Unit 3/Week 4

Title: The View from Saturday

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1. RL 6.3, RL 6.4; W.6.2, W.6.4, W.6.9; SL6.1; L.6.1, L.6.2, L.6.5

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

We can make connections between our own lives and those of others, even animals.

Synopsis

* Nadia’s parents were recently divorced and Nadia is spending the summer with her father in Florida, where Grandpa Izzy lives. Grandpa has been recently married to Margaret and Nadia feels uncomfortable with her.
* Nadia and her family are turtle volunteers and help the sea turtle hatchlings to survive
* Margaret has helped Nadia’s mother get a job in New York and this makes Nadia furious

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 | Evidence-based Answers |
| What simile does the author use to describe the turtles and how does this simile best illustrate the image of the hatching turtles? | The simile, “like a bunch of wind-up toys escaped from a toy store”, describes the turtles because the turtles are like wind-up toys that were escaping, they would waddle or tottle quickly. The turtles must waddle or flap quickly toward the waders in a group. |
| What is meant by the phrase “as exciting as watching a red light change”? (Pg. 323) | This phrase shows that Nadia was bored with the activity of digging-out because watching a light turn is simply mundane and not exciting. |
| After reading pages 323-325, who do you feel is narrating the selection? Choose a sentence/quote from page 325 to support your thinking. | Student states Nadia is the narrator and identifies any sentence using the words, I, my, me. |
| The narrator says, “Judge, jury, and defending attorney” to describe Margaret’s announcement about keeping the live-pipped turtles. What does this statement tell us about how the narrator feels about Margaret? (Pg. 324) | It illustrates how the narrator (Nadia) feels that Margaret is bossy and it shows she doesn’t like her. |
| Choose statements from page 329 that illustrate how Nadia feels about her dad’s relationship with Ethan and Margaret on the day after her father announces that he will be a substitute for Grandpa Izzy and Margaret on the turtle patrol. Explain why those statements illustrate Nadia’s feelings. | Nadia comments on the “tight, three-generation, foursome**”** and states “They got ahead of Ginger and me and I made no effort to catch up. Instead, I slowed down and walked at the water’s edge so that I could kick the waves as they rolled ashore.” These statements show she is disappointed and feeling left out. She doesn’t feel part of the family any longer. |
| Using quotes from the text to support your thinking, explain why Nadia’s father suggests that she invite Ethan to go to Disneyland with them. (Pg. 338) | Nadia’s father thought that Nadia would like company and said, “He seemed to enjoy the Phantom of the Opera so much.” |
| Grandpa Izzy called to talk to Nadia about the hatchlings and spoke about what could happen to them in the storm. Please information from the text that describes what Grandpa was worried about with the hatchlings. (Pgs. 339-340) | Nadia’s grandfather was concerned about the turtles because the storm would sweep ashore the hatchlings and that they would be eaten by the birds. |
| Reread page 340. What was the process that the hatchlings followed to get to the Sargasso Sea and what the hatchlings’ life was like there? | When the hatchlings are hatched, they scamper over the sand toward the light of the horizon. Once they reach the water, they begin a swimming frenzy. They do not eat and swim until they reach the Sargasso Sea. When they reach the Sargasso Sea, they graze and continue to grow. They stay there feeding off small sea animals growing and growing in the mats of floating Sargasso grass. |
| Describe why the turtles get lost in storms and why they would not reach the Sargasso Sea without help on that night? (Pg. 341) | If the turtles get washed up on the shore, they cannot find their way back. Their swimming switch is turned off, will not get back and will die. |
| Reread page 342. What did Grandpa Izzy mean when he said, “We must harvest the turtles”? | They must gather up the hatchlings and save them in buckets at Marine land. When the seas are calm, they will be taken to the Sargasso Sea to be resettled. |
| What did Nadia mean when she stated, “I, too, had been picked up from one place and set down in another. I, too, had been stranded. We both needed help resettling”? (Pg. 342) | Nadia’s life has changed a lot after her parents’ divorce. She was disoriented and angry that her life had changed. She was saying that she needed help to “resettle”. |
| Use information from the story to describe the lives of the turtles from when they turn 5 years of age until they turn 25 years of age. (Pgs. 342-343) | From age of 5 to 25, they graze and grow in the Sargasso Sea. When they are about 25, they mate. The females come ashore and lay their eggs in the same shore where they were born. The females immediately return to the sea. They come back 2 or 3 years later to lay new eggs and the cycle begins again. |
| Nadia and her father were working through a difficult time in their lives. Choose a few lines from the text on page 344 that illustrate that they are working through that difficult time and explain how that is similar to the lives of the turtles. | “In the years between leaving their second home….and south in the winter.” “Of course,’ I said, ‘I will be doing the same but opposite. I will commute …in the summer.” Nadia talks about the turtles’ commute to lay eggs which is like her commute from New York and Florida between her parents. “Yep,’ he said. ‘And there will …..between switches.” From this quote it shows that she and her father understand they will need help as they make these switches just as the turtles do. |

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 | Page 323 - hover (hovered, hovering), emerged  Page 324 - horizon  Page 331 - intermediate, adopt, tone, tolerant  Page 332 - saturated  Page 335 - detest  Page 337 - interfering, glanced, frazzled | Page 327 - intermission  Page 329 - substitute, parfait  Page 330 - cholesterol, calories |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 338 - Northeaster  Page 344 - Azores |  |

Culminating Task

*In the story, “The View from Saturday”, Nadia faces a few problems in her life that she must solve, as well as some problems in the lives of the turtles. In a three-paragraph essay, describe a problem that Nadia encounters in her own life and compare that to a problem the turtles encounter. Explain how Nadia relates the solution in her life to the solution found for the turtles by using specific text references to support your reasoning. Provide a concluding statement.*

Answer: She was disoriented and angry that her life had changed. She was saying that she needed help to “resettle”. If the turtles get washed up on the shore, they cannot find their way back. Their swimming switch is turned off, will not get back and will die. They must gather up the hatchlings and save them in buckets at Marine land. When the seas are calm, they will be taken to the Sargasso Sea to be resettled.

Additional Tasks

* Design a timeline of the life cycle of the loggerhead turtle that shows the main events in the turtle’s life.
* In the first part of the selection (pgs. 323-329) we learn about Nadia’s feelings toward Margaret. Choose 2 or 3 phrases that illustrate how Nadia feels towards Margaret and support why those phrases are examples of that emotion.
* The selection is written from the first person point of view. Choose a paragraph from the selection that clearly shows this point of view. Next, retell/rewrite that portion with a third person point of view. Finally, explain how the perspective of the story changes with the change of point of view for the narrator.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“The View From Saturday”**

1. What simile does the author use to describe the turtles and how does this simile best illustrate the image of the hatching turtles?
2. What is meant by the phrase “as exciting as watching a red light change”? (Pg. 323)
3. After reading pages 323-325, who do you feel is narrating the selection? Choose a sentence/quote from page 325 to support your thinking.
4. The narrator says, “Judge, jury, and defending attorney” to describe Margaret’s announcement about keeping the live-pipped turtles. What does this statement tell us about how the narrator feels about Margaret? (Pg. 324)
5. Choose statements from page 329 that illustrate how Nadia feels about her dad’s relationship with Ethan and Margaret on the day after her father announces that he will be a substitute for Grandpa Izzy and Margaret on the turtle patrol. Explain why those statements illustrate Nadia’s feelings.
6. Using quotes from the text to support your thinking, explain why Nadia’s father suggests that she invite Ethan to go to Disneyland with them. (Pg. 338)
7. Grandpa Izzy called to talk to Nadia about the hatchlings and spoke about what could happen to them in the storm. Please information from the text that describes what Grandpa was worried about with the hatchlings. (Pgs. 339-340)
8. Reread page 340. What was the process that the hatchlings followed to get to the Sargasso Sea and what the hatchlings’ life was like there?
9. Describe why the turtles get lost in storms and why they would not reach the Sargasso Sea without help on that night? (Pg. 341)
10. Reread page 342. What did Grandpa Izzy mean when he said, “We must harvest the turtles”?
11. What did Nadia mean when she stated, “I, too, had been picked up from one place and set down in another. I, too, had been stranded. We both needed help resettling”? (Pg. 342)
12. Use information from the story to describe the lives of the turtles from when they turn 5 years of age until they turn 25 years of age. (Pgs. 342-343)
13. Nadia and her father were working through a difficult time in their lives. Choose a few lines from the text on page 344 that illustrate that they are working through that difficult time and explain how that is similar to the lives of the turtles.

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.