Title: Everglades

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.5.2, RI.5.3, RI.5.4, RI.5.7 RI.5.8, RI.5.9, RI.5.10; RF.5.3, RF.5.4; W.5.2, W.5.7, W.5.9; SL.5.1; L.5.1, L.5.2, L.5.5, L.5.6

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

The reader will learn about the Florida Everglades, past, present and future.

**Synopsis**

As five children travel through the Florida Everglades by canoe, their guide, storyteller tells them about the evolution of the landscape and life forms around in the Everglades. They listen and ask questions as he tells of the Everglades creation and the interesting animals that live there. Although this is informational text, the language is poetic as is the use of imagery. The language and illustrations describe the beauty and diversity of the Everglades and how it was ruined by people draining the water and building farms and cities on what used to be the Everglades. The children are given the charge of restoring the Everglades to its former spectacular natural beauty.

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** | **Answers** |
| 1.How and when did the Florida peninsula take shape? (pg. 253) | The Florida peninsula took shape during the Age of the Seashells. The seashells formed limestone on the sea bottom. Over the eons the sea lowered, and the rock became land. |
| 2.How was the miraculous Everglades of Florida formed? (pg. 253)  . | Lake Okeechobee filled to its brim and spilled over. The spill became a river that seeped one hundred miles down the peninsula from Lake Okeechobee to the Florida Bay. It was fifty miles wide and only six inches deep in most places. |
| 3.The storyteller described the Everglades as a “living  kaleidoscope” of color and beauty. Describe the Everglades. (pg. 258) | It glittered with orchids, grass, trees, birds, panthers, raccoons, snakes, mosquitoes, fish – all things large and small that make the Earth beautiful. |
| 4.There were many settlers in the Everglades. List the settlers from first to last. Who are still there? (pg. 258-259) | The Calusas were the first to arrive in the Everglades. The Spanish conquistadors arrived next, then the Calusas disappeared. They moved on. The Seminole Indians arrived last. They are still there along with the Modern Americans. |
| 5.On page 261, the children looked around after the storyteller paused. Why were the students puzzled? (pg. 261-265) | The children were puzzled because they didn’t see the clouds of egrets, quantities of alligators, the cathedral windows of orchids, the mammals, snails and one-celled plants and animals anymore. |
| 6.Eventually the students grew up and ran the Earth. “What happened when the children grew up and ran the Earth?” (pg. 266) | The children knew when they get older the clouds of the birds would return to the abundance of fish in the water. The flowers would tumble into bloom. Quantities of alligators would bellow through the saw grass again. A multitude of panthers, deer, raccoons, and others would be on the islands. |
| 7.Synonyms are words that have the same meaning. In this story, there are many words showing great numbers of measurements. Reread the story and list the words. Most of these words mean almost the same thing. How does the author’s use of particular words (profusion, abundance) affect how you as a reader feel about the Everglades? Does the author present evidence that children should run the Earth in order to restore the Everglades to what the storyteller describes as it’s former beauty? (pg. 254-266) | They are quantities, myriad, profusion, multitude, abundance, plentitude, plethora, enormous. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | eons (pg. 253)  cavorted (pg. 266) | chortle (pg. 254)  scurried (pg. 254)  pondered (pg. 258)  multitude (pg. 257) |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | profusion (pg. 257)  myriad (pg. 257)  conquistadors (pg. 258)  limestone (pg. 253)  kaleidoscope (pg. 258) | plethora (pg. 258)  quantities (pg. 257)  abundance (pg. 257)  myriad (pg. 257)  profusion (pg. 257)  multitude (pg. 257)  plentitude (pg. 258)  enormous (pg. 254) |

Culminating Task

* Have students make a diagram illustrating an animal’s habitat and source of food. (see below). Students can use the text and illustrations in the story to help them find their plant or animal’s role in the ecosystem. They may also use other resources to complete their diagrams or charts.

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| **Animal** | **Habitat** | **Food** |
| Ex: Alligator | Alligators live in sluggish streams or swamps. | Young alligators feed on insects, frogs, or fish. Older alligators eat larger fish and animals. |

* Vocabulary Focus: Check for Contextual Meaning: After re-reading the text and determining the meaning of the words in parenthesis, complete each of the sentences using the vocabulary words.

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| **Meaningful Sentences: Use a vocabulary word from the story Everglades to complete each sentence.**   1. Baja California is a \_\_\_that is surrounded by the Gulf of California. (peninsula) 2. The groundhog \_\_\_from one hole to the next, as if he couldn’t move fast enough to find his own home. (scurried) 3. Watching the \_\_\_of fish in the aquarium was like watching hundreds of bees swarming around their hive. (multitude) 4. \_\_\_means “thought about something deeply and thoroughly”. (Pondered) 5. The abundance, or fullness, of fresh fruit on the island was evidence of its \_\_\_. (plentitude) 6. The people thought \_\_\_had passed as they waited in the long line; in reality, it had been only thirty minutes. (eons) |

Additional Tasks

* As you read the story, many visuals were given, either through words or illustrations. Use passages from the text to describe how the author uses imagery to help readers see how the river becomes rich with life.
* Write an article or essay comparing the Everglades described by the storyteller with the Everglades today. Include opinion, based on evidence in the text, about why the Everglades should be restored and/or preserved.
* For students in other states, find a similar natural feature that has been damaged by people and research what is being done to preserve or restore it.
* Read other accounts and histories of the Everglades and compare the information presented there with the information presented in this story. Do other authors reach the same conclusion, that children should run the Earth and solve the problem of what has been done to this natural wonder?
* Create a Venn Diagram to compare and contrast the Everglades of eons ago and the present one.
* Write an opinion on how we can stop the destruction of the Everglades. Draw a picture of how it would look “If we ran the Earth.”

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.