Unit 1/Week 4

Title: Escape

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; RF.4.3, RF.4.4; W.4.2, W.4.4; W.4.9; SL.4.1; L.4.1, L.4.2, L.4.4

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

Taking a risk because of peer pressure or because you are bored can be a poor choice.

We are not always ready for the consequences from the choices we make.

Synopsis

In this excerpt from *Charlotte’ Web,* Wilbur, a bored and lonely young pig, wants a little excitement. A friendly goose shows Wilbur how to escape from his pen, but the chaos and clamor that result prove to be too much for him to handle. At the end, Wilbur finds that he has some more choices to make.

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** |
| p. 66-67 The author paints a visual picture of the barn using descriptive words and phrases. Based on the first two paragraphs, what can you determine about the barn from the author’s choice of words? Support your answer with details from the text.  Alternate choice: What mood does the author create through his descriptions and word choice?  Thetext states that Mr. Zuckerman knew that a manure pile was a good place to keep a young pig. Why was the manure pile a good place to keep Wilbur? | The author shows us that the barn is an overall good place to be. There are many examples from the text.  **Because** the author states that the barn \_\_\_\_\_\_\_\_\_\_\_\_, I can **infer** that it was a (good, happy, safe, etc.) place to be.   * had a peaceful smell as though nothing bad could ever happen * was pleasantly warm in winter, pleasantly cool in summer * was a place where swallows like to build their nests * was a place where children liked to play   The manure pile was a good place for Wilbur **because** \_\_\_\_\_\_.  **Since** ­­­\_\_\_\_\_\_\_\_\_, the manure pile was a good place for Wilbur. (it was warm and comfortable.) |
| p. 69 What can you infer about Fern from reading the first paragraph? What details from the text support your character analysis?  What evidence does the author provide to show that Wilbur is feeling lonely and bored? What effect do these feelings have on Wilbur? | From the text, I can infer that Fern is (loyal, caring, kind) **because** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   * she visits almost every day * she sits quietly next to his pen watching him * the animals trusted her * it made Wilbur happy just to have her sitting there.   Wilbur is feeling bored **because** \_\_\_\_\_\_\_\_\_\_\_.  **Since** Wilbur \_\_\_\_\_\_\_\_\_\_\_\_\_\_, he is bored.   * states there is never anything to do around here. * didn’t feel like going to sleep, he didn’t feel like digging, he was tired of standing still, tired of lying down * states he’s tired of living   These feelings make him want to escape. |
| Reread page 71. Use specific quotes from the text to explain how Wilbur felt after escaping. | “He jumped, he twirled, and he ran a few steps. He sniffed the afternoon smells and walked through the orchards. He put his snout in the ground and began digging. Having the freedom to do these things made Wilbur happy. |
| p. 72-73 When Mrs. Zuckerman sees that Wilbur has escaped, things start to get noisy. What words on page 72 are synonymous with a “noisy condition”?  On page 73, Wilbur thinks that if this is what it’s like to be free, he’d rather be penned up in his own yard. Why is he thinking that? What consequences have caused him to say this? | Racket, commotion  Mrs. Zuckerman screams for Lurvy, the goose is hollering, everyone is walking toward Wilbur, all the animals knew and became excited, and Wilbur didn’t know which way to go or what to do. Therefore, Wilbur is not comfortable with chaos and would rather feel secure than adventurous |
| p. 74-75 Earlier in the story the author uses the words “racket” and “commotion” to describe the noisy confusion that is happening with Wilbur’s escape. What details can you find on pages 74-75 that show this kind of commotion is continuing?  Based on your knowledge of root words, what is the meaning of captivity? | The animals are all shouting directions at Wilbur. The cocker spaniel and Lurvy are trying to catch him, and Mrs. Zuckerman is screaming at Lurvy. These are all details that support that the commotion or racket is continuing.  I know that “captive” means to be taken prisoner or held captive, so captivity means the condition of being held captive. |
| p. 76-77 Why did Wilbur decide to go back into his pen?    Describe what lesson(s) Wilbur learns at the end of the story. What in the text helps you to know this? | **Because** \_\_\_\_\_\_\_\_\_\_, he went back into his pen.  **Since** \_\_\_\_\_\_\_\_\_\_\_\_, he went back into his pen.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, **therefore** he went back into his pen.   * Wilbur was hungry and smelled the slops * Wilbur was frightened and upset by all of the “hulllabaloo”   Wilbur learns that sometimes we aren’t ready to accept the consequences for our actions/decisions. He also found out that he was too young to go out into the world alone. |

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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 69 - wander, trough  Page 71 - queer, snout  Page 75 - appealing | Page 66 - manure, perspiration, loft, patient  Page 67 - rusty  Page 69 - discard  Page 70 - chuckle  Page 72 - mend |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 70 - loose  Page 71 - free  Page 72 - racket, commotion  Page 73 - “penned up”  Page 75 - relieved, captivity  Page 76 - appetizing, reconsider | Page 69 - overlook  Page 72 - rapidly  Page 77 - pleasant |

Vocabulary

Culminating Task

* *Wilbur has second thoughts about his choice to escape. First, describe what it means to have second thoughts about something. Then, use evidence from the text to explain how Wilbur’s second thoughts show that sometimes we are not ready to accept the consequences of our actions.*

Answer: Having second thoughts about a choice you’ve made means that you aren’t very happy with your choice. You are thinking again about what choice you should have made. Wilbur’s first choice was not a good one. He decide to escape from his pen because he was bored and thought life outside of his pen would be more exciting. After escaping, he realizes that life outside of his pen is chaotic and not something he is ready for. Perhaps, life inside of his pen isn’t so bad after all. These thoughts show that Wilbur didn’t fully think about the consequences of his actions. He only thought about escaping. He didn’t think about all of the possibilities of what life could be like after that choice.

Additional Tasks

* (Teachers should first explain that a narrative is a piece of writing that can be structured in terms of problem 🡪 solution. However, sometimes one solution can bring about another problem. This is true in Wilbur’s case.) Students should write a summary detailing Wilbur’s problems and his attempts to solve them.

Structure:

1: Introduction should include title, author, characters, and setting and nutshell statement (overall understanding of what was read: Wilbur decided to escape from his pen.

2: First problem-bored and lonely/Solution-escapes from pen

Add details from story to support this

3: Second problem-his escapes creates chaos/Solution-allows himself to be lured back to his safe, cozy pen

Add details from story to support this

4: Conclusion – What Wilbur determines from his “adventure”

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**“Escape”**

1. The author paints a visual picture of the barn using descriptive words and phrases. Based on the first two paragraphs, what can you determine about the barn from the author’s choice of words? Support your answer with details from the text. (Pgs. 66-67)
2. Thetext states that Mr. Zuckerman knew that a manure pile was a good place to keep a young pig. Why was the manure pile a good place to keep Wilbur?
3. What can you infer about Fern from reading the first paragraph? What details from the text support your character analysis? (Pg. 69)
4. What evidence does the author provide to show that Wilbur is feeling lonely and bored? What effect do these feelings have on Wilbur?
5. Reread page 71. Use specific quotes from the text to explain how Wilbur felt after escaping.
6. What words on page 72 are synonymous with a “noisy condition”?
7. On page 73, Wilbur thinks that if this is what it’s like to be free, he’d rather be penned up in his own yard. Why is he thinking that? What consequences have caused him to say this?
8. Earlier in the story the author uses the words “racket” and “commotion” to describe the noisy confusion that is happening with Wilbur’s escape. What details can you find on pages 74-75 that show this kind of commotion is continuing? Based on your knowledge of root words, what is the meaning of captivity? (Pgs. 74-75)
9. Why did Wilbur decide to go back into his pen? (Pgs. 76-77)
10. Describe what lesson(s) Wilbur learns at the end of the story. What in the text helps you to know this?

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.