Unit 1/Week 2

Title: Davy Crockett Saves the World

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.7; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4

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

Tall tales embellish or stretch the truth to make a human and their deeds seem larger than life.

 In this tall tale, Davy Crockett is a great American hero that will do what he has to do to protect the country.

Synopsis

In this tall tale, Davy Crockett lives in the woods where he combs his hair with a rake and shaves his beard with an ax. Halley’s Comet is hurling towards Earth and the president is trying to stop it. The president puts an advertisement in the newspaper calling for Davy Crockett to come to Washington to help. Davy climbs to the top of the Eagle Eye Peak and jumps on Halley’s Comet and rides it into the Atlantic Ocean. The ocean put the comet’s fire out and Davey hurls it into outer space. He becomes an American hero, is elected to Congress, and marries Sally Sugartree.

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** |
| Based on the text, where and when does the story take place (what is the setting)? What clues help you to identify the setting? (p. 54-55) | The story takes place in the south in the woods; you can tell because of the illustrations and because when Davy runs, “the trees have to step aside.” Also, it says he could drink the Mississippi River dry. |
| Dialect is a form of informal language that is spoken in a particular area by a specific group of people. Looking on page 55 and give an example of dialect used by the author. | Ex. “This here story tells exactly how he did it, and every single word is true, unless it is false.” |
| Read page 55 and think about the quote, “This here story tells exactly how he did it, and every single word is true, unless it is false.” Describe what the narrator means by this, in your own words. (Explain to or remind students, if necessary, that this story is a tall tale, i.e., it includes a lot of false and exaggerated information about real people, in which the information cannot always be trusted.) | The quote introduces the reader to the fact that there may be parts of the story that are false.  |
| Based on the text, describe what is a threat to America at this time? (p. 57) | “Scientists have discovered the biggest, baddest ball of fire and ice and brimstone” (sulfur-used in gunpowder and burns with a strong odor). It is Halley’s Comet and it is “hurling” towards America.  |
| Based on the text, what does the word hurling mean? (p. 57) | Hurling means to travel really fast, like a comet moves. |
| Based on the context clues, what is an advertisement? (p. 58) | An advertisement is something in the newspaper that gets people’s attention. |
| On page 58, the president is looking for Davy Crockett. Based on what the text has told us about Davy Crockett’s character so far, why did the president choose him to help save America from the comet? (p. 58) | The president heard Davy Crockett was a brave man that lived in the mountains far away. We know that Davey is strong because he “could whip ten times his weight in wildcats.” |
| What are some examples of dialect from page 60?  | The author uses the words “purty,” and “hurrycane,” and the phrases “right smart” and a “mite faster.” |
| Reread the first sentence of the 2nd paragraph on page 60. Based on the context clues, what does the word “commenced” mean? | The word commenced means to begin. Sally Sugartree climbed the tree and started looking for Davy. |
| Give some details about the setting on page 63 that remind the reader that this is a tall tale.  | “Eagle Eye Peak was so high you could see every state and river and mountain in a whole geography book.”  |
| Davy was told by the president to “wring the comet’s tail off.” Based on the context clues, what does wring mean? (pg. 63) | When you wring something you hold onto it tightly and twist.  |
| What words and phrases does the author use to describe Halley’s Comet? (p. 64) | “Lightning and thunder flew out of its tail that even though it was night, the entire countryside lit up and all the roosters set to crowin’!” |
| How does the illustrator of this tall tale use details from the story to make the events of the plot entertaining? Explain how the pictures support the elements of a tall tale. (p. 66) | The author personifies the comet (eyes, mouth, nose). On page 66, the picture of the comet give is an evil look, with a pointed nose and a mean smile on his face. This also supports that this story is a tall tale because comets don’t have human qualities like faces.  |
| Explain how the comet’s attempt to drown Davy helped solve the problem. Do you think the comet meant for this to happen, or do you think it was an accident? Why or why not? (p. 67) | When the comet plunges into the ocean, its fire is put out and Davy is able to throw it into outer space.  |
| How does the author describe what happened to Davy’s hair after the comet burned it off? How do you know that her description is an exaggeration? (p. 69) | The author says that Davy’s hair grew back in tufts like grass and it was in such a snarl that he could no longer comb it with the rake.  |

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** **BIG IDEAS OF TEXT**Words addressed with a question or task | **WORDS WORTH KNOWING** Words to be part of systematic vocabulary instruction, not essential for understanding the big ideas of the text  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text |  | Page 56 - brimstonePage 58 - saunteredPage 69 - infernal, tufts  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 54 - reckon, woodsman, asidePage 55 crowPage 57 – tail Page 57 - hurling, lickety-split, smithereensPage 58 – purty, advertisementPage 67 - whirlwindPage 69 - fireball |  Page 56 - heapPage 58 - impressPage 60 - bridled, commenced, varmints, mitePage 63 - wringPage 64 - cannonballPage 67 - tender, discombobulatedPage 68 - electedPage 69 - snarl |

Vocabulary

Culminating Task

* Re-Read, Think, Discuss, Write

*In your own word, write a definition of a tall tale. Use examples from “Davy Crockett Saves the World” to support your definition.*

Answer: There are many different answers. Accept answers from the text that mention and describe examples of exaggeration and/or make believe, such as: Davey combs his hair with a rake, shaves with an ax, defeats a comet, rides a bear. The teacher may have a rubric that gives students a certain amount of points for each example they can provide. Student’s answer should provide quotes and information that related back to at least two different elements of a tall tale. For example: “A tall tale is a story that exaggerates stories about a person’s life. Davey Crockett was a man who grew up in the woods, but he did not ‘comb his hair with a rake’” or have a pet bear. A tall tale also makes the person seem larger than life, such as when Davey Crockett rode the comet into the ocean and then hurled him into outer space.”

Additional Tasks

* Look at the illustrator’s picture of Halley’s comet on pages 65 -67. How does this compare to the pictures of Halley’s comet in the book *The Life of a Comet* by Sandy Probst? (Publisher: Benchmark Education Co., ISBN: 1410862429)
* Fluency: Explain that tempo is how quickly or slowly someone reads (or plays music, etc.). Model reading page 64 at a moderate pace with little to no expression. Then repeat with highly exaggerated expression. Have the class work in pairs to read the paragraphs with and without exaggeration and to discuss what makes the experiences different.

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.