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| Unit 3/Week 2 |
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| Title: Pushing Up the Sky |
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| Targeted Skill and Strategy: Author’s Purpose, Summarize |
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| Unit and Weekly Concept Question: Concept Question: How are people and nature connected? Weekly Question: How do people explain nature in order to understand it? |
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| Suggested Time: 5 days (45 minutes per day) |
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| Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.9, RF.3.1, RF.3.2, W.3.1, W.3.2, SL.3.1, L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6 |
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| 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.
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| Big Ideas and Key UnderstandingsPeople work together to solve a problem in nature.SynopsisIn this Native American legend the Snohomish Tribe is faced with a challenge, the sky is too low, and they work together to overcome it. The text is written as a play, complete with a cast of characters, and notes on props, scenery and costumes. The text is divided into three scenes. The action unfolds in Scene I, when the people complain that the sky is too close to the Earth and several characters site the problems that they encounter because of this. In Scene II the tribe, with the help of the chiefs, makes up a plan to remedy the situation. In Scene III the tribe works together to solve their problem and they succeed. Ultimately, the legend explains how it is that we are able to see the stars in the night sky. |
| 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.
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| **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.)
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| Text Dependent Questions |
| **Text-dependent Questions** | **Evidence-based Answers** |
| page 310What inferences can you make about the Snohomish people and the setting in which they lived? | There must be a lot of trees, because they make many things out of wood. They spend a lot of time on the water, because they have canoes and they fish.  |
| page 312 In a play, the narrator lets the audience know what is happening in the play, he or she gives important background information that is critical to the understanding of the story. Why is the narrator important in this legend?  | The narrator is important because he/she tells us the setting and the problem.  |
| page 312We learn the tribe has a problem. The sky is too close. What experiences do the tribal members have that give evidence that the sky is too close? | The author states that the tall man hurt his head by hitting it on the sky. The girl lost her ball because when she threw it, it landed in the sky and did not come back to her. The mother complains that her son climbed up to the sky again and now he is nowhere to be found. A boy complains that he loses his arrows in the sky when he uses his bow. |
| pages 314-316 Compare and contrast how the seven chiefs’ goals are alike and different. Turn and talk with your neighbor. | The goals are alike because each chief wants to help his or her own people. However, some chiefs are more concerned about solving personal problems. Still other chiefs are concerned about people other than their family members, like the chief who wants his people to help each other.  |
| page 317 Why does the seventh chief say that they have to push together? And how does this action of pushing together influence the events that happen next? | The sky is too heavy to push up, unless they all push at the same time. His advice encourages all of the characters to work together to push up the sky. |
| The stage directions are written in italics. The author does that so that the actors will not read those sections aloud. They are information for the performers not the audience. What are the actors asked to do here?  | The actors are supposed to push up the sky with sticks. They are supposed to look up at the sky. |
| The people are asked to push *randomly*. Randomly means to do something without definite aim or direction. Which words in the sentence support your understanding of the word *randomly*.  | The words pushing and jabbing help support the word randomly. |
| pages 310-318Authors write with a purpose in mind. The main purposes for writing are to entertain, to persuade, to inform, or express emotions or feelings. Sometimes a selection may have more than one purpose. Looking back at what we have read so far, what do you think the author’s purpose is, and why do you think that? | Possible answers: The author wanted us to think about nature and the effects of our actions on it, so the author is **informing** the reader in this play. The author wanted the reader learn about working together to solve a problem, so his purpose is to inform. The author wrote an interesting story about the Snohomish people, so the purpose is to **entertain**. |
| page 319 Read the narrator’s speech. Explain how the people are now able to see the stars. | They are able to see the stars because the poles they used to push up the sky poked holes in the sky and the stars shine through the holes. |

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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 310 - Snohomishpage 310 - chiefpage 311 - Props/Scenery | page 310 - Puget Sound, canoe, paddles, totem polespage 311 – accommodate, elk, Mountain Goat, Mountain Lion, Weasel, Hawk, Bald Eagle, Golden Eagle, Jay, Seagull, Raven, Heron, Kingfisher, cedar, planks, redwoods, visiblepage 314 - creatorpage 317 - randomly |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | page 310 - narratorpage 316 - antlerspage 317 - imaginedpage 318 - languagespage 319 - overheadpage 319 - poked |  |

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| Culminating Task |
| * Re-Read, Think, Discuss, Write
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Review the events in Scenes I, II and III. Turn and talk with your tablemates about the main events in each scene. Take notes in the graphic organizer below.

Scene I- Snohomish people discover they have a problem. The sky is too low and things and people get stuck in it.

Scene II- The chiefs describe the problems their people face and hatch a plan to raise the sky.

Scene III- They find out that they need to work together to push up the sky. Now the sky is higher and the holes they poked through allow the stars to shine.

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| Scene | Main events |
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Using the graphic organizer as a pre-write, compose a multi-sentence paragraph that summarized the main events in each of the three scenes.

In Scene I the Snohomish people have a problem. The sky is too low. People go up into the sky and don’t come down. Arrows and balls get stuck in the sky and the people are unhappy. Then in Scene II the chiefs come together and talk about the problems they have with the sky being too low. The Seventh chief has a plan to push up the sky. Finally, in Scene III they people work together and push up the sky. The holes they poked in the sky allow the stars to shine through. Everyone is happy.

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| Additional Task* Read the paired selection, *Catch it and Run.* Create a Venn diagram comparing and contrasting the two stories.
* Read the version of Pushing Up the Sky from the website <http://www.firstpeople.us/FP-Html-Legends/Pushing-Up-The-Sky-Snohomish.html>. How are these stories the same? How are they different?
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