Title/Author:  *When the World Was Young: Emu and Eagle’s Great Quarrel* by Margaret Mayo

Suggested Time to Spend: 4 – 5 Days (20 to 30-minute sessions)

Common Core grade-level ELA/Literacy Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RL.2.9 (extension activity); W.2.6; SL.2.1, SL.2.2, SL.2.4, SL.2.5, SL.2.6; L.2.1, L.2.2

Lesson Objective:

Students will understand and be able to articulate how people and cultures use stories to make meaning and explain the natural world.

Teacher Instructions

**Before the Lesson**

1. Read the Big Ideas and Key Understandings and the Synopsis below. **Please do not read this to the students**. This is a description to help you prepare to teach the book and be clear about what you want your children to take away from the work.

Big Ideas/Key Understandings/Focusing Question

People and cultures use stories to make sense of the natural world.

Synopsis

This creation tale from Australia explains how the sun came to be. It also describes how the emergence of the sun changed the relationships and interactions of the animals that existed during the coming of the sun.

1. Go to the last page of the lesson and review “What Makes This Read-Aloud Complex.” This was created for you as part of the lesson and will give you guidance about what the lesson writers saw as the sources of complexity or key access points for this text. You will of course evaluate text complexity with your own students in mind, and make adjustments to the lesson pacing and even the suggested activities and questions.
2. Read the entire book, adding your own insights to the understandings identified. Also note the stopping points for the text-inspired questions and activities. *Hint: you may want to copy the questions vocabulary words and activities over onto sticky notes so they can be stuck to the right pages for each day’s questions and vocabulary work.*
3. Consider pairing this series of lessons on *Emu and Eagle’s Great Quarrel* with a text set to increase student knowledge and familiarity with the topic. A custom text set can be found[here](https://achievethecore.org/page/2545/emu-and-eagle-s-great-quarrel-with-companion-text-set)[.](https://drive.google.com/drive/folders/0B66A6Ds77LpiU3dIZVFxMFFkLUk) *Note: This is particularly supportive of ELL students.*

*Note to teachers of English Language Learners (ELLs): Read Aloud Project Lessons are designed for children who cannot read yet for themselves. They are highly interactive and have many scaffolds built into the brief daily lessons to support reading comprehension. Because of this, they are filled with scaffolds that are appropriate for English Language Learners who, by definition, are developing language and learning to read (English). This read aloud text includes complex features which offer many opportunities for learning, but at the same time includes supports and structures to make the text accessible to even the youngest students.*

*This lesson includes features that align to best practices for supporting English Language Learners. Some of the supports you may see built into this, and /or other Read Aloud Project lessons, assist non-native speakers in the following ways:*

* *These lessons include embedded vocabulary scaffolds that help students acquire new vocabulary in the context of reading. They feature multi-modal ways of learning new words, including prompts for where to use visual representations, the inclusion of student-friendly definitions, built-in opportunities to use newly acquired vocabulary through discussion or activities, and featured academic vocabulary for deeper study.*
* *These lessons also include embedded scaffolds to help students make meaning of the text itself. It calls out opportunities for paired or small group discussion, includes recommendations for ways in which visuals, videos, and/or graphic organizers could aid in understanding, provides a mix of questions (both factual and inferential) to guide students gradually toward deeper understanding, and offers recommendations for supplementary texts to build background knowledge supporting the content in the anchor text.*
* *These lessons feature embedded supports to aid students in developing their overall language and communication skills by featuring scaffolds such as sentence frames for discussion and written work (more guidance available* [here](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion)*) as well as writing opportunities (and the inclusion of graphic organizers to scaffold the writing process). These supports help students develop and use newly acquired vocabulary and text-based content knowledge.*

The Lesson – Questions, Activities, and Tasks

|  |  |
| --- | --- |
| **Questions/Activities/Vocabulary/Tasks** | **Expected Outcome or Response (for each)** |
| FIRST READING:  Read aloud the entire text (or chapter) with minimal interruptions. Stop to provide word meanings or clarify only when you know the majority of your students will be confused. | The goal here is for students to enjoy the text, both the writing and the pictures, and to experience it as a whole. This will give them some context and sense of completion before they dive into examining the parts of the text more carefully. |
| SECOND READING:  **Reread page 49**  Q1. How does the sentence, “In the long-ago Dreamtime, when the world was being made, there was no sun in the sky.” help you, the reader, understand when and where the story takes place?  Q2. Using the text, describe how “Dreamtime” looks, sounds, and feels?  Q3. A quarrel is an argument. Describe why this was such a quarrelsome time.  Draw a picture of “Dreamtime” based on the information from the text. | Q1.This sentence helps one to think about what the world was like way back before there were people, or even a sun.  It also helps the reader to understand when one dreams, they are usually asleep at night, which means it could be dark outside.  Q2. It’s dark. There is no sun. There are no people. The animals are really big and really angry. It’s loud because the animals are always fighting. This feels like a scary time.  Q3.It was dark all the time, the animals were always fighting because they kept bumping into each other.  Note: Make sure student drawings include only information gained from the text. |
| THIRD READING:  **Reread the last sentence from page 49**  Q1. What was the purpose behind talking about the ending of the text on the first page? (turn and talk)  Q2. On page 50, both Eagle and Emu were furious. They had a big fight and Eagle threw Emu’s egg into the air. It landed on a pile of wood and cracked open, and set the wood on fire.  What happened as a result of this event?  Q3. On page 52, the author talks about what the fire looks like at different stages. What words does the author use to describe the different stages of the fire?  Draw a picture of what “Dreamtime” looks like now. Include any words or phrases that support your illustration. | Q1. The author wants to give us a hint about what will happen so that the readers will be curious enough to read the rest of the text.  Q2. The fire lit up the world, and B*iam*e and his spirit helpers were able to see what they had created. The animals were happy because they could see things they couldn’t see before, and they stopped fighting. They felt happy and peaceful.  Q3. The author says the flames are hot and bright at midday, and then the fire dies down at night.  Note: Make sure student drawings include only information gained from this section of the text. |
| FOURTH READING:  **Reread pages 52-53**  Q1. Even though the animals were now happy and peaceful, there was still a problem in “Dreamtime.” What was this problem?  Q2. Why did Biame choose Kookaburra to help him solve this problem?  Draw a picture that represents this part of the text. | Q1. Some of the animals didn’t wake up until midday, and so they missed half of the day, and were upset.  Q2. Biame chose Kookaburra because he was a bird with the loudest voice. Birds were not deep sleepers, and woke up with the morning star, so he was the perfect animal to wake up all the others. |
| FIFTH READING:  **Reread the whole text**  After re-reading the text for a final time, give students a pre-made flip book, and explain the directions for the culminating task below. Circulate as students work, encouraging them to tell you more about their drawings and writing. Share responses in small groups or display on a bulletin board. |

FINAL DAY WITH THE BOOK - Culminating Task

* After reading the text a final time, students create a retelling flipbook, (follow this link to create and print your own to use as a model: <http://www.readwritethink.org/files/resources/interactives/flipbook/>) recounting important events and describing major characters, including details to describe actions, thoughts, and feelings.
  + The flipbook must include a cover page with the title of the book, author, and illustrator.
  + Students should include the characters, setting, and all major events from the beginning, middle, and end of the text in sequential order. Flipbooks should also include a page using illustrations and words depicting what the tale is trying to explain (how the sun came to be). Students will demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling in their writing.
* Once their flipbooks are complete, students share them with the whole class or in small groups of 3 to 4. They should be prepared to explain the rationale behind their choices.

Vocabulary

|  |  |
| --- | --- |
| **These words merit less time and attention**  (They are concrete and easy to explain, or describe events/  processes/ideas/concepts/experiences that are familiar to your students) | **These words merit more time and attention**  (They are abstract, have multiple meanings, and/or are a part  of a large family of words with related meanings. These words are likely to describe events, ideas, processes or experiences that most of your students will be unfamiliar with) |
| Page 49 – **fiercer** – more violent or intense  Page 49 – **gloomy** – partially or totally dark; feeling of sadness or hopelessness  Page 50 – **swooping** – flying down through the air suddenly Page 50 – **flurry –** a large amount of something that happens or comes suddenly Page 50 – **furious –** very angry Page 50 – **bonfire** – a large but controllable fire Page 50 – **set alight** – to apply something to an object or material that will cause it to burn Page 52 – **embers** –small pieces of glowing or smoldering material from a dying fire | Page 49 – **Dreamtime** – the ancient time when the Earth and the first people were created, according to some Australian Aboriginals  Page 49 – **quarrel** – (noun) an angry dispute between two or more parties (verb) to engage in an angry dispute  Page 49 – **quarrelsome** – having a tendency to argue with others |

Extension learning activities for this book and other useful resources

* Students could work in groups to plan a dramatic representation of “How the Sun Came to Be”. This might include writing a reader’s theater script, using student-created puppets, storyboard representation of the tale (flannel board, poster, comic strip), and/or jigsaw sections of the text and have each group represent one section through pantomime. *Note: This is particularly supportive of English Language Learners.*
* The following books and links can be used if you plan to create a longer unit with Pourquoi or Creation tales, such as comparing tales across cultures to identify universal themes, comparing how cultures explain the natural world:
  + *When Stories Fell Like Shooting Stars* by Valiska Gregory & Stefano Vitale (Simon & Schuster 1996)
  + *One Hundred and One African-American Read Aloud Stories* by Susan Kantor (Black Dog & Leventhal Publishers 1998)
  + <http://www.native-languages.org/legends-pourquoi.htm>
  + <http://www.ilhawaii.net/~stony/loreindx.html>
* Use the matrix on the following page to compare various Pourquoi tales.

Note to Teacher

* This text would lend itself to being tied in to a science lesson or unit on the sun or stars, constellations, earth and space, or even a unit of the genre itself.
* This Pourquois read-aloud lesson was designed as a companion lesson to an informational lesson about the sun—*Our Solar System* by Seymour Simon. It would be fairly easy to create an integrated unit using Pourquois tales. Using Pourquois tales is a great way to expose young readers to ancient world cultures and make connections to stories.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pourquoi Tale**  **Title** | **Character** | **Setting** | **Problem** | **Solution** | **What the Text Explains** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**What Makes This Read-Aloud Complex?**

1. **Quantitative Measure**

Go to <http://www.lexile.com/> and enter the title of your read-aloud in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database.

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band 420-820L

4-5 band 740-1010L

930L

1. **Qualitative Features**

Consider the four dimensions of text complexity below. For each dimension\*, note specific examples from the text that make it more or less complex.

Porquoi (Creation Tale)

Multiple levels of meaning, mostly implicit

Theme is subtle, and revealed over the course of

the text

(Very Complex)

Shift in syntactic structure, chronological order with some foreshadowing, complex sentences with multiple clauses (independent and dependent), pictures are secondary to the text

Figurative language, use of imagery, unfamiliar language and phrasing, with complex sentence structures

Vocabulary: Dreamtime, gloomy, fiercer, quarrelsome, quarrel, furious, hurled, spirit helpers, embers, set alight, bonfire, midday, Kookaburra

Somewhat complex with more than one theme, experiences portrayed are uncommon to most readers, multiple perspectives, Understanding of genre, cultural knowledge, (Emu, Kookaburra)

**Meaning/Purpose**

**Structure**

**Language**

**Knowledge Demands**

\*For more information on the qualitative dimensions of text complexity, visit <http://www.achievethecore.org/content/upload/Companion_to_Qualitative_Scale_Features_Explained.pdf>

1. **Reader and Task Considerations**

What will challenge my students most in this text? What supports can I provide?

The language and sentence structures will be challenging. Additionally there is no real support from pictures.

The Illustrations that are included do not add to the meaning of the text. Vocabulary is also a challenge.

Supports include, peer to peer discussion of short sections of text, student illustrations to serve as note-taking, allowing students to transfer their understanding of the section of text discussed into a pictorial representation, as well as a means for tracking story elements over time.

How will this text help my students build knowledge about the world?

This text will help students understand that different people and cultures use stories to help make

meaning and explain events in the natural world.

1. **Grade level**

What grade does this book best belong in?

This book belongs in a Grade 2 Read Aloud

All content linked to within this resource was free for use when this resource was published in March 2018. Over time, the organizations that manage that external content may move or remove it or change the permissions. If the content is no longer available, please email [info@studentsachieve.net](mailto:info@studentsachieve.net).