

Teacher's Manual

Instruction Coach

English Language Arts

Dear Educator,

Instruction Coach has been built to meet the new, higher standards for English Language Arts and contains the rigor that your students will need. We believe you will find it to be an excellent resource for comprehensive instruction, practice, and assessment.

The Triumph Learning Team



Instruction Coach, English Language Arts, First Edition, Grade 4, Teacher's Manual
534NATE

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Introduction

Welcome to *Instruction Coach*, a supplemental reading curriculum program designed to provide differentiated instruction for English Language Arts. The program's purpose is to bring on-level students where they need to be to meet the rigors of today's classroom. Differentiated instruction meets the needs of learners with a wide range of proficiency within one classroom.

The program consists of four components:

- consumable Student Edition
- comprehensive Teacher's Manual
- Independent Leveled Practice Reading Selections
- Benchmark Assessments

Student Edition

The Student Edition incorporates genre-specific reading and writing lessons that cover skills in a holistic, contextualized way.

Reading Lessons

Each reading lesson provides instruction through the use of a teacher-modeled passage and covers a cluster of applicable skills and strategies. The basic instructional model is the research-proven, three-step "gradual-release model":

- 1. Listen and Learn** The teacher presents skills to the class in the context of a passage, modeling the thought process a proficient reader would use to understand the passage.
- 2. Share and Learn** Students work in small groups to analyze a scaffolded second text and called-out vocabulary, applying the skills they learned in their whole-class work as well as key review skills.
- 3. Read On Your Own** Students read leveled passages independently, then answer questions about them to demonstrate comprehension.

Assigning the Independent Leveled Practice Reading Selections

Each reading lesson in the Student Edition has a corresponding Independent Practice Reading Selection. The Independent Practice Reading Selection is available in three versions written at different reading levels to meet the needs of a wide range of students. Level 1 passages are written below grade level; Level 2 passages are written at grade level; Level 3 passages are written above grade level. The comprehension questions are the same for each leveled passage within a selection, so regardless of reading level, all students have the opportunity to apply higher-level critical thinking skills and strategies independently. (Exception: In the Reading Poetry lesson, three different poems, at three different reading levels, are provided to give students the opportunity to read poetry independently. In this case, the comprehension questions are specific to the poem.)



Writing Lessons

Each writing lesson provides instruction through the use of an exemplar passage, called a mentor text, followed by modeled organizational and drafting activities, and covers a cluster of applicable skills. All writing lessons start with an introduction to the writing type. Then the teacher models a successful student mentor text. As a class, the teacher and students analyze this mentor text's features and discuss what makes it a proficient example of the writing type. The teacher walks students through a vocabulary activity. Then students are given their own writing assignment.

The rest of each writing lesson walks students through addressing the writing assignment using a seven-step writing process:

1. **Get Ready** [Brainstorm/Take Notes on Research]: Depending on the writing type, students are either given a graphic organizer to assist in brainstorming or research pieces to mine for information.
2. **Organize** Using the mentor text as an example, the teacher models organizing an essay around an appropriate text structure, and students use graphic organizers to organize their own writing.
3. **Draft** Teachers walk students through a brief lesson. Then students draft their own essays.
4. **Peer Review** Students work in pairs to review their peers' work and provide feedback using a project-specific feedback form.
5. **Revise** After being guided through some modeled revisions, students revise their own work based on the feedback from their peers.
6. **Edit** The teacher and students work through a lesson on one or more grammar and mechanics topics. Then students edit their writing for grammar, usage, and mechanics.
7. **Publish** Students publish their drafts in final form with suggestions provided for digital delivery.

Teacher's Manual

The Teacher's Manual provides English Language Arts skills charts correlated to the appropriate lesson in the Student Edition. It also provides detailed support for every reading and writing lesson. Reduced Student Edition pages are included on pages requiring teacher-led, whole-class instruction.

The Teacher's Manual also includes extension activities. These activities emphasize communication and collaboration. Each activity includes a rubric that addresses both the content and the presentation of the completed project.

Benchmark Assessments

The Benchmark Assessments will help you assess your students' grasp of the skills taught in the *Instruction Coach* program. There are five Benchmark Assessments. Each assessment contains skills taught within a section of the Student Edition and reviews skills from a previous section. The final Benchmark Assessment is summative and reviews the skills taught throughout the program. Performance on these assessments will indicate whether a student has mastered the content of the lessons covered by each Benchmark Assessment.

Each assessment includes four reading comprehension passages, one language arts passage with intentional errors, multiple-choice and open-ended questions, and a writing prompt. The outline below indicates when to assign each benchmark assessment.

Lesson 1: Reading Myths

Lesson 2: Reading Short Stories

Lesson 3: Writing Fictional Narratives

Assign **Benchmark Assessment 1**

Lesson 4: Reading Historical Nonfiction

Lesson 5: Writing Personal Narratives

Assign **Benchmark Assessment 2**

Lesson 6: Reading Drama

Lesson 7: Reading Poetry

Lesson 8: Writing Responses to Literature

Assign **Benchmark Assessment 3**

Lesson 9: Reading Technical Texts

Lesson 10: Writing Informative/Explanatory Texts

Lesson 11: Reading Scientific Nonfiction

Lesson 12: Writing Opinion Pieces

Assign **Benchmark Assessment 4**

Assign **Summative Assessment**



Peer Group Discussions

In each reading lesson, students will participate in a peer group discussion by reading a passage, answering questions about it, and discussing the lesson's Discussion Questions. Use the following guidelines to introduce to students the rules, roles, and expectations for participating in a peer group.

Discussion Guidelines

As you begin to implement the program, work with students to create a list of rules by which they should abide when participating in group discussions. Post the rules prominently so that students can refer to them as needed. Review with students why it is important that each member of a group follows the same rules. Consider the following rules for discussion:

- Give your full attention to the person who is speaking. Make eye contact.
- Only one person speaks at a time.
- Do not interrupt when a person is speaking.
- It is OK to disagree with someone politely.
- It is not OK to criticize someone's opinion.
- Do not laugh when a person is speaking.
- Encourage everyone in the group to participate.
- Stay focused on the task.
- Fulfill the role you are assigned.

During peer group discussions, circulate to answer questions and be sure that students are following the established rules and are staying on task.

Discussion Roles

Each member of a peer group should have an assigned role and a specific task to complete during the discussion. Discuss with students the specific expectations for each role. Display the description and expectation of each role next to the rules in your classroom.

- **Facilitator** keeps the group on task by leading the discussion of the Consider, sidebar callout, and Discussion Questions; asking questions; and making sure each student participates.
- **Note-Taker** records the group's answers to the questions that the group has about the passage and possible answers to those questions.
- **Word Watcher** reviews the vocabulary words that appear before the Share and Learn passage and ensures that each student understands the meaning of each word.
- **Presenter** concludes the group's discussion of the Consider, sidebar callout, and Discussion Questions, and shares the group's final thoughts with the rest of the class. (In groups of three, the facilitator and presenter can be the same student.)

Remind students that although they have been assigned a role, it is their responsibility to share their opinions, to make sure each student gets a chance to speak, and to make sure the group stays on task.



Managing Peer Group Discussions

You can run peer-group discussions using the Share and Learn passages in several ways. Divide the class into groups of four students each. The following are suggestions and should be adapted to meet the needs of your classroom.

- **Reviewing the Rules** Review the rules you have established with the class. Remind students that a successful and productive discussion requires students to be prepared, respectful, and on task.
- **Assigning Roles** You may choose to allow students to assign roles within their own groups, or you may want to assign roles to students whose strengths are best suited to the particular role.
- **Reading the Passage** Allow groups to decide if they would like one student to read the passage aloud to the group, take turns reading parts of the passage aloud, or read alone silently. Each student should answer the questions and take notes in the sidebars as they read. If groups decide to read aloud, remind them that they should stop to allow readers to make notes and answer questions as they go through the text.
- **Vocabulary** The word watcher should lead the discussion about the vocabulary words in the passage. As you walk around the classroom during the discussions, check in with the word watcher to make sure students have a correct understanding of the vocabulary.
- **Answering Questions** Students should answer all questions in the Student Edition. Remind students that they should record their answers to the questions in their own books. The note-taker will record the group's answers on a copy of the handout on the next page.
- **The Facilitator** The student in this role should encourage students to ask each other questions about their ideas and to support their ideas with examples from the text. Remind students that it's OK to disagree, but to be considerate by asking for clarification, offering their own opinions supported by the text, and acknowledging that other people might have different insights.
- **Sharing Responses** Having groups share their discussions ties the activity together. Students will be interested to hear what their peers discussed in other groups.

Once the time you have allotted for peer group discussion is over, check to see if any group has questions about the sidebar prompts. After confirming students' understanding, have the whole class discuss their responses to the Consider and Discussion Questions. You may want to have each group present its answer for each question in turns, or you can continue the discussion by having a presenter express the group's most interesting idea. Act as a moderator, and make sure each group gets to share its opinions and to ask about other groups' conclusions. Remember that there is no single correct answer to the Consider and Discussion Questions, so encourage students to share freely their ideas.



Peer Group Discussion Recording Sheet

Lesson _____

Selection _____

Facilitator _____

Note-Taker _____

Word Watcher _____

Presenter _____

Record your group's thoughts about the Consider Questions on the lines below.

1. _____

2. _____



Record your group's answers to the Discussion Questions on the lines below.

1. _____

2. _____

Record any other questions or ideas your group came up with during your discussion.



Peer Writing Conferences

Remind students that peer reviews are supposed to be productive discussions. Here are some reminders to give your students before they begin working with their partners.

When giving feedback:

- **Be positive.** Be sensitive to your partner's feelings. Start by giving positive feedback about something specific in the work. Don't tell your partner only that something needs fixing, but explain why you think it needs improvement, and offer some suggestions for fixing it. You could also ask questions to help the writer explain why he or she wrote what he or she did rather than saying the writing was unclear. Also, look for good points to mention.
- **Remember your audience.** Keep an open mind when reviewing a partner's work. Maybe your partner has written a personal narrative about his or her dog, but you prefer cats. In the peer review process, your personal likes and dislikes don't matter. What matters is the audience the writer is trying to reach. So even if you don't agree with your partner's opinion or choice of topic, try to stay objective when making comments on the writing.

When getting feedback:

- **Listen objectively.** Be receptive to your reviewer's comments. Listen attentively. Don't argue with your reviewer, but feel free to discuss his or her feedback politely and calmly.
- **Use your judgement.** Use your own judgment about the comments your partner made. Keep the purpose of your writing and your audience in mind when deciding whether your partner's suggestions are good ones. You don't have to take every suggestion, but you should always try to be receptive.



Word Maps to Build Vocabulary

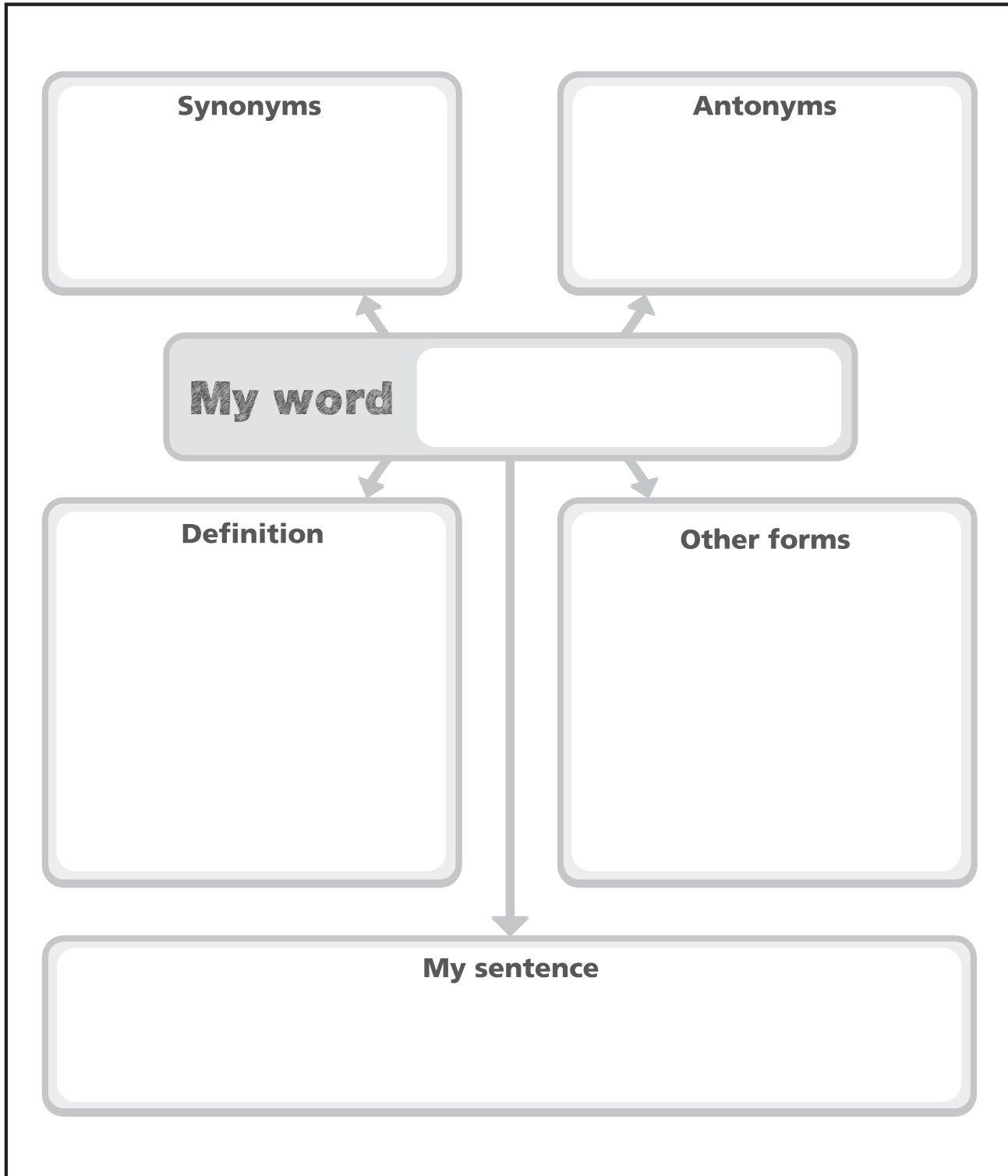
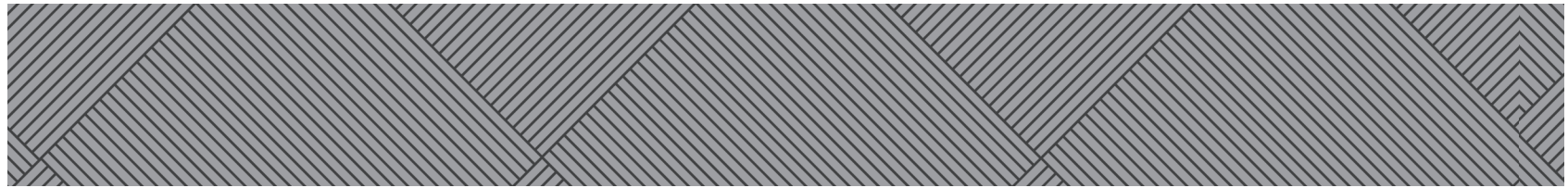
Expanding students' vocabulary is crucial for improving their reading comprehension. A word map is a useful tool for developing students' vocabulary base. It is a graphic organizer that prompts students to think about vocabulary words and concepts in a variety of ways, giving them definitional and contextual understanding. By using word maps, students utilize their prior knowledge to explore the facets of a word or term.

Most word maps ask students to define a word, list synonyms and/or antonyms, and use the word in a sentence of their own creation. Some ask students to draw a picture of the concept. This format helps visual learners explore the meanings of words in depth.

How to Use the Word Map

Use the word map to introduce the vocabulary words that appear in each Share and Learn passage in the reading lessons. As part of your whole-class instruction, model how to complete the map with one of the highlighted vocabulary words from the passage.

1. Direct students' attention to the word list and word map.
2. Have students put a target word in the central box.
3. Have students suggest words or phrases to put in the other boxes by asking them such questions as "What is it?" and "What is it like?" and "What are some examples?" Note that not all words lend themselves to every box on the word map. For some words, students will be unable to complete all the boxes. Use these occasions to have students explain why the particular word doesn't suit the activity.
4. Model how to write a definition by synthesizing all the information in the word map.
5. Have students create word maps for the remaining vocabulary words as part of their peer group discussions. Have them create the maps in their notebooks, or provide them with blank copies of the map. A reproducible version appears on the next page.





Freewriting

Freewriting is a prewriting and drafting technique designed to get ideas flowing. During a freewrite, a student is instructed to write without stopping for a specified brief period of time, usually about five minutes, without worrying about grammar, spelling, or organization. A freewrite is used as an idea starter or to allow students to record broad ideas about a topic. Freewriting differs from brainstorming; in freewriting, students write continuously in phrases and sentences to form a paragraph, while in brainstorming, they list and group ideas, often in a graphic organizer.

How to Use Freewriting Activities in the Classroom

Read the introductory paragraph on the first page of each writing lesson with the class. Lead a brief discussion of it, and then read the Essential Question. Then allow students five to ten minutes to complete a freewrite in response to the Essential Question.

Remind students that their writing can be very rough because the main purpose is to gather ideas. As they are working, circulate to ensure that students remain on task.

As a group, discuss students' freewrite responses after they complete the activity.



Teacher-Student Writing Conferences

Writing conferences are meetings held with individual students to discuss their writing. They last about five minutes each. Their goal is not to fix students' writing but to teach them the strategies or techniques they need to fix it themselves. Writing conferences should teach students to write well independently by leading them to assess their own work as they write.

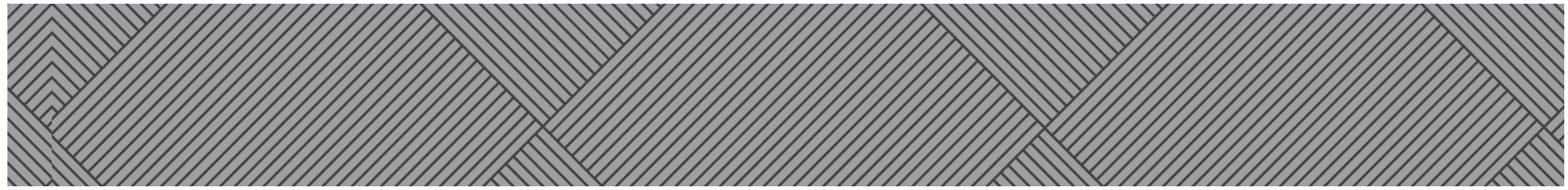
Hold writing conferences during class, while students are working on their writing assignments. You can move a chair from desk to desk to sit near each student, or you can designate a separate table for the task.

Conducting Writing Conferences in the Classroom

During a writing conference, have the student's writing in front of you both. Frame the conference as a conversation, with both you and the student talking as well as listening.

1. Determine where in the writing process the student is, and assess how well the student is handling the tasks required at that stage. To do this, ask the student open-ended questions about his or her writing or the process being followed.
2. Once you have determined how well the student is progressing, ask follow-up questions to help you narrow down tasks with which the student needs help. Provide the student with feedback, pointing out things that are being done well and things that require work.
3. Use the student's answers to your questions in combination with a quick review of his or her work to determine a relevant writing strategy or technique to teach.
4. Conclude the conference by asking the student to summarize how he or she will utilize the strategy you just taught.

After each conference, record notes on the student's progress on a sheet like the one on the next page. Note any areas with which the student is struggling and the strategies you suggested. This will help you to record each student's progress throughout the year.



Week of: _____

Student	Writing Type	Student Needs	Strategy

Week of: _____

Student	Writing Type	Student Needs	Strategy



**INSTRUCTION
COACH
Teacher's Manual**

English Language Arts, Grade 4

Reading Myths

Focus Skills

- > Myth
- > Theme
- > Summarize
- > Plot
- > Connect Text and Illustrations
- > Compare Plot
- > Compare Theme
- > Engage in Collaborative Discussion

Review Skills

- > Character
- > Figurative Language
- > Compare Myths
- > Context Clues

Foundational Skills

- > Root Words and Affixes

Reading Selections

Listen and Learn *Fires of Pele / Like Fire and Water!* 6

Share and Learn *Bridge of Fire* 16

Read On Your Own *How Night Came* Online Handout

Whole Class **Listen and Learn**

Fires of Pele Student Edition page 5

Direct students' attention to the photograph of the erupting volcano. Lead a discussion about the origin of myths.

Lesson
1

Reading Myths

Look at this erupting volcano in Hawaii. How do you think Hawaiians viewed volcanoes before scientists explained them?

ESSENTIAL QUESTION

How do myths help people understand the world around them?

Lesson 1 • Reading Myths 5

How do volcanic eruptions affect humans?

Possible response: Eruptions can be dangerous. Hot lava, ash, and poison gases can kill people, plants, and animals.

Why do you think ancient peoples tried to explain the origin of volcanoes?

Possible response: Volcanic eruptions can be powerful and destructive, but some volcanoes might not erupt for a very long time. Ancient peoples probably wanted to make sense of volcanoes' origins to better explain and understand the dangers of volcanoes.

Essential Question

Read the Essential Question aloud. Tell students to keep it in mind as they read the lesson selections.

Possible response: People naturally wonder why things are the way they are, and myths provide a way to understand things that might otherwise be hard to understand.

Fires of Pele Student Edition pages 6–7

Read the myth straight through with the class. Then read it a second time, using the Think Alouds with the class to model the process of thinking through the questions.

Think Aloud

Syllabifications

Pele	(pe le)
Haumea	(hau me a)
Kanehoalani	(ka ne ho a la ni)
Lonomakua	(lo no ma ku a)
Makore	(ma ko re)

MYTH

I can tell this is a myth because it talks about gods and goddesses. It also tries to explain things about the world. The myth says that one of the gods or goddesses was the cause whenever "the clouds swelled and clung to the mountaintops, or rain fell, or the earth broke open and belched steam or fire."

THEME

I'm not sure yet what the theme of the story may be, but I can guess that it has something to do with Pele's anger. The story says she flies into a wild rage when she becomes angry or jealous. I know that flying into a rage can cause problems. Maybe the theme of the story will be that anger can cause problems that last for a long time.

Listen and Learn

Consider ►

What forces of nature have shaped the Hawaiian Islands? Why might people explain these forces with a myth?

Fires of Pele

adapted from a traditional Hawaiian myth

A time long ago, in a faraway land known as Kahiki, there lived a mother named Haumea and a father named Kanehoalani. Together they had seven sons and seven daughters. All of them were gods and goddesses. Whenever the clouds swelled and clung to the mountaintops, or rain fell, or the earth broke open and belched steam or fire, one of these powerful siblings had caused it.

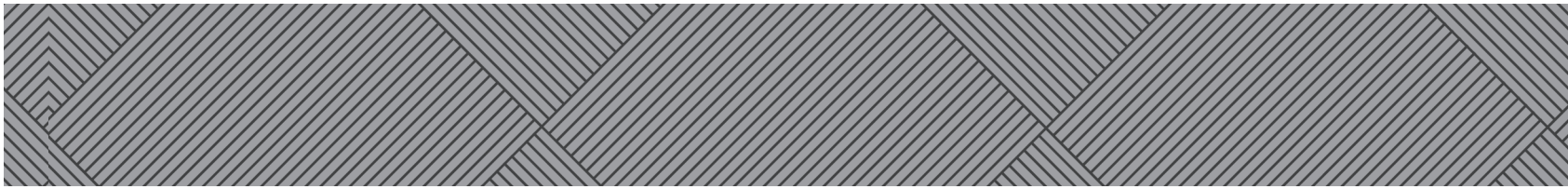
One of the seven daughters was named Pele. She was the goddess of fire and volcanoes. She had learned much from the fire god Lonomakua. Pele had a terrible temper. Whenever she became angry or jealous, she would fly into a wild rage. If she stamped her feet, the ground would shake. If she cried, fiery lava would flow down the mountainsides. When she screamed or tossed her hair, the lava would shoot high into the air. Then it would rain down upon the valleys and the ocean below.

Pele didn't often stop to think about whether something seemed good or bad. She simply did whatever she felt like doing at that moment. This often brought her trouble. The fires she tended sometimes burned out of control. The fire that she rained down on the ocean sometimes burned the wooden canoes of the people who lived along the shore. This angered Pele's sister Makore. Makore was the goddess of the sea. When Makore herself was angry, she liked to show her displeasure by sending fearsome waves to break the canoes and pound them to splinters against the shore. But this was not the last time Pele would anger Makore.



MYTH A myth is often a story that explains something about the world and involves gods or superheroes. Myths usually explain how something in the world began or was created. What forces of nature are part of this myth?

THEME The theme of a story is the truth about life shown in that story. The beginning of this myth talks about Pele's anger. What truth about anger do you think the story may be suggesting?



Listen and Learn

Makore was older than Pele. She had taken notice of a strong, handsome warrior whom she had carried, this way and that, upon the waves she commanded. After some years, she admitted to him that she was in love with him. She then told her younger sister Pele about her feelings for the warrior. Pele wanted to see who had inspired Makore's love. When Pele saw him for herself, she too began to fall in love. Soon after, without considering Makore's feelings, Pele told the warrior that she loved him.

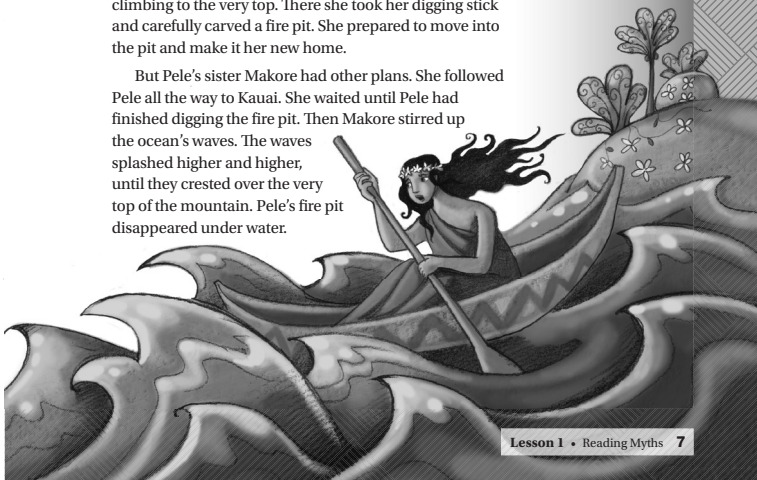
5 When Makore learned what Pele had done, she became enraged. She set out to chase Pele away from Kahiki forever. Pele quickly packed her things into a canoe her brother gave her. Then she paddled away from Kahiki as quickly as she could. She traveled for a long time, south and east across the warm Pacific Ocean, through the blinding brightness of day and the lonely darkness of night.

At last Pele reached the island of Kauai. There she rested for a while before choosing a mountain and climbing to the very top. There she took her digging stick and carefully carved a fire pit. She prepared to move into the pit and make it her new home.

But Pele's sister Makore had other plans. She followed Pele all the way to Kauai. She waited until Pele had finished digging the fire pit. Then Makore stirred up the ocean's waves. The waves splashed higher and higher, until they crested over the very top of the mountain. Pele's fire pit disappeared under water.

CONNECT TEXT AND ILLUSTRATIONS
Illustrations can be used to help readers imagine a scene, understand characters, or better grasp ideas in the text. How does the illustration on this page help you understand Pele's feelings as she sets out in her canoe?

PLOT The plot of a story is the sequence of events that includes the actions of the characters and a conflict. How do one character's actions make another character act in this story?



Lesson 1 • Reading Myths 7

Think Aloud

CONNECT TEXT AND ILLUSTRATIONS

When I look at the illustration, I see that Pele looks lonely and perhaps frightened, and the waves around her canoe look big. I know that Pele has had to leave Kahiki forever because of her sister's anger. The illustration helps me realize that Pele probably feels very lonely and insecure to be leaving her home and paddling out onto the ocean all alone.

PLOT

I know that the way characters behave often causes other events in the plot of a story. This story tells me that Makore, Pele's sister, loves the handsome warrior. But when Pele sees him, she falls in love with him, too. Pele doesn't think about her sister's feelings. She just goes ahead and tells the warrior she loves him. Pele's actions cause her older sister to become very angry, and as a result, Pele has to leave Kahiki.

Think Aloud

THEME

The beginning of the story talked about Pele's anger. Now I see that both Pele and her sister Makore are angry. Their anger is causing many problems. Pele keeps fleeing from Makore, and each time, Makore follows and floods the fire pit that Pele has dug. I see that the sisters' anger is not just making trouble in their own lives. It is also changing the islands of Hawaii. The islands are beginning to have many big pits filled with water. This supports my earlier idea, that the theme of this story is about how anger can have long-lasting effects.

CONNECT TEXT AND ILLUSTRATIONS

The map helps me imagine how Pele flees from island to island as Makore chases her. I see that the islands have mountains on them. I can imagine that many of the islands have deep pits in them, like the fire pits Pele dug. And I see that the Big Island of Hawaii has a big pit that looks like the top of a volcano. I wonder if that's one of Pele's pits.

Word Analysis

Root Words and Affixes

Direct students to the word *discouraged* in paragraph 8. Have them identify these parts of the word: *dis-*: prefix; *courage*: root word; *-ed*: suffix or ending.

In discussion, have students identify what each word part means. (*dis-* means "not"; *courage* means "bravery"; *-ed* indicates "having a quality of"). Have students discuss the meanings of these other words that include the prefix *dis-*.

- displeasure (paragraph 3)
- disappeared (paragraph 7)

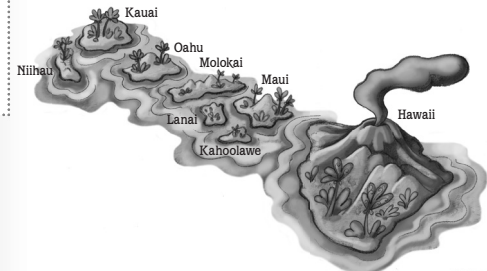
Pele was not discouraged when her fire pit was flooded. She slid down the mountain with her things and set out in her canoe once more. She forced her tired arms to paddle until she came ashore at the island of Oahu. Slowly, she climbed to the peak of a mountaintop there. Again she dug a large fire pit for herself.

Makore, still furious, was not so easily discouraged, either. She followed Pele to Oahu. When she saw the new pit Pele had dug, she stirred the sea again until waves flooded the mountaintop. For many days, Pele paddled patiently from island to island, with Makore pursuing her. From Oahu Pele went to Molokai, then to Lanai, and then to Maui. At each island, she would climb a mountain, dig a fire pit, and prepare to move in. Then her sister Makore would appear, sending enormous waves rolling at the mountainside. Each time, the pit was flooded, and Pele had to flee.

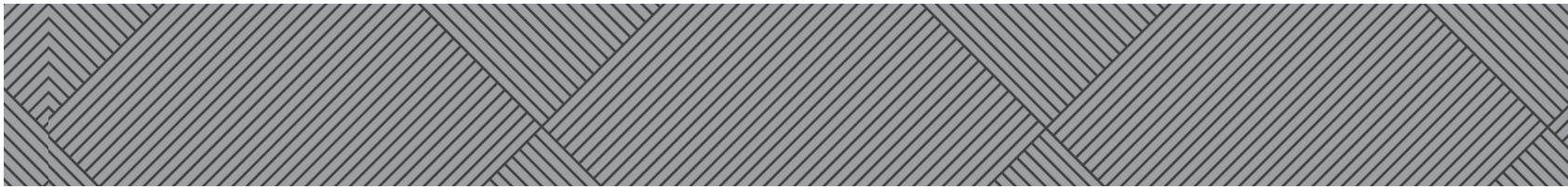
10 Finally, Pele landed on the "Big Island" of Hawaii. She climbed the mountain known as Kilauea. She found that she was very distant from the ocean waves. Her sister followed her to Hawaii and pushed the waves as high as she could. But Makore couldn't send the waves high enough or fast enough to wash to the top of Kilauea.

THEME Makore continues to chase Pele from island to island. Each time Pele digs a new fire pit, Makore floods and destroys it. The story describes how the two sisters' anger begins to change the Hawaiian Islands. How does this add to the theme of the story?

CONNECT TEXT AND ILLUSTRATIONS The map on this page shows the islands that Pele went to as Makore chased her. What features of the map connect to the details of the story?



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Listen and Learn

At last Makore relented. She gave up her anger and slowly returned to Kahiki. No longer pursued by her sister, Pele settled into her fire pit on Kilauea, and there she stayed. But just as before, when Pele lost her temper, a roar could be heard as the ground rumbled. Hot lava shot high into the air. Then it flowed down the mountain as Pele screamed and tossed her hair.

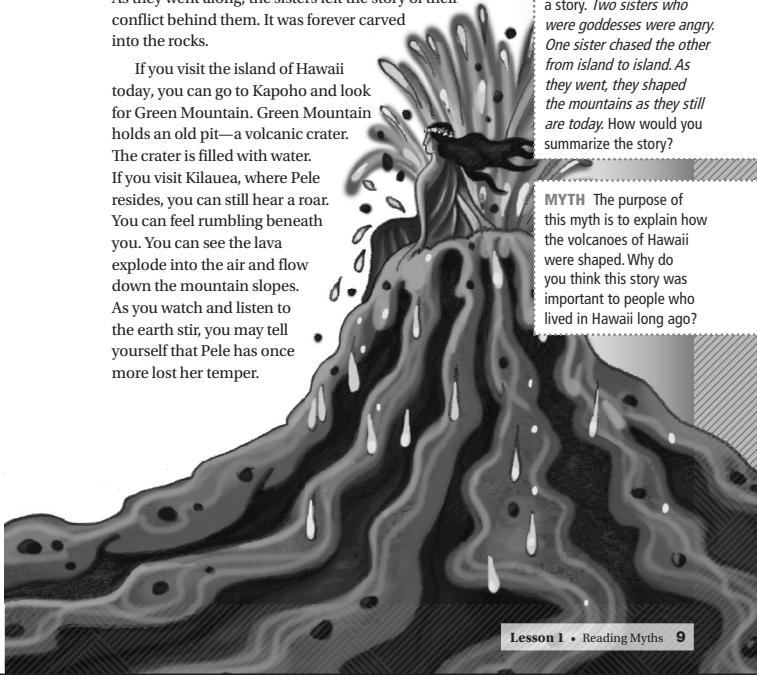
That is how the Hawaiian Islands came to be the way they are. Pele, in retreat from Makore, would dig her mountaintop fire pit. Then Makore would push ocean waves at the mountain until the pit was filled with water. As they went along, the sisters left the story of their conflict behind them. It was forever carved into the rocks.

If you visit the island of Hawaii today, you can go to Kapoho and look for Green Mountain. Green Mountain holds an old pit—a volcanic crater. The crater is filled with water. If you visit Kilauea, where Pele resides, you can still hear a roar. You can feel rumbling beneath you. You can see the lava explode into the air and flow down the mountain slopes. As you watch and listen to the earth stir, you may tell yourself that Pele has once more lost her temper.

THEME In this story, the theme is that anger can have lasting effects. Stories can have more than one theme or message. What other message about anger is in this story?

SUMMARIZE A good summary states only the most important details of a story. *Two sisters who were goddesses were angry. One sister chased the other from island to island. As they went, they shaped the mountains as they still are today.* How would you summarize the story?

MYTH The purpose of this myth is to explain how the volcanoes of Hawaii were shaped. Why do you think this story was important to people who lived in Hawaii long ago?



Think Aloud

THEME

At the end of the story, Pele is living at the top of a volcano, and when she loses her temper, the ground rumbles and lava flows down the mountain. That sounds like a sad life to me. I think another theme of the story is that if a person stays angry forever, that person may have a lonely life.

SUMMARIZE

There isn't just one right way to summarize a story. There can be different summaries, as long as you try to include the most important things that happen. I might summarize the story this way: Pele, a Hawaiian goddess, acts selfishly and makes her sister Makore angry. Makore chases Pele away from their home. Pele flees from one island to another. Makore continues to chase Pele and floods her homes. Finally Pele finds a home on the Big Island, where Makore cannot flood her out. Pele is still there, and she is still angry.

MYTH

I think that volcanoes must have been pretty scary for the ancient Hawaiians. I can see that a story like this was important to explain how volcanoes came to be and why they continue to erupt.

Like Fire and Water! Student Edition pages 10–11

Read the graphic novel straight through with the class. Then read it a second time, using the Think Alouds with the class to model the process of thinking through the questions.

Think Aloud

Syllabifications

Aukelenuiaiku (au ke le nu iai ku)

Kamohoalii (ka mo ho a li i)

CONNECT TEXT AND ILLUSTRATIONS

This graphic novel is another way of telling the same story. Many of the details are expressed through the pictures instead of through the words in the text. In the first pictures, I see Makore talking with her mother. I can see from the pictures of Makore that she is feeling frustrated and hurt by what Pele did. Her mother seems to be trying to calm Makore down, but it doesn't look like Makore is getting any calmer.

COMPARE PLOT

I see that the plot—the events of the story and how they are told—is different in this version. The first version began with Pele and her anger. This version begins with Makore talking with her mother. That gives me a different view of the story and a different understanding of Makore.

Listen and Learn

Consider ► How does a myth in graphic form differ from a traditional telling of a myth?

How are the gods and goddesses in myths like real people?

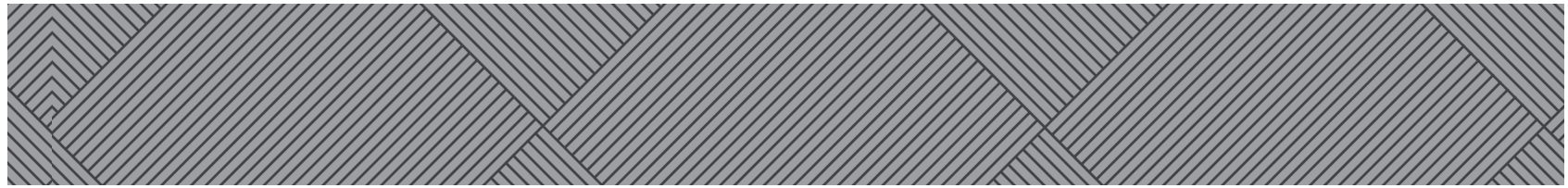
Like Fire and Water!

CONNECT TEXT AND ILLUSTRATIONS
This version of the story is a graphic novel. Most of the story is told through illustrations and dialogue. The illustrations on this page show Makore and her mother. How does this version help you understand why Makore acts the way she does?

COMPARE PLOT
In this part of the plot, Makore and her mother talk about Pele's anger. How does this differ from the events in the first version?



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Listen and Learn

Pele, our sister Makore is looking all over for you, saying you have stolen Aukelenuiaiku's heart. You must leave until she is calm.

Leave! Kamohoalii, where can I go? Kahiki is so small!

That is why you must leave Kahiki altogether. My canoe will carry you safely to the distant islands in the south.

Kamohoalii told me to paddle for two days before stopping. I can't believe I'm leaving.

Think Aloud

COMPARE PLOT

This version of the story includes more details about Pele's brother. I learn that his name is Kamohoalii. I can tell from the pictures and the dialogue that he is kind and cares for Pele. He helps her by giving her his canoe and telling her how to escape Makore's anger. This helps me understand how sad and lonely Pele must feel when she has to leave her loving brother.

COMPARE PLOT In both versions of the story, Pele gets the canoe from her brother. But in this version, the plot includes different details about Makore and her brother. What details are included here that were not in the first version of the story? How do those details help you understand the characters?

Think Aloud

CONNECT TEXT AND ILLUSTRATIONS

When I look at the picture and read the text, I see that Pele is using superpowers to create a fire pit. She sends out fire from her stick and says the fire will dig a shelter for her. This helps me understand the story better. In the first version, the text said Pele uses her digging stick to dig her fire pit. Now I understand that her digging stick isn't just an ordinary stick.

COMPARE PLOT

This version of the story includes dialogue between Pele and Makore. Pele tells Makore that she left Kahiki because of her. Makore says Pele destroyed her home. This helps me better understand the feelings of the two characters. I also see that the theme about the destructiveness of anger applies to both characters.

CONNECT TEXT AND ILLUSTRATIONS In the first version of the story, Pele uses a digging stick to dig her fire pit. Compare that description with the illustration and dialogue at the top of this page. How is this version different? How does it add to your understanding of the story?

COMPARE PLOT Unlike the first version, this version of the story includes dialogue between Pele and Makore. How does that make the story different?

This strange island will be my home. I'm tired. I'll let the fire dig a shelter for me.

Pele did not know that her sister, the sea goddess, had followed her across the sea.

Makore, why are you doing this? I left Kahiki for you!

You tried to steal the love that I wanted, Pele! You destroyed my home!

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Listen and Learn



Pele paddled and paddled. She landed on Kauai, Oahu, and Molokai. Still Makore followed her, flooding each new home. But soon, Pele would find an island large enough to protect her.



Now forgive me and leave me in peace, Makore!

I will leave, Pele... but don't ever return to Kahiki!



Pele had found her new home. She remained forever sad that she could not return to the home of her birth, and she still grumbles and weeps tears of fire to this day.

COMPARE THEME
In the first version of the story, the theme focuses on how anger can have lasting effects. This version focuses more on the relationship between Pele and Makore. How does this make the theme of the graphic novel different?

COMPARE PLOT
The ending of the first story tells what you might experience if you visit Kilauea. The graphic novel ends with Pele alone on the mountain. How are the endings in the two versions different? How are they the same?

Think Aloud

COMPARE THEME

The first version of the story describes how Pele's anger causes volcanoes to erupt. In this graphic version, the story focuses more on how the two sisters hurt each other's feelings, and the ending tells about Pele's sadness, not her anger. I think the theme of this version is that if people won't let go of their anger, it can lead to a life of sadness.

COMPARE PLOT

The first version ends by summarizing how the Hawaiian Islands were shaped by the anger of the two sisters. It emphasizes how the myth explains things in nature. The graphic version doesn't include this explanation. It focuses more on the feelings of the sisters and how their anger leads to a sad life for Pele. To me, that makes the graphic version seem more human, even though both versions are about the life of the ancient Hawaiian gods.

Fires of Pele and Like Fire and Water! Student Edition page 14

Read the directions aloud. Lead a class discussion with students about how the two stories are alike and different. Stop and allow time for students to fill in their Venn diagrams as similarities and differences are identified in the discussion. As students are working on their diagrams, circulate and provide help as needed.

Sample answers

Fires of Pele

- The story describes Pele’s terrible temper, Pele’s long canoe trip on the ocean, and how Pele digs a fire pit at the top of a mountain.
- The story identifies the last island Pele lands on as “Big Island.”
- The story explains that parts of the Hawaiian Islands were shaped by the sisters’ actions.

Both Stories

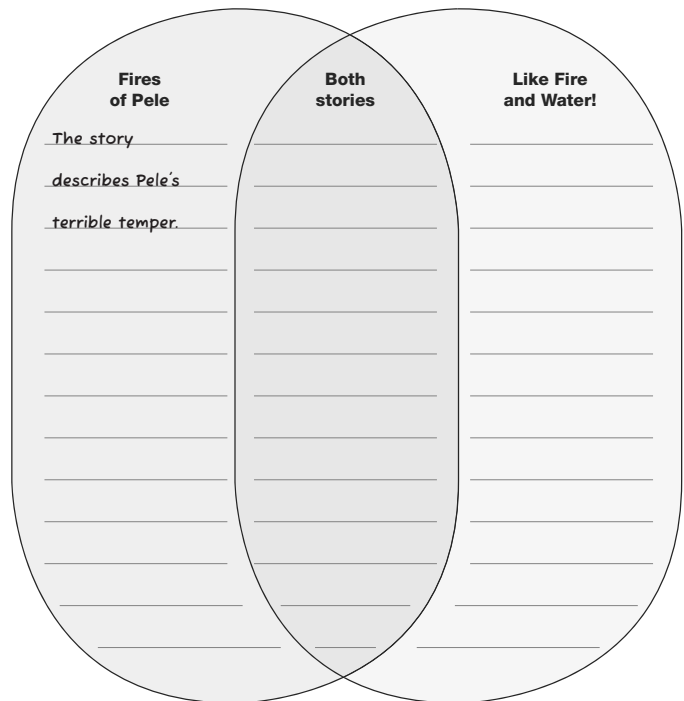
- Makore is angry at Pele for trying to steal the warrior Makore loves.
- Pele leaves her home to escape from Makore’s anger.
- Pele finds a new place and digs a fire pit for shelter, but Makore has followed her and floods her home.
- Pele travels from island to island, but each time Makore floods Pele’s home.
- In the end, Pele digs a pit in a high mountain, where Makore cannot flood it.

Like Fire and Water!

- Makore talks with her mother about what Pele did.
- Pele’s brother gives her his canoe and tells her how to escape.

Comprehension Check

Look back at “Fires of Pele” and “Like Fire and Water!” How are the theme, plot, and structure different in the two stories? How are they the same? Use the Venn diagram below to list your ideas. In the center, write what is the same in both stories. On the sides, list what is different in the stories.



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- Makore and Pele have an angry discussion.
- The story does not name the final island that Pele lands on.
- Pele remains forever sad and weeps tears of fire.

Review Skills

Before dividing students into peer groups, review any concepts with which students are struggling. Questions based on these review skills appear in the Share and Learn questions that scaffold the passage.

context clues	in a text, words near an unknown word that give clues about the meaning of the unknown word
characters	people or animals that take part in the action of a story
figurative language	language that does not mean exactly what it says; it contains imagery or describes something through the use of unusual comparisons for added effect, interest, and meaning

Vocabulary

Use word maps to introduce the vocabulary words that appear in the Share and Learn passage that follows. As part of your whole-class instruction, model how to complete the maps with one of the vocabulary words from the passage. Have students complete word maps for the remaining words as part of their peer groups. More information on using word maps, as well as a blank reproducible, appears on pages xv–xvi.

Sample answers

My Word—*dislodged*

Synonyms—*moved, repositioned*

Antonyms—*fastened*

Definition—*to move something out of position*

Other Forms—*dislodge*

My Sentence—*I dislodged my kite from the tree by shaking the tree's branches.*

Peer Group

Share and Learn

Bridge of Fire Student Edition pages 16–21

Now have students break into groups and read the Share and Learn passage together.

Peer Group Learning Checklist

For general information about setting up cooperative learning groups, see pages x–xiii in the Introduction.

Before class ...

- ✓ Decide how you will group students. For this selection, heterogeneous groups of three to five students are recommended.

During class ...

- ✓ Review the directions with the class before assigning students to groups.
- ✓ Assign students to groups. Assign a note-taker within each group. Give the groups thirty minutes to read, review, and discuss the passage and to write their responses to the questions.

- ✓ As groups read, review, and write, circulate around the room. Check that each student is included and focusing on the work the group is doing. Use questions such as the ones provided on the Student Edition pages to check for understanding.
- ✓ As groups discuss the passage, circulate and check that the discussions remain on task. Remind students to think about the Consider questions at the beginning of the passage.

Possible answers to the questions are below.

Before the students read the passage, share with them these syllabifications to help them pronounce difficult words.

Syllabifications

Tamanawas (*ta ma na was*)

Tyee Sahale (*ty ee sa ha le*)

Loowitlatkla (*loo wit lat kla*)

Sample answers

Page 16, CONTEXT CLUES—dislodged: *steep banks, from the earth, tumbled into the water;*
bestowed: *great gift, upon them;* **saplings:** *strong, straight, young trees*

Page 16, PLOT—The conflict is about who owns things and about people taking things from the other side of the bridge.

Page 17, COMPARE THEME—The theme of “Bridge of Fire” is similar to the theme of “Fires of Pele”

because the anger of the people on either side of the bridge leads to a bad result when all their fires go out.

Page 17, CHARACTER—Tyee Sahale’s character is caring, because he is sad when he sees the people fighting. But he is also fair and just: he punishes the people on both sides and places the fire in the middle of the bridge.

Page 17, CONTEXT CLUES—dismay: *grew sad and angry that people were fighting*



Sample answers continued

Page 18, THEME—Loowit’s patience and kindness are the opposite of the anger and greed of the people. If the people followed her example, they might avoid destruction, but that does not happen.

Page 18, CONNECT TEXT AND ILLUSTRATIONS—The illustration shows Loowit’s age and her generosity as she gives fire to one of the people. Her expression also suggests that she is sad that the people have created problems for themselves.

Page 19, CHARACTER—Loowit is very patient and caring. She works hard and is always kind to the people who come to her for help. She refuses to choose one of the brothers because she does not want to cause trouble between them.

Page 19, FIGURATIVE LANGUAGE—The flames do not really swallow the forests, but they consume the trees so swiftly that it seems as if the forests are being swallowed.

Page 19, PLOT—People have to leave the valley because they argue about who owns things, and this leads to the brothers fighting over Loowit.

Page 20, COMPARE MYTHS—In both myths, volcanoes are symbols that represent the gods or goddesses in the story.

Page 20, SUMMARIZE—People on opposite sides of a stone bridge begin fighting about who owns what. The Great Spirit Tyee Sahale punishes the people by putting out their fires. A kind woman, Loowit, gives people the fire they need. Tyee Sahale rewards Loowit by giving her eternal life, youth, and beauty. But Tyee Sahale’s two sons quarrel over Loowit. They cause a great fire, and the people have to leave the river valley. Then Tyee Sahale destroys Loowit and his two sons and raises volcanoes to remember them.

Now that your students have read “Bridge of Fire” together, have them complete the Discussion Questions in their peer groups. Then have them answer the Comprehension Check questions on their own.

DISCUSSION QUESTIONS

1. How do the characters in the myths “Bridge of Fire” and “Fires of Pele” view nature? Support your opinions with examples from each text.

Evaluation Guidelines:

- Answers should be supported by relevant and accurate details from both texts.
- Answers should maintain a clear focus and address each aspect of the question.
- Answers should be written in paragraph form and should use proper grammar to communicate ideas effectively.

2. How would you represent Loowit’s kindness in a graphic novel? Using a scene of your choice from “Bridge of Fire,” create four panels that help readers better understand the goodness of her heart. Create your own dialogue and illustrations, and be prepared to support them with details from the text.

Evaluation Guidelines:

- Panels and dialogue should focus on the topic of Loowit’s kindness and should reveal her character traits.
- Answers should contain four clearly sequenced panels that make sense in the world depicted in “Bridge of Fire.”
- Dialogue and illustrations should accurately reflect the plot of the story and should be supported by the details in the text.

COMPREHENSION CHECK

1. Anger leads to problems in both "Fires of Pele" and "Bridge of Fire." The anger of Pele and Makore causes Pele to flee and Makore to destroy Pele's new homes, and in the end Pele lives alone and sad on the mountain. The people's anger in "Bridge of Fire" eventually causes the destruction of their valley and the destruction of Loowit, Klickitat, and Wyeast.
2. Both stories share a theme, that anger can lead to sad and destructive endings. In "Fires of Pele" the destruction is caused by two sisters who will not give up their anger at each other. In "Bridge of Fire" the people's anger causes a series of events that destroys their home.
3. "Bridge of Fire" is the most hopeful ending, even though it is very sad, because in the end the people are not destroyed. They have to leave their home and go to a new place, but perhaps they will learn from their mistakes and not fight with each other in the future.

Independent

Read On Your Own

How Night Came

Assign one level of the independent reading passage and its associated comprehension questions to each student based on his or her reading level. The passage can be read in class or as homework.

Speaking and Listening Project

Communicate/Collaborate

Overview

Writing Myths and Tall Tales

Working in small groups, students will plan and create an original contemporary myth or tall tale and present the story to the class, using audio recordings or visual displays to enhance their presentation.

- **Technology note:** Depending on each group's plan, students may need access to computers, recording equipment, multimedia software equipment, or other technology tools. However, this project can also be completed without technology support.
- **Time required:** One day of class time for initial planning. Two weeks for students to complete their project during free time or at home. One day of class time for presentations.
- **Materials needed:** Examples of tall tales, such as Pecos Bill, John Henry, or Paul Bunyan.

21st Century Student Outcomes

- Engage in a range of collaborative discussions.
- Interpret information presented in diverse media and formats.
- Create multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.



Procedure

1. Remind students that they have read versions of three traditional myths. Review what a myth is and discuss what a tall tale is. Students should be familiar with the formats and purposes of both types of stories. If necessary, have students read one or more tall tales, such as Pecos Bill, John Henry, or Paul Bunyan.
2. Discuss these questions with the class:
 - What is the purpose of a myth? What are some reasons that myths seem to explain similar things across cultures? How do myths reflect the culture they come from?
 - What are the qualities of a tall tale? What reasons might people have for wanting to “stretch the truth” in stories about historical figures? What values do tall tales reflect? In the discussion, point out that people in modern times continue to create tall tales, such as stories about Superman and other superheroes. Also point out that there is room to create more modern tall tales about people from recent history and about female heroes.
 - Discuss with students why myths and tall tales are remembered, what they explain, and how they reflect a certain time and place.
3. Break the class into groups of three or four. Explain that each group will work together to create either a tall tale or a myth. Tell groups that their stories should reflect the genre of either myths or tales, but should also reflect the modern world. For example, a tall tale about soccer might include a cell phone application that causes the soccer ball to swerve past the goalie’s feet. Explain that the purpose of this assignment is not just to create a story, but also for students to develop and demonstrate skills of communication and collaboration. Point out that all members of the group are responsible for making sure that:
 - every member participates and contributes to the group’s project;
 - responsibility for the project is shared by all;
 - communication is collaborative and purposeful.
4. Allow time for groups to brainstorm and choose a topic for their story. Circulate and provide support or suggestions if groups need help thinking of a topic or agreeing on one. For example, a group could choose to write a tall tale about a sports figure such as a champion snowboarder or gymnast. Another group might present a myth about the origin of rock music or video games.
5. Have groups decide how they will present their myths or tall tales. Tell them they can choose from a variety of ways to present their work, but that their presentation must include an audio or visual display. For example, a group could present its myth in writing, accompanied by multimedia components that illustrate or expand on the setting, characters, or events in the story. Another group might present its tall tale in an audio recording with sound effects. A third group might choose to present its story in computer-animated form.
6. Have groups develop an outline of their plan and the assignments or responsibilities for each group member. Circulate and discuss the plans with each group, making sure that each student has an appropriate role and that the group has a plan for completing the project.
7. Allow one or two weeks for groups to develop their myths or tall tales during free time or as homework.
8. Schedule class time for groups to present their work to the class. Tell groups they should involve all their members in the presentation, and make their presentations clear, well-organized, accurate, and appealing to the audience. Allow five to ten minutes or more for each student presentation.

Assessment

Assess each group's work for content and presentation. Assess content on appropriate use of the myth or tall tale format, the quality and creativity of the story, and the quality of the accompanying audio recordings and/or visual displays. Assess presentation on clarity, organization, delivery, and audience appeal.

Rubric		
Score	Content	Presentation
4	Story is a well-crafted example of a tall tale or myth, with excellent and creative development of character, plot, and details; accompanying audio or visual content is clear, well-organized, and supports the story clearly and effectively.	Presentation is very clear and well-organized, delivered smoothly and effectively, and highly appealing to the audience.
3	Story is a reasonable example of a tall tale or myth, with good development of character, plot, and details; accompanying audio or visual content is mostly clear and organized, and supports the story.	Presentation is moderately clear and well-organized, well-delivered but with some lack of smoothness and effectiveness, and moderately appealing to the audience.
2	Story has some of the characteristics of a tall tale or myth, with partial development of character, plot, and details; accompanying audio or visual content is somewhat clear, partially organized, and provides some support for the story.	Presentation is only partly clear and well-organized, delivered with hesitancy or uncertainty, and has limited appeal to the audience.
1	Story is a weak example of a tall tale or myth, with little or no development of character, plot, and details; accompanying audio or visual content is minimal, unclear, not well-organized, and provides little effective support for the story.	Presentation is unclear and disorganized, delivered with significant hesitancy or uncertainty, and does not appeal to the audience.