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| **Unit 3/Week 3** | **text:** *How Night Came From the Sea* |
| **Grade 4** | **subject:**   ELA  SS  SCI  Math  |

PREPERATION

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| **content objectives:** * Students will be able to read closely to determine what the text says explicitly and to make logical inferences from it, using specific evidence when writing and speaking to support conclusions drawn from the text.

*\*Teachers can write or adjust content objectives to meet the needs of their students.* | **language objectives:** * Through discussion and writing students will demonstrate an understanding of word relationships and nuances in word meaning.

*\*Teachers should review the text dependent questions in order to specifically identify which language features being addressed. Those language features should be inserted into the objective.* * Students will engage in a range of collaborative discussions and build on others’ talk in conversation by responding to the comments of others through multiple exchanges.

*\*Collaborative discussion includes one-on-one partnerships with students and/or adults, small groups, and the whole class.* *\*Teachers should identify and incorporate those language features necessary for students to effectively communicate their ideas to one another.* |
| **accommodations (IEP/504):** Use appropriate accommodations as designated by students’ IEPs and in response to students’ needs.  | **materials*** Planning Template
* Student Anthology
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| **ela**/**literacy standards:** RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL 4.10, W.4.2, W.4.4, SL.4.1, SL.4.2, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5 | **content area standards:** As applicable |
| **instructions:** First Reading: During the first reading students will read to understand the purpose of the text. On level students will read the text independently. Below level readers will read the text with the teacher, a partner or using the listening center. Rereading (2 lessons): During the next days or class periods, students will reread and discuss important sections of the text to examine the author’s choice of vocabulary, syntax and literary elements through text dependent questions. Students will cite evidence from the text to gain deeper meaning. During these lessons students may be asked to record their ideas in writing. Culminating Writing Task: Students are challenged to organize their thinking and cite evidence to explain the big ideas of the text.  |

BUILDING ACADEMIC VOCABULARY

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| **embedded instruction** (Tier 3 & Tier 2)Identify vocabulary words that require some attention in order for students to comprehend the text. Define these words quickly in context, using a student friendly definition. | **extended instruction** (Tier 2)Identify vocabulary words that build academic language and are essential to comprehending the text. These words may be defined quickly in context, but will be revisited for students to integrate into their vocabulary.  |
| dusk (pg 320) – start of darknessgleamed (pg 320) – a brief beam or flash of lightdwelt (pg 320) – live indepths (pg 320) – distance from the top to the bottomlonging (pg 320, 323) – a strong feeling of wanting drooping (pg 322) – bent or hanging downkingdom (pg 322) – country or area ruled by a king or queensurging (pg 325) – suddenly and powerfullycoward (pg 325) – afraidhorizon (pg 328) – where the earth and sky appear to meetkinship (pg 328) – feeling of being related to someone or something hushed (pg 328) – quietedreigns (pg 330) – to be important | sorrow (pg 320) – great sadness faithful (pg 323) – loyal or obedientemerged (pg 325) – moved out ad come into viewsoothed (pg 329) – calm, relaxed |

TEACHER OVERVIEW

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| **big ideas and key understandings:** Learning how an unexplainable phenomenon in nature—night—came to be. | **synopsis:** Lemanja’s daughter moves to a place where there is no night. Her unhappiness convinces her husband to send his servants to get some of the darkness of night from the kingdom of Lemanja. The introduction of darkness to the earth creates a balance of day and night. |

GUIDE

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| **introduction**/**opening: “**Today we will read *How Night Came From the Sea*. All good readers pay close attention to the text. As we read today I want you to be thinking about the text and its meaning.” *Teachers should share with students that similes and metaphors are part of figurative language.* |
| **text dependent questions*** Begin with a “winnable” question that will help orient students to the text.
* The sequence of questions should build a gradual understanding of the key meanings.
* Questions should focus on a word/phrase, sentence or paragraph.
 | **responses*** Answers that reference the text.
* Multiple responses may be provided using different pieces of evidence
* Inferences must be grounded logically in the text
 | Teachers Notes: |
| Page 320 stop after “heat”What did we learn about “long, long ago, at the very beginning of time”? | There was no night. No sunrise or sunset, starlight or moonbeams. No night creatures, no night flowers. No soft night air. Sunlight always filled the sky. Everywhere there was only sunlight and brightness and heat. |  |
| Page 320-321Although Lemanja’s daughter left her home with longing and sorrow, what made living in her new environment easier? | She could be with her husband, the shimmering sand of the beach, the rows and rows of cocoa and sugarcane, sparkling jewels and feathered costumes. Some students may infer the beauty the sunlight brings to the land. |  |
| Page 322With time, what became too hard for Lemanja’s daughter? | Light became too bright. Sight of the workers hurt her eyes and heart. Brilliant colors burned through her drooping lids. She missed the cool shadows and dark, quiet corners. Some students may infer that having daylight all the time made Lemanja’s daughter sad (her heart hurt).  |  |
| Page 323 stop after “time”Metaphors are one type of figurative language where two unlike things are compared. What is the author comparing night to on this page? Based on this metaphor, how do you think the author feels about the night? | Night is compared to the quiet after crying, the end of the storm, and a dark cool blanket that covers everything. The author likes the night and thinks it is valuable. |  |
| Page 323 second paragraphWhat does the husband of Lemanja’s daughter do and why?What does this tell us about their relationship? | He sends the servants to the kingdom of Lemanja so that they can bring some night back for his wife. He wants Lemanja’s daughter to be happy living on land with him.This shows that he cares about his wife. Some students may infer that he also doesn’t want to lose his wife so it is also in his best interest to bring night to his land.  |  |
| Page 325Lemanja commands, “Stand up, you foolish men.” What else does she order them to do and why? | Lemanja orders them not to open the bag until they reach her daughter because only she can calm the night spirits inside. Students may infer that if they open the bag with out the daughter close by, something dangerous might happen.  |  |
| Page 326-327What did the servants end up doing? | They opened the bag and let out the night. Out came the night beasts, night birds, night insects, stars, and the moon.  |  |
| Page 328Why were the servants in luck that Lemanja’s daughter was standing at the shore? | When Lemanja’s daughter spoke, the night spirits were suddenly calmed, and there was hushed darkness everywhere. Lemanja’s daughter is the only one who can calm the night. Some students may infer that if Lemanja’s daughter hadn’t been there, something bad may have happened. |  |
| Page 330How did Lemanja’s daughter show her gratitude for the arrival of night in her husband’s land?The author writes, “To this day, the gifts of Lemanja’s daughter help celebrate each new sunrise.” What do you think she means by this? | She made three gifts: the morning star to announce the birth of each day, the rooster to warn us that light is coming, and the birds singing their songs to announce the dawn of each day.The morning star, rooster, and birds are still seen and heard by people today during the morning. |  |
| **culminating question:**According to the text, what is night? How did night come to be? |
| **closing:** Highlight key skills and strategies students used while making meaning of the text. *For example: I like the way Bryce cited evidence from the text. I noticed Joe was inferring meaning when he recognized that Jessie was feeling guilty.*  |
| **assessment:** observation checklist, written response |