Unit 1/Week 1

Title: Coyote Places the Stars

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.7; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2; SL.3.6; L.3.1, L.3.2;

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

This is a “pour quoi” native American legend that answers the question “why do we see animal shapes when we look at Stars in the night sky?” Characters in legends have special powers that allow them to create and alter what we see. They also can bring others together to celebrate and feel unity.

Synopsis

In this story, Coyote uses his bow and arrow to build a ladder to the Heavens and moves the stars to make pictures of himself and his animal friends. Using his magical howling voice, he brings the animals together to view his handiwork in the night sky. After viewing the constellations, the animals decree that Coyote is the most clever and crafty. Coyote promises to be the friend of their children and their children’s children.

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** | **Evidence-based Answers** |
| When did this story take place? (Pg. 17) | 'Many moons and many moons ago.' A long time ago. |
| Coyote told bear he had an idea. What was Coyote's idea? (Pg. 17) | To climb to the heavens and discover their secrets. |
| Why does the author portray the Coyote as skillful with a bow and arrow? (Pg. 17) | He was able to build a ladder to the moon. He moved the stars with his arrows. |
| What information from the text tells us that the moon is far away from the earth? (Pg. 17) | He climbed for many days and nights and slept all that day as he was very tired. |
| To “place” means to move or place something into position. How did Coyote move the stars into the places or positions he wanted? (Pg. 18) | He hit the star with his arrow and moved it across the sky. |
| What did Coyote do with the leftover stars? (Pg. 19) | He made a Big Road across the sky. |
| What words does the author use to describe Coyote before he goes up into the sky? How does Coyote change after he has placed the stars? | He is described as skillful and clever. Once he comes down from the sky, he has a “magical voice.” |
| In the illustration on page 20, what event is being shown? | It is the animals following the howl of the coyote. |
| 'Handiwork' means something that one has made or done. What was Coyote's handiwork (Pg. 21) | He made Coyote, Bear, Owl, Eagle, Goat, Horse, Fish, Mountain Lion (all the animals from the canyon by moving or placing the stars.) |
| How did Coyote’s voice make the animals move? (Pg. 21) | It woke the animals up. It made the animals follow the sound in dancing form. |
| What words did the author use to describe the movement of the animals? (Pg. 21) | scampered, hippy-hopped, waddled, crept, swift, soared, blazed  whoofing, whiffing, screeching, squawking |
| Why is Coyote clever? (Pg. 18) | He made pictures of animals in the sky by moving the stars. He used his bow and arrow to reach the moon, then to move stars in the sky to create shapes of his animal friends. |
| How did Coyote show how he felt about the animals at the end of the story? (Pg. 24) | He said "I will always be your friend and the friend of your children's children". |
| How did the animals feel about Coyote at the end of the story? (Pg. 48) | The animals decreed that Coyote was the most clever and crafty of all the animals. |
| To “decree” means to declare or rule that something is true. How does the author’s use of the word “decree” give power to the animals’ wishes to recognize Coyote for what he has done? (Pg. 48) | The animals recognize Coyote as the most clever and crafty of ALL the animals. The decree lets us know that they accept Coyote as their leader and friend. |

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 | Title - place  Page 17 - roaming, launch, canyon, starry, skillful  Page 18 - clever, yelp  Page 19 - descend, mysterious  Page 24 - decreed  Page 48 - crafty | Page 17 - Heavens, notch  Page 19 - plain  Page 21 - bristly, chorus, scamper, waddle, crept, swift, soar, blazed, whoofing, whiffing, screech, squawk |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 18 - arrange  Page 24 - declare | Page 21 - journey  Page 26 - gaze |

Culminating Task

Re-Read, Think, Discuss, Write

*There are many animals in this story, but Coyote is special. How is Coyote different from the other animals? Find evidence in the story that Coyote is special. Also, be sure to explain which words are used to describe Coyote and what Coyote does in order to bring his friends together.*

Answer: Coyote is different from the other animals because he is the only animal that climbed to the heavens. He is the only one who created the pictures in the sky. The author used the following words to describe Coyote: clever, skillful, crafty and magical. Coyote’s howling voice caused the animals to “dance” as they came together to see his handiwork.

Additional Tasks

1. *What was the order of events in the story that led to Coyote's handiwork being shared?*

Answer:

Coyote made the ladder with his arrows.

Coyote moved the stars with the arrows to make the shapes of his animal friends.

Coyote howled to call his friends to see his handiwork

*Read two other Native American stories about Coyote. Compare the Coyote characters in those stories to the Coyote that we meet in this story. How are they the same? How are they different?*

1. *In an effort to work on fluency, divide students into groups and have each group present a dramatic reading of the story using Reader’s Theater.*

Note to Teacher

* This story would lend itself well to being tied in to a science lesson on constellations.

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.