Unit 3/Week 5

Title: Zathura

Suggested Time: 5 days

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4; W.5.2, W.5.4, W.5.9; SL.5.1; L.5.1, L.5.2, L.5.4, L.5.5

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

Working together is a great way to solve problems.

Synopsis

Danny and Walter Budwing are two brothers who don't get along. When their parents go out for the evening, small arguments escalate until finally Walter, the elder, chases his little brother out of the house and into the park, where he tackles him to the ground. As they wrestle they catch sight of a board game called “Zathura”. The boys decide to play the game. During the game, Zathura transports the Budwing home into outer space, where the strange events the game produces become delightfully bizarre.

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 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** | **Evidence-based Answers** |
| On page 362, the story begins with a commotion between Walter and his brother Danny. Using specific quotes from the story, tell what caused the problem between the two boys. | The walkie-talkie antenna was dangling by a wire. Walter says that he (Danny) breaks everything. |
| What kind of person is Danny? Reread page 364 and use specific details about the way he relates to Walter to answer this question. | Danny is a mischievous person. He kept trying to get his brother to play catch even though Walter was mad at him. He threw Walter his hat, but Walter ignored him. Then Danny tossed him a baseball, and beaned him on the head. |
| A simile is a comparison of two unlike things, using the words *like* or *as*. Find the simile on page 366. How does the author use of this simile help you to understand what is taking place in Danny and Walter’s house? | The simile is “The noise grew louder, like a thousand gold balls bouncing off the roof.” The simile helps the reader understand how loud the sound is and how forceful the meteors were when they hit the house. |
| Quoting from page 366, explain why Danny thinks that they are in outer space. | On page 366, the author tells us that there were meteors. “Through the hole, Walter could see what was left of his parent’s bedroom and beyond that, a black, star-filled sky.” Danny states, “It’s not night, it’s outer space” |
| Polarity is defined as a pull towards a certain direction. On page 369, Danny read the following message on the game card: “The polarity on your gravity belt has been reversed.” Using the illustration on page 368 and specific details from the text, explain how polarity affected Walter. | If Walter’s gravity belt is reversed, he would still be on the ground. Polarity pulls you down, which is the normal direction on Earth. Walter is pulled towards the ceiling. |
| A gyroscope is a piece of equipment consisting of a rotating wheel so mounted that its axis can turn freely in certain or all directions. What purpose does a gyroscope serve on a spaceship? List specific events from the text and what you see happening in the illustration on pages 370 and 371. | Danny’s card says that the gyroscope is malfunctioning which means it’s not working the way it should. The evidence from the text suggests that the gyroscope is a piece of equipment that helps a spaceship head in the right the direction and stay on course. The illustration also shows the house suddenly tilts, showing that it is off course or not on the right path. |
| How do the boys change their circumstances while playing the game? Reread pages 371 and 373 to find details to support your answer. | The boys can change their circumstances by rolling the dice. On page 373, Walter rolled and got his gravity back. Walter also told Danny he “better hurry up and roll before (the robot) makes it in here.” When Danny rolled and got a card that read“…gravity greatly increased,” he started getting shorter and wider until he was the shape of a beach ball. |
| Use the text on page 375 to explain what *trembled* means. | The text states that Walter’s hand *trembled* when he read that the Zorgon pirate ship was launching an attack. Being attacked is a scary event, and being scared may cause your hand to shake. Therefore, *tremble* might mean to shake. |
| What eventually saved the boys from the Zorgon pirate and how did it save them? Find the details on pages 375 and 376 to support your answer. | The robot came back to life and repeated, “Alien life form, must destroy” only this time it was after the Zorgon. The boys helped it up and the robot lifted one of it’s claws and “snapped it sharply around the creature’s tail.” The Zorgon took off through the hole again. |
| Reread page 381. What was Walter going to tell Danny before the black hole swallowed him? What words or phrases in the text lead you to your answer? | Walter was probably going to tell Danny that he loves him. Walter said Danny’s name softly, which also means he said it with feeling. Walter says he’s going to tell Danny something he’s never told him before. Given how much they argue and fight, he might be about to tell Danny he loves him, something you don’t always say to a brother or sister you don’t get along with. |
| Although Zathura contained no instructions, Danny and Walter learned the rules as they played. Beginning on page 366, cite specific details to identify and list some of the rules of the game. | Each player has a turn and must roll the dice to determine where to move their token. Once you land on a spot, a card will appear. Whatever the card says will come true from the player who rolled the dice, but it will be undone on the next turn when the token is moved to a new place. Danny gets a meteor shower when he pulls his card. This is reversed when Walter pulls a polarity card. The game ends when the player returns to Earth from Zathura. |
| Search the text and record the elements of science fiction that are evident? Cite specific details from the text in your answer. | The story describes imaginary events based on science such as strange life forms, space ships, gravity belts, destructive robots, photon attacks and the house floating through a meteor storm in outer space. |

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 364 - token  Page 369 - polarity | Page 366 - evasive  Page 369 - reversed  Page 371 - malfunctioning  Page 373 - mechanical |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 362 - antenna, dangling  Page 366 - meteor  Page 373 - defective, rotated  Page 376 - staggered | Page 362 - mumbled  Page 364 - beaned, squealed, bolted, trotted, jammed  Page 369 - wound |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Citing at least three details from the text, compare and contrast the changes in the relationship between the brothers, Walter and Danny, as they faced danger and frightening situations while playing the Zathura game.*

Answer: Possible details may include: at the beginning of the story the boys did not get along. Danny was always trying to get Walter’s attention or doing things to annoy him. He broke the antennae on Walter’s walkie-talkie (pg. 362), he nagged Walter about playing baseball and beaned him with a ball (pg. 364). Walter tried to ignore him, but found it difficult. He constantly corrected Danny’s use of “me and you” and ended up tackling Danny in the park (pg. 364.) He thought Danny was a fungus, a baby (pg. 364). As the game progressed, the boys began to work together in order to save each other. Danny tied Walter to the sofa as Walter started drifting toward a hole into outer space (pg. 371). When Danny’s gravity reversed and he was shaped like a beach ball, Walter rolled him into the robot to stop the attack (pg. 375). By this time, Walter begins to view his little brother differently. “You were terrific” he says after Danny destroys the robot (pg. 375). The brothers held on to each other during the Zorgon pirate attack (pg. 375). Feeling discouraged when they realized how long it was going to take to finish the game and get back home, Danny reassured Walter that they’d make it home. “Me and you together. We can do it.” (pg. 376). When Walter pulled the black hole card and was being slowly sucked in, Danny was very upset. “His chin dropped to his chest and he began to sob.” (pg. 379). When Walter opened his eyes, he found himself in the park fighting with Danny as he had been before they found the game. He realized he’d been given a chance to do it again and this time he made the decision to play with Danny. “Me and you ?” Danny asked. And this time he didn’t even correct his little brother, but put his arm around him and said, “Yeah … Me and you, together.” (pg. 381).

Additional Tasks

* *Letters From Space: As you are traveling in deep space, one theory is that time expands. For each day that you experience in space, your friend has experienced 10 years! Write a series of five letters on a space computer to a friend describing what is happening to you and what you assume is happening to that friend on Earth.* Students can work in groups to write the letters to each other. They can also use this activity as a way to peer edit. Students might write about how they are living in space, what foods they eat, and compare school in space versus school on Earth. As an extension, students can deliver letters to friends in other classes or grades.
* *Personal Response: Ask students to write about a game they have played and enjoyed. What did they like about it? In what way was it fun or challenging? Then have them write an alternate ending to the story in which something goes wrong with the game Walter and Danny are playing.* Students can work in groups and take turns writing an alternate ending to the story. Time each student 1 minute and have the students add on to what their peer wrote when it is their time. Have students read what they came up with after the group is complete.
* *Science Fiction Writing: Suppose your family had a robot to do basic household chores. Write about how your family’s daily life from the point of view of the robot. The robot’s point of view should not express emotion. Describe the events as the robot would see them without commenting on them.*

Note to Teacher

* Students may need some instruction on the genre of science fiction. Students can connect “Zathura” to other science fiction books or movies (i.e. “Star Wars”, “E.T.” “Harry Potter”, “Avatar”) that they have read or seen. “Zathura” is also a movie; it may be beneficial to have students compare/contrast the story and the movie.

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.