Unit 1, Week 1

Title: Earthquake Terror

Suggested Time: 4 Days (60 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.7; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.4, L.5.5

Teacher Instructions

**Before Teaching**

1. Read the Big Ideas and Key Understandings and 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

In dangerous situations, thinking about what you know can help you.

Synopsis

“Earthquake Terror” is the story of how 12-year-old Jonathan protects his younger sister, Abby, during an earthquake. Jonathan, Abby, and their dog, Moose, are left on a deserted island while their father takes their mother to the hospital. In seeking protection for himself and Abby, Jonathan recalls what he learned from annual earthquake drills at school.

1. Read entire main selection text.
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 Under Consideration | Text-Dependent Question | Answer |
| Pg. 30 | **How does Jonathan know that Moose senses something is wrong? What explains Moose’s behavior?** | * Ran around the trail, sniffing the ground; barks; pacing; tail up
* Jonathan knows that Moose thinks something is wrong—but thinks it’s because his parents are gone
 |
| Pg. 30 | **“Here he was isolated.” Why did the author use isolated instead of alone or by himself? What further evidence reflects Jonathan's mood?** | * Isolated implies it would be very difficult to make contact with others. In the previous paragraph he says, “He didn’t like being totally out of communication…” There is more evidence in the same paragraph when Jonathan considers the life of a forest ranger.
* Jonathan is jumpy; he’s out of communication; is trying to relax; he’s worried about his mother
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| Pg. 31 | **“Time had a way of evaporating instantly…” What does this mean? How does it compare with how Jonathan is feeling in the story?** | * Time would pass quickly when he was doing something interesting or that he enjoyed doing, such as reading a good book or cataloging baseball cards.
* Jonathan thinks time is dragging because he is worried about his mother, he was feeling isolated, and he was concerned about his sister.
 |
| Pg. 32 | **On page 32, which sentences describe the silence being shattered? What was Jonathan’s reaction?**  | * Moose barked. Jonathan jumped; Moose’s eyes looked frantic, and he was shaking; Jonathan tried to pat/comfort him
* Jonathan heard deep rumbling; listened very hard to figure it out
 |
| Pgs. 32 and 33 | **What did Jonathan initially attribute to the sound of deep rumbling? What evidence in the text supported each hypothesis? How did he decide each was incorrect?**  | * Thunder? Too sharp—sounded like several rifles bring fired at the same time
* Hunters? Asked them not to shoot; but felt jolt that caused him to lurch
* Bomb? Realized no one would bomb deserted campground
* Earthquake — “He felt as if he were on a surfboard, catching a giant wave… except he was standing on dry land.”
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| Pg. 33 | **“As he yelled, Jonathan felt a jolt.” What clues help you understand what jolt means?** | * Stumbled forward
* As shown in the illustration and the text, Jonathan thrusts an arm out to brace himself against a tree.
 |
| Pg. 35 | **What flashback does Jonathan have? Was the preparation he had, as described in the flashback, beneficial or not?**  | * First grade when they practiced earthquake drills, he knew what to do—he was to crawl under a desk or table to avoid injury. On Magpie Island, he remembered these drills and sought a place to protect Abby and himself.
* Answers may vary, but yes, it was beneficial, since he found an angle under a felled tree for the two of them to hide
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| Pgs. 33 and 35 | **At the bottom of pages 33 and 35, choose one of the similes and explain what it means.**  | * Surfboard simile – to show movement of land
* Rollercoaster – to show movement of land
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| Pg. 36 | **What noises are heard during the earthquake? What was Jonathan’s reaction during the chaos?** | * Rumbling of earth; Abby screaming; Moose barking
* Jonathan keeps thinking about the flashback—remembering what he was taught during earthquake drills
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| Pg. 40 | **"The silence seemed both comforting and ominous." What does this mean? What do you think ominous means? What does Moose do?**  | * The silence has almost come full circle
* Comforting because the earthquake was over, yet ominous because he couldn’t hear the magpies cawing or squirrels complaining; had they died? This led him to wonder if his parents had felt the quake.
* Moose comforted Jonathan by licking his hand, when he finally emerged
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Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **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 |  | Page 35 - FaultPage 36 - HeavedPage 38 - DebrisPage 38 - Undulating |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 30 - IsolatedPage 33 - JoltPage 40 - Ominous |  |

Possible Culminating Tasks

* Re-read, Think, Discuss, Write

*Looking at the illustrations throughout the text, explain how each one shows what is happening in the text at that point in the story.*

* Page 29 - Jonathan and Abby are left isolated, on a deserted island.
* Page 31 - Moose, acting strangely, led the way as Jonathan helped his younger sister (who had partially paralyzed legs) back to the campground.
* Page 33 - Jonathan realized it was an earthquake.
* Page 35 - With the ground rolling, Jonathan tried to catch Abby as she screamed and fell.
* Page 37 - Trees crashing and debris flying, Jonathan tries to get to Abby.
* Page 38 - Jonathan finds a space for them to hide under the trunks of two fallen redwoods.
* Page 41 - They call to Moose who, trembling with fear, joins them in their shelter.
* Page 42 - With the earthquake over, Jonathan helps Abby from under the tree.
* Page 44 - With Moose at his side, Jonathan looks at Abby’s knee, thankful that the scratch was their only injury.

*Using evidence from throughout the text, describe the relationship of Moose and Jonathan.*

* Jonathan had gotten Moose from an animal shelter nearly six years ago. The two of them took long walks, played games, and swam together.
* When Abby had her accident and her parents focused their attention on her, Jonathan and Moose became even closer.
* Before the earthquake, Moose sensed danger and tried to alert Jonathan and Abby by barking, running towards the trail, and acting strangely (30). Jonathan “looked around in all directions… listened hard, wondering if Moose had heard something that Jonathan couldn’t hear” (32). Moose stuck with Abby and Jonathan through the earthquake: “Moose stood beside her, his head low” (35). Moose came to their shelter when Jonathan called: He “huddled beside Jonathan, pawing at Jonathan’s shoulder” (40). As the earthquake ended, “Moose, still trembling, licked his hand” (41).

*Find the times in the story that Jonathan reacts to danger or uncertainty by thinking about what he knows. Describe each situation and explain how it helps or does not help.*

* Page 30 - He is uncertain about why Moose is acting strange. He thinks it has to do with Moose sensing his worry about his mother. In this case, it is not helpful because Moose was likely sensing the earthquake. It did not, however, do any harm.
* Page 30 - He felt jumpy in the woods and thought moving to the camper would “calm” him.
* Page 32 - He “…heard a deep rumbling sound…” and thought about what it could be and evaluated his thoughts as he went along: thunder (skies clear), hunters (cried “don’t shoot), a bomb (who would bomb a deserted campground)
* Page 35 - He thought about earthquake drills in school and how they might help him to prepare for earthquakes in a different setting or place.
* Page 38 - Abby screamed, and he comforted her by telling her it “was only an earthquake.” He knew it was dangerous, but he didn’t want her to worry.
* Page 44 - He told Abby, “…we could have been killed” and realized this would make her nervous, so he quickly said, “but we weren’t.”

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**“Earthquake Terror”**

1. How does Jonathan know that Moose senses something is wrong? What explains Moose’s behavior? (pg. 30)
2. “Here he was isolated.” Why did the author use isolated instead of alone or by himself? What further evidence reflects Jonathan's mood? (pg. 30)
3. “Time had a way of evaporating instantly…” What does this mean? How does it compare with how Jonathan is feeling in the story? (pg. 31)
4. On page 32, which sentences describe the silence being shattered? What was Jonathan’s reaction? (pg. 32)
5. What did Jonathan initially attribute to the sound of deep rumbling? What evidence in the text supported each hypothesis? How did he decide each was incorrect? (pg. 32)
6. “As he yelled, Jonathan felt a jolt.” What clues help you understand what jolt means? (pgs. 32-33)
7. What flashback does Jonathan have? Was the preparation he had, as described in the flashback, beneficial or not?
8. At the bottom of pages 33 and 35, choose one of the similes and explain what it means. (pgs. 33 and 35)
9. What noises are heard during the earthquake? What was Jonathan’s reaction during the chaos? (pg. 36)
10. "The silence seemed both comforting and ominous." What does this mean? What do you think ominous means? What does Moose do? (pg. 40)

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.