Unit 2/Week 1

Title: The Strongest One

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1 RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.9, RL.3.10; RF.3.3, RF.3.4; W.3.3, W.3.6; SL.3.1; L.3.1, L.3.2, L.3.4

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

Everything is stronger than something else. All things have their strengths and weaknesses no matter what size they are.

Synopsis

This is a Zuni play about an ant in the search to find out who is *strongest* of all. The ant talks with numerous characters such as: snow, sun, wind, house, mouse, cat, stick and fire to find out who is the strongest. At the end, he learns the lesson that everything is stronger than something else.

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 (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** |
| What does the author tell us about who the Zunis are? Pg. 157 | The Zunis are people of the U.S. Southwest, who dwell in pueblos and developed means of growing their crops in very dry lands. |
| What does he tell us about why the Zuni people are famous? Pg. 157 | They are famous for their ceremonies, which are designed to give thanks and support to all living things, from the largest to the smallest. They are also well-known jewelers. |
| What is the name of the dwelling that the Zunis live in? Describe this type of dwelling. Pg. 157 | The dwelling the Zunis live in is called a pueblo.  Pueblos are compact villages made up of multistoried buildings of adobe brick and beams. |
| Look over page 157 again. How are the Zunis connected to this play? | The title page says that this is a Zuni play, so we can infer that they created this play. |
| In this play, what does Little Red Ant want to find out? Pg. 160 | Little Red Ant wants to find out who in the world is the strongest one of all. |
| What evidence does the author provide to show that the Little Red Ant is curious by nature? Pgs. 160-161 | The author writes that the Little Red Ant often wondered about the world outside, he wanted to find out who was the strongest, he was willing to go outside from under the rock in order to get his question answered, and he asked questions when he encountered the other characters in the story. |
| What is the setting in Scene 2 and how do you know?  Pg. 161 | The title tells me the setting in Scene 2 is the mesa. |
| How does Little Red Ant try to find the answer to his question, “Who is the strongest of all?” Pg. 161-163 | Little Red Ant tries to find the answer by asking other characters he meets, “Are you the strongest of all?” |
| Why does Snow hurry offstage when it sees Sun?  Pg. 161 | Snow hurries offstage when it sees Sun, because Snow knows Sun can melt Snow. |
| Personification is when the author describes an animal or object as if it were a person. How does the author use personification in order to make Little Red Ant and the other characters seem more like humans? | The characters wear clothing, they talk, they show emotions like being scared and curious. |
| What does the author tell us about the lesson Little Red Ant learned? Pg. 169 | Little Red Ant learned that everything is stronger than something else. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 157 - adobe, sophisticated, dwelling  Page 159 - secure, decorated, symbol, depict, suggested  Page 160 - crouch, weak  Page 161 - Mesa  Page 163 - gnaw |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 157 - Zuni | Page 157 - pueblo  Page 160 - darkened, dangerous |

Culminating Task

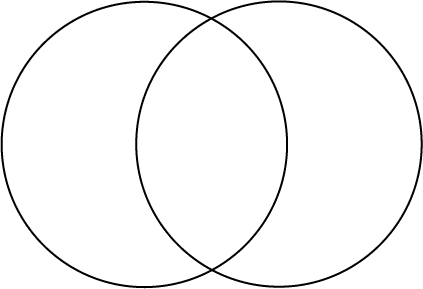
* Re-Read, Think, Discuss, Write

Each character showed his/her own strengths and weaknesses. Using evidence from the story to guide your thinking, create a book: on each page, illustrate a picture of each character and summarize each character’s strengths and weaknesses.

Additional Tasks

* Students can use local animals or objects to create a new version of the play.
* Have students plan and present a dramatic interpretation of “The Strongest One,” highlighting problem and solution. Each student should take parts in the play and read it aloud with expression.
* Read The Strongest One and The Wind and the Sun. Create a Double Bubble/Venn Diagram to compare and contrast the two stories. Use the graphic organizer to write a paragraph comparing and contrasting the stories.

Answer: See attached Venn Diagram

[](http://i.picship.com/?vs)

The Strongest One

Both

The Wind and the Sun

* has 2 characters
* Aesop’s Fable
* has 16 characters
* multiple scenes
* stage directions
* Zuni Play
* have Wind and Sun as characters
* have narrators
* Play
* Similar vocabulary

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.