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** |
| **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. |
| **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. |
| **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”?**  | 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?**  | His rescue training. |
| **How did Brady get the boat to the landing while still giving Benjamin CPR?**  | 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?**  | 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?**  | 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?**  | The officer grinned. He had confidence in Brady because of what he just managed to do. |
| **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 | FateJudgment (See culminating task below.) | Kayak, tides, downstream, creeksCurrents, common sense, shudder, intentionally, driftedInstinctsStern 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 |  | ReluctantlyInsistentlyDrained, 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  |
| Brady is going slowly | Searching  |
| Brady stops the boat  | Listening and finding Benjamin  |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“Red Kayak”**

1. Brady and his friends made a decision that cold spring morning. What was it?
2. What was Brady’s attitude about searching the smaller creeks?
3. 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”?
5. What did Brady rely on to help him to stay calm after he lost his cell phone in the water?
6. 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?
8. Why didn’t Brady “have a clue” about how he ended up on the landing?
9. Why didn’t the officer doubt that Brady could get home on his own?
10. 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?