Unit 2/Week 3

Title: The Fear Place

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.5.6; RF.5.3, RF.5.4, W.5.2, W.5.4; SL.5.1, SL.5.6; L.5.1, L.5.2, 5.4, L.5.5

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

With motivation and determination, you can overcome your fear.

Synopsis

Despite his fear, Doug Grillo must cross a terrifying mountain ledge to find his missing brother.

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** |
| “The Fear Place” is an excerpt from a novel. Many events have occurred prior to this point in the story and are summarized in the first paragraph. Read the first paragraph and list the events that have occurred up to this point. | On vacation in Colorado; Doug left alone; parents left on emergency; brother Gordie has gone off by himself after a fight with Doug; mom and her brother used to fight also; Doug working on merit badge; Charlie is a cougar that Doug has befriended |
| What does the term “Fear Place” refer to? Why does the author use the pronoun *his*?  | A narrow ledge six hundred feet above a canyon, which he had vowed never to face again. “His” is used because it is Doug’s personal fear. |
| What words and phrases let the reader know this is a difficult journey?  | Pitches of bedrock, ramps of boggy tundra, narrow zigzagging pathway, steep-slanting boilerplate rock, scrabbling and panting, steep boulders, feet sliding |
| Why did the journey seem futile at times?  | Doug would climb up the rock face, and then slide down. He feels like he’s not making much progress. |
| Why is Doug dismayed that he is thirsty?  | At the rate he is getting thirsty on this difficult hike, he is afraid he will drink all his water and not have enough for his brother Gordie.  |
| What is going through Doug’s mind?  | The climb is frightening him; he is worried about his brother and his parents; the oxygen level is changing as he ascends; his dad has warned him about the possibility of weather changes  |
| The text states, *It occurred to him that if he were more like the other members of his family he would actually enjoy a hike like this.* How would the other members of his family feel about a hike like this? | Doug is frightened by the steep, narrow ledges on this hike. Since it says IF he were more like them, that implies he is NOT like them, so we can infer that they would be enjoying the hike. |
| Doug’s Mom once told him, *almost anything was possible, but not everything was probable*. How does mom’s statement trigger what Doug is thinking about in paragraphs two and three?  | He’s trying to convince himself that it is more likely that he’d find Gordie okay and that something awful had *not* happened.Also, he has doubts that he will be able to get around the ledge but realizes it is “probable” that he will. |
| Why does Doug begin to think about rocks?  | He is trying to push bad thoughts out of his mind so he begins to concentrate what he knows about rocks.  |
| What does Doug say to himself that is evidence of his determination? | Don’t! Concentrate on rocks; Okay. Rocks; No unpleasant thoughts now, thank you. (Teacher may want to discuss the idea of internal dialogue) He forced himself to think positively, concentrating on his strength. |
| Doug’s father once explained to him how the mountains were formed. How is the phrase *layers of rock* a metaphor for feelings?  | Doug’s father once told him how rocks formed--in layers. The layers began from some huge disturbance in the earth. Feelings are like layers of rock because they can begin from a huge disturbance or event and pile on top of each other over time.  |
| The trail is becoming more perilous. Find evidence that describes the increasing level of danger.  | The narrower the stretch of safety; the span on his left grew smaller; the path suddenly fell into shadow; the span had narrowed; the edge coming closer to the trail  |
| What previous experience did Doug have that contributes to his current fear?  | Doug came here with his family two years ago, but had not been able to make it back without help. |
| What does the phrase he was face-to-face with the Fear Place mean?  | He was standing in the exact spot that terrified him two years before. |
| The author writes *His other self.* What does this mean?  | This refers to the part of Doug that is not afraid to take risks-- the part that does things like ride his bike around corners at top speed. |
| What language helps the reader feel Doug’s fear? | Felt the needle pricks in the palms of his hands and soles of his feet; felt the tightening of his body, the rigidity of his chest; took a deep shaky breath; hollow-eyed with terror; mouth dry |
| What role does the cougar play at the end of the story? | Doug is watching how the cougar makes his way on the ledge and is following him. At the end the cougar stops and Doug thinks it wants to turn back (may be how Doug is feeling as well). But in the end, the cougar keeps going and so does Doug. |
| How does the story end?  | He made it past the fear place. |

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 | impenetrableimmobilegrudgesredirectspan of safetystretch of safety | momentumengulfedrecedinggorgebeckoned |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | vowednarrow, narrowed, narrowerdismayedascendingfutilepossible/probable“hold your horses”“get his nerve up”“piece of cake”“space of an hour” | bouldersplungeguardrailexpanse, expanddescendplowedgorgeperilous |

Culminating Tasks

* *Doug uses two inner voices throughout the text. One is the voice of fear and the other is the voice of reason. Find one or two examples to support this statement. (Be sure that student answers to this question include quotations and citations of page numbers as called for in Reading Standard 1 for this grade.)*

Answer: Doug shows his fear often throughout the story. On page 188 he is worried about the height, oxygen, weather on the ridge. But then he would talk himself through the fear by saying things like this isn’t so bad.

* *Doug is physically alone throughout the story. How does he draw strength from thinking about the experiences of others to give him the courage to go on?*

Answer: **Mom**- possible vs. probable; layers of relationships; **Troop**- what would the good hikers do? His **family** enjoyed the excitement of hiking; **dad** made it through being a refugee on a raft

* *With motivation and determination, you can overcome your fear. Find evidence in the text to support this theme.*

Answer: Several times throughout the story he doubts his ability to continue on his quest to find Gordie. He pushes through the fear and ultimately makes it.

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.