Unit 2/Week 7

Title: Turtle Bay

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF. 3.3, RF.3.4; W.3.2, W.3.9; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.4,

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

Patience is an important virtue that helps us to interact with others in the world and see what we might not otherwise take time to pay attention to.

Synopsis

A boy named Taro helps Jiro-San, a wise old man, clean up the beach for the giant sea turtles that swim ashore to lay their eggs. While he waits, he learns the rewards that come from being calm and observing the world around you.

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.
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.). The practice should tend toward “Re-Read, Think, Discuss, Write”

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| What is Jiro-San like as a person, and why does Taro like to spend time with him? Say the pages where you got your answers. | Jiro-San is an old man who knows a lot of things. He tells his sister that Jiro San is wise and full of wonderful secrets. Jiro-San showed Taro how to feed crabs with pieces of rotten fish. He taught him how to dive for sponges. When the sea was too rough for swimming, he trained him to sit very still and watch the sea horses swim around the seaweed in the deeper rock pools. (From early pictures and from text on pp. 158-162). |
| What details from the story tell the reader how Jaro feels when he sees Jiro-San with the brooms? Why does Jiro-San sweep the beach? Does his explanation make Taro feel any better? (page 164) | He feels sad and disappointed. The story says Taro’s “heart sank” and that he begins to think that Yuko was right about Jiro-San being weird. But then Jiro-San explains he is making the beach safe so his friends will come and he does this by sweeping up all the garbage from the beach. |
| How many nights does Taro wait before Jiro-San’s Old Friends finally come? What else does he encounter along the way? (pages 166-171) | Two nights. He sees a school of dolphins riding the waves and a huge whale with a calf swimming beside her. |
| Look at the picture and describe what the author means by the “school of dolphins riding the waves.” (page 166) | The expression “riding the waves” refers to how the dolphins are swimming in the waves and “riding,” or being pushed by them, as they break. |
| On page 171, Taro said, “Don’t be sad.” What events in the story make Taro think that Jiro-San is sad? (page 171) | Jiro-San and Taro keep looking for his old friends and they do not come. On page 171 Jiro-San says, “They seem to be late this year. Perhaps they are not coming.” |
| How does the author describe Jiro-San’s old friends when they finally come? | The author says the first turtle was “huge and bobbed up and down on the water like an enormous cork.” |
| What event changed Yoko’s mind about sweeping the sand? (page 172) | Now she understands that Jiro-San swept the beach so the beach would be safe for the turtles. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 164—Rubbish  Page 168—Cove  Page 168—Oars  Page 168—Calf  Page 168—Snouts  Page 171—Bobbed  Page 171—Cork  Page 174—Scuttling | Page 161 - Rotten  Page 168—Shed  Page 172—Scrambled  Page 174—Dusk  Page 174—Eager |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 164—Cart  Page 168—Flicked  Page 172—Flippers  Page 174—Hatched  Page 172—Ashore  Page 172—Litter | Page161—Trained  Page 161—Wise  Page 163—Message  Page 166—School  Page 168—Patiently, Page 172—Patient |

Culminating Task

* Re-Read, Think, Discuss, Write

Friendships can be formed in unlikely ways. How did Jiro-San, Taro and Yuko show their friendship to the turtles?

Answer: Jiro-San and Taro swept the beach to remove rubbish and broken glass. They swept the beach from one end to the other. They made the beach cleaner than it had been all summer. They all waited patiently for Jiro-San’s friends to come. They sat on the rocks and watched the ground, waiting for the eggs to hatch. They didn’t do anything to hurt the eggs or the baby turtles, or to try to keep them on the beach when they hatched. (Student’s response to this task should be a paragraph.)

Additional Tasks

* What kind of person is Jiro-San? Use details from the story to support your answer.

Answer: Jiro-San is wise, patient, caring. He teaches Taro all about the sea and he sweeps the beach so the sea turtles will be safe.

* Jiro-San, Taro and Yuko clean the beach for the turtles. Think of a place that you and your friends could clean up, such as a beach, a park, or your schoolyard. Write a paragraph that tells your plan for cleaning up that place.
* How do the illustrations support your understanding of the events in the story? Make a list of the information and ideas you got from the pictures and not from the words. Go back to the writing to make sure you **only**got the ideas you list from the pictures themselves.

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.