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| Unit 6/Week 5 |
| Title: *Elena’s Serenade*  |
| Suggested Time: 5 days (45 minutes per day) |
| Common Core ELA Standards: RL.3.1, RL. 3.2, RL.3.3, RL.3.4; RF.3.3, RF.3.4; W.3.2, W.3.4; SL.3.1, SL.3.2, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.6 |
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| 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.
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| Big Ideas and Key Understandings*Elena’s Serenade* is about a girl who uses her imagination to solve problems and to follow her dreams.  |
| Synopsis*Elena’s Serenade* is a fantasy in which a girl seeks to make her dream of becoming a glassblower come true. Elena wants to be a glassblower like her father, but no girl has ever been a glassblower in their town. Taking the advice of her brother, Elena pretends to be a boy and sets off to Monterrey, Mexico, where she hopes to become a glassblower. Along the way she plays her musical pipe and encounters animals who talk (Burro, Roadrunner and Coyote) and do things that real animals cannot really do (limp, march, sing). Elena helps them overcome their problems with songs she plays on her glass-blowing pipe. Elena’s glassblowing is so imaginative that she creates beautiful designs like stars, birds, and butterflies. When she goes back home, she surprises her father with her glass-blowing talent. They decide to work side by side back at home together. |
| 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.
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| **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.)
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Text Dependent Questions

| **Text-dependent Questions** | **Evidence-based Answers** |
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| Page 422 What does Elena’s Papa do that is “just like magic”? Find evidence in the text. | “My Papa is a glassblower. He puffs out his cheeks, blows into a long pipe, and a bottle appears at the other end, just like magic.” Papa’s glassblowing looked like a man playing a musical instrument, but a shape came out of it, like magic. |
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| Papa does not think Elena should be a glassblower. What reasons does he give? Cite the text. | The text says “you are too little,” “The hot glass might burn you,” and “who ever heard of a girl glassblower?” |
| Page 423Why does Elena decide to disguise herself? | The text says “since girls aren’t supposed to be glassblowers, I’ll pretend that I am a boy.” She wants to be a glassblower despite her father’s misgivings. |
| Page 424According to the text, what does Elena learn how to do? | Elena is hot and needs to rest. To pass the time she blows on her pipe. “My pipe is making music” (page 424). She plays the song “Burro Serenade.” She keeps practicing the notes until there are no mistakes. Elena learns how to play music on her glass-blowing pipe. |
| Page 425What is the Burro’s problem and how does Elena help him? Cite evidence from the text. | Elena is playing a song on her pipe. The burro is lost and alone and he hears the music. “I was lost and lonely until I heard my song.” (page 425) The music makes him happy and he offers to take her to Monterrey. “May I take you someplace?” |
| Page 425The author uses the word *overtake*. What does that mean? What context clues help you figure out the meaning? | The roadrunner is limping along. Elena says, “Oh, Señor Roadrunner, you are supposed to fly like the wind. *Qué pasa*?” From these clues I can tell the word *overtake* means to pass or pass by. |
| Page 425-427Using evidence from the text, explain what the roadrunner’s problem is and how Elena helps him? | The roadrunner is limping. He has forgotten how to run. Elena plays “*La Marcha Grande de Mejico*.” She helps him run faster by teaching him to march to the beat of the music. “Roadrunner’s limp changes to a march” (page 426). |
| Page 427-428According to the text, what is coyote’s problem and how does Elena help him? | The coyote cannot sing. “Everyone hates my songs” (page 427). She helps to teach him to sing with a pure voice. “Coyote sings his sweet love song to *la luna*” (page 428). |

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| In the same section, the author uses a repeated pattern after each encounter with an animal. Find the sentence that is repeated. *Repetition* is a literary device in this story. What purpose does it serve? | “If you can \_\_\_\_\_, you can do anything.”“If you can make music, I’m sure you can make glass” (page 425).“You play such a fine march, certainly you’ll make a fine glassblower” (page 427).“If you could teach me to sing, you can do anything?” (page 428).The repetition is used to emphasize how skillfully Elena can use her pipe to help each animal. The repetition helps the reader to remember Elena’s helpful actions and growing confidence. |
| Pages 426-428Read the definition of *fantasy* on the front cover. Look again at pages 426-428. What are examples of things that would never happen in real life?” Cite the text to support your answer. | (Page 426) Roadrunner is able to talk, limp and march.(Page 427) Coyote talks to Elena and he is worried no one likes his song. (Page 428) Elena teaches Coyote a new song and the owl, bats and lizard like it.Animals do not do any of these actions in real life, so this story is a fantasy. |
| Pages 430-431What surprises the master glassblowers when Elena blows on her pipe? | She blows a star from her pipe instead of a glass or bottle because her song was called “*Estrellita*” or little star. |
| Pages 432-433How does Elena use her pipe to get home? | She plays the song “*La Golondrina*,” which is about a bird called a swallow. As she plays this melody, a lovely swallow emerges from the pipe and she is able to ride on its wings back to her home. |
| Page 435 What changes Papa’s mind about Elena and her desire to become a glassblower? | On page 435, the text says that while Elena is disguised as a boy, she blows beautiful glass butterflies from her pipe and her father says, “If only my daughter were here to see this.” He is amazed by her ability.  |

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| Page 436What does the author mean by “side by side”? | On page 436 the text says they worked next to each other at the great furnace. This means the Elena and her father now both work together at the family glassblowing business. |

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| Vocabulary |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** |
| **TEACHER PROVIDES DEFINITION**not enough contextual clues provided in the text | Page 422 - glassblower Page 426 – proud\*discovery (words in Culminating Task)  | Page 422 - puffsPage 423 - *sombrero*Page 424 – furnace, burro, tune Page 425 - roadrunner, overtake, *que pasa*Page 427 - surges, coyote, hurling, shriekPage 430 - *muchacho*Page 432 - *golondrina* (swallow) Page 435 - *mariposa* (butterfly)  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 425 - overtakePage 429 - factoryPage 431 - burstsPage 435 - reply  |  |

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| Culminating Task |
| * *Elena’s Serenade is about a Mexican girl who uses her imagination to solve problems and to follow her dreams. Along the way, she makes a discovery about herself. What does Elena learn from each animal and what is the discovery Elena makes about herself? Cite evidence from the text to support your answer.*
* Sample Answer: Elena is on her way to Monterrey to try and fulfill her dream of becoming a glassblower. Elena learns a lot about herself as she helps others along the way to Monterrey. The first animal she helps is the burro that was lost and lonely. The music from her pipe makes him happy and he offers to take her to Monterrey. The burro tells her, “If you can make music, I’m sure you can make glass” (page 425). This shows Elena that with practice, she too can be a great glassblower.

Next, she helps the roadrunner who has been limping. She helps him when she teaches him to run faster by marching to the beat of the music. He tells her, “You play such a fine march, certainly you’ll make a fine glassblower” (page 427). This teaches Elena that by helping others, she can accomplish your goals. Then she meets coyote, who cannot sing. With her pipe, she helps him sing with a pure voice. Coyote tells her, “If you could teach me to sing, you can do anything” (page 428). This teaches Elena that through practice and focus she can get better at the skill of blowing glass. In *Elena’s Serenade*, she discovers on her journey that she can make beautiful music with her glass-blowing pipe. This music helps others and eventually helps her meet her dream of becoming a glassblower. When she blows on her pipe, wonderful shapes appear – stars, birds. “I remembered how my pipe helped Burro, how it helped Roadrunner and Coyote” (page 430). By using her imagination to help others achieve their goals, Elena is able to have the confidence to realize her own goal of being a great glass-blower.

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| **Example** | **Evidence in the Text** | **Elaboration/Explanation** |
| Burro | “If you can make music, I’m sure you can make glass” (page 425).  | This shows Elena that with practice and focus playing on her pipe, she will be able to be a great glassblower. |
| Roadrunner | “You play such a fine march, certainly you’ll make a fine glassblower” (page 427). | This shows Elena that by helping others and trying new things, she can accomplish her goals. She is gaining confidence in her abilities. |
| Coyote | “If you could teach me to sing, you can do anything” (page 428). | This shows Elena that practice and focus can help her to get better at a skill and that imagination can make impossible dreams come true. |

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| Additional Task* Share a YouTube video of glassblowing with your students. What comparisons can they make after seeing what real glassblowers do to create an object of glass?

<http://www.youtube.com/watch?v=1cdjd2S_c5k> <http://www.youtube.com/watch?v=p0RkavoFv9Y>* All of the songs that Elena plays have an impact on the animals and things she creates. Have students make a T-chart with the song in one column and the connection of the song to the event or action in the story in the other. Have student compare results. Examples: She plays “*La Marcha Grande de Mejico*” for the roadrunner and that helps him walk better. She plays “*La Mariposa*” and creates glass butterflies.
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Supports for English Language Learners (ELLs)

to use with Basal Alignment Project 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 Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a 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 the reading:**

* Read passages, sing songs, 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 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, or 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.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* 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.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* 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 the objective(s) that were shared with students.
* 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/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* 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).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**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.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.