

W2 D3 L10 [sidebar]

[image: 20 minutes]

Resources

- Unit 2, Week 2 Anchor Text: *The Mouse and the Meadow*
- Unit 2, Week 2, Lesson 10 Slides

[[Student Learning Goals

- I will talk about a character's point of view in a story.
- I will figure out the meanings of unknown words.

]]

Target Outcomes

Content

- Understand that plants depend on animals to reproduce.
- Understand that there are many different kinds of living things in a place, existing both on land and in water, and they depend on each other.

ELA

- Recognize the differences in the points of view of characters in a story.
- Use words and phrases acquired through reading and being read to.

Language Development

[placeholder for ELD]

[end sidebar]

Anchor Text: Close Reading 2 (20 MIN)

Review Vocabulary (5 MIN)

*Recently, we read about how the mangroves protect many types of creatures in their territories in the sea. In **The Mouse and the Meadow**, we learned that animals find shelter and food in different ways in their habitats. Today, we will reread a part of the text to learn more about how creatures might see the same environment differently. Let's prepare for our reading by reviewing our vocabulary.*

Today's word is **tangled**.

Display the Vocabulary in Context Slide.

[Slide: Divided in thirds – left side, shot of **Save the Mangroves**, student workbook: small animals under the water in the roots, p. 29; middle, shot of **The Mouse and the Meadow**; p.3, mouse near reeds; right side, shot of **The Mouse and the Meadow**; p. 12, mouse in shrub.]



Let's use our **Think-Pair-Share** protocol to share ideas about this word. Think about this question before you share your answer with your partner. In our decodable text, we learned that smaller creatures hide among the **tangled** roots of the mangroves. In our story, the mouse saw a spider building a web near some **tangled** reeds and he was startled by the snake as he traveled through the **tangled** shrub. Why do you think **tangled** roots serve as a good hiding spot for small animals?

Allow students a moment to share with a partner. Elicit a few responses. Guide students toward the understanding that larger animals would have a harder time making their way through the tangled roots to find the smaller creatures. For this exercise, listen for students' use of the word **tangled** and notice their execution of the sharing protocol.

Now, think of some other things that might be **tangled** and share those with your partner. Choose two that you would like to share with the class.

Ask a few groups to share their responses. Use the **<<Agree, Disagree, Add More>>** protocol to engage all students in this sharing activity. If a student disagrees with a group's contribution, encourage them to explain why they disagree or ask a question to get clarification from the group.

When I read to you and you hear the word **tangled**, give me a thumbs up. Try to imagine what it looks and feels like.

Interactive Read-Aloud: Recognize point of view(13 MIN)

Display the Story Characters Slide.

[Slide: editable

●	Story Characters
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Let’s start by talking about the characters that are in the story. Help me remember who appears in our story.

Record students’ responses in the bullets on the slide.

Now, we are seeing the meadow from one character’s point of view. This means that we are seeing the world how he sees it. First, let’s explore what point of view means.

Display the Point of View slide.

[Slide: Point of View

Point of View	
	
Who is looking at the rider?	How is this point of view different?

]

Explore the photos of the bicycle riders with students. Facilitate a discussion about whose point of view the images are conveying. Allow learners to turn and talk to come to this conclusion. Monitor the conversation to help students express these ideas. Share as a class.

Let's talk about the point of view of our main character. Who is that character? Yes, the mouse. We are seeing the meadow from the mouse's point of view. We know what his perspective looks and feels like from what we read in the story. Let's read to see the meadow from the mouse's point of view.

Display and read aloud pages 8-9

[SLIDE: Page 10]

From the mouse's point of view, or from what he could see and what he knew about the meadow, what did he think he was resting on? A: A stone! A boulder! A mound! What was he really resting on? A turtle! Right! The mouse had never seen a turtle, so he thought it was either a stone or solid ground.

[ELD on-page text] Remind English Learners that a synonym for *stone* could be *rock* and that a very large rock is called a *boulder*. A *mound* is a pile of dirt or a very small hill.]

Display and read aloud page 10.

What does the meadow look and feel like from the mouse's point of view at this moment?

Students should articulate that the mouse is in an unknown space and he is starting to feel scared or unsure. *How do you know?* Help guide students in citing evidence from the text, like the "hair up on his back" and "rodent feared."

[SLIDE: Page 11]

Now, our story is told from the mouse's point of view and we know that he is scared and unsure about his surroundings. But let's imagine we are seeing the meadow from the snake's point of view. Let's use our <<Turn and Talk>> protocol to imagine how the meadow looks and feels to the snake.

Display the Say it Like This! Slide. Review the sentence frames with students before they share with their partners.

[SLIDE:

Say it Like This!

- The snake thinks the meadow is...
- Maybe the snake feels...
- The serpent probably thinks the mouse is...

]

As students share, circulate to ensure that students are talking about the snake's point of view in the story. As a class, ask students to share their ideas about the snake's point of view.

Let's read the text to find out if we were right. This time, when you hear the story, think about it from the snake's point of view.

Display and read pages 12-15.

[PD SIDEBAR:

As you read the text, carefully balance pausing the text for clarification or drop-in vocabulary and reading straight through at a reasonable pace for all learners to follow. Research indicates that “stopping points throughout the text provide students with ‘think time’ to process information presented in the reading. Processing time is particularly important for ELLs who often need to compose and rehearse responses before speaking aloud” (Cole et al., 2017, p. 101). Choose stopping points in the text strategically: Students should be engaged; you should address potential misconceptions or point out valuable examples; and the story's rhythm and meaning should maintain continuity and rhythm.

Ask questions like, “Have you ever felt that way?” Model your thinking with statements like, “I wonder if the snake feels like...because it says here that...” Pause to give students a moment to think with you.

Cole, M. W., Dunston, P. J., & Butler, T. (2017). Engaging English language learners through interactive read-alouds: a literature review. *English Teaching*, 16(1), 97–109.

<https://doi.org/10.1108/etpc-11-2015-0101>

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[SLIDE: Pages 12-13]

[SLIDE: Pages 14-15]

Do you think we were right? Did we make smart assumptions about how the snake viewed the meadow? What else did we find out about the snake?

During this lesson, students will likely notice that the same character's feelings can change based on their experiences. Allow this type of discussion to occur. Guide students toward the ultimate understanding that when we see a place like the meadow from different characters' points of view, we understand the place a little differently and it helps us understand the characters.

Reflect on Learning (2 MIN)

Now turn to your partners. Tell each other what you learned about the meadow and how it can look and feel differently for different animals, depending on their point of view.

Students should articulate the way the mouse is not familiar with the meadow and is learning. He is curious, but then becomes scared when he encounters the snake. The snake is confident when he sees the mouse but sees the meadow as a more dangerous place when his predator shows up.

We can learn a lot by considering someone else's point of view. I like how we were able to see how the meadow was different for the mouse and the snake.

W2 D3 L11 [sidebar]

[image: 5 minutes]

Resources

- Unit 2, Week 2 Decodable or Anchor Text: *Save the Mangroves*
- Unit 2, Week 2, Lesson 11 Slides

Student Learning Goals

- I will use adverbs to give more information.
- I will use clues to figure out what words mean.

Target Outcomes

ELA

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use adverbs correctly.

Language Development

<placeholder for ELD>

[end sidebar]

Grammar Focus: Use adverbs correctly (5 MIN)

Explicit Grammar in Context: Introduction (5 MIN)

Display the Adverbs Slide.

[SLIDE: something like the mockup below -

What is an adverb?

It is a word that describes **verbs**, **adjectives**, or **other adverbs**.
When we read, we learn more information from adverbs.



HOW? carefully, happily, quickly, softly, silently



HOW OFTEN? always, never, once, sometimes



WHEN? later, before, tomorrow, after, again



WHERE? away, close, here, there, near, far

]

*Today, we are going to talk about **adverbs**. These are words that give us a lot of great information as we read and listen. We can use them when we write and speak to give others more information, too.*

Adverbs are words that describe adjectives, verbs, or other adverbs. They can tell us how something happens, or how often, when, or where. Let's examine a few examples together.

Display the Adverb Examples slide.

[SLIDE: Adverb Examples

Adverb Examples from the Text

He had **never** left...his mother's nest.

The young mouse watched **intently**.

Suddenly he realized he no longer was alone!

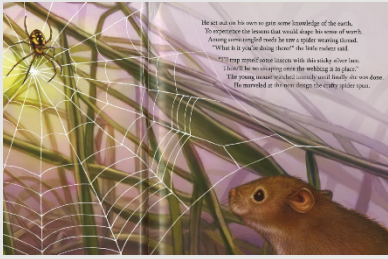
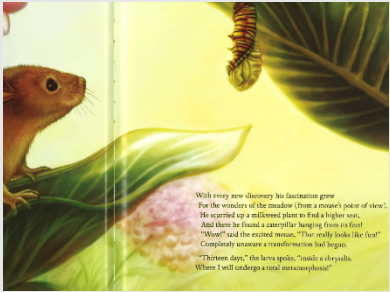
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Let's explore some sentences from *A Mouse and the Meadow*.

Display the slide Adverb Examples from the Text. Read each example with the students. Show them that:

- **never** tells *how often* and it modifies or describes the verb left;
- **intently** tells *how* the mouse watched the spider creating her web, so it describes a verb, or action word; and
- **completely** describes the state the mouse was in, which was unaware, so it tells us even more about the adjective.

[SLIDE:

Adverb Examples from the Text		
 One day a little meadow mouse was crawling through a field, Staring in amazement at the wonders it revealed. The grassy open meadow put his courage to the test, For he had never left the comfort of his mother's nest.	 He set out on his quest to gain some knowledge of the earth. To experience the wonder that would bring the sense of worth. Among some tangled webs he saw a spider weaving slow. "What is it you're doing down there?" he asked, curious and bold. "I'm trying to build a web," the spider said with a smile. "I wish I could do that," the mouse said, "I wish I could do that." The young mouse watched intently as the spider spun her web.	 With every new discovery his fascination grew. For the wonders of the meadow from a mouse's point of view. He scurried up a wildflower stem to find a higher seat. And there he found a caterpillar hanging from its feet. "Wow!" said the excited mouse. "That really looks like fun!" Completely unaware a transformation had begun. "Thirteen days," the larva spoke, "until a chrysalis. Where I will undergo a most metamorphosis!"
He had never <u>left</u> ...his mother's nest.	The young mouse <u>watched</u> intently .	Completely <u>unaware</u> a transformation had begun.

Left – p. 1

Middle – p. 3

Right – p. 7

]

Let's try a few examples together. Remember to think before sharing your answer.

[SLIDE: ADVERB EXAMPLES

[Picture of plane ticket or plane]	Rosie will arrive (intently, tomorrow).
[Picture of painter]	The artist (skillfully, sadly) painted in the studio.
[Picture of person smiling, maybe inviting a hug]	My friend was (near, extremely) happy to see me.
[Picture of sloth on branch]	The sloth is resting (lazily, quickly) on the branch.
[Female student at desk in school]	Veronica (carefully, never) forgets her homework.

[ELD icon on-page text: To support multilingual learners or those who struggle with vocabulary or background knowledge, add gestures, synonyms, or additional sentences for context with challenging words like *intently*, *skillfully*, or *lazily*.]

[ELD icon off-page text: In Spanish, many adverbs carry the suffix **–mente**. Students whose home language is Spanish may recognize these adverbs as good examples:

Consider student-facing graphic organizer here – third column for another language?

English	Spanish
quickly, rapidly	rápidamente
sadly	tristemente
easily	fácilmente
well	bien
tomorrow	mañana
yesterday	ayer
very	muy

]

Now that we know how adverbs work, we can use them in our speaking, listening, writing, and reading to give and get more information.

[[SMALL GROUP AND INDEPENDENT WORK]]