(Book 2) Unit 2/Week 3

Title: Cocoa Ice

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.3.7; W.3.2, W.3.4; SL.3.1; L3.1, L3.2, 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

Trading can link the lives and experiences of people in faraway places and can help them to learn about one another.

Synopsis

Cocoa Ice is set in the early 1800s. The story describes the exchange that occurs when a trading ship from Maine travels to the Caribbean village of Santo Domingo. The story is told in two parts, each part narrated by a girl who lives in one of these locations. The two communities are connected by a schooner that carries blocks of ice from the frozen Kennebec River in Maine to Santo Domingo. There the ice is traded for cocoa beans, used for making chocolate. Each girl is delighted when chocolate and ice is mixed together, to create an extraordinary treat.

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 (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Reread page 162. Use details to describe what the young girl thinks Santo Domingo is like. How does she know about Santo Domingo?” | The young girl in the story knows about Santo Domingo from her Uncle Jacob who has told her many stories of his travels. |
| The text says that the young girl’s Uncle Jacob travels to Santo Domingo on a trading schooner. What word helps you to figure out what a schooner is? (Pg. 162) | The text says ‘sails’ so a schooner must be a ship. Santa Domingo is also an island so you’d need a ship to get there. |
| Reread page 163. Who is the narrator now? How do you know? | The young girl in Santo Domingo is the narrator. You can tell from the picture that it is the young girl from the island. |
| The author states that early morning is the best time to climb a tree. Why is this true? (Pg. 163) | Because the sun has not yet had time to bake the earth until it is hot and steamy. If you wait until the afternoon rain will make the tree too slippery to climb. If a schooner comes into the bay, you will be the first to see it. |
| How does the text and the illustrations on pages 162-163 help you figure out the setting of the story? | The setting is of the island of Santo Domingo. The text gave the name of the island earlier and uses the words “hot and steamy” Earth, and mentions the schooner comes into the “bay”. The illustrations show the island and the water and the plants and trees. The girl is wearing clothing that is bright and colorful. |
| Use details from page 164 to describe the Cacao tree. | Trees that grow chocolate grow only in the shade, grow little pink flowers and green pods side by side on the trunk. Ripe yellow and red pods are ready to be picked. It is always blooming, ripening and ready to harvest. |
| In the second paragraph on page 167, Papa says, “Wait for the sun to make the chocolate.” What does he mean? (Pg. 167) | After a few days in the sun the bitter cocoa beans begin to change color. They dry in the sun and become a dark brown. |
| Reread pages 168-169. What details help you figure out what “conchs” are? | Conchs must be a type of shellfish. The passage says they look like “mossy rocks.” It also says the narrator gets to keep the shell, which is smooth and shiny, after her mother picks out the meat for chowder. There is also an illustration of the girl holding a shell. |
| Reread the first paragraph on page 170. Describe the process of changing cocoa beans into chocolate. | Turn the beans every day until they are dry. Roast them over a hot fire until they smell like chocolate. Put them in the mortar and crush them. |
| Read the first two sentences on page 172. How does the text and the illustrations help you to understand what is happening between the islanders and the sailors? | The text says they are waiting to trade with the captain. The pictures show the islanders offering fruits and cocoa to the sailors, and the sailors showing the islanders items such as cloth. |
| Use the text and illustration on page 173 to explain what is happening between Jacob and the narrator. Why does Jacob show the narrator the picture of a girl about the same age? (Pg. 173) | The narrator and Jacob are trading too. They are trading the conch shell for the small stitched bag. The narrator says “And now it’s mine.” Jacob shows the picture of the young girl because he might be trying to explain she made the bag. Students also may be able to infer that they show each other things because they are trying to communicate and probably don’t speak the same language. |
| What trade does Papa make that is exciting to the narrator? Why? | ICE. She wants to make cocoa ice. |
| Reread page 176. What does the young girl think Maine is like? How does she know about Maine? | She learns about Maine from sailor Jacob who has shown her pictures. It is a land where people walk on a river, where water turns into ice, where cooking fires are built inside their houses, and where trees don’t have any leaves. It also has a wonderful smell like the balsam bag she was given. |
| On pages 176 and 177, how does the author show that the speaker changes? | On page 176, the girl in Santo Domingo is speaking and on page 177 the girl in Maine is speaking. The author is mostly using the illustrations to show this, but the sentence “I sniff my balsam bag and try to imagine a land where children walk on rivers of ice” is a clue in the text of the upcoming change. |
| In your own words, describe a Maine winter. What does the author mean when she writes that not even the river moves? | In Maine, there are short days. It is bright, cold, and nothing moves. There are no leaves on the trees. The river must be frozen if it doesn’t move. |
| What does the narrator mean when she says, “Uncle Jacob’s schooner and other ships can carry pieces of Maine winter to sell in hot countries”? (Pg. 179) | It means they are trading the ice. |
| Why do the people “worry about snow”? What might prevent it from freezing and what do they do to help it freeze? (Pgs. 180-181) | They worry the snow will prevent the ice from forming and then they can’t trade it. They have to help the river freeze because there are air pockets in the snowflakes that keep the river from freezing deep enough. They tap the surface of the ice with needle bars and mallets to break through the water; the water oozes out and makes the snow on top freeze into a strong layer of ice. |
| Explain how the people of Maine cut and get the ice to the icehouse. (Pg. 182-186) | When the ice is thick enough, horses first harnessed up and help to scrape the snow off the ice. They “rule” or draw lines on the ice then use an ice cutter to slice through the ice to make grooves. They are cut into giant blocks, which are then sawed and floated downriver to the icehouse. |
| How can the ice house keep the ice from melting even in the summer? (Pg. 184)  Note to Teacher: Be sure that students understand what the word “insulate” means as it relates to this question. | It is built with double layers that are filled with sawdust to insulate it. The ice is also layered with hay for additional insulation. |
| Reread pg. 186. What does the author mean when she writes, “…the boss closes the doors and waits for the river to break up.” What happens when it does “break up?” What parts of the text and the illustrations help you to figure it out? | The people are waiting until summer comes so they can sail the ships on the river. They will be trading. The illustrations show the change in seasons. |
| Why does the narrator give Uncle Jacob the balsam pillow? What important item will Uncle Jacob be bringing home? (Pg. 186) | Uncle Jacob will be sailing to Santo Domingo and will be bringing home chocolate. The little girl gives him the balsam pillow to trade with the young island girl. |

Vocabulary

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| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Page 174 - bolt  Page 184 - insulate  Page 186 - bound  Page 187 - holds, wharf | Page 163 - plantains  Page 168 - moss  Page 170 - mortar  Page 172 - jasmine  Page 181 - harness  Page 184 - baring, rafters, loft, bales  Page 188 - chips, dasher |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 162 - schooner  Page 163 - bay  Page 164 - cocoa, pods  Page 168 - conch  Page 174 - bargain pg.174  Page 182 - grooves | Page 163 - mantle, ruffle  Page 164 - harvest  Page 167 - machete, pulp, bitter, pale  Page 168 - wade, cove  Page 169 - surfacing, fierce, glistening  Page 171 - hollow, heap  Page 172 - clutching  Page 180 - plank, riverbank  Page 183 - bundles  Page 186 - pastures, bundles |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Uncle Jacob plays an important role in linking the lives of two little girls - one from Santa Domingo and one from Maine. Using details from the text, explain how and what Jacob helps each of the girls learn about life in a faraway place.*

Answer: Jacob has helped the little girl from the island learn about the hard winters of Maine. She knows people walk on the rivers because they freeze, they build fires in their house, and the trees have no leaves. She learned all this from pictures Jacob showed her. She learned that Maine smells of pine from the balsam bag he brought her. The little girl from Maine learned that it is always summer in Santa Domingo. She learned that the birds have pink feathers and that chocolate grows on trees. She learned all this because her Uncle Jacob is a sailor on the trading ship and he told her about it. He brought her a shell.

Additional Task

* Compare and contrast life in Santo Domingo and life in Maine. How is life alike in both places and how are they different? Use details from the story to support your answer.

Answer: Differences: The climate in Main changes (seasons), but in Santo Domingo, it is summer year round. People wear different kinds of clothing, and people in Maine cook on fires made inside their houses. Similarities: Families live and work together, children have hobbies, families cook their favorite foods. In both places, they trade for goods.

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.