Unit 3/Week 4

Title: A Symphony of Whales

Suggested Time: 5 days (45 minutes per day)

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

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

A mutual respect shared between animals and humans has a vast impact on both species. This mutual respect can cause individuals to come together as a team for a greater cause.

Synopsis

Glashka uses her innate connection as well as intuition with nature to help bring together the community in hopes of trying to save the lives of the trapped Beluga whales, who have swam into the freezing channel.

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** | **Evidence-based Answers** |
| Reread the first paragraph on page 360. What can you conclude about the climate and conditions of Glashka’s homeland or village? | The text states, “During long, dark winters, blizzards sometimes lasted for days.” Her family would have to stay indoors close to the small fire to stay warm. Which means it was cold and the climate was harsh and maybe even dangerous for her family to go outside for long periods of time. |
| Bore down means to weigh or press down on something. Refer to the second paragraph on page 361. The text states “For three days a blizzard bore down on the village.” What synonym could be used to replace the phrase bore down? And what can you conclude from the type of blizzard this may have been? (Pg. 361) | A synonym would be weighed or continuously poured out of the sky. The blizzard was harsh and continuous, weighing down. |
| On page 361 the author writes, “The sea gave life to Glashka’s village.” Provide evidence from the text as to what “sea gave life” means. | The seals gave meat and warm furs to protect against the winters cold. In summer, the people caught salmon and other fish. These animals are all indigenous to the sea and its surrounding area. Because of these animals the villagers were able to sustain their lives through the meals they were able to prepare from the animals of the sea. |
| In the beginning of the story, the old ones refer to Narna as a longtime friend. What have the villagers received from Narna? (Pg. 361) | “And from Narna the whale, the people received food for themselves and their sled dogs, waterproof skins for their parkas and boots, and oil for their lamps in the long winter darkness.” |
| Why did the villagers need to salt the salmon? (Pg. 361) | The villagers salted the salmon so the salmon would keep instead of spoiling. Villagers would catch the fish in the summer and then have to salt it so it would keep throughout the winter when food would become scarce. |
| Authors often use imagery (sensory words) in their writings to help readers see, hear, and feel what they are writing about, thus allowing the readers to visualize the story. Describe two examples of imagery or sensory words that the author uses and the images they create for you or feelings they give you. | Pg. 360-361 – winters are described as long, dark and cold; small fire; songs calling out of the darkness; voice of the wind; blizzards bore down; strange men; sealskin blanket; waterproof skins  Pg. 362 – surrounded on all sides by ice and snow  Pg. 363 - water seemed to be heaving and boiling; choked with white whales; the cries of the whales rose and fell on the wind |
| Figurative language is language that uses words or expressions with a meaning that is different from the literal interpretation. Figurative language often uses exaggerations or alterations to make the story more interesting. On page 363, the author describes the appearance of the sea as if it were choked with white whales. What point was the author trying to make through this figurative language? | Pg.363 – The author uses this figurative language to better help the readers understand the vast amount of whales that were trapped, not swimming freely, but trapped, as if a piece of food gets trap in ones throat. |
| Refer back to the second paragraph on page 362. What evidence can you site to support the claim that Glashka cared deeply for her sled dogs? | “Glashka checked the dogs’ feet for cuts. She rubbed their ears and necks.” |
| Foreshadowing is a representation of an event or situation in a story before it happens. Using the text, explain how the author uses Glashka’s dream on page 362 to foreshadow the events on page 363? | Pg. 362 – “In her dream, Glashka drove the dogsled. But the dogs did not follow her commands. Instead they led her to ***open water surrounded by ice***. Glashka heard the singing of Narna, louder than she had ever heard it before.”  Pg. 363 – “They set off across the snow. “ “Suddenly the sled dogs broke from the trail. Their keen ears could pick up high pitched notes that most humans could not hear.” “They stopped short. They were right at the edge of a great bay of ***open water, surrounded*** on all sides ***by ice*** and snow.” |
| On page 363, why did the dogs whine and paw anxiously at the ice? | The dogs heard the eerie moans and whistles coming from the whales. They saw the numerous Beluga whales trapped in the frozen channel. |
| The author writes, “Some of the people from Glashka’s village started setting up a base camp near the whales.” Why did they do this? (Pg. 365) | It was going to take the Russian icebreaker named Moskva several weeks and the villagers needed to keep the whales alive until his arrival. |
| Pull details from the text to support the claim that Glashka and her family did everything in their power to help save the distressed whales. | Pgs. 364-365 - raced back to the village; gathered everyone and told them what had happen; emergency radioed a distressed call; began setting up a base camp; alerted the surrounding settlements; chipped back the edges of the ice daily. |
| Reread page 366. Find evidence that shows how Glashka and the other villagers displayed compassion for the weak and hungry whales. | “She gave the whales part of her fish from her lunch. “ “The other villagers noticed and began to feed some of their own winter fish to the whales too.” |
| On page 366, the author states that “The other villagers noticed and began to feed some of their own ***winter fish*** to the whales too.” Find details in the text to explain what the author means by ***winter fish.*** (Hint: You may find a clue on pg. 361) | p. 361 – “In summer the people caught salmon and other fish then salted them to keep for the hard times to come.” Winter is the hard times that the text is referring to, and this is why the fish they prepared were called ***winter fish***. |
| The villagers shared their winter fish with the whales. Why did the villagers do this and what can you infer about what this says about the villagers and their thoughts and feelings about the whales? (Pg. 366) | The villagers had to share some of their winter fish with the whales because the whales had been trapped in the channel for a while without food and were beginning to get weak. The villagers cared, respected and were very compassionate to the white whales. One is able to conclude such because the text states that the villagers had to make the winter fish last all winter because food was difficult to come by during the harsh winter months. By sharing their limited food supply it shows that the villagers were willing to give up something that they needed to survive in order to help the survival of the whales. |
| Reread page 371. In this passage, the captain of the boat played various types of music. Why was the captain doing this? | The captain of the ship was playing different types of music to try to coax the whale out of the channel into safety, because they were not swimming to safety on their own.  Rack and roll – electric guitars, drums boomed: Russian folk music – softer, many voices singing together: Classical music – sweet sounds of violins and violas, deeper notes of cellos and deepest of all, the string basses, and way up high a solo violin |
| Why did the whales begin to sing to the ship and to one another? (Pg. 371) | The ship began to play classical music. The text states that this music had sweet sounds of violins and violas, deeper notes of cellos and deepest of all, the string basses, and way up high a solo violin. They sang back because they were trying to communicate. |
| Reread the third paragraph on page 372. Use details from the text to explain why Glashka kept saying, “Such good, good dogs.” | It is because of her sled dogs that the Beluga whales were found. |
| Throughout the text, the author makes reference to a whale, Narna. Using the details from the entire text what can you conclude about Narna? | Narna is a name that the natives use to refer to all whales.  Pg. 360 - “Long has she been a friend to our people. She was a friend of our grandparents’ grandparents; she was a friend before we saw the boats of strange men from other lands.”  Pg. 361 - “Narna, the whale, the people received food for themselves and their sled dogs, waterproof skins for their parkas and boots, and oil for their lamps in the long winter darkness.” |
| Glashka’s community depends on whales and dogs for many things. Find details from the text that supports this claim. | Pg. 361 - the people received food for themselves and their sled dogs, waterproof skins for their parkas and boots, and oil for their lamps in the long winter darkness.”  Pg. 361 - “drive the sled dogs” used for transportation, carrying of supplies. |

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 362 – surrounded  Page 363 – keen  Page 363 – eerie  Page 363 – heaving  Page 364 – channel  Page 366 – gnawed | Page 361 – bore  Page 361 – uncertain  Page 363 – anxiously  Page 366 – barely  Page 367 – beckoned  Page 368 – ancient  Page 372 – gradually  Page 372 – cautiously |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 362 – neighboring  Page 364 – distress  Page 368 – melodies  Page 368 – despair  Page 372 – symphony |  |

Culminating Tasks

1. *Make a list of all of the things Glashka’s people depended on the whales for. Make a list of the things the whales depended on Glashka’s people for. A symphony is a type of music with many instruments playing together. Use your lists to write a paragraph explaining how the people and the whales depended on each other and explain how their relationship is like a symphony.*

Answer:

Page 361 - “ And from Narna the whale, the people received food for themselves and their sled dogs, waterproof skins for their parkas and boots, and oil for their lamps in the long winter darkness.”

Page 364 - “Glashka’s father got an emergency radio and put out a distress call.”

Page 365 - “Day after day they chipped back the edges of the ice.”

Page 366 - “She gave the whales part of her fish…the other villagers did too.”

Glashka’s people depended on the whale for food, waterproof skins, and oil. They respected the whales because they depended on them to survive. The whales seemed to understand the people were helping them. This is like a symphony because a symphony all the different musical instruments play together and Glaska’s people and the whales lived together.

1. *In the story, Glashka hears the whale’s song (Narna’s song) at different times. Use details from the story to create a timeline that shows when Glashka hears the whale songs and what events occur during or after she hears the song. Note how the villagers reacted to the events that unfolded in the story as you fill out your timeline. Use the timeline to write a paragraph that explains how and why the whale’s song (Narna’s song) changed and how the villagers helped.*

Answer:

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| **Beginning** | **Middle** | **End** |
| On page 360, “Glashka had heard music inside her head.”  “The old ones of her village said, “That is the voice of Narna, the whale.” | Page 362: “That night in her dreams, Glashka drove the dogsled. But the dogs did not follow her commands.” “Glashka heard the singing of Narna, louder than she had ever heard it before.”  Page 363: Glashka and her family where lead to the trapped Beluga whales by their sled dogs.  Page 364-365: “Glashka and her parents raced back to their village. They gathered everyone together and told them what had happened.” Glashka’s father made an emergency distressed call for an icebreaker.  Glashka’s village began to set up a base camp near the whales. Others set out by dog sled to alert the surrounding settlements. “Everyone came – young and old, parents, grandparents, and children. Day after day they chipped back the edges of the ice, trying to make more room.” | Page 366 – “as Glashka took her turn chipping back the ice, the song of Narna filled her ears again.”  Page 366 – The villagers noticed that the whales were getting weak and hungry, so they feed them some of their own winter fish.  Page 368- “That night the song of Narna came to Glashka again.” “Only this time it was different. She heard the music and voices of whales, but she heard other music too..”  Page 368 – Glashka tells the old ones of the songs she heard last night and the old ones go and speak to the captain.  Page 372 – “And do you heard Narna singing now? Her grandmother asked. Yes, Glashka said, but it isn’t just Narna I hear now. It’s something bigger than that…something like a whole symphony of whales!” |

In the beginning of the passage Glashka hears the song of Narna on occasion. The text states that she hears it in her head during the long winter storms when the snow bores down on her village. As the passage unfolds, Glashka begins to have dreams in which she hears the song of Narna. It is apparent in the text that shortly after Glashka hears the song of Narna that events begin to happen. For example, one night Glashka dreams of driving the dog sled, and hears the song of Narna louder than she has ever heard before. Later that day is when her sled dogs led her to the trapped Beluga whales. It seems as if Glashka has a special bond with whales. It is because of her that the villagers bind together to help save the trapped whales. They set up base camps so that they may take turn in chipping the ice back. The villagers even share some of their winter fish with the tired, hungry whales. This act alone shows the importance and respect felt by these villagers towards the whales. In the end of the passage Glashka hears the song of Narna again except this time it is very different. This song has many different sounds and voices. She shares this experience with the old ones of the village who decided it would be best to radio the captain of the ship and share this information with him. The captain then begins to play the melodies of classical music. Slowly the whales begin to follow the ship out of the channel and into the free sea. Glashka now hears the sounds of a symphony. Meaning that it is more than the sounds of Narna that fills her ears.

Additional Tasks

* Students could conduct research and create a report/presentation on whales and their habitat.

Note to Teacher

* One may want to visit this website bestchildrensbooks.org for additional background information.

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.