Unit 2/Week 10

Title: Little Grunt and the Big Egg

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.3.2, W.3.4, W.3.7; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.6

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

Feelings about something/someone can change as circumstances change.

Synopsis

Life in the Grunt tribe changes when a baby dinosaur hatches from the huge egg that Little Grunt drags home for brunch.

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.)

3. Students and teacher re-read the text while stopping to respond to and discussthe 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** |
| Does the word past in the first sentence of the story mean “farther than” or “time gone by”? How do you know? (Pg. 228) | It means “farther than.” The first sentence tells where the Grunt tribe lived. |
| What problem does Little Grunt face after he finds the big egg? (Pg. 229) | Little Grunt has to figure out how to get the egg home. |
| How does Little Grunt solve his problem? (Pg. 229) | Little Grunt weaves a mat using leaves and rolls the egg onto the mat and pulls it home. |
| How does the rest of the Grunt family feel about the egg? How do you know? (Pg. 231) | The Grunt family is pleased. Each person says something about its size, and they look forward to eating it. |
| What happens when George starts to grow? Why is this a problem? (Pg. 234) | George gets bigger and bigger; soon he takes up so much space that there’s hardly any room for the Grunts. |
| Antonyms are pairs of words that mean opposite things from each other, like mean and kind. Find a pair of words that are antonyms in the first three paragraphs on page 238. Why do you think the author uses these antonyms in this part of the story? (Pg. 238) | The antonyms are *little* and *giant.* The author uses these antonyms to show that the grown-up Grunts have decided that a small pet will work better than a big one. |
| What happens to George once the older Grunts decide he has to go? (Pg. 238) | The Grunts agree that George can’t stay in the cave because all of the problems he has caused, so Little Grunt takes George back to the swamp and leaves him there. |
| Pitch is a verb, which means to angle or slant. In the story the author writes “…*The floor began to pitch, and loud rumblings filled the air.* “ Rewrite this sentence in your own words in a paraphrase. (Pg. 240) | The sentence describes how the cave is moving because the volcano was erupting. |
| Describe what happens when the volcano erupts. (Pg. 240) | Steam, rock, and black smoke shoot out of the volcano; rocks and boulders fall around the cave and trap the Grunts; then lava pours out of the volcano and heads for the cave. |
| How do the Grunts escape the lava? Where do they go? (Pg. 242) | George shows up to save them. They climb on the dinosaur and go to a new cave. |
| What details show that George is caring and forgiving? (Pg. 242) | George comes to rescue the Grunts, even after they sent him away. |
| Why does Little Grunt say he has to call George Georgina now? (Pg. 243) | George is sitting on a big nest of eggs, so she must be a female dinosaur. |

Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 228—Tribe Page 228—Brunch Page 231—Omelet Page 240—Pitch | Page 231—HearthPage 233—Allergic Page 236—HousebrokenPage 238—Swamp Page 238—Cockroach Page 242—Scenery  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 240—Erupting Page 240—Boulders Page 241—ResignPage 242—Escape  | Page 228—Gather Page 231—FlickeringPage 238—SobbedPage 240—RumblingsPage 240—Tumbled  |

Culminating Task

* Re-Read, Think, Discuss, Write

*How did Little Grunt’s family feel about George in the beginning? Why did their attitudes change by the end of the story?*

Answer: At first the family likes him. After George gets bigger and causes problems, they want him to go. When the Grunts can’t escape the lava, George comes to their rescue. They then invite him to live next door. Students should be able to produce a well-crafted paragraph answer and should be able to use connecting words that show both the sequence of the changing attitudes as well as words that clearly demonstrate a contrast in attitudes occurs twice in this story.

Additional Tasks

* Research Activity

*Explain to students that many animals make eggs to reproduce. Eggs help protect the young until they are ready to survive on their own. Have students research other animals that lay eggs. Have them create a chart of animals that lay eggs and animals that do not. Students should then present their findings to the class being sure to speak clearly and at an understandable pace (in order to address SL.3.4).*

Or

*Explain to students that some dinosaurs were carnivores, and others were herbivores. Have students research to find the differences between carnivore and herbivore dinosaurs. Students should then present their findings to the class being sure to speak clearly and at an understandable pace (in order to address SL.3.4).*

* Readers Theater

*Have students form small groups and reread the story as a Readers Theater performance. Assign roles for each character, including a narrator. Point out to students the use of quotation marks to signal a character’s speech. Tell students that they will use their voices to convey to the audience their character’s feelings. This is a fun and lively way to improve both fluency and understanding of the story, and one that all students will enjoy.*

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.