Unit 2/Week 9

Title: Wild Shots, They’re My Life

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI. 3.7, RI.3.10; RF. 3.3, RF. 3.4; W.3.2, W.3.4; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5

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

What starts out as a childhood interest or hobby can become a career later on in life.

Patience and perseverance is necessary to interact with the animals and snap the perfect shot.

Synopsis

A wildlife photographer describes her love for animals and how she took some of her favorite up-close photos of them.

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** |
| Describe the Galapagos islands. What kind of person would like to live on these islands? | Volcanic islands in the Pacific Ocean. Lots of wild life, but not many people. People who like to be outdoors a lot and like to interact with the animals would enjoy this place. |
| Why have the author’s best friends always been furry, feathered or scaly? (page 210) | There was no school on the island so she did not have access to many other people. |
| How does the author feel about wild creatures? What details from the story help you figure this out? (page 211) | She thinks they are interesting. She calls animals her best friends; she says she has photographed animals all over the world for 30 years. |
| How did the author get started taking photographs of wild animals? | Her father gave her a camera when she was ten years old? |
| Who is the narrator of this story? How do you know? (pages 210-211) | The narrator is the author. The story is told in the first-person. You can tell because the author refers to herself as I. |
| How does the author compare herself to the animals? Why does she make this comparison? | The author believes her animal friends are as curious about her as she is about them. She thinks this curiosity leads to good pictures. |
| What inconsistencies do you notice between pages 211 and 212? What is the author trying to tell us? | First the author says she is able to take good pictures because the animals are curious about her. Then she says she has to be patient until they forget about her. I think the author is trying to help us understand that you need to be close to the animals to take good pictures. |
| Why did the author show and describe the picture of the baby penguin? | This shot showed us how the author had to move fast to get a good picture. It also tells us that she believes animals have emotions like people. |
| Describe how the author got the picture of the tortoise. (page 213) | The tortoise was looking for just the right tasty plants, acting as if the author wasn’t even there. She had to move out of its way before it bumped into her. She had to get down on the ground with her subject. |
| The words top and above appear on page 213 in dark type. How do these words help readers? (page 213) | They tell readers what photos to look at to see what the author Is describing. |
| Why did the author provide a lot of details about how she took the picture of the iguana? (page 214) | Showing the iguanas in their natural environment is worth the effort of getting the shot. |
| How do the heading, the photos, and the text work together on pages 214 and 215? (pages 214 and 215) | The heading tells what the section is about. The text describes how the author took a picture of an iguana. The photos show the photographer at work and the picture she took. |
| Why does the author show us pictures of the animals fighting? | She wants us to know that fighting is not a dangerous as we think it is for the animals. |
| What comparison does the author make on the final page of the text? Why does she make this comparison? Is the comparison effective? | The author is like the sea turtles in that she also returns to the island. She returns to see her new friends. This is an effective comparison because it reminds us how much the author appreciates her childhood home. |

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 210 - Galapagos, volcanoes  Page 211 - Personal  Page 213 - Tortoises  Page 214 - Marine | Page 210 - Formed  Page 211 - Curious  Page 212 - Pestered , scurry  Page 213 - Fellas  Page 214 - Graze  Page 216 - Frigate, squabbling, delicate, punctured  Page 217—reared |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 211 - Wildlife  Page 212 - Waddling | Page 211 - Hawks  Page 212 - Overcoat, downy  Page 213 - Cactus  Page 214 - Stubby, seaweed, waterproof  Page 217 - Collapsed, snoozing |

Culminating Task

* Re-Read, Think, Discuss, Write

*Write a short biography about the author. Students’ responses should address the question below.*

*Why does the author say that wild shots are her life? Include facts from the story that justify your response in the biography.*

Answer: The author makes her living taking pictures of wild animals. She has loved animals since she was a girl and has taken pictures of them since she was ten. She is not afraid to enter the creatures’ habitats with them and get them in their element.

Additional Tasks

* Write a short report on the skills and attitudes necessary to be a good wildlife photographer. Use this report to create a job advertisement for National Geographic Magazine.
* Write a letter to the author asking for more details about one of the pictures (student’s selection) featured in the article.

Student‘s response should include questions about the joys and challenges of the author’s work. (Note to teacher: technology can be integrated by having students send letters to Ranger Rick or find her online and send them by email.)

Answer: She waits until the animals get used to her; she gets down to their level. She has special equipment such as a waterproof camera case.

* Choral Reading: Choose a passage from the selection and read it aloud to students as they follow along in their books. Model appropriate pacing and volume. Then have students read aloud the same passage chorally with you.

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.