Unit 5/Week 1

Title: A Boy Called Slow

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RF.5.3, RF.5.4, W.5.2, W.5.4, W.5.9, SL.5.1, SL.5.2, L.5.4, L.5.5, L.5.6

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

It is our actions that show others who we are and of what we are capable.

Integrity, determination, and hard work earn respect.

Customs and traditions help to forge a group’s identity.

Synopsis

Tradition in the Lakota Sioux involves giving a name to a child based on his actions. A young child moves slowly in all he does, earning the name ‘Slow’ from his family. He does not like that name and is determined to change it. After demonstrating bravery and determination during battle he then earns a new name, Sitting Bull. This same man later becomes the respected chief of the Lakota Sioux.

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** | **Answers** |
| Reread page 472. What examples are given to demonstrate how the boy earns the name, “Slow”?  | * He takes too long to eat; he only looks at his mother when she calls him to “Come here, quickly!” - “He never did anything quickly”
 |
| Why does Four Horns call horses by the name “Spirit Dogs”? (Page 472) | Dogs were a valuable and necessary part of tribal life: they had been used to help the tribe pull their travois and hunt buffalo and they were faithful to the men. Their creator, Wakan-Tanka, sent the men a new animal “as faithful as our dogs” to pull the loads and they also could carry the men. |
| Reread page 475. How does Slow show that he understands his Father’s words, “The best way to gain the respect of your people is to be both brave and wise”? | By the time he was seven (he reached his seventh winter), he was one of the strongest boys in the tribe and he was the most at ease of the small children on the back of a pony. Both of those traits are important to a warrior in the tribe.  |
| Reread pages 476-477. Why did Returns Again stop the other men from reaching for their weapons when they heard someone approaching as they camped at night?  | He listened to animals and knew that the approaching sounds of muttering were not a threat, but instead was a big bull buffalo. He listened as the bull passed them and continued on out of sight and then received four new names from the bull. |
| Reread page 478. “His name now meant determination and courage to those who knew him.” Originally, he was given the name ‘’Slow” because of the speed with which he accomplished tasks. What event led to this change in what his name now meant?  | At the age of ten, he killed his first buffalo – a calf. His mother and two of his sisters took the skin and made it into a robe for him to wear so others could see.(It may be important to guide students to the understanding that Slow’s name had not changed yet, but only what it had meant.) |
| On page 480 and 482, the word ‘coup stick’ is used. What clues in the text helps the reader understand what a coup stick might be used for? | The remainder of the sentence on page 480 (“They uncovered their war shields and took out their coup sticks and lances.”) as well as the events of those paragraphs (a war party was on its way to battle the Crow) helps the reader understand that this is a tool of war.On page 482, the text lets the reader know that Slow uses the coup stick to strike the enemy’s arm, spoiling his aim. The illustration above this shows this moment in the story, giving further understanding. |
| On page 482, the word ‘spoiling’ is used in a way that is different from a common meaning, referring to food or drink that has gone ‘bad’. How is the word used in this context? | Slow struck the warrior’s arm as he was getting ready to release an arrow (‘drew an arrow to his bowstring’) t hereby ‘spoiling his aim’, meaning that the arrow was not going to hit its intended target. Slow cried out in ‘triumph’ when he did this so we know it was something good. |
| Reread page 483. Why does Slow’s father paint his son with black paint?  | Black paint is a sign of victory. His father claims that it was Slow’s bravery and determination that won the battle for them. |
| What name does Slow’s father give his son? Why is the name important to him and why does he give him that name? (Page 483) | He gives him the name, Tatan ‘ka Iyota ‘ke, the name he himself was given by the great bull buffalo that walked through his camp when he was younger. The name is important to his father because it was a powerful name and it demonstrated that he listened to animals. (Page 477). He gives the name to his son because his son is brave and he felt his son’s determination won the battle” for the Lakota. This man and name, Sitting Bull, was one of the greatest of all the Lakota warriors. (Page 484). |

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 471 - customPage 472 - travoisPage 478 - determinationPage 480 - coup stickPage 482 - triumph | Page 475 - respect |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 471 - extendedPage 474 - raidedPage 475 - reputationPage 476 - inherited |  |

Culminating Tasks

* Re-Read, Think, Discuss, Write
1. *Slow is described as determined, brave, and courageous at various times of his life. Using examples from the text, how would you describe Slow at seven? At ten? At fourteen?*

Answer:

* By his seventh year, he gained a reputation as one of the strongest boys.
* By his seventh year, none of the small children were more at ease on the back of a pony than Slow.
* As Slow wrestled with friends, as he hunted with his bows and arrows, as he raced his gray pony, he always tried to do his best so that one day he would become a good warrior.
* At the age of ten, he killed his first buffalo – a calf.
* At fourteen, he carefully prepared on his own to join the warriors in a raid. He rode alone until he got to his father’s war party, then went into the middle of the warriors and before anyone could speak, he stated, “We are going”.
* Before his father could give word, Slow glanced at him and leaped forward towards the enemy. He was so fast, his father’s war party could not catch up. Before the first enemy could shoot an arrow, Slow got to him and struck him with the coup stick, ruining his aim.
1. *Customs and traditions are an important part of being a member of the Lakota tribe. Find examples discussed in the text that demonstrate this.*

 Answer:

* Childhood names (coming from the way a child acted) had been a part of Returns Again’s (Slow’s father) childhood as well as his father before him.
* A child’s name could not be changed until the child earned a new one by either having a powerful dream or by doing a brave or special deed.
* His mother told him that a true Lakota shares everything with his people and proceeded to remind him of the things his father did to show the truth of that statement. He would share what he brought home with the poorest people in the village.
* Slow was proud to have a father with the names Returns Again and Tatan ‘ka Iyota ‘ke and he promised himself that he too would have such a name someday.
* It is custom for warriors to put on their best clothing and to mark their faces with paint before battle.
* It is also customary for a victorious warrior to be painted with black paint.

Additional Activities

*Looking at the illustrations throughout the text, explain how each one shows what is happening in the text at that point in the story.*

 Answer:

* Page 471: Returns Again and his family are shown with the new baby boy who will be named “Slow”.
* Page 473: Slow’s uncle Four Horns tells Slow how the horses came to the Lakota. The Creator, Wakan-Tanka, loved the Lakota people and sent them a new animal that could help them carry their travois and carry the hunters.
* Page 474-475: Returns Again (Slow’s father) is shown driving away the enemy. He is the only one shown because all of the other Lakota were ready to retreat and Returns Again was the only one to return and drive them away.
* Page 476-477: Slow’s father and friends were hunting buffalo prior to him getting the four names from the big bull buffalo. This picture can also be used in discussion about Slow killing his first buffalo as it seems to foreshadow the event.
* Page 479: Slow prepares to go with the war party and tells his pony (as he holds his arrows) they are ready to help protect the people.
* Page 481: The war party is making plans. Slow approaches them in their midst to tell them he is going.
* Page 482-483: Slow struck an enemy’s arm with the coup stick, ruining his aim as he was getting ready to fire upon the Lakota.
* Page 484: Sitting Bull becomes one of the greatest Lakota warriors.

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.