Unit 1/Week 2

Title: *Drive-In Movies*

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.6.1, RL.6.2, RL.6.4; W.6.1, W.6.4, W.6.9; SL.6.1; L.6.1, L.6.2, L.6.4

Teacher Instructions

**Preparing for 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-

Sometimes a person’s desire to earn a reward will influence him or her to work hard. Yet, sometimes the reward matters not so much as the hard work put into earning it. In this short story we are asked to ponder which is more important: working towards a goal or the reward. Often the lesson one learns is the most important experience of all.

Synopsis-

In the *Drive-In Movies*, young Gary Soto wants his mother to take him and his siblings to the drive-in movies, a special treat. His plan is to be very good and to do lots of chores one Saturday morning and afternoon in order to impress his mother. Unfortunately, he works so hard at weeding, mowing, and waxing the car that he falls asleep during the movie.

1. Read the entire selection, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary.

**During Teaching**

1. Students read the entire selection independently.
2. Teacher reads the text aloud while students follow along or students take turns reading aloud to each other. Depending on the text length and student need, the teacher may choose to read the full text or a passage aloud. For a particularly complex text, 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, continually 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** |
| Looking at the photographs on page 46 and 47, what conclusions can you draw about the time period in the book? | Student answers will vary. Teacher guides discussion toward how drive-ins functioned and how they were part of the culture of the 1950s and 60s. Evidence can be drawn by looking at the vehicle style on p. 47 and the drive-in speakers on p. 46. |
| At the very beginning of the story, the narrator hopes that he and his siblings may be able to go to the drive-in movie. Under what circumstances might this happen? | The author writes, “For our family, movie-going was rare. But if our mom, tired from a week of candling eggs, woke up happy on a Saturday morning, there was a chance we might…[get to go] to the Star Light Drive-In” (pg. 46). |
| What did the children think they have to do in order to be able to go? | The narrator states, “So on Saturday we tried to be good. We sat in the cool shadows of the TV with the volume low and watched cartoons…” (pg. 46). They were quiet and let her sleep. |
| On page 47 in the first paragraph, what details show that the narrator really wanted to please his mother?  Describe the things Gary does for his mother.  Why does he do them?  Use details from pages 46 and 47 to support your response. | The narrator really wanted to please his mother. Gary made his mother toast with strawberry jam and “weak” coffee. He lined up three boxes of cereal for her to choose from. He does these things so that his mother will let him and his siblings go to the drive-in movie. |
| In page 47 in the 2nd paragraph, what details show that the narrator is working hard? | The narrator was working hard. For example, “I picked up a trowel and began to weed the flower bed,” “I got to work quickly,” “I was sweaty hot,” “My knees hurt from kneeling.” “…my brain was dull.” |
| On page 48, Gary gets stung by a bee, while doing yard work. Based on details from the text, explain what Gary does.  What does this show about Gary?  Why is this important to the story? | He fixes the problem himself. The text states, “I pulled it (the stinger) out quickly, ran water over the stinger and packed it with mud” (p. 48). This detail is important to the story because it shows that Gary does not want his mother to get upset and that he will not let an injury keep him from earning the movies. This shows how important going to the drive-in is to Gary. |
| After being stung by the bee, describe several things that Gary does next? Cite evidence from page 48. | 1. Mowed the lawn: “This job was less dull because as I pushed the mow over the shaggy lawn, I could see it looked tidier.” 2. Got stung by a bee: “…a bee stung the bottom of my foot. I danced on one leg and was ready to cry…” 3. Pulled more stringers from the flower bed. 4. Picked ticks from the dog: “More ticks had migrated to his snout.” 5. Swept the front steps. 6. Took out the garbage. 7. Cleaned the lint filter to the drier: “Easy.” 8. Plucked hair from the industrial wash basin in the garage: “Also easy.” 9. Hosed off the patio 10. Smashed three snails sucking paint from the house: “Disgusting but fun.” 11. Tied a bundle of newspapers. 12. Put away toys. 13. Began waxing his mother’s car. |
| Gary and his brother begin waxing their mother’s car. Look at page 46 again. What is the difference between “chrome” and “paint?” | “Paint” is the covering of the metal of the car, and “chrome” is the shiny metal pieces that decorate the car. |
| What details show that the narrator is proud of his work? | The author states, “But the beauty was evident. The shine, hurting our eyes and glinting like an armful of dimes, brought Mother out.” (pg. 49). |
| What details show that waxing is hard work? | “I began to hurry because my arms were hurting…” (pg. 49).  “We polished and buffed, sweat weeping on our brows” (pg. 49). |
| What do Gary’s mother’s actions say about her in the following sentences found at the beginning of page 50?  “Mom came out and looked at us with hands on her aproned hips. Finally, she said, ‘You boys worked so hard.’ She turned on the garden hose and washed the car.” | Gary’s mom is impressed by Gary’s work. On page 50, she says,  She was willing to help finish washing the car, even though this was her day off. |
| Notice the difference in the amount of detail given about the hard work the narrator does to earn going to the drive-in movies **and** the actual time spent at the drive-in movies.  How does this relate to the Key Understanding: Sometimes a person’s desire to earn a reward will influence him or her to work hard. Yet, sometimes the reward matters not so much as the hard work put into earning it. | Teacher should accept all responses, but guide students to the reason more details are given to earning the reward rather than earning the reward is to emphasize the fact that the process of working hard is more important than the reward itself. The author provides lots of details about the hard work, and not many details about the actual reward of the movie. This can lead the reader to conclude that the experience of doing the hard work was more important then the experience of going to the movie (the reward). |

Tier II/Academic Vocabulary

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|  | **These words require less time to learn**  (They are concrete or describe an object/event/  process/characteristic that is familiar to students) | **These words require more time to learn**  (They are abstract, have multiple meanings, are a part  of a word family, or are likely to appear again in future texts) |
| **Meaning can be learned from context** | Page 47 - stringers  Page 47 - dew  Page 47 - snout  Page 48 - hovering  Page 48 - slop  Page 49 - chrome  Page 49 - vigorously | Page 48 - migrated  Page 49 - evident  Page 49 - intently  Page 49 - dedicated |
| **Meaning needs to be provided** | Page 47 -trowel  Page 48 - beaded  Page48 - windmill  Page 48 - pulsating  Page 48 - weeping  Page 49 - winced  Page 50 - aproned | Page 46 - prelude |

Culminating Writing Task

* Prompt:

*The narrator in Gary Soto’s The Drive-In Movies, works extra hard by doing yard work and waxing the car for his mother so she will take him and his siblings to the drive-in movies that night. He gets his reward, but he is exhausted and falls asleep during the show. Does his hard work pay off? Which was more important: Gary’s hard work or his reward? Write two or three paragraphs stating your opinion. Analyze the evidence the author provided in the text and use this evidence to support your point of view.*

* Teacher Instructions:

1. Students identify their writing task from the prompt provided.
2. Students complete an evidence chart as a pre-writing activity. Teachers should guide students in gathering and using any relevant notes they compiled while reading and answering the text-dependent questions earlier. Some students will need a good deal of help gathering this evidence, especially when this process is new and/or the text is challenging!

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| ***Evidence to show narrator’s actions***  ***Which was more important: Gary’s work or his reward?*** | ***Page number*** | ***Narrator’s motivations & results of his actions*** |
| The author writes, “For our family, movie going was rare. But if our mom, tired from a week of candling eggs, woke up happy on a Saturday morning, there was a chance we might…” get to go. | 46 | This gives the narrator the motivation to work for his mother in hopes of winning the reward of going to the drive-in movies. |
| The narrator states, “So on Saturday we tried to be good. We sat in the cool shadows of the TV with the volume low and watched cartoons…” | 46 | Shows how the narrator changes his behavior to make his mother happy. |
| Gary made his mother toast with strawberry jam and weak coffee. He lined up three boxes of cereal for her to choose from. He began to weed the flower bed for half an hour. He does these things so that his mother will let him and his siblings go to the drive-in movie. | 46-47 | Narrator tries to make mother want to take them to the drive-in. |
| “I pulled it out quickly, ran water over the stinger and packed it with mud.” | 48 | Gary will not let a bee-sting injury keep him from earning the movies. |
| 1. Pulled more weeds, 2. Swept the front steps, 3. Took out the garbage, 4. Cleaned the filter to the dryer, 5. Plucked hair from the industrial wash basin in the garage, 6. Hosed off the patio, 7. Smashed three snails, 8. Tied a bundle of newspapers, and 9. Put away toys. | 48 | Narrator is motivated to do as much work as he can to ensure that his mother will let him go to the drive-in. |
| “You boys worked so hard,” “that night we went to the drive-in.” | 50 | Narrator’s mother is so impressed by all Gary’s hard work that she takes him and his siblings to the drive-in. |
| What conclusion can be drawn by this evidence? |  | Responses will vary, but should be supported by the evidence gathered. |

1. Once students have completed the evidence chart, they should look back at the writing prompt in order to remind themselves what kind of response they are writing (informative) and think about the evidence they found. (Depending on the grade level, teachers may want to review students’ evidence charts in some way to ensure accuracy.) From here, students should develop a specific thesis statement. This could be done independently, with a partner, small group, or the entire class. Consider directing students to the following sites to learn more about thesis statements: <http://owl.english.purdue.edu/owl/resource/545/01/>

<http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml>.

1. Students compose a rough draft. With regard to grade level and student ability, teachers should decide how much scaffolding they will provide during this process (i.e. supplying a structure for writing, modeling, showing example pieces, sharing work as students go).
2. Students complete final draft.

* Sample Response:

Sometimes a person’s desire to earn a reward will influence him or her to work hard. Yet, sometimes the reward matters not so much as the hard work put into earning it. The narrator in Gary Soto’s “The Drive-In Movies,” works extra hard by doing yard work and waxing the car for his mother. I believe that ultimately the narrator’s hard work pays off.

At the beginning of the story, the narrator gives us his motivation to work hard for his mother. He states, “For our family, movie going was rare. But if our mom, tired from a week of candling eggs, woke up happy on a Saturday morning, there was a chance we might …” get to go (pg. 46). First, the narrator started off with making his mother strawberry jam and weak coffee, leaving three cereal boxes for her to either choose to eat from or to read. Next, he begins by pulling weeds from the flower box. During this time, he was stung by the bee on his foot and cared for it by packing the affected area with mud. He then performed a succession of nine tasks: 1. Pulled more weeds, 2. Swept the front steps, 3. Took out the garbage, 4. Cleaned the filter to the dryer, 5. Plucked hair from the industrial wash basin in the garage, 6. Hosed off the patio, 7. Smashed three snails, 8. Tied a bundle of newspapers, and 9. Put away toys. The culminating activity was to wax his mother’s car with the help of his brother. This turned out to possibly anger the narrator’s mother because they ended up using wax which would not come off the car. It turns out that the narrator’s mother was impressed by all their actions. She states, “You boys worked so hard” (pg. 50). And, that night they, indeed, go to the drive-in. Unfortunately for the narrator, he was so tired from all his cleaning, that he fell asleep within twenty minutes of the start of the movie.

All in all, I believe that the narrator’s hard work does pay off. True, he missed seeing most of the movie; however, he did please his mother, and this is something I think that she will not forget, and will have positive benefits for the narrator in the future. I think that Gary’s hard work was more important that the reward he received. Yes, he will always remember fondly falling asleep at the movies, but I think he will remember even more his efforts on that hot summer day to earn his night at the drive-ins. I believe that it is best to earn things for yourself rather than be simply given them, and I think that this lesson will be with Gary always. In fact, he even wrote a story about it.

Additional Tasks

* Most likely, we have all experienced a time when we took on some chores in order to gain a reward. We may have worked for our parents, family members, friends or even teachers. Write a 3 to 4-page paper elaborating on your experience. Be sure to include specific details describing your “boss,” your work, and what the outcome was. For example, did you earn a reward? Was this experience worth your time and effort? Convince the reader.
  + Student papers should include specific details which elaborate for whom they worked, the nature of their work, and the outcome of the work. A successful paper should have a clear explanation convincing the reader whether or not it was worth it for the student to have participated in the work.

Supports for English Language Learners (ELLs) to use with Anthology Alignment Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Anthology Alignment Lessons to ensure ELLs can engage fully with the lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before reading:**

* Read passages, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide explicit instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, and are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Complete a [Know, Want to Learn, Learned (KWL) graphic organizer](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about the text.
* Have students research the setting or topic and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for that objective.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher order thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Provide explicit instruction, using multiple modalities, on selected vocabulary words (e.g., 5–8 for a given text) that are central to understanding the text. During reading, you should continue to draw attention to and discuss the words that you taught before the reading.

**Examples of Activities:**

* Have students include the example from the text in a student-created glossary.
* Create pictures that represent how the word was used in the passage.
* Create sentences using the word in the way it was used in the passage.
* Have students discuss the author’s word choice.
* Examine important sentences in the text that contribute to the overall meaning of the text.
* Examine sentence structure of a particular sentence. Break down the sentence to determine its meaning. Then determine how this sentence contributes to the overall meaning of the passage. Determine if there is any figurative language in the sentence and have students use context clues to determine the meaning of the figurative language.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* While reading the text, have students fill in a story map to help summarize what has happened.
* Have students fill in an evidence chart while they read to use with the culminating writing activity. Make sure to model with the students how to fill in the evidence chart by filling in the first couple of rows together as a class. Go over the prompt that the evidence should support, making sure to break down what the prompt means before having the students get to work. If some of your students frequently struggle to understand directions, have the students explain the directions back to you.
* Provide somewhere for students to store new words that they encounter. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students start a KWL before reading, have them fill in the “L” section as they read the passage.

**After reading:**

* Reinforce new vocabulary using multiple modalities.

**Examples of activities:**

* Using the words that you had students work with before the reading, require students to include the words in the culminating writing task.
* Create Frayer models with the words. Then cut up the Frayer models and have the students put the Frayer models back together by matching the pieces for each word.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* When completing the writing assignments after reading, consider using these scaffolds to support students depending on their English proficiency.

**Examples of Activities:**

* For all students, go over the prompt in detail making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.