Unit 6/Week 3

Title: Skylark

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7; RF4.3, RF.4.4; W.4.2, W.4.4, W.4.9; SL.4.1, SL.4.2, SL.4.6; L.4.1, L.4.2, L.4.4, L.4.5

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

A family’s love for one another can persevere even through times of great hardship.

Synopsis

In this story, a family struggles on a prairie farm during a drought. They are forced to make a painful choice when their water soon runs out.

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** |
| Who is telling the story and how do you know? How is the narrator related to the other main characters? (Pg. 690) | Sarah, Jacob, and Caleb are all named, leaving Anna as the first person narrator. Anna is the daughter of Jacob and the stepdaughter of Sarah. Caleb is Anna’s younger brother. |
| A **drought** is a long period of little or no rain. Find details that describe the drought conditions. (Pg. 690) | “The air was thick with the heat, and there was no breeze.” Sarah and Anna are remembering days when the flowers grew. Finally, the coyote is drinking from the pail. |
| “Sarah slumped to the ground…” Why does the author use "slumped" instead of "fell" or "knelt"? What other evidence shows how the characters are feeling during this scene?  (Pg. 692) | "Slumped" is a better word choice because it better shows the despair Sarah is feeling. She is also crying. Anna says, “I knew nothing was all right,” and she saw fear in Papa’s eyes. This is evidence that they are all scared and worried about the drought. |
| What is Sarah talking about when she asks, “What is this?” What is “this” referring to? (Pg. 693) | Sarah notices that everyone is dressed up and sees the wagons coming. She hears Caleb and Anna talking about making her happy. |
| “Sarah smiled at the sight of them, everyone washed and clean as if the prairie winds had stopped covering us all with dust.” Explain what this simile means. (Pg. 694) | On the literal level, the guests have washed and dressed in their best clothing. The simile suggests that that the drought, alluded to as the dry, dusty winds, has been temporarily forgotten, or washed away, because the party is a happy occasion. |
| How does the author show that Sarah loves music? (Pg. 695) | The first clue is at the beginning of the story when Anna asks Sarah about remembering singing. In this section, Sarah “stared” as if surprised, then smiled when the phonograph began to play. As she danced, she was happy. |
| How does Anna feel about Sarah? How do you know? (Pg. 696) | Anna has come to love Sarah. In the book she wrote for Sarah, Anna refers to her as “mother,” and writes about how the family loves her. Anna also shows empathy when she understands that Sarah is not happy on the prairie. |
| Anna writes, “She tries, but she can’t help remembering what she knew first.” What does Anna mean by this? (Pg. 696) | Anna means that because Sarah comes from Maine, it is hard for her to get used to or love the prairie. The introduction describes the prairie as a “sea of grass” and says it is very different from Maine. |
| Why did Matthew and Maggie have to leave? (Pg. 699) | The text says they had to leave because their well went dry. That means that they had no more water on their farm. |
| What is the meaning of Anna’s dream? What is the purpose of describing it in the story? (Pg. 699) | Anna is remembering how times were before the drought. It means that she misses those times terribly and wishes the drought were over so they can be happy again. The purpose is to show how the drought has changed their lives, and to show again her strong desire to see Sarah happy again. |
| What details does the author use to describe the fire scene? How does the illustration support the text in creating drama? (Pg. 700) | Everyone is shouting and running. Sarah and Papa are beating the flames. Caleb is trembling. Sarah screams when the barn catches fire. This is all in stark contrast to the quiet whispers and calmness of the story prior to this. The illustration shows the bright orange flames against the darkness as the barn is being destroyed. The postures of the characters suggest they are devastated. |
| What sentence helps you figure out why Papa stopped fighting the fire and let the barn burn? (Pg. 700) | “It was the last barrel.” Papa realized there was no more water to fight the fire, so there was nothing to do but let it burn. |
| You know water can be held in a barrel. What other meaning of barrel is used on page 692? (Pg. 700) | It is part of a rifle. Barrel is a multiple meaning word. |
| How did Anna know they would have to go away? How does each of the characters feel about the decision? (Pg. 703) | Anna sees the results of the fire and notices the animals “looking for green grass” that is not there, both a result of the drought. She sees Papa and Sarah disagreeing about something. Sarah appears to be very unhappy about the decision. Papa hugs her, apparently to comfort her. Anna knows there is no more water and the family cannot continue living on the farm. |

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 |  |  |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 695- phonograph  Page 695- drought  Page 690- prairie  Page 692- slumped  Page 699- well  Page 700- trembling | Page 692, 700- barrel  Page 699- narrowed  Page 700- corral |

Culminating Task

* Re-Read, Think, Discuss, Write

*Four times in the story, the author writes about Caleb’s glass – in the introduction on page 690, at the bottom of page 692, the bottom of page 696, and finally in Anna’s dream on page 699. Re-read these sections. Write a paragraph to explain the significance of the glass. In your paragraph, identify what the glass represents and use details from the story to support your reasoning.*

Answer: The glass represents hope. In the Introduction, the author states the glass is placed on the fencepost to wait for the rain that does not come. The next sentence says all the family can do is hope. The glass is next mentioned when Anna notices it is missing from the fencepost. This is after Sarah breaks down when Papa threatens to shoot the coyote. The family is in despair - Anna knowing “nothing was all right,” and Papa having fear in his eyes. Because of this despair, the family appears to have lost hope - thus the missing glass. After the party, when the family is feeling happy and again hopeful, Sarah asks Papa to replace the glass, as “It should be there when it rains.” Finally, the glass is mentioned in Anna’s dream where she is remembering happy times and wishing they would return.

Additional Tasks

* With a partner or small group, choose a scene from the story to perform as Reader’s Theater, paying special attention to putting feeling into the words.

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.