Unit 1/Week 2

Title: Pepita Talks Twice

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF.3.4; W.3.2, W.3.4, W.3.10; SL.3.1, SL.3.3; L.3.1, L.3.2, L.3.3, L.3.4, L.3.5

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

Some decisions have unexpected consequences.

Synopsis

Pepita stops speaking Spanish because she is tired of being the neighborhood translator. However, when a disaster nearly occurs, Pepita realizes that speaking two languages is best.

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.

**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.)

1. 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

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| **Text Dependent Questions** | **Answers** |
| What special skill does Pepita have? | She speaks both English and Spanish. |
| What do people often ask Pepita to do? | People ask Pepita to translate from Spanish to English or English to Spanish. |
| What does the statement “And she did what they asked without a grumble.” mean? | Pepita is happy to do it on most days. Teacher should ensure that every student knows the meaning of the word grumble. |
| How does she feel about it today? | She doesn’t want to stop to translate for people, she wants to get home. |
| What happens on Pepita’s way home?  Pepita stops to help others even though she doesn’t want to. What does this say about Pepita’s character? | Mr. Hobbs, Aunt Rosa and Miguel all ask Pepita to translate for someone. Because she has to stop, Pepita is late getting home. This shows that she is usually obedient, unselfish and willing to help others. |
| How does Pepita respond when she finally gets home? What does the statement “the grumble grew so big that it exploded” mean? | Pepita is angry because she is late and her brother Juan has already taught Lobo to fetch. She was so angry that she “burst out” and yelled at her brother. |
| “As Pepita lay in bed, she thought and thought?” What is Pepita thinking about? | Pepita is tired of always being asked to speak in both Spanish and English. She decided not to speak Spanish anymore. |
| What does Pepita tell her mother and brother? What does Pepita mean when she says “I’m tired of talking twice?” What is the reason for her decision? | Pepita has decided to not speak Spanish anymore because she is tired of talking twice. When she says “talking twice,” she means speaking in both Spanish and English to people. This keeps her from doing things she wants to do. |
| Why doesn’t Lobo obey when Pepita tells him to go home? | Lobo only understands Spanish, and Pepita is talking to him in English. |
| Why does Pepita want to “run away and hide”? | Because her teacher asks her to help a new girl who speaks only Spanish and Pepita isn’t speaking Spanish anymore. |
| What do the other characters think about Pepita’s ability to speak two languages? How do you know? | Mr. Jones says, “it’s a good thing to speak two languages.”. Her teacher says, “it’s such a wonderful thing to speak two languages.” |
| Several times in the story the author uses the phrase “She (Pepita) hadn’t thought about that before.” Use details from the story to explain what the author meant by this phrase each time. | Her dog won’t understand her, she won’t be able to sing Spanish songs and she won’t be able to talk to her Abuelita. She must also find a new name, because Pepita is a Spanish name. She will not be able to help the people she usually assisted. It will also prevent her from doing many of the things she enjoys. |
| What details in the story suggest that Pepita is getting more upset? | Pepita mumbles to herself, she frowns, she has a long, sad sigh, she made a stubborn face. |
| What terrible thing almost happens? Why? | Lobo runs in front of a car and almost gets hits because he does not understand Pepita speaking English. |
| Why does Pepita say, “It’s great to speak two languages” at the end of the story? | Because Pepita was able to call Lobo in Spanish and he understood her. |

Vocabulary

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|  | **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 | Mumbled | Scolded  Abuelita |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Grumble  Exploded  Darted  Stubborn  Grinned | Tiptoed  Streak  Wiggle  Screech  Red-face  Nuzzled  Ducked |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the story to describe what problems happen after Pepita makes her decision not to speak Spanish anymore. Why does Pepita change her mind and start speaking Spanish again?*

Answer: Her dog won’t understand her, she won’t be able to sing Spanish songs and she won’t be able to talk to her Abuelita. Her father asks her what’s going on in Spanish. Pepita tells him that she doesn’t speak Spanish anymore. She must also find a new name, because Pepita is a Spanish name. Lobo runs in front of a car and almost gets hits because he does not understand Pepita speaking English.

Additional Tasks

* Trace the use of the word grumble throughout the text. Ask students to find each instance of the word. How does the author use the term grumble to express Pepita’s emotions? Identify another portion of the story where the author describes Pepita’s emotions.

Answer: The author describes the grumble inside Pepita as if it were a balloon that grows bigger and bigger until it finally explodes. The author is creating a picture in readers’ minds to help them understand how Pepita’s feeling of anger grows stronger and stronger until she finally loses her temper. The author uses specific language (mumbled, long sad sigh) to describe Pepita’s emotions.

* Fluency

This selection lends itself to Reader’s Theater, rehearsing and then performing these pages for one another, which would be a fun way to practice fluency.

Note to Teacher

* Reader’s Theater involves children in oral reading through reading parts in scripts. Unlike traditional theatre, the emphasis is mainly on oral expression of the part. Children engage in reading aloud, performing with a purpose, and bringing enjoyment to both themselves and their audiences. Reader’s Theater gives children a purpose for reading, and for sharing their learning by bringing others into the joyful "imagination space" they create. It is a simple, effective and risk-free way to get children to enjoy reading. As children write, read, perform and interpret their roles they acquire a better understanding of the literature.