



Unit: 4 Lesson: 3	Grade 4 Level/Course: The Big Wave	Duration: 2-3 days (Days 7-9)
------------------------------------	---	---

Big Idea: Resourcefulness, courage, and support can enable us to deal with life’s challenges.

Essential Questions:

- What basic needs must be met for people to survive?
- What part do others play in our survival?
- How can we gain knowledge through the survival stories of others?

Common Core and Content Standards	<p>Key Standards: RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character’s thoughts, words, or actions).</p> <p>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>Other standards addressed: RL.4.5, RL.4.7, RL.4.8, RL4.9; W4.1, W4.2, W4.6; SL4.2, SL4.3; L4.1, L4.2, L4.3, L4.4a,b, L4.5, L4.6;</p>
Materials/ Resources/ Lesson Preparation	<p>Big Wave OCR</p> <p>Student Journal</p>

Objectives	<p>Content: Students will read to gain knowledge about Jiya’s survival and will to live. They will explore how people provide emotional as well as physical support to help people survive a disaster.</p>	<p>Language: Students will discuss and share their understandings of each section of the story through speaking, and writing in pairs, groups and as a whole class.</p>
-------------------	---	--

Depth of Knowledge Level	<p><input checked="" type="checkbox"/> Level 1: Recall <input checked="" type="checkbox"/> Level 2: Skill/Concept</p> <p><input checked="" type="checkbox"/> Level 3: Strategic Thinking <input checked="" type="checkbox"/> Level 4: Extended Thinking</p>
---------------------------------	---

College and Career Ready Skills	<p><input checked="" type="checkbox"/> 1. Demonstrating independence</p> <p><input type="checkbox"/> 2. Building strong content knowledge</p> <p><input checked="" type="checkbox"/> 3. Responding to varying demands of audience, task, purpose, and discipline</p> <p><input checked="" type="checkbox"/> 4. Comprehending as well as critiquing</p> <p><input checked="" type="checkbox"/> 5. Valuing evidence</p> <p><input type="checkbox"/> 6. Using technology and digital media strategically and capably</p>
--	---



	<input checked="" type="checkbox"/> 7. Coming to understand other perspectives and culture
--	--

Common Core Instructional Shifts	<input type="checkbox"/> Building knowledge through content-rich nonfiction texts <input checked="" type="checkbox"/> Reading and writing grounded from text <input checked="" type="checkbox"/> Regular practice with complex text and its academic vocabulary
----------------------------------	---

Academic Vocabulary	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
PROVIDES TEACHER SIMPLE EXPLANATION	sorrowfully	anxiously
STUDENTS FIGURE OUT THE MEANING	wreckage unconscious unfortunate	

Pre-teaching Considerations	Lesson 2 Note: The preface - italicized section on pg. 378- is scientifically incorrect in the anthology: “ <i>When a volcano erupts, it causes a tidal wave.</i> ” After reading the excerpt from lesson 2, we know that it started deep beneath the ocean, causing the volcano to erupt and creating a tsunami. A tsunami (caused by seismic disturbances) is different than a tidal wave (which is caused by gravitational forces of the sun or moon). Narrative Arc – Exposition, rising action, climax from <u>The Big Wave</u>
-----------------------------	---

CCSS Foundational Standards (K-5 only)	FS4.3.a, FS4.4.a,c
--	--------------------

Lesson Delivery

Instructional Methods	Check method(s) used in the lesson: <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection
-----------------------	--

Preparing the Learner	Day 7 1. Text – Do not read the preface, as it is incorrect. In its place, use the “Narrative Arc” and review what has happened in the story by going over the exposition, rising action, and climax. Students can work in pairs or collaborative groups to summarize the story so far, using the language of the “Narrative Arc” (exposition, rising action and climax). Then have the students come back together and share their summaries – provide feedback and questioning as necessary.
-----------------------	---

Lesson Continuum



	<p>2. Explain that as the students read the text, they will be looking for the resolution to the tsunami - what decisions must the family and Jiya make in the aftermath. This is also a good place for students to predict what Jiya and the family will do. Here are some guiding questions:</p> <ol style="list-style-type: none"> From what you have read so far, what do you think Jiya’s reaction will be to the tsunami and his parents’ passing? How do you think Kino’s family will try to help Jiya cope with his lose?
<p style="text-align: center;">Interacting with the Text/Concept</p>	<p>Unencumbered Read of Text</p> <ol style="list-style-type: none"> Students will read “The Big Wave” (OCR) silently or in pairs, understanding vocabulary using context clues and illustrations. Facilitate when necessary or chunk silent reading according to students’ abilities. Students can take notes in their journals. Questioning the text. Students can work in groups to answer questions, or as you read together, ask questions and allow students to answer the questions in pairs. Some questions are for the teacher to use for clarification and understanding of the story. These questions are not in the student journal and labeled “Teacher only.” <ol style="list-style-type: none"> Pg. 378 What do you think “<i>The beach was as clean of houses as if no human beings had ever lived there. All that had been was no more.</i>” Pg. 379 – unconscious – From the context clues and illustrations, what does it mean that Jiya is unconscious? (The students will use context clues to find the meaning – see picture and the words, “own will wakes him.”) Pgs. 379-380 – Using evidence from the text, what can you infer about Kino’s father? <p>Pg. 380 <u>Teacher only:</u> Reread: “I don’t think Jiya can ever be happy again, “ Kino said sorrowfully” using expression – show how Kino sounded when he said this.</p> <ol style="list-style-type: none"> Pg. 380 How can you tell that Kino is sensitive and understands Jiya’s pain? Pgs. 380 – 381 – Explain Kino’s father’s remedy for helping Jiya. How does this explain, “life is stronger than death”? <p><u>Teacher only:</u> How does giving a person the basic needs of survival help “renew their bodies”?</p> <p><u>Teacher only:</u> How will the Earth also “renew” itself?</p> <p><u>Teacher only:</u> What does it mean by “his flesh and blood are part of them”?</p> <p><u>Teacher only:</u> How are Kino and his father’s perspectives different regarding the change in the ocean and the sky?</p> <p>Pg. 382 – <u>Teacher only:</u> How come Kino’s father does not know where the storm came from?</p> <ol style="list-style-type: none"> Pg. 382 What does Kino’s father mean when he says, “Every day of life is more valuable now than it was before the storm”? (This is a good opportunity for a collaborative discussion.) <p>After this page, reading is over for the day. Students can fill in the next section of the Narrative Arc to summarize what was read or wait until the next day (see directions below).</p> <p>Day 8 Review the Narrative Arc – What part of the narrative arc was revealed? (This section is part of the resolution.) Follow the questions on your Appendix page ___ on Narrative Arc for resolution.</p>



	<p>7. Pg. 383 How do you think Jiya first feels when the family says that they will be his new family? Why? Pg. 384 – Teacher only: What did the author mean when she wrote, “He was awake, he could hear the voices of Kino’s family, and he knew that Kino sat beside him. But inside he (Jiya) still felt asleep”?</p> <p>8. Pg. 385 – How can we tell that, “Jiya is not ready to live”?</p> <p>9. Pg. 386 – What do you think Kino’s father means when he says, “Only when he (Jiya) dares to remember his parents will he be happy again”?</p> <p>Pg. 387 – Teacher only: What does Kino realize about where he lives? Teacher only: Kino asks, “Father, are we not very unfortunate people to live in Japan?” Discuss his father’s answers: “We love life because we live in danger.” “To live in the presence of death makes us brave and strong.” “We do not fear death because we understand that life and death are necessary to each other.”</p>																		
<p>Extending Understanding</p>	<p>Preparing for a Collaborative Discussion: Have students work in groups weighing this question: Do you think they were fortunate or unfortunate to live in Japan? Can you make any connections to people today?</p> <p>Students will fill out the chart in their student journal:</p> <table border="1" data-bbox="272 898 1552 1188"> <thead> <tr> <th data-bbox="272 898 1317 936">Father’s Quote</th> <th data-bbox="1317 898 1422 936">Agree</th> <th data-bbox="1422 898 1552 936">Disagree</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 936 1317 968">“To live in the midst of danger is to know how good life is,”</td> <td data-bbox="1317 936 1422 968"></td> <td data-bbox="1422 936 1552 968"></td> </tr> <tr> <td data-bbox="272 968 1317 999">“To live in the presence of death makes us brave and strong.”</td> <td data-bbox="1317 968 1422 999"></td> <td data-bbox="1422 968 1552 999"></td> </tr> <tr> <td data-bbox="272 999 1317 1031">“We do not fear death because we understand that life and death are necessary to each other.”</td> <td data-bbox="1317 999 1422 1031"></td> <td data-bbox="1422 999 1552 1031"></td> </tr> <tr> <td data-bbox="272 1031 1317 1125">“But to live bravely, to love life, to see how beautiful the trees are and mountains, yes, and even in the sea, to enjoy work because it produces food for life – in these things we Japanese are fortunate people.”</td> <td data-bbox="1317 1031 1422 1125"></td> <td data-bbox="1422 1031 1552 1125"></td> </tr> <tr> <td data-bbox="272 1125 1317 1188">“We love life because we live in danger. We do not fear death because we understand that life and death are necessary to each other.”</td> <td data-bbox="1317 1125 1422 1188"></td> <td data-bbox="1422 1125 1552 1188"></td> </tr> </tbody> </table> <p>Students will relate it to their own life. Have them answer - Can it be true that you can love life more if you live in danger? How is it different now than long ago in Japan? They can finish their answer on Day 9 if necessary before they come to a group discussion.</p> <p>Day 9 1. 15-20 min. Collaborative Discussion Do you think they were fortunate or unfortunate to live in Japan? Can you make any connections to people today?</p> <p>a. Students will bring their journals where they prepared for the discussion.</p> <p>2. Thinking Map – Emotional and Physical Support for Survival - 35 min. The purpose of this thinking map is to help prepare students for the performance task on day 10. It will help them answer “How is emotional support just as important as supplying basic needs?”</p> <p>a. Discuss with students: <i>What is emotional support? How do we help with physical needs as well?</i></p> <p>b. Students will fill out with evidence from the anthology where Jiya is supported emotionally and physically by the family after the death of his family in the tsunami.</p>	Father’s Quote	Agree	Disagree	“To live in the midst of danger is to know how good life is,”			“To live in the presence of death makes us brave and strong.”			“We do not fear death because we understand that life and death are necessary to each other.”			“But to live bravely, to love life, to see how beautiful the trees are and mountains, yes, and even in the sea, to enjoy work because it produces food for life – in these things we Japanese are fortunate people.”			“We love life because we live in danger. We do not fear death because we understand that life and death are necessary to each other.”		
Father’s Quote	Agree	Disagree																	
“To live in the midst of danger is to know how good life is,”																			
“To live in the presence of death makes us brave and strong.”																			
“We do not fear death because we understand that life and death are necessary to each other.”																			
“But to live bravely, to love life, to see how beautiful the trees are and mountains, yes, and even in the sea, to enjoy work because it produces food for life – in these things we Japanese are fortunate people.”																			
“We love life because we live in danger. We do not fear death because we understand that life and death are necessary to each other.”																			

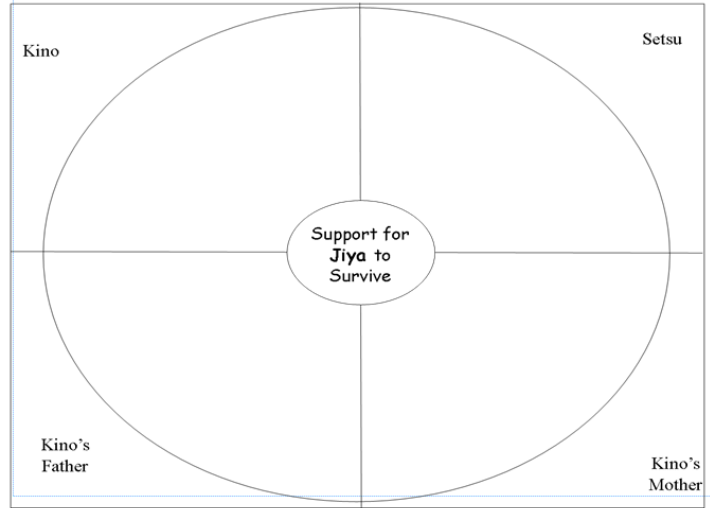


Lesson Continuum

3. Complete this day by reading aloud the excerpt from the end of the story in your appendix pgs.____. Stop to clarify as needed. You might need to read some of this later in the day to complete.

4. Have students finish the last part of the Narrative arc. This part is the rest of the resolution and falling action when Jiya decides to live back at the ocean. See the Narrative Arc appendix pg. _____

Write the evidence from the story that explains how each character supported Jiya physically and emotionally. Place a "P" for physical or an "E" for emotional support.



Lesson Reflection

Teacher Reflection Evidenced by Student Learning/ Outcomes