Unit 1/Week 2

Title: Toto

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.4.6; RF.4.4; W.4.1, 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

Concern for others can help us overcome our own fears and cause us to take risks that we otherwise might not have done.

Characters can change from the beginning of the story to the end.

Synopsis

A timid young boy and a curious elephant face challenges and help each other as they grow into adulthood in a small village near a game reserve in Africa.

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

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Pg. 32-33 Who is the speaker in the story? (ELD: Who is telling the story?) How do you know? What is the name for this kind of narration? How does this compare to the type of narrator found in [Insert name of last story read]? **or** What pronouns does the author use to help you decide who is telling the story?)  Reread page 33. What word helps us predict that Toto might get into some trouble? | Third person narration Pronouns: he, his  [Insert type of narration found in previous story.]  “On a saucer shaped plain sheltered by the ring of blue and purple hills lived a **curious** little elephant.” curious |
| Pg. 34 Reread the following sentence: “But sometimes Toto looked toward the blue and purple hills in the distance and wondered what lay behind their rounded crests.” What can you predict that Toto might do because he is curious? | Since Toto is a curious elephant, he might wander off and try to find what lies beyond the mountains. |
| Pg. 34-5 What kinds of things did Toto and Suku learn as they were growing up? Give examples from the text. What does this tell you about both characters? | Toto learned what was safe to eat, how to recognize danger, and how to keep the flies off of him. Suku learned to help his mother by carrying water and collecting dung, and he helped his father pen the cattle and goats.  Both characters were observant and mimicked their parents |
| Pg. 35 Why doesn’t Suku go into the bush with the other boys in his village? | He was afraid to face the lions with nothing but a stick or crude iron spear. |
| Pg. 36 What does Suku’s dad mean when he says, “Courage sometimes comes with need”? | His dad knows that Suku may be timid now, but someday he will be brave when he is in a situation where he needs to be brave. Suku will face danger with courage when he needs to. |
| Pg.38 What causes Suku to wake up early in the morning? | He hears something that sounds like an elephant trumpeting.  **Since** Suku heard something that sounded like an elephant trumpeting, he awoke before dawn.  Suku awoke before dawn **because** he heard something that sounded like an elephant trumpeting. (This is a good stopping point to practice underlined linking words-**because, since**.) |
| Pg. 38-9 Where is Suku supposed to be going when he finds Toto trapped in the snare?  Although he is not following his mother’s directions, was his decision a good one? How does this show that Suku is taking a risk? | Suku was supposed to go and cut some papyrus reeds near the river to help his mother fix the sleeping mats.  He NEEDS to help someone or thing, so his decision is courageous and valid. |
| Look back at pages 42-43. What did Toto and Suku do to show that they were brave enough to face the lion? | Suku decided he would try to use his small knife if he had to defend himself, and Toto raised his trunk and spread his ears to appear larger. |
| Pg. 45 What clues tell us that Toto is happy to be home? | Toto is nuzzled against his mother and does not envy the birds and sun anymore. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 | Brandishing  Game reserve  Snare  Poachers  Enviously  Motivation | Jauntily  Trumpeting  Contentedly  Clutching  Sheltered  Brave |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Timid | Mock  Cunning  Wounded  Slashed  Trampled  Unprotected |

Culminating Tasks

* *Using specific details and evidence from the text, explain what lesson Suku learned about bravery.*

Answer: Student answers should address the notion that when someone or something you care about is at risk, it is easier to overcome your fear in order to be brave.

* *What is the theme or moral of this story? Why?*

Answer: Student answers should address the notion that concern for others can help us overcome our own fears and cause us to takes risks that we otherwise would not have taken.

Additional Tasks

* Compare Jeremy from “Mrs. Frisby and the Crow” to Toto. How are the characters the same? How are they different? How do their characters get into trouble?

Answer: Both Jeremy and Toto are very curious characters. Jeremy likes shiny things and manages to get tangled in some old Christmas string, while Toto wanders too far from his protected game reserve and finds himself trapped in poachers’ snare.

* What do you think would have happened if Suku would not have freed Toto from the snare? Use this cause and effect map to help you explain your answer

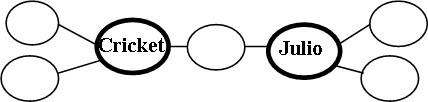
results (effects)

event (cause)

**Suku saves Toto.**

Note to Teacher

* A double bubble map is an effective way to help students see how Toto and Suku are similar and yet different. The following linguistic patterns may also be useful when helping students describe the similarities and differences.



**Suku**

**Toto**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ are the same because they both \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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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.