Unit 1, Week 1

Title: Across the Wide Dark Sea

Suggested Time: 4 Days (60 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.3.4; W.3.4, W.3.7, W.3.8; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

Teacher Instructions

**Before Teaching**

1. Read the Big Ideas and Key Understandings and 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

The Pilgrims’ journey on the Mayflower was filled with hardship, danger, and fear of the unknown. The Pilgrims felt freed of religion was worth the hardships and danger of traveling to a new land.

Synopsis

A boy and his family endure a difficult nine-week journey across the ocean and survive the first winter at Plymouth. Based on true events, *Across the Wide Dark Sea* poetically narrates a young boy’s account of risking the ocean to find religious freedom in a new land.

1. 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 with the text. (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

|  |  |  |
| --- | --- | --- |
| Text Under Consideration | Text-Dependent Question | Answer |
| Pg. 159 | Re-read the first three paragraphs. Where are the characters and what are they doing? | * At sea
* On a ship
* Off on a journey to an unknown land
 |
| P. 159 | “We were **crowded** below deck in a space so low that my father could barely stand upright, and so cramped that we could scarcely stretch out to sleep.”What words or phrases help you understand what cramped means? | * cramped
* My father could barely stand upright
* We could scarcely stretch out to sleep
 |
| Pg. 159 | Why did the boy say, “Our family was luckier than most. We had a corner out of the damp cold”? | * Students should note that the ship was packed tight with nearly 100 people
* Crowded below deck in a space so low they could not stand upright
* Cramped; could not stretch out to sleep
 |
| P. 161 | **“**The choppy sea seemed angry.” The author uses personification to explain the state of the sea. How does the phrase, “the choppy sea seemed angry” help you understand the meaning of the word “choppy"?  | * The meaning of choppy in the phrase could mean the sea was angry and violent.
* Students may infer the boat was being thrown around and switching directions suddenly
 |
| Pg. 161 | On page 161, the narrator wonders, “How could a ship so small and helpless ever cross the vast ocean?” Why does the author tell us this? How does it connect with other events in the text?  | Student should start to recognize how dangerous it was to cross the ocean. This question deepens students’ sense of how big of a risk it was for the Pilgrims to leave their homes for the New World. Key details include:* People sent below deck
* Wind howled, waves crashed
* The ship shuddered as it rose and fell in seas as high as mountains
 |
| P. 162 | From whose perspective is the story told? How do you know? | * A young boy
* “I stood close to my father”, “I clung to my father’s hand”, etc.
 |
| P. *1*62overboard | Reread this sentence; “Once during a storm a man was swept *overboard*.” What do you think the word “overboard” means? What clues from the text help you develop or confirm your understanding?  | * Reached out with desperate hands, he caught hold of the rope and clung to it.
* Down he went under the raging foaming water
* Miraculously he came up
* Sailors rushed to the side of the ship
* Hauling on the rope, they brought him in close and with a boat hook plucked him out of the sea
 |
| P. 162 | What are the challenges the people on the ship are experiencing?  | * Storms kept coming
* Could not keep dry
* The boy wanted to run and jump and climb
* A man was swept overboard
* Sailors saved his life with a rope and a hook
 |
| P. 165 | How do things look for the characters right now? Why does the narrator tell us that “some of us are asking why we left our safe homes to go on this endless journey”?  | * They were always cold and wet
* Water seeped
* No fire for cooking
 |
| Pg. 166 | What is the important new information on page 166? How does this information connect to other parts of the text? Based on his answer, what clues from the text can you use to determine what the word worship means?(Teacher Note: If students need more support: How does the father feel about freedom to worship in his own way?) | * A place to live where they can worship God in their own way.
* Freedom
* God, freedom, faith
 |
| Pg. 166 | Using evidence from the text, identify the mood of the story at this point. | * The mood is excitement and relief
* Everyone who was well enough to stand crowded on deck
* Tears streamed down my mother’s face, yet she was smiling
* Then everyone fell to their knees while my father said a prayer of thanksgiving
 |
| Pg. 168 | What examples does the author use to show that the mood has changed? How do the voyagers feel? | * The men described forests of fine trees, rich black earth
* There were no wild beasts or wild men
* Everyone went ashore
* My brother and I raced up and down the beach
* We watched whales spouting in the sparkling blue bay and helped search for firewood
* We found clams and mussels, the first fresh food we had tasted in months and the boy ate so many he was sick
 |
| Pg. 170 | What made it a ‘long and terrible winter’? | * Icy cold and stormy
* People fell sick and some died
 |
| P. 173 | What words did the author use to engage the senses? What season can you infer it is? | * Heard a strange sweet sound and saw birds singing in a white birch tree
* The sun shone warm, melting the snow
* Sound of axes
* Smell of new-split wood filled the air
 |
| P. 174 | Describe the relationship between the settlers and the Indians. | * They said “welcome” to the pilgrims in their own language
* The narrator called the Indian “friend”
* Our Indian friend came back and brought his chief
* We all agreed to live in peace
* An Indian stayed with them and taught them where to find fish, how to catch them, and how to plant Indian corn
 |
| P. 176  | Why does the boy feel all alone when the ships leave?  | * He realizes he cannot return to his old home and must continue to create a new home.
 |
| P. 177 | How does the end of the story compare to the beginning?  | * In the beginning the pilgrims stood on the ship and left watching their friends faces get smaller and smaller
* In the end the pilgrims stood on the shore and watched their ship leave and get smaller and smaller
* The boy felt scared at the beginning of the story, leaving on an unknown journey across the dark wide sea
* At the end of the story the boy felt scared again, he felt alone as the ship was leaving them to head back home
* At the beginning of the story the boy clung to his father’s hand for comfort
* At the end of the story the father put his hand on the boy’s shoulder to comfort him
* In the beginning the boy and his father were together on deck to watch as their friends on shore as they were leaving
* They were going on an unknown journey
* The ship was crowded
* They took everything they needed for their new land
* They felt scared about the journey
* In the end
* The pilgrims gather together on the shore to watch the ship leave them
* They had land
* They had used everything they brought to build their settlement and gardens
* The scene was described as soft spring sunshine
* In the beginning he is looking back at his old home. In the end he is looking toward his new home.
 |
|  | In what ways have the Pilgrims been successful? | * They survived the hardships of the journey across the wide dark sea
* They lived in peace with the Indians
* They learned lessons from the Indians about fishing and farming in their new land
* They developed a settlement with fields sprouting with green, thatch-roofed houses, neatly fenced gardens, streets laid out almost like a town
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Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 | Pg. 161 - rigging, mast, furlPg. 166 - faithPg. 170 - settlementPg. 174 - chiefPg. 177 - thatched-roofPg. - harshness | Pg. 161 - vastPg. 165 - patchedPg. 168 - lurked, shallow |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Pg. 159 - crampedPg. 160 - journeyPg. 161 - shudderedPg. 162 - overboardPg. 165 - survive Pg. 166 - worship | Pg. 159 - fluttered, clungPg. 161 - fair, hauling, huddledPg. 162 - tidy, longedPg. 165 - seepingPg. 168 - pale |

Culminating Task

* *Identify the key events of the story. Create a timeline, in sequence that shows events of the journey of the Pilgrims to America.*

Beginning the journey

The first days

The first storm

The sun came out

When the man was swept overboard

Multiple storms

The ship gets a leak and they patch it

Six weeks passed and no land in sight

Eight weeks, nine: signs of land

2 days later: land

The winter

March (Spring)

Indians arrive

April- the ship leaves

Additional Tasks

* *Reread the story and identify all the places where the author leaves out important or interesting information. Generate a list of questions that would require additional research.*

Answers will vary:

1. Why did the Pilgrims need to leave their safe homes to worship God in their own way?
2. Why did the Indians want to establish peace with the Pilgrims? How did the Indians learn to speak English?
3. It appears that only the men met in counsel to make important decisions. What was the role of a Pilgrim woman?
4. Why did the Pilgrims load so many people and things onto the ship

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.