Unit 1/Week 5

Title: The School News

Suggested Time: 2-3 days (30-45 minutes per day)

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

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

Working together helps a group accomplish a common goal.

Synopsis

This text is a reader’s theater with seven parts set in the television studio of a school’s morning news network. The story begins with reports about the lunch menu and weather. The science reporter reports on their class frog and some of the things she has learned about frogs. The principal gave her the Great Thinker award. The play ends with a report from the sports reporter about soccer.

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.)

1. 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** |
| Using the text and pictures on pages 140-141, who are some of the characters and what are they doing? | The characters are Anchor 1, Anchor 2, Roving Reporter, Mr. Moreno, Weather Reporter, Science Reporter, and Sports Reporter. They are putting on a school news program. |
| On page 143, the weather reporter states, “It’s raining cats and dogs.” What does the text say that expression means? | It’s raining very hard.Note: Teacher should explain that “raining cats and dogs” is an example of an idiom. |
| Reread Weather Reporter’s part on pg. 143. What evidence from the text and pictures helps you know how to read this part with the correct expression?  | He says, “It’s raining cats and dogs!” The exclamation point tells us there is excitement in his voice. Also, he makes a joke using the word poodle instead of puddle so we know he is having fun. The photo shows him grinning. The series of exclamation points show that the other anchors are having fun, as wellNote: Have students read Anchor 2’s part again using the correct expression and intonation. |
| Using details from the text, explain why the Science Reporter could not find Freddy when he went to feed him. (pgs. 143-144) | Because he was camouflaged, he blended in with the area around him. In particular, his colors helped him to blend in with the plants.  |
| On page 144, how does the meaning of the word “camouflage” help you understand the meaning of the word “concealed”? | Science Reporter says that camouflage helps animals blend in with the area around them. Then, she says that Freddy’s colors helped him blend in with the plants so the plants concealed him. This shows that the words camouflage and concealed are similar in meaning. |
| Reread page 144. Using the text, explain why Science Reporter decided to do research about frogs. | Science Reporter had questions about frogs and wanted answers to her questions. |
| What information does Science Reporter share about Freddy? (pg. 145) | Freddy has moist skin that takes in water; he has webbed feet to help him swim fast; he has a sticky tongue to help him catch bugs. |
| Using information from the text, tell why Principal Moreno gives Science Reporter the Great Thinker award? (pg. 145) | Science Reporter had questions about frogs and did research to find the answers. She showed that she was an independent thinker.  |
| What evidence from the text helps you understand the meaning of the word independent? (pg. 145) | Mr. Moreno says, “This student had questions about frogs and did research to find the answers.” Then, Roving Reporter says, “So you believe that students who think for themselves can be successful at anything?” |
| Reread pg. 146. What does Sports Reporter say about the game of soccer? (pg. 146) | You can run, jump, and kick as part of the game. You kick the ball into the other team’s net to score goals. It is played in many cultures around the world. Their school is going to have a soccer team. |
| Look at Anchor 2’s part on pages 146 and 147. What evidence from the text tells you how Anchor 2 is feeling here? | Anchor 2 is excited and interested. We know this because there are exclamation points after some of the things he says. Also, he says, “Tell me more.”Note: Have students read Anchor 2’s part again using the correct expression and intonation. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** **BIG IDEAS OF TEXT**Words addressed with a question or task | **WORDS WORTH KNOWING** Words to be part of systematic vocabulary instruction, not essential for understanding the big ideas of the text  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text |  | Roving, pg. 141Network, pg. 141Viewers (view, viewing), pg. 142Mascot, pg. 143Survive, pg. 143Webbed, pg. 144Assembly, pg. 146Donated, pg. 146 |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Camouflage, pg. 144Concealed, pg. 144Independent, pg. 145 | Studio, pg. 141Announcement, pg. 142Pleasant, pg. 143Resources, pg. 143Blend, pg. 144Moist, pg. 144Impressed, pg. 146 |

Culminating Task

* Re-Read, Think, Discuss, Write

*The characters in this reader’s theater had to work together to create the school news. Using evidence from the text, write one well-developed paragraph that tells how each character contributed to the program and why it was important for all of the characters to work together. Be sure to include evidence from the text in order to answer both parts of this assignment.*

Answer: Anchors 1 and 2 start and end the program and ask questions along the way. Roving Reporter informs the viewer about the school lunch and the Great Thinker award. Weather Reporter reports about the day’s weather. Science Reporter shares information about frogs. Sports Reporter gives a health tip and reports on the game of soccer and where to sign up to play. It was important for them to all work together because no one person could have done all of the parts. Roving Reporter, Science Reporter, Weather Reporter, and Sports Reporter each had their own information to share. Anchors 1 and 2 helped pull each of the parts together with their comments and questions.

Additional Tasks

* Have students write and create their own school news program.
* Have students perform this reader’s theater while other students give feedback on the elements of fluency. (Possibly use a fluency rubric as a guide for this feedback. Be sure to go over this prior to the performance. The teacher may need to model the appropriate way to share feedback.)

Note to Teacher

* This piece is not very complex. Note that the suggested time to spend on this story is much shorter than other stories. Due to the lower level of complexity, you have an opportunity to focus on language, fluency, etc.
* The main focus of this piece of text should probably be on fluency. Students should be encouraged to read and re-read with a focus on accuracy, expression, and appropriate rate. Encourage students to use clues from the text and setting to understand how each character would be speaking.
* Be aware of opportunities for students to respond orally to questions, as well as in writing. Also, consider which questions would be appropriate for partner talk. Look for good stopping points each day and chances to check in on student understandings before proceeding further.

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**“The School News”**

1. Using the text and pictures on pages 140-141, who are some of the characters and what are they doing?
2. On page 143, the weather reporter states, “It’s raining cats and dogs.” What does the text say that expression means?
3. Reread Weather Reporter’s part on page 143. What evidence from the text and pictures helps you know how to read this part with the correct expression?
4. Using details from the text, explain why the Science Reporter could not find Freddy when he went to feed him. (Pgs. 143-144)
5. On page 144, how does the meaning of the word “camouflage” help you understand the meaning of the word “concealed”?
6. Reread page 144. Using the text, explain why Science Reporter decided to do research about frogs.
7. What information does Science Reporter share about Freddy? (Pg. 145)
8. Using information from the text, tell why Principal Moreno gives Science Reporter the Great Thinker award? (Pg. 145)
9. What evidence from the text helps you understand the meaning of the word independent? (Pg. 145)
10. Reread page 146. What does Sports Reporter say about the game of soccer?
11. Look at Anchor 2’s part on pages 146 and 147. What evidence from the text tells you how Anchor 2 is feeling here?

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.