

Title: <i>Swashby and the Sea</i>	Author: Beth Ferry
Genre/Unit: Narrative	Warm UpPoem: <i>Tideline</i>

Clear Purpose/Objective of Lesson:

Students will be able to identify change: in the character and in the words.

Standard(s) Lesson Aligns with:

Vocabulary and Acquisition Use Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Reading Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Building Knowledge: Background knowledge ocean, waves, and curmudgeon. Define 'el recluso' on the cover as recluse.

Vocabulary:

Tier 2 Word	Page #	Kid Friendly Definition (kids.wordsmith.net, collinsdictionary.com, ldoceonline.com)
serene	3	Calm, free from trouble: peaceful
nuisance	6	A person or thing that is annoying or bothers you in a way that makes you angry
fiddle	7	To fix or change something
vanish	11	disappear from sight
meddle	20	To take part in matters that concerns someone else without being asked: interfere
heartfelt	28	Deeply felt: sincere
recluse	Concept Word	A person who lives alone and avoids other people
curmudgeon	Concept Word	A grouchy person who gets mad easily
persevere	Concept Word	To continue to do something even when it is difficult

Warm Up: *Tideline* (see below)



Reading:

Page #	Accountable Talk Vocabulary, comprehension strategies, think alouds, and student talk.	JOYcabulary Getting students to own their words: speaking, reading, and writing.
Before	<p>Read the title and front flap blurb. <i>Readers: Have you ever been to the ocean? Maybe you have seen the ocean on TV or in a movie. Think about all you know about the ocean.</i></p> <p>Look at the illustration on the cover and think about the relationship between the girl and Swashby. (Young girl has her arms crossed, but has a smile—friendly? Swashby also has his arms crossed; Are they both stubborn?)</p>	<p>Introduce vocabulary words with images Character trait words</p> <p>***If you students do not have the background knowledge about the effects of wave action, be sure to show a video clip after reading the warm up poem. You may choose to read <i>Over & Under the Waves</i> before <i>Swashby</i>.</p>
During P. 3 - 12	<p>P. 3- 9: What do we know about Swashby so far? Were you surprised by his No Trespassing message? Why did he write the message in the sand? P. 10 - 12 How would you describe the little girl?</p>	<p>Serene fiddled provided commandeered trespassing</p>
During P.13-16	<p>Turn and Talk: What do you notice about Swashby's character as opposed to the young girl? Swashby grows more frustrated and irritable with the little girl. The little girl perseveres and stays the same (cheerful, enthusiastic, playful, etc...)</p>	<p>anchor chart - changing of the words <i>No trespassing- sing</i> <i>Now vanish - wish</i> <i>Please go away - play</i></p>
During P. 17-25	<p>Turn and Talk: What small changes did Swashby undergo before the big change? First small change Swashby shows the girl what sand to use. The next small change tells what clam shells to use. Big change is when Swashby dives into the water. <i>" I see what ye did," he whispered to the sea as he was whisked away to celebrate.</i>" The sea is a character.</p>	<p>The young girl is <i>oblivious</i>. Swashby is <i>terrified</i> and <i>brave</i>.</p>
During P25-30	<p>Swashby realizes other people can bring joy to his life. Swashby is grateful.</p>	<p>Alliteration-fun, friends, family Heartfelt- Swashby carves it Thank ye, friend - the end</p>
After	<p>Go back to the front cover and look at the name of the boat. Why did he call his boat that? Define the el recluso as recluse - a person who lives alone and avoids other people. B-grouchy, curmudgeon, recluse M- irritable, crabby, frustrated E - grateful, thankful,</p>	<p><i>After that, it was easy...it was easy...it was even easy...</i> How did Swashby's attitude change from calling the girl a nuisance to a family/friend? Did his idea of a serene life change?</p>

Extensions:

Word Games

Lights Camera Action - Act Out:

1. A younger sibling being a **nuisance**.



2. A **curmudgeon** at a birthday party.
3. A **serene** walk in the woods.
4. **Fiddle** with your hair.
5. **Meddle** with your classmate's Lego creation.

If/Then

If you saw a curmudgeon, would you hug him or ignore him?

If someone was being a nuisance, would you smile at her or ask her to stop?

Pure Imagination

What would a curmudgeon do if you knocked on his door to trick or treat?

How would you feel if you received a heartfelt apology?

Yes or No

(nuisance): When your little sister keeps coming into your room when you are doing your homework.

(serene): When there is a storm with a lot of thunder and lightning.

Does This Make Sense?

She had to persevere to erase a word.

He persevered to put on his new boots.

Phonics:

- counting syllables
- -le syllable (*fiddle, meddle*)

Comprehension:

- character change
- character relationships
- part-to-whole synthesis
- author's message/ theme

Writing:

- Magic 3
P. 3 salty, sandy, serene
P. 5 planted, scattered, boarded
P. 6 nosy, nuisance, annoying
P. 14 grumbled, mumbled, hurried
civilized, friendly, neighborly
- ellipses (p.3, 20)
- vivid verbs (p. 5 planted, scattered, boarded)
- Repetition
- Dialogue + small action
- Setting as a character

Next Steps:

- Students will read an informational book pairing called *Over and Under the Waves* - Kate Messner
- Reading and vocabulary building: story arc- a timeline to notice character change and how characters collide

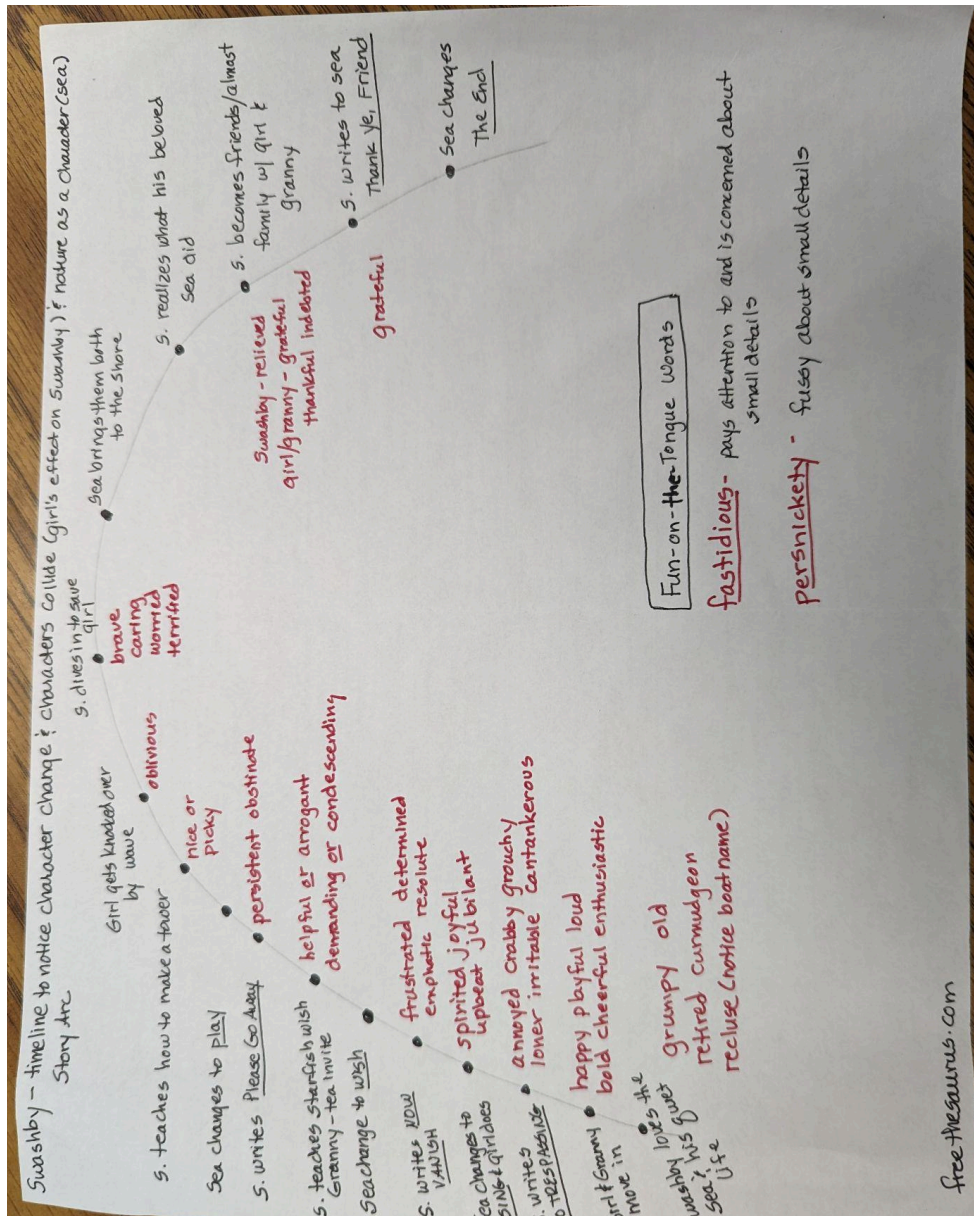
Yes/ No Vocab Assessments

I will read some sentences that make sense and some that don't make sense. You decide – if the sentence makes sense, put a check mark in the YES box. If it doesn't make sense, mark the NO box. Variation: Students may hold up Yes/No paddles while sitting in whole group.



1. The crowded amusement park was so **serene**.
2. When I'm watching TV, my brother's violin practice is such a **nuisance**.
3. My sister laughed as she gave me a **heartfelt** apology for spilling her milk on my art project.
4. The old **curmudgeon** down the road was hammering *Keep Off the Grass* signs all along his lawn.
5. He had to **persevere** to finally get the ketchup out of the bottle.

Swashby Story Arc



Warm-up Poem:

Tideline

Ocean draws on the sand
with trinkets of shell and stone,
the way I write on the sidewalk
with a stick of chalk at home.

She signs her name in letters
long and wavy and clear,
Saying "Don't forget me-
I was here,
wasss here
wasssss here..."

By Kate Coombs

