Unit 3/Week 3

Title: Time For Kids: Saving the Sand Dunes

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7; W.3.2, W.3.4; SL.3.1, SL.3.2; L3.1, L3.2, L3.4

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

It is important to preserve and protect our environment; anyone can make a difference in their environment, even young adults.

Synopsis

This nonfiction text discusses how a fourth grade class at Union Avenue School worked hard to protect the New Jersey shoreline by planting recycled Christmas trees in the sand. The trees prevent high tides from flooding sand dunes, which serve as animal habitats and also protect people’s homes.

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** |
| Re-read the first paragraph. In your own words, summarize who and what is this article about. (Pg. 344) | This article is about a fourth grade class at Union Avenue School in New Jersey and their science project. |
| What does the author mean when he says, “…nothing could topple the science project…”? (Pg. 344) | The science project is to reuse trees to prevent the loss of the sand dunes from the local beach. The students “planted" used Christmas trees to protect the sand dunes. Nothing could topple the project because the students were committed to the work and saving the sand dunes. The students did not give up and kept looking for ways to fight erosion. |
| The fourth grade students designed a project to protect their town and the beach. Using evidence from page 344, explain why sand dunes are so important. | The sand dunes act as a windbreaker. They prevent the wind from blowing the beach sand away. Sand dunes also stop ocean water from washing up past the beach. |
| Reread the text on page 345. Explain how the students are reusing trees that are usually thrown away after Christmas. | The students buried the trees. They stood them up in trenches. The trees were buried in three trenches, each 100 feet long. |
| Using the text on pages 344 and 345, compare and contrast the recycled trees and the trees that were laid sideways on the beach. | Because the recycled trees have been buried, they do not move and they keep the sand dune in place. The dunes hold together because of the buried trees. Laying the trees sideways on the sand didn’t help because the trees were swept out to sea during the winter storms. |
| The students from Brigantine Middle School decided to build sand dunes also. What events led to the middle school students wanting to continue this project? (Pg. 346) | The students from the middle school heard about how the sand dune project was a success and their teacher Kevin Burns encouraged his students to take part in this project as well. |
| Why did the town officials decide to support the project? What kind of support did they provide? (Pg. 346) | The town officials wanted to support the project because the students had been so successful. The officials provided workers to collect the trees, take them to the beaches, and dig the trenches so the students could then plant them. |
| Explain how the students planted the trees. What purpose did the upper half of the tree serve in protecting the Margate shoreline? (Pg. 346) | They buried them 3 feet deep with the lower half in the ground. The upper half of the tree caught the sand that was blown on land. Once the upper half of the tree was filled with sand, it was completely buried to the top. |
| On page 347, the author mentions that the students tied ribbons to the tops of the trees. What was the purpose of this? | The students tied ribbons to the tops of the tress to check the buildup of sand by measuring the distance between the end of each ribbon and the top of the growing dune. |
| The students communicated by email to compare results. What information did the students need to share with each other? (Pg. 347) | The elementary school students and middle school students needed to share their data about the build-up of sand. The students used ribbons that were tied to the tops of the trees to measure the amount of sand that had accumulated. |
| In the second paragraph, the author writes, “The roots of the grass grow down and **anchor** the dunes.” What does the word anchor mean in this context? | When the author states that the roots of the grass grow down and anchor the dunes, this means that the grass helps to hold the sand dune in place. The word ‘anchor’ in its verb form means to hold something downwards. |
| Reread the information next to the photograph on page 347. What purpose do sand dunes serve for residents? | Sand dunes protect residents from the effects of high tide, heavy rainfall and large waves. It also keeps sand confined to the beach area and away from their homes. |
| What is the purpose of the text feature of the photograph on the top of page 347? | The photograph of the sand dunes is meant to help the reader to understand what a sand dune looks like in real life. |

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 | Page 344 - whirled  Page 344 - beachfront  Page 344 - suffered | Page 345 - erosion  Page 347 - ecosystem  Page 347 - marine |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 344 - dunes  Page 344 - windbreaker  Page 344 - topple  Page 345 - trenches  Page 347 - anchor  Page 347 - preserve  Page 347 - restore | Page 346 - officials  Page 347 - habitats |

Culminating Task

* Re-Read, Think, Discuss, Write
* *The students in this text were truly invested in their helping and preserving the resources in their community by creating sand dunes. Find evidence in the text that tells why this endeavor was important to their community.*

Answer: The sand dunes serve various functions for the beachfront community, so saving the sand dunes was an important endeavor. First, the sand dunes protect the beach itself by forming a barrier from the harsh winter storms (Pg. 344). In addition to this, the dunes also provide respite for the houses that are near the beach (Pg. 347). This project provided an opportunity to recycle used Christmas trees that would have otherwise been thrown away, saved the beaches and nearby houses from destruction, and gave students the chance to get involved in a project that could benefit their community. Since the sand dunes serve the community is such a big way, it was important to preserve them and create new ones, as well.

Additional Tasks

* Have students brainstorm, investigate, and act on how they can become more involved in their community regarding preserving natural resources.

Note to Teacher

* Find out about and discuss any recycling initiatives in your school and expose your students to them.

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.