Unit 1/Week 2

Title: Red Kayak

Suggested Time: 5 days (45 minutes each day)

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

This excerpt highlights the importance of demonstrating good judgment.

Synopsis

In this excerpt, Brady and his friends don’t demonstrate good judgment when they choose not to warn Mrs. DiAngelo early that morning.  Feeling guilty, Brady becomes frustrated and anxious about having to search the small creeks rather than the main river with the adults.  After wiselyfollowing the instincts of his dog, Brady finds Benjamin unconscious.  Despite feeling panicked, Brady decides to focus his efforts on performing CPR on Benjamin while trying to guide the boat toward help at the landing.  Ultimately, Benjamin is saved due to Brady’s good judgment.

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 (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| **Read the introduction on page 28. Brady and his friends made a decision that cold spring morning. What was it?** | They did not say something when they saw Mrs. DiAngelo in the kayak even though they knew the weather was bad for boating. |
| **Read the 2nd paragraph on page 29. What was Brady’s attitude about searching the smaller creeks?** | He felt it was a waste of time and wanted to go downstream with the adults. |
| **Read the last paragraph on page 29. What was the effect of Brady’s thinking about his own earlier accident?** | It made him more aware of the cold. After realizing this, he immediately called out for Mrs. DiAngelo because he became worried about her and Benjamin. |
| **What made Brady decide to continue to search the creek even if he thought it was “a waste of time”? (pg. 32)** | His dog’s instincts. He remembers another time his dog’s instincts were right – the possum’s nest in the attic |
| **What did Brady rely on to help him to stay calm after he lost his cell phone in the water? (pgs. 34-35)** | His rescue training. |
| **Re-read page 36 from the paragraph beginning with “Ben needed to get to that ambulance fast” and ending with the last paragraph on page 37. How did Brady get the boat to the landing while still giving Benjamin CPR? (pgs. 36-37)** | Point to the details from the text between the phrases, “Five compressions. One breath.” He was rigging the parts for the boat so that it could steer itself toward the landing. |
| **How did Brady demonstrate good judgment when he saw the ambulance lights? (pg. 37)** | He wanted to speed toward help but “knew that Ben needed [him] to keep breathing into him.” |
| **Why didn’t Brady “have a clue” about how he ended up on the landing? (pg. 38)** | Things happened so quickly when he reached the landing, and he was solely focused on Ben. |
| **Why didn’t the officer doubt that Brady could get home on his own? (pg. 40)** | The officer grinned. He had confidence in Brady because of what he just managed to do. |
| **Re-read the last two paragraphs on page 41. Fate is the idea that some things are meant to be. Luck and timing all somehow matches up to make things happen. How did fate, luck, and timing help save Benjamin?** **(Note: This question may be asked as the last question in the series before students complete the Culminating Task, or use it as an additional discussion question after the Culminating Task. See Additional Tasks below.)** | Brady’s dad happened to be working in the shop when, normally, he was out on the water. He was available to join the search and come get Brady from school so that he could help also.Tilly’s instincts luckily guided Brady to where he found Benjamin.Brady immediately started rescue efforts and got to the landing in time to get Benjamin more help. |

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 PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 41 - FateJudgment (See culminating task below.) | Page 28 - Kayak, tides, downstream, creeksPage 29 - Currents, common sense, shudder, intentionally, driftedPage 32 - InstinctsPage 36 - Stern line, outboard handle, cleat, throttle (No need to define specifically; explain that these are parts of the boat, and Brady was rigging them so that the boat could steer itself.) |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text |  | Page 29 - ReluctantlyPage 32 - InsistentlyPage 40 - Drained, elated (though difficult because they are in the same short sentence) |

Culminating Task

* Re-read, Think, Discuss, Write

*Judgment is a word with a number of meanings, one of which has to do with the ability to make the right decision. In this story, Brady makes a number of decisions. Go back into the text and locate each of these decision points, describe the situation and decision, and tell whether or not it was a good decision and why.*

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| **Describe the situation and Brady’s decision** | **Explain whether or not Brady made a good decision or not and why** |
| Not warning Mrs. DiAngelo about going out on the boat even though he knew the weather was bad | Bad decision - Mrs. DiAngelo and Benjamin ended up lost and hurt. |
| Continuing to search the creek even though he thought it was a waste of time | Good decision - He found Benjamin. |
| Following the instincts of his dog | Good decision - He found Benjamin. |
| Focusing on CPR rather than speeding the boat towards help | Good decision - He saved Benjamin’s life. |

Additional Tasks

* *Re-read the last two paragraphs on page 41. Then, think about and complete a written response to the following prompt: Fate is the idea that some things are meant to be. In other words, luck and timing all somehow matches up to make things happen. How did fate, luck, and timing help save Benjamin?*

 Answer: Provided within Text Dependent Questions above.

* Trace Brady’s boat through the story. When is he going fast, when is he going slowly, when is he stopped? Describe the events that were happening at each one of these points in the story.

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| **Speed of Brady’s Boat** | **What was happening in the story? (Note specific page numbers.)** |
| Brady is moving the boat fast or faster | Returning to the landing with Benjamin (pgs. 36-37) |
| Brady is going slowly | Searching (pgs. 29-31) |
| Brady stops the boat  | Listening and finding Benjamin (pgs. 33-35) |

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**“Red Kayak”**

1. Read the introduction on page 28. Brady and his friends made a decision that cold spring morning. What was it?
2. Read the 2nd paragraph on page 29. What was Brady’s attitude about searching the smaller creeks?
3. Read the last paragraph on page 29. What was the effect of Brady’s thinking about his own earlier accident?
4. What made Brady decide to continue to search the creek even if he thought it was “a waste of time”? (Pg. 32)
5. What did Brady rely on to help him to stay calm after he lost his cell phone in the water? (Pgs. 34-35)
6. Re-read page 36 from the paragraph beginning with “Ben needed to get to that ambulance fast” and end with the last paragraph on page 37. How did Brady get the boat to the landing while still giving Benjamin CPR?
7. How did Brady demonstrate good judgment when he saw the ambulance lights? (Pg. 37)
8. Why didn’t Brady “have a clue” about how he ended up on the landing? (Pg. 38)
9. Why didn’t the officer doubt that Brady could get home on his own? (Pg. 40)
10. Re-read the last two paragraphs on page 41. Fate is the idea that some things are meant to be. Luck and timing all somehow matches up to make things happen. How did fate, luck, and timing help save Benjamin?

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.