

## Unit 1/Week 2

Title: Toto

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6;  
RF.4.4; W.4.1, W.4.2, W.4.4, W.4.9; SL.4.1; L.4.1, L.4.2, L.4.4

### 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.

##### Big Ideas and Key Understandings

Concern for others can help us overcome our own fears and cause us to take risks that we otherwise might not have done.

Characters can change from the beginning of the story to the end.

##### Synopsis

A timid young boy and a curious elephant face challenges and help each other as they grow into adulthood in a small village near a game reserve in Africa.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

#### **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.)

- 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.)

### Text Dependent Questions

Text Dependent Questions	Answers
<p>Pg. 32-33 Who is the speaker in the story? (ELD: Who is telling the story?) How do you know? What is the name for this kind of narration? How does this compare to the type of narrator found in [Insert name of last story read]? <b>or</b> What pronouns does the author use to help you decide who is telling the story? )</p> <p>Reread page 33. What word helps us predict that Toto might get into some trouble?</p>	<p>Third person narration</p> <p>[Insert type of narration found in previous s</p> <p>“On a saucer shaped plain sheltered by the purple hills lived a <b>curious</b> little elephant.”</p>
<p>Pg. 34 Reread the following sentence: “But sometimes Toto looked toward the blue and purple hills in the distance and wondered what lay behind their rounded crests.” What can you predict that Toto might do because he is curious?</p>	<p>Since Toto is a curious elephant, he might v to find what lies beyond the mountains.</p>
<p>Pg. 34-5 What kinds of things did Toto and Suku learn as they were growing up? Give examples from the text. What does this tell you about both characters?</p>	<p>Toto learned what was safe to eat, how to r and how to keep the flies off of him. Suku le mother by carrying water and collecting dur his father pen the cattle and goats. Both characters were observant and mimick</p>
<p>Pg. 35 Why doesn’t Suku go into the bush with the other boys in his village?</p>	<p>He was afraid to face the lions with nothing iron spear.</p>
<p>Pg. 36 What does Suku’s dad mean when he says, “Courage sometimes comes with need”?</p>	<p>His dad knows that Suku may be timid now, will be brave when he is in a situation where brave. Suku will face danger with courage v</p>

<p>Pg.38 What causes Suku to wake up early in the morning?</p>	<p>He hears something that sounds like an elephant trumpeting, he awoke before dawn. Suku awoke before dawn <b>because</b> he heard something that sounded like an elephant trumpeting. (This point to practice underlined linking words-<b>because</b>)</p>
<p>Pg. 38-9 Where is Suku supposed to be going when he finds Toto trapped in the snare?  Although he is not following his mother’s directions, was his decision a good one? How does this show that Suku is taking a risk?</p>	<p>Suku was supposed to go and cut some paper to help his mother fix the sleeping mat.  He NEEDS to help someone or thing, so his decision is courageous and valid.</p>
<p>Look back at pages 42-43. What did Toto and Suku do to show that they were brave enough to face the lion?</p>	<p>Suku decided he would try to use his small body to defend himself, and Toto raised his trunk and ears to appear larger.</p>
<p>Pg. 45 What clues tell us that Toto is happy to be home?</p>	<p>Toto is nuzzled against his mother and does not hide from the sun anymore.</p>

## Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p><b>TEACHER PROVIDES DEFINITION</b> not enough contentual clues provided in the text</p>	<p>Brandishing Game reserve Snare Poachers Enviously Motivation</p>	<p>Jauntily Trumpeting Contentedly Clutching Sheltered Brave</p>

<p><b>STUDENTS FIGURE OUT THE MEANING</b> suffi cient context clues are provide d in the text</p>	<p>Timid</p>	<p>Mock Cunning Wounded Slashed Trampled Unprotected</p>
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**Culminating Tasks**

- *Using specific details and evidence from the text, explain what lesson Suku learned about bravery.*

Answer: Student answers should address the notion that when someone or something you care about is at risk, it is easier to overcome your fear in order to be brave.

- *What is the theme or moral of this story? Why?*

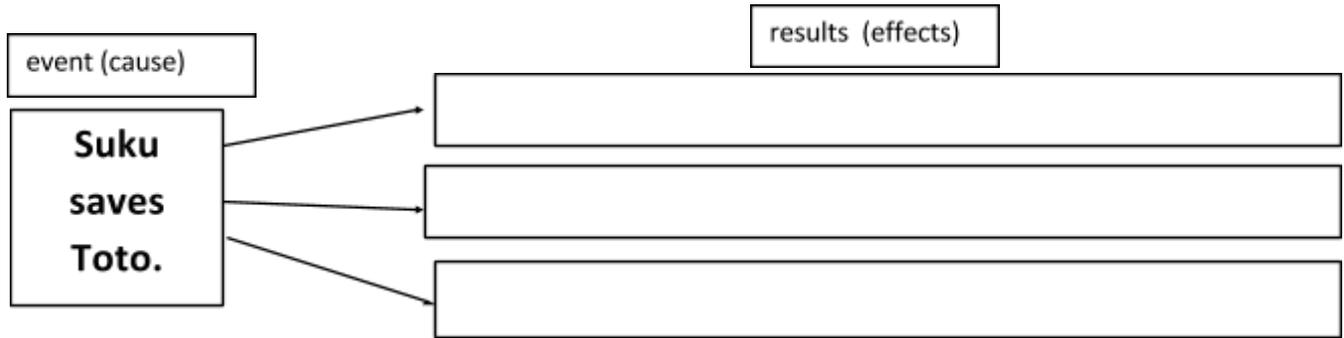
Answer: Student answers should address the notion that concern for others can help us overcome our own fears and cause us to takes risks that we otherwise would not have taken.

**Additional Tasks**

- Compare Jeremy from “Mrs. Frisby and the Crow” to Toto. How are the characters the same? How are they different? How do their characters get into trouble?

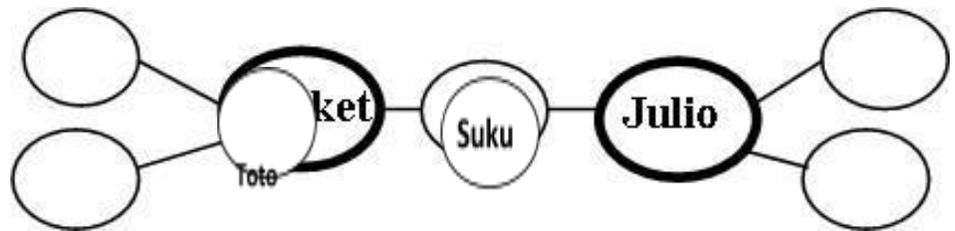
Answer: Both Jeremy and Toto are very curious characters. Jeremy likes shiny things and manages to get tangled in some old Christmas string, while Toto wanders too far from his protected game reserve and finds himself trapped in poachers’ snare.

- What do you think would have happened if Suku would not have freed Toto from the snare? Use this cause and effect map to help you explain your answer



Note to Teacher

- A double bubble map is an effective way to help students see how Toto and Suku are similar and yet different. The following linguistic patterns may also be useful when helping students describe the similarities and differences.



\_\_\_\_\_ and \_\_\_\_\_ are the same because they both \_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_, but \_\_\_\_\_ is \_\_\_\_\_.

\_\_\_\_\_ is \_\_\_\_\_ but \_\_\_\_\_ is \_\_\_\_\_.

Name \_\_\_\_\_ Date \_\_\_\_\_

### **“Toto”**

1. Who is the speaker in the story? How do you know? What is the name for this kind of narration? How does this compare to the type of narrator found in the last story we read? (Pgs. 32-33)
2. Reread page 33. What word helps us predict that Toto might get into some trouble?
3. Reread the following sentence: “But sometimes Toto looked toward the blue and purple hills in the distance and wondered what lay behind their rounded crests.” What can you predict that Toto might do because he is curious? (Pg. 34)
4. What kinds of things did Toto and Suku learn as they were growing up? Give examples from the text. What does this tell you about both characters? (Pgs. 34-35)

