Unit 1/Week 3

Title: Climb or Die

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1-5; W.6.1, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2, L.6.4

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

In desperate situations, experience, resourcefulness and determination can help you survive.

Synopsis

In this story, after their car crashes in a blizzard and their parents are injured, Danielle and Jake must climb to a weather station near the top of a mountain to get help for themselves and their family.

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** |
| Reread p. 75. Where are Danielle and Jake when the story begins? Why are they there, and where are they headed?  | Danielle and Jake are on Mount Remington. There are trying to get help at a weather station at the summit after their car crashes during a blizzard and their parents are injured. |
| What does Danielle mean when she says she is “improvising.” What clue(s) help you figure out the meaning? (p. 75/77) | Danielle means she is making something using the materials or tools she has available. Clues are using the claw end of a hammer as an ice ax, screwdrivers as pitons, and loops of a nylon leash as carabiners. |
| On page 77, the author uses narration to describe what Danielle and Jake are each thinking and feeling. What do each of the characters discover about themselves? | Danielle realizes that she has enjoyed problem solving and that her ideas were good. Jake discovers that his determination has allowed him to overcome pain, fear, and doubt. |
| What details show that Jake and Danielle are gaining a better understanding of one another? (p. 77-78) | While taking pride in her ability to improvise, Danielle begins to understand why Jake enjoys his inventiveness. “No wonder Jake got such a kick out of doing this, she told herself. It wasn’t just coming up with a new idea. It was getting in a jam, hen finding a way out.” Jake begins to understand Danielle’s competitiveness as a form of determination and desire for accomplishment. “For the first time, Jake started to understand why Danielle liked sports so much. Not because of winning—coming out ahead of everyone else. Instead, because of coming out ahead of himself.”  |
|  “Climbing that icy trench was the hardest work Danielle had ever done.” What details support this statement and show the danger and difficulty of the climb? (P. 78) | Details of the difficult climb include flexing her biceps, pulling her body upward, panting, gasping, and fighting fatigue. Details of the dangers include her feet skittering to find risky footholds, the claws slipping, and almost losing control. |
| What changes in the terrain made Danielle and Jake realize they were at the summit? (p. 80) | Danielle could see a low mound of granite instead of the cliff. The ground seemed to be leveling off and the angle eased. They had to stand upright to walk instead of on all fours. After a while they were walking on a relatively flat surface. |
| “The sight chilled her more than the wind needling at her.” What does this mean? What sight is the author referring to? (p. 81) | This sentence means that Danielle is very afraid by what she sees, which is just the rock and snow. She is not seeing the weather station that she expected to see. |
| What does Danielle mean when she says, “We’re dead”? (p. 81) | Danielle means that since the weather station is not there, they will literally freeze to death. |
| “Yet the place around them looked as desolate as the moon.” Why does Jake use this simile to describe where they are? (p. 82) | A simile uses like or as to make a comparison. The purpose of the simile is to show how alone and isolated Danielle and Jake feel. |
| “That push hurt worst of all…” What does this mean? How does it confirm Jake’s greatest fear? (p. 82) | The push means that Danielle is pushing him away because she blames him. It confirms his fear that he has let her down as well as his parents. |
| What details show that Danielle is no longer afraid and angry? (p. 82) | The way Danielle shakes Jake changes. She is trying to get his attention and points into the clouds. |
| Re-read the first two paragraphs at the top of page 84. What is the author’s purpose of using sentence fragments (incomplete sentences) to show Jake is looking at the weather station? (p. 84) | The purpose is to show how Jake comes to see each part of the weather station as it comes into view through the snow. The reader can see that Jake comes to a gradual understanding of what he is seeing. |
| What details show that Danielle and Jake are afraid the weather station is vacant? (p. 85) | No one was answering the door. “All they heard was the whistle of the wind…” Danielle notices an empty parking area. Jakes suggestion that no one is home scares Danielle. |
| The text ends rather abruptly. How can you tell this selection may be a part of a longer story? (p. 86) | When Jake holds out his empty pack and says, “Trick or Treat” it seems out of context. When the story begins, so much has already happened—such as the car crash and the injury of their parents. |

Vocabulary

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|  | **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 |  | belay p.78carabiners p.77pitons p.77 |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | improvising p. 75terrain p. 80desolate p. 82fatigue p. 78 | desperate p. 80overcome p. 77reassure p. 82wallow p.84 |

Culminating Task

* Re-Read, Think, Discuss, Write
* Throughout the story, Danielle and Jake show resourcefulness and determination. Find examples in the story and discuss how these skills help them to survive.

Answer: p. 75/77 Danielle uses the claw end of the hammer to improvise an ice ax, the screwdrivers as pitons, and the leash as carabiners. These improvised tools help her and Jake climb to the summit.

p. 77 It is a great feeling for Danielle to take a chance, pull herself out of danger, and discover her inner strength. Danielle recognizes her resourcefulness and knows she can use them to survive.

 p. 77 Jake overcomes the pain, fear, and doubt and continues to climb.

 p. 78 When climbing the icy trench, Danielle’s determination keeps her going even though it is the hardest

work she has ever done.

p. 84 Both show determination as they stagger the last few feet up the slope to the weather station. They wallow through drifts, lose their balance and fall, but finally make it to the door.

p. 85/86 Jake shows resourcefulness when he uses to hammer to pound on the door so they can be heard.

Additional Tasks

* *There are several times throughout the story when Danielle and Jake are feeling despair or hopelessness. Find specific examples and discuss how the author’s choice of words helps to describe these emotions.*

Answer:

p. 80/81 When Danielle and Jake reach the false summit, they do not see the weather station. The author uses the simile “The sight chilled her more than the wind needling at her” to show Danielle’s despair. The author also says that Jake “peered still more intently over the edge.” The word “intently” is a strong word that shows he is looking very hard in desperation.

p. 82 When Jake realizes the station is not there the author says he “stumbled” over to Danielle and begins to shake. The word “stumbled” helps to show shock or disbelief. The simile “…the place…looked as desolate as the moon” shows how alone Jake feels.

p. 85 When Jake says “Maybe nobody’s home, the author says “his words chilled her even more than the cold.” This shows the despair Danielle is feeling to think the building is vacant. Also when Danielle thinks that “Someone *had* to be up here,” she is desperate to convince herself that someone is at the station.

Note to Teacher

* Use the building background and vocabulary on page 72 and 73 to teach the technical mountain climbing vocabulary, before or after the first reading. The photographs allow the students to see the specialized equipment.

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.