Unit 4/Week 2

Title: Seal Surfer

Suggested Time: 5 days (45 minutes per day)

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

All creatures change as they go through the life cycle. There are many ways to change but change is always constant.

Synopsis

Ben enjoys going to the beach with his grandfather and one day they watch a seal being born. Over the next few seasons, Ben develops a special bond with this seal, a bond that Ben knows will last the rest of his life.

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** |
| The setting is important to this story. Reread the words and look at the illustrations on pages 48 – 49, then list three words from the text and the illustration that tell about the setting.  | -Rocky beach-water-habitat for sea animals-the seal, so you have to be near its habitat |
| Reread pages 48-50. The reader starts to see a relationship growing between Ben and the seal family. Where on these pages does the text give evidence of this?  | -Ben sees the mom & newborn seal pup-Ben asks his grandfather to help him gather fish for the seal family-Ben and his grandfather return often to watch the seal family throughout spring-The seal pup watches Ben-Ben cheers (is excited for) the seal pup when she goes into the water for the first time |
| On pages 52 & 53, Ben goes down to the harbor to meet his granddad. What does he find his granddad doing? What conclusions can you make from these pages about how Ben’s granddad feels about the seal family?  | - His granddad was feeding the seal family without Ben being there (he wasn’t just doing it for Ben’s benefit)-The granddad is feeding the fish he just caught to the seal family while playing music loud enough for the seals to enjoy also |
| On pages 52 – 53, note the last paragraph where the surface of the water is compared to a mirror. Using the text, explain how the author shows that the surface of the water is both the same and different from a mirror. | - the reflection is visible in the water, then it dissolves and then it reforms-it is a liquid while a mirror is solid |
| On page 55, the author writes, “Rain and mountainous waves wrenched great rocks from the cliffs.” What does wrenched mean in this sentence? Why would the author use this word as a descriptor of the winter setting?  | -wrenched means ripped or torn away with great force-it evokes forceful action, winter storms |
| The winter storm described on pages 54 and 55 is very dangerous for the seals. What do you think happened to the seal pup? Select a piece of text to support your prediction.  | - The seal died: “The young seals dived deep, trying to escape the falling boulders…some seals were dashed against the rocks…-The seal lives: The seal learned to dive deep looking -up to see fish…The mom stays around the same area.  |
| On page 58, what evidence from the text and the illustrations indicate that Ben’s life is in danger?  | - Ben has limited use of his legs (illustrations)-The water is dark and full of sand-Ben hits his head on a rock-His body is being pulled farther into the darkness |
| What does the author mean by saying that the wave Ben is riding “suddenly broke? “ What words or phrases help you understand what that phrase means? (Pgs. 58-59) | -plunged-head first off his board-somersaulted through the surf |
| How do the seal’s earlier life experiences help her save Ben? Find three examples from the text. (Pgs. 60-61) | -she was taught to swim by her mother-she has spent many seasons in the water-she’s become a strong swimmer, having been through many winter storms-she has frequently surfed with Ben and knows his movements |
| The author writes that “Ben cheered as he saw the once young seal...” What words describe Ben’s outlook on the future? (Pgs. 62-63) | -he is hopeful that he will ride the waves with seals now and in the future-he would lie on the cliffs with his grandchildren someday-Ben smiled which would indicate that he feels contentment. |

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 53 - reflection, dissolved, reformedPage 55 - wrenchedPage 62 - quay | Page 56 - horizon, surf |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 50 - molted, basked, basked, panicPage 54 - buffetedPage 56 - swell, elated, swooped, horizon | Page 48 - musselsPage 60 - sensation, deserted |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Changes happen throughout the two and one half years of the events in Seal Surfer. Using examples from the text, write at least three paragraphs that compare and contrast the activities of Ben and the seal throughout the story. In your paragraphs, describe how the activities of both characters reflect changes.*

Answer: All characters grow older; granddad stops going to the beach and the quay with Ben; Ben and the seal grow in strength and confidence; Ben is not yet an adult, but the seal grows up and becomes a mother.

Additional Tasks

* Students write an acrostic poem using a word from the story. They will choose a word such as ocean, summer, Ben or seal and write a descriptive or evocative sentence or phrase beginning with each letter. They may wish to share completed poems with the class.
* Working with a partner, students compare and contrast Ben and the seal using a Venn Diagram.
* Student teams research seals online, collect facts and organize them in an informational web or poster. Information is then presented by the teams to the class.
* Have students rewrite the story from either the perspective of Ben or the seal and discuss the differences in the stories.
* The language in Seal Surfer was very descriptive. In small groups or as partners, students choose three of the highly descriptive words and compile a list of synonyms for each. Group or partner lists are then shared and merged to create more comprehensive lists for class use.

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.