Unit 1/Week 4

Title: By the Shores of Silver Lake

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.3, RL.4.4, RL.4.7, RL.4.10; W.4.2, W.4.4, W.4.9; SL.4.1, SL.4.6, L.4.1, L.4.2, L.4.4, 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

This excerpt is a description of a journey by train taken by the Ingalls family when trains were still considered new.

Synopsis

Laura Ingalls and her family are traveling by train to meet her father in Tracy. This story describes their first train ride as they head further West to build a new home.

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** |
| Why is the family traveling? Why now and not at another time? (pg. 111) | The family is leaving their farm and heading West by train.  They have been sick with scarlet fever. Mary went blind because of scarlet fever. Pa has gone ahead. |
| Pa had gone ahead to claim a homestead. What is a homestead? (pg.g. 111) | Homestead-a piece of land given by the government to settlers willing to farm it. |
| Read this sentence in the first paragraph that begins, “*All the girls were in school now…”,* Who is thinking this? From whose point of view is the story written? (pg. 112) | Laura’s thinking that the other girls will see the train roaring by and know that she was riding it.  The story is told in the third person, but we experience it through Laura’s point of view. |
| What are some clues that tell us that this story took place a long time ago? (pg. 112-113) | Type of clothing: Ma’s dress was dark delaine with lace collar and cuffs, hat was black straw with a narrow brim. Girl’s dresses were calico and they wore hats.  Trains often wrecked. Travel by horse drawn wagon  Illustration also provides clues. |
| On page 115 how did the author describe the train? | Engine’s round front window glared in the sunshine. Smokestack flared upward to a wide top. Black smoke rolled up from it. Sudden streak of white shot up through the smoke. The whistle screamed a long wild scream. |
| Lara wants to bounce on the seats but she must behave properly. What does this tell you about her and her age?  (pg. 116) | Laura was torn between being a little girl and acting grown up. |
| How did the train feel and sound to Laura when it began moving? (pg. 118) | The train jerked, jolting her backward. Laura’s chin bumped hard on the seat back. Her hat slid on her head. The train jerked again, but not so bad. It began to shiver. The shivering grew faster and louder. The wheels went rub-a-dub dub. |
| Who is the conductor? What is his job? (pg. 119) | The man who wore a blue coat with wide brass buttons and a cap with CONDUCTOR in letter across the front was the conductor. His job was to take the passenger tickets and punch holes with a machine. |
| How does Mary learn about her surroundings, even without eyesight? (pg.121) | Mary can tell the conductor is tall because she notices his voice is high up. She feels that the train going fast. She touches things as well. In addition, Laura also tries to be eyes for Mary by describing the surroundings. |
| Why does Laura begin describing the head in front of her?  (pg. 122) | Laura says “Now I will see the people”. She is going to help Mary see the people around them by describing how they look. |
| What invention on the train amazes Laura? (pg. 123) | “He turning a little handle and the water comes out right out.” The picture on page 123 shows a water faucet. |
| On page 124, Laura cannot walk straight. “The lurching car made her sway and grab at the seat backs all the way.” Based on this description, what do you think “lurching” means? | The train was suddenly moving unsteadily, swaying back and forth side to side. |
| Laura’s first walk to the water fountain is different from her final walk back to the fountain. In what ways is it different?  (pg. 124) | “the car swaying, but this time she did not touch one sit that she passed. She could walk almost as well as the conductor.” |
| Why did Ma buy the candy? What did Laura, Carrie and Mary do with their candy? (pg. 126) | Ma bought the candy and told the girls they needed to celebrate their first train ride. Laura, Carrie and Mary divided the candy so each other them had two pieces. They were going to eat one and save a piece for the next day, but after a while they all began licking their second piece and finished it by the time they arrived in Tracy. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PRVIDES DEFINITION**  not enough contextual clues provided in the text |  | Page 111- Platform, Satchel, Homestead, Flurry  Page 112-Craned  Page 122-Bristly, Callused  Page 126-Shanties  Bobs, Suspected, Depot, Jolts |
| **STUDENTS FIGURE OUT THE MEANING**  Sufficient context clues are provided in the text | Page 111-Homestead  Page 119-Conductor  Page 124-Lurching car | Page 111- Severly, |

Culminating Task

* Re-Read, Think, Discuss, Write

1. *Laura and her family are nervous and even a little scared about their journey. What do the details in the text tell you about travel in the 1870s?*

Answer: Laura’s family was used to traveling by wagon, which had not cost them any money. Laura and her family arrived early so they did not miss the train. Trains went faster than horses could run. They went so terribly fast during that time that they often wrecked.

1. *What actions tell you how the family was feeling during the trip and as they arrived at their destination?*

Answer: Carrie felt safer when she was sitting between Laura and Mary. Carrie was really afraid of going on a train. Carrie asked if Pa was going to meet them before night and ma said she hoped so. On page 115 the author states, “You cannot tell what may happen when you go traveling on a train. It is not like starting out all together in a wagon.” When Laura heard the train her heart began to beat so fast she could hardly hear her Ma. Once the family was on the train the engine whistled and Laura and Mary both jumped. Laura was excited when she describes the water faucet on the train and thought it was marvelous once she had an opportunity to get a drink. When a boy came by selling candy Laura and Carrie knew they could have any, yet suddenly Ma opened her purse and bought a box for 10 cents, telling the girls, “after all, we must celebrate our first train ride.”

Additional Tasks

* Use specific details from the text to describe Laura. What inference can you make regarding her age and her relationship with her sister Mary?

Answer: Laura’s dress was brown calico sprinkled with small red flowers. Her hair hung down her back in long brown braids and a red ribbon ties their ends together. There was a red ribbon around the crown of her hat. When they arrived at the station, Laura guided Mary on to the platform. When Laura heard the train her heart began to beat so fast she could hardly hear her Ma. Laura wanted to bounce on the seats when she boarded the train, but knew she needed to behave properly. Laura looks out for Mary. When Mary first became blind Pa had told Laura she needed to see for Mary. Laura described what she saw on the train to Mary such as the seats and the people sitting around them.

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**“By the Shores of Silver Lake”**

1. Why is the family traveling? Why now and not at another time? (pg. 111)

2. Pa had gone ahead to claim a homestead. What is a homestead? (pg. 111)

3. Read this sentence in the first paragraph that begins, “All the girls were in school now…”, Who is thinking this? From whose point of view is the story written? (pg. 112)

4. What are some clues that tell us that this story took place a long time ago? (pg. 112-113)

5. On page 115 how did the author describe the train? (pg. 115)

6. Lara wants to bounce on the seats but she must behave properly. What does this tell you about her and her age? (pg. 116)

7. How did the train feel and sound to Laura when it began moving? (pg. 118)

8. Who is the conductor? What is his job? (pg. 119)

9. How does Mary learn about her surroundings, even without eyesight? (pg. 121)

10. Why does Laura begin describing the head in front of her? (pg. 122)

11. What invention on the train amazes Laura? (pg. 123)

12. On page 124, Laura cannot walk straight. “The lurching car made her sway and grab at the seat backs all the way.” Based on this description, what do you think “lurching” means? (pg. 124)

13. Laura’s first walk to the water fountain is different from her final walk back to the fountain. In what ways is it different? (pg. 124)

14. Why did Ma buy the candy? What did Laura, Carrie and Mary do with their candy? (pg. 126)

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.