Unit 2/Week 4

Title: Dancing Rainbows

Suggested Time: 5 days (45 min.)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.4, RL.3.7, RL.3.9, RL.3.10; RF.3.3, RF3.4; W3.2, W3.4, W3.8; SL3.1; L.3.1, L.3.2, 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

It is important to keep history, culture, and traditions alive.

Synopsis

**Curt, a young Tewa Indian, and his grandfather, Andy, prepare for Feast Day. They enjoy the good food, beautiful dances, colorful costumes – and the time they spend together celebrating the traditions of their ancestors.**

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** | **Page #** | **Answers** |
| What is a pueblo? What language is the word pueblo derived from? What event does Curt’s pueblo hold every year? | 210 | * A pueblo is a Spanish word for town.

The pueblo has a party every year where they have food, fun, and dance. |
| Where and when will the Tewa tribe have Feast Day? Explain how the town got its name. | 210-211 | * In San Juan Pueblo, New Mexico. San Juan is named after Saint John the town’s patron saint (a person who important to the religion and people of the town.) Pueblo means town and it’s also the name of the Pueblo Indians. Every year on June 24
 |
| What is the difference between how Curt’s ancestors (old family members from long ago) worked and how Tewas work today? | 211 | * Curt’s ancestors were farmers who grew corn, beans, and squash. Today, most Tewas work at businesses.
 |
| In what ways does Curt’s family show respect for Mother Earth? | 211 | * They take care of the land by weeding, planting, and turning the dirt.
 |
| Looking at the photos on pages 210 and 211, what can you tell about the land where Curt and Andy live? How do you know? | 211 | * It’s warm, dry, and sunny; It’s a flat grassland in the countryside surrounded by distant mountains.
 |
| How does Curt’s close relationship with his grandpa help him learn about the Tewa tribe’s culture? | 212-213 | * Andy teaches Curt about farming, how to respect the land, dancing, praying, and playing music. They spend much of their time doing these together.
 |
| Explain how dancing is an important and respected part of the Tewa culture. | 213 | * The tribe dances for many different reasons. Dances are prayers to help cure the sick, give thanks, and to pray for good crops.
 |
| What is the importance of the Buffalo Dance? | 214 | * Tewas believe that people and animals once spoke the same language. The dance is to show their respect for the animals and to bring strength and power to their tribe.
 |
| What is a plaza? What happens in the plaza? | 214 | * A plaza is the center of town where the Tewa meet to do the Buffalo Dance.
 |
| What do Tewas believe about raindrops and rainbows? | 216 | * Rain and rainbow represent good luck. They believe their ancestors have come back as raindrops to help them live and the rainbows join Mother Earth with Father Sky.
 |
| What traditional costume does Curt wear on Feast Day? | 218 | * Curt puts on a Comanche costume. He also wears face paint and fox skin over his head.
 |
| What text features does the author include to show the drums have great power and importance? | 219 | * The words BOOM! Repeat 3 times, are in all caps, and have an exclamation point after each word.
 |
| What do drummers do on Feast Day?  | 219 | * The drummers paint their hands white so they can give their drumbeats more power. They beat their drums and sing songs about many things.
 |
| What clues does the author use to show that Curt understands he should dance “for all things and people”? | 221 | * Curt remembers that his grandfather told him to never dance for himself. So he sends prayers to the crowd by wishing them a good life and a safe trip home.
 |
| What can you infer about traditional culture of the Tewas Indians? What information did you use to make your inference? | 221 | * Prayer is important: they pray for Mother Earth and for their tribe’s happiness.
* Tewas think of others: They dance for all things and people, Curt sends out prayers to the crowd, never dance alone
* Dance is important; dance to the Great Spirit, Mother Earth
* (answers may vary, accept all reasonable inferences that have textual support)
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| What in the Tewas’ history makes Feast day so special? | 222 | * At one point, it was illegal for them to dance and visit their Kivas.
 |
| Read the first paragraph on page 223. In your own words, what is the main idea of this paragraph? | 223 | * They learn to dance at a very young age because dancing is important to the tribe.
 |
| What do the costume decorations symbolize on page 223? How does this connect to the conditions of the Tewas land? (If need be, revisit the picture on pg 210 and 211) | 223 | * They look and sound like raindrops and water. The Tewas land is dry and hot and the tribe is praying for rain to help the tribe farm.
 |
| How do the Tewas show their respect to the eagle? | 224-225 | * They do the Eagle Dance to give thanks to the bird by swooping, soaring, landing, circling, and resting.
 |
| What traditions did Curt’s ancestors pass down to him? What do these traditions represent for the Tewas? | 227 | * His ancestors gave him beautiful songs and colorful dances.
* These traditions show that the Tewas respect the earth so they dance and sing songs to pray for everything that the earth has given to them.
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Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 211 - ancestorsPage 212 - elder | Page 210 - San JuanPage 216 - good mind, good heart, good life  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 210 - pueblo, TewaPage 211 - honor, respectPage 212 - elderPage 213/214 - plazaPage 215 - hornoPage 216/218 - sprinklesPage 220 - imitatingPage 222 - Kivas | Page 213 - curePage 214 - buffaloPage 214 - strengthPage 222 - illegal |

Culminating Task

* Re-Read, Think, Discuss, Write

*It is important to keep history, culture, and traditions alive. Find evidence in the text to show how the Tewas adhere to this statement.*

 Answer: Students’ answers might include the following examples

* + They celebrate Feast Day every year
	+ They wear traditional costumes on Feast Day
	+ They play traditional songs
	+ They participate in the Buffalo Dance and Eagle Dance, among others
	+ They take care of Mother Earth and show respect for her by weeding, planting, and turning the dirt

*What traditions did Curt’s ancestors pass down to him? What do these traditions represent for the Tewas?*

Answer: His ancestors gave him beautiful songs and colorful dances. These traditions show that the Tewas respect the earth. In order to show that respect, they dance and sing songs to pray for everything that the earth has given to them.

Additional Tasks

* Compare the ways both Curt and Anthony Reynoso honor their ancestors and share their traditions. Be sure to support your ideas by using details and examples from both stories. Explain by using details from both stories.

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.