Unit 5/Week 2

Title: I Love Saturdays y Domingos

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.7; W.3.2, W.3.4; SL.3.1, SL.3.6; L.3.1, L. 3.2

Teacher Instructions

**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

People from dif­fer­ent back­grounds can be alike in many ways.

Even though her European American Grandparents and her Mexican American Grandparents have different traditions around food and celebrations, they both have many things in common and they both love their little granddaughter very much.

Synopsis

Saturdays and Sundays are very special days for the young girl in this story. On Saturdays, she visits Grandma and Grandpa, who come from a European-American background, and on Sundays--los domingos--she visits Abuelito y Abuelita, who are Mexican-American. While the two sets of grandparents are different in many ways, they also have a great deal in common--in particular, their love for their granddaughter.

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.)
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.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| What does the girl do on Saturdays? | The girl visits her Grandpa and Grandma, her father’s parents. |
| What does the girl do on Sundays? | The girl visits with Abuelito y Abuelita, her mother’s parents. |
| How do the girl’s grandparents feel about her? What evidence from the text and illustrations support your answer? | The illustration shows them hugging her and the text cites them calling her “sweetheart,” “darling,” and “mi corazon.”  This shows that both grandparents love their granddaughter. |
| It says that the girl calls Sundays *domingos.* Why does she do this? What evidence from the text tells you why she does this? | Many of the words are in Spanish because the girl speaks Spanish to her Abuelito Y Abuelta and they answer her in Spanish. That is why she translates Sunday into Spanish (domingo). |
| The text talks about the two different breakfasts the girl eats at the different grandparents’ homes. How are the two meals similar and different? | The girl had pancakes with grandma and while she had eggs at both homes, they were prepared differently. Grandma made scrambled eggs and Abuela made huevos rancheros. She also had milk at Grandma’s and papaya juice at Abuelita’s. |
| The author tells us Abuelita keeps chickens. Tell 3 reasons why she does this. | According to the text, Abuelita keeps chickens because she loves animals, she used to live on a farm when she was a little girl, and she has room to keep chickens because she has a large backyard. |
| According to the text, what is different about the way the girl sees the circus on Saturday and on domingo? | According to the text, on Saturday she watches a movie about the circus with her Grandma and Grandpa, and on domingo her Abuelito y Abuelita take her to real circus. |
| The illustrations show both grandpas like fish. According to the text, what is different about the way the grandfathers like to watch fish? | Grandpa likes to keep fish in an aquarium in his home. Abuelito likes to walk down to the seashore and watch the fish from the pier. |
| Both sets of grandfathers’ families were immigrants. According to the text, where did the narrator’s Abuelito and Grandpa’s families emigrate from? | Grandpa’s family “came to America in a big ship from Europe.” Her Abuelito grew up “on a rancho in Mexico.” |
| Both grandfathers were similar in that they each helped their families when they were young boys. Cite evidence that tells you what each one did to help his family. | Grandpa tells us, “When he was a young boy, he delivered papers early in the morning, before school, to help his family,” and Abuelito says he worked on a Rancho in Mexico and when he was only 12 years old, he was left in charge of his family when his father went to Texas looking for work. |
| The author states that the two grandmas are proud of their grandmothers. What did their ancestors do to instill this pride in them? | Grandma’s grandmother was “born on the trail” when her parents came to California in a covered wagon. “Later she became a teacher.” Abuelita’s family are Native Americans and she is “very proud of her Indian blood because the Indians really know how to love the land.” |
| How did both sets of grandparents make the girl’s birthday special? Cite evidence. | Grandma and Grandpa brought her a new doll. Grandma made a dress for the doll in her favorite color. Abuelito made her a dollhouse and Abuelita made her a party dress exactly like her new doll dress. Both sets of grandparents came to her party. |
| According to the text, what special surprise did the two grandmas collaborate on for the girl’s birthday? | Abuelita made a dress for the girl that matched the dress Grandma made for her new doll. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | serves  spongy  Europe  difficult  planned | swallow  bouquet  in charge |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | spend  circus  aquarium  pier | collects  collection  growing  keep  hatched  soars |

Culminating Task

* Re-Read, Think, Discuss, Write
* *In the realistic fiction story, I love Saturdays y domingos the author tells about different activities the little girl participates in with her two sets of grandparents, one European and the other Mexican. Even though these families are from different cultural backgrounds, they enjoy many of the same things. Using evidence from the text, write one paragraph describing at least 3 examples of interests the families have in common.* 
  + Sample Answer: In *Saturdays y Domingos* the girl spends time with both sets of grandparents. Even though these families are from different cultural backgrounds, they enjoy many of the same things. The pictures show that both grandparents love their granddaughter. It shows them hugging her and calling her “sweetheart,” “darling,” and “mi corazon.” Both families have pets. Abuelita has a dog named Canelo and grandma has a tabby cat named Taffy. Abuelita also keeps chickens. Other pages shows how both families planned her birthday gifts of a doll dress along with a matching dress for her. This story shows the similar interests of these two culturally different families.

Additional Tasks

* Research a recipe for Huevos Rancheros and a recipe for scrambled eggs. Also, students can make these at home with a parent, eat them, and then describe which they like better and why.
  + Sample Answer: Huevos Rancheros is Spanish for rancher's eggs. Typically fried eggs served over fried corn tortillas and topped with salsa.

A recipe for Scrambled eggs is: 4 eggs, ¼ cup milk, salt and pepper, 2 tbsp. butter.

See: <http://www.incredibleegg.org/>

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* Have students select trade books for independent reading. Guide students in selecting books at appropriate reading levels that relate to the concept, *Different Cultures.* After reading, have students work in pairs, retelling their trade books to one another.
  + Possible trade books:
* *African Journey* by John C Chiasson
* *The Most Beautiful Place in the World* by Ann Cameron
* *The Boy Called Slow: The true Story of Sitting Bull* by Joseph Bruchac
* *Between Earth & Sky: Legends of Native American Sacred Places* by Joseph Bruchac

Notes to the Teacher

* The words in the vocabulary chart are Tier 2 academic words found in the text. However, the following Spanish words should also be taught to help students understand the story:

Abuelito y Abuelita

y domingos

papaya

huevos rancheros

piñata

Feliz cumpleanos