Unit 6/Week 1

Title: My Side of the Mountain

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.5.10, RF.5.4, W.5.9, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6

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

Through friendship, courage, bravery, and the harmony within nature, people can survive independently.

Synopsis

Sam Gribley has been living alone in the woods all summer. Fall has arrived and the fear of winter has forced Sam to think of new ways to survive on his own. Through his survival on his own he has befriended and tamed a falcon, named Frightful. He has also decided to invite other forest animals over for a Halloween party. He realizes that it is harder to tell the forest animals to leave. Sam analyzes other animal’s characteristics to help him figure out how he is going to survive.

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** | **Answers** |
| What is Sam doing when the story begins? What is he collecting? (p. 652) | He is on a stream floating on a raft. He is collecting arrowleaf bulbs, cattail tubers, and bulrush roots. He then smoked rabbit and dug wild onions. |
| Personification is an author’s tool that gives human characteristics to non-human things. When this chapter opens, there are several examples. What are they? (p. 652) | September has blazed a trail into the mountains. She has burned the grasses, frosted the aspen leaves, and she gathered the birds in flocks to head south. |
| Reread the passage: *October 15* (p. 654-655)  Sam says his fear for winter was awoken by the Baron losing his mantle. What does he realize he must do to prepare? | He realizes winter is coming soon, which means snow and cold wind. He decides he needs to get a new fur suit, underwear, and fur lined socks. He also decides to make a fireplace out of clay. |
| The author says, “At that moment I knew what I was going to do. I was going to build a fireplace of clay, even fashion a little chimney of clay.” What does the word *fashion* mean in this sentence? (p.655) | The author means that he is going to put together a chimney of clay. |
| Describe why it took Sam three days to finish the fireplace. What are two challenges he encountered? How did he finally finish it? (p. 656-657) | It took three days to make it work so that the fire didn’t smoke him out of the tree. Challenges he encountered were that the clay was too heavy, the funnel cracked, and he was smoked out of the tree. He finally finished by finding a flat narrow rock to hold up the funnel. He broke it into two pieces to hold up each side of the funnel. |
| Why was Sam upset when he realized Frightful was gone? (p. 657) | Frightful was a friend of Sam’s. Although he had enough food without her, he wouldn’t have anyone to talk to or play with. He would be lonely without her. |
| Using evidence from the scene in the tree during Sam’s first fire in his fireplace, what does the word ventilate mean? (p.659) | Sam sees that Frightful looks a little sick and glassy eyed. He opens the flap of the tree to let the cold air revive her, which it does. He realizes that the fire had eaten all of the oxygen in the tree. They sit in the cold and sleep with the door open. Since Sam opens the door to get fresh air in the tree and then they sleep with door open. In the next paragraph Sam cuts out several knotholes to let air in and out of the tree room. Ventilate means to open up and let fresh air into a space. |
| Reread Sam’s note on page 660. How does Sam relate the Baron Weasel’s actions and demeanor to that of a human? | He describes his frowning face looking like an angry old man as he chews his food. He has a beady glance toward Sam that reminds Sam of a human. Sam knows the Baron’s look means that he knows who he is and he doesn’t want Sam to come close. This look is similar to how a human might look at someone in a similar situation. |
| The author states that it takes a little time for woodland messages to get around. What message is Sam sending out? (p. 661) | Sam wants to celebrate Halloween, so he leaves out piles of cracked nuts, smoked rabbit, and crayfish. The message is that there is a Halloween gathering at Sam’s camp. |
| On page 662, Sam states, “Halloween was over at midnight last night, but for us it is just beginning.” What are the animals doing that make him feel this way? | Frightful is alert as animals, all around them, are moving around their campsite. Jessie C. James came for the venison. The red fox was near. |
| What does Sam realize after the raccoons break into his cache of acorns and beechnuts? Name three things Sam does to get rid of the animals. (p.663) | After the raccoons break into his cache of food Sam realizes that it is harder than he thought to get rid of the animals because they come back after he scares them. He also realizes he has been robbed of the food supply he had built for himself. To get of the animals Sam cashed the raccoons, he laced the door shut, he shouted at the fox, he threw wood on his fire to make it larger, and he shouted into the air again. |
| Using the text and the illustration how does Sam feel about the animals in his camp after the raccoons break into his cache of food. (p.665) | Sam is first relieved that the raccoons are gone, but it quickly turns to anger. I know this because he shouts, “Stop laughing!” to the fox. Also the picture shows his face yelling and his arms are up in the air. He then feels good because the animals understood that he was the owner of the camp they were in. |
| What does the author mean by, “the fox vanished like a magician’s handkerchief?” (p.665) | When Sam shouts, “Stop laughing!” at the fox he runs away very quickly and is no longer seen. This relates to a magician making a handkerchief disappear as a trick so the audience can no longer see it. |
| Sam states on page 665 in the last paragraph, “Never had there been a more real Halloween night.” Describe what happens as Sam tries to get rid of the animals that would make him think this. | When the raccoons steal the food and Sam comes over they were not scared of him. They returned to the tree to continue eating and he couldn’t stop them. He then notices a red fox, which he thinks is smiling at him. He yells at the fox. He throws firewood on the fire, which sets up a huge shaft of light and he shouts again. He snarls like an animal at them. The animals in his camp back away and stare at him. The animals understood he was the mightiest or strongest among them. The mightiest in the forest is the strongest and the animals respect that. |

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 | Bulbs/ tubers/ sedges p.653  Mantle p. 654  Lure p. 657  Jesses p. 658  Tethered p. 659  Venison p.663  Personification (not in text; but in question #2) | Indignity p. 665  Scheme p. 659 |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Blazed p.652  Fashion p. 655  Funnel p. 656  Toppling/ ventilate p. 659  Lingering p. 663 | Resented p. 660 |

Culminating Task

* Re-Read, Think, Discuss, Write

1. What challenges does Sam face in surviving alone? How does he handle these challenges?

Answer: Sam faces not being prepared for the winter by not having the proper clothing and shelter. He faces loneliness in the woods. He handles these challenges by figuring out how to make a fireplace for warmth. He finds entertainment within the forest by observing the animals. He has frightful to talk to and play with.

2. What role does Frightful play in Sam’s survival?

Answer: Frightful provides Sam with friendship. Frightful helps Sam find food.

Additional Tasks

* Give an example of a simile or metaphor in the text. How does the author use each of these to describe parts in the book?

Answer: The author says the moon is “as big as a pumpkin and as orange.” This provides an image of the October moon and relates it to the holiday of Halloween.

* Sam describes the whereabouts of many different animals that live near his camp. What kinds of companionship does Sam have in the woods?

Answer: Sam has the companionship of Frightful, his falcon. He also has the Baron Weasel who lives nearby and he observes often. He has the animals in the forest who he watches.

* What role does nature play in Sam’s survival?

Answer: Sam needs the food that is supplied by the river and throughout the forest. Sam needs Frightful for friendship and for her to find him food. Sam needs the other animals for companionship.

* Considering the author’s use of personification, what are some examples and what role does it play in the story?

Answer: Sam is lonely so thinks about the elements of nature in terms of humans to help ease his loneliness.

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.