
* Similar vocabulary