Unit 1/Week 2

Title: Dear Juno

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.3, RL.3.4, RL.3.5, RL3.6 (extension activity), RL.3.7, RL.3.10; RF.3.3, RF.3.4; W.3.1, W.3.3, W.3.4, 3.7 (extension activity); SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

*Refer to the Introduction for further details. (Introduction is a document in drop-box that is titled)*

**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

There are many ways to communicate and strengthen relationships with others over distances (settings). (Letters and drawings)

Synopsis

Juno receives a letter from his grandmother who lives in Seoul Korea. Even though he cannot read the text since it is written in Korean, he is able to communicate with her through letters that include pictures and objects. It is through their communications and actions that we learn just how much they care about each other.

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** |
| Re-read pages 44-47 and look at the illustrations on these pages. Based on what you read and see here, what do we learn about Juno and how he feels? Use specific details from these pages in your answer. | Juno misses his grandmother and he is thinking about her. He thinks that planes might be flying from Korea where his grandmother is and thinks about what she may be doing. |
| (Page 44) In the beginning of the story, what evidence supports the idea that Juno and his grandmother live in different locations? | Juno imagines his grandmother is on a plane he sees in the sky. He wonders if one is flying from Korea. \* Teachers should explain where Korea is in relation to the U S |
| A simile uses *like* or *as* to compare two things. On page 44, the author uses a uses a simile to compare two things. What two things are being compared and why? | The planes’ blinking lights are compared to shooting stars. The simile helps the reader understand that the planes’ lights are small, bright, and faraway. |
| What does the word “tucked” mean? Which word in the sentence gives you clues about its meaning? | The word *inside* shows that the picture and flower were with the letter. *Tucked* must mean “put or placed.” That meaning makes sense in the sentence. |
| (Pages 48-49) Why couldn’t Juno read the letter his grandmother wrote? Use details from the story and or illustrations in your answer. | Juno was unable to read Korean. You can tell that the letter is written in a different language by looking at the illustration. Juno knew that he would have to wait until his parents were done cleaning before they could read the letter to him. |
| (Page 48) How did Juno figure out how to read the letter? What does this tell you about him? | Juno looked at the picture sent to him from his grandmother. He figured that she was telling him she got a new cat because she wouldn’t send him a picture of any cat. He also figured that she planted a garden because she sent him a flower and she wouldn’t send him a flower from another person’s garden. Juno is observant and probably knows his grandmother because he is making guesses from the items that she sent to him. |
| (Page 50 ) Why do Juno’s father and mother act surprise that he knows about his grandmother’s new cat and her flower garden? | His parents act surprised because they know that he can’t read the letter from grandmother, but he was able to tell them what it said based on the items sent to him from his grandmother. |
| (Page 53) Why do you think Juno’s grandmother names her cat after him? What does this show about her feelings for Juno? | Juno’s grandmother named her new cat after him because she misses him a lot. Grandmother cares for him deeply. |
| (Pages 54-55) Why does Juno bring the letter to school? What does this tell about his relationship with his grandmother? How does the picture on page 54 help you to understand his relationship with his grandmother better? | Juno brings the letter to school to share with his teacher and classmates. The story tells us that Juno stares at the posted letter and wonders if his grandmother likes getting letters as much as he does. Juno loves his grandmother and enjoys communicating with her. Not all students may see the subtle detail in the picture that Juno is looking in his desk at the flower. This helps to emphasize the idea that he keeps looking at the things his grandmother sent and is a proud to share them with his teacher and classmates. |
| (Pages 55-56) Why does Juno decide to draw in order to communicate with his grandmother? | Juno realizes that he was able to understand his grandmother’s message through the pictures; therefore, he decides to use pictures to communicate with her. |
| What does the word “underneath” mean? How does the illustration on page 58 help you determine its definition? | “Underneath” means below. The story says that Juno drew a picture of Sam underneath the big swinging tree. In the illustration Sam is shown on the ground below the tree. |
| On page 58, the author describes the pictures that Juno decides to draw and send to his grandmother. What pictures does Juno draw and why does he choose to draw those pictures? | Juno chooses to draw a picture of his mom and dad near their house; a picture of Sam playing under his big swinging tree, and a picture of himself standing under an airplane in a starry nighttime sky. Juno chooses to draw pictures of all of things that he loves and that are important to him in his life. |
| Using the text and illustrations on pages 62-65, compare where Juno lives to where his grandmother lives. Use details from the selection to support your answer. | It is much colder where Grandmother lives. Snow is in the illustration. It is becoming cooler where Juno lives because leaves are beginning to fall. They are experiencing different seasons because they live so far apart. |
| (Page 64) Does the author’s description help you picture Grandmother’s hair? What did the author say to help you envision Grandmother’s hair? | The author uses a simile when he says that Grandmother’s hair looks like a powdered doughnut. Grandmother’s hair is gray, and she wears it in a bun on top of her head, which is in the shape of a doughnut. |
| Why does Juno laugh when he sees the picture of the cat with kittens? What does he realize?” | I know that when a cat has kittens, it is a female cat not a male. That means that Grandmother had a big surprise, because she thought the cat was a male since she had named the cat Juno, which is a male’s name in Korea. Now Grandmother will have to give the cat a new female name. |
| On pages 63, the author states, “Then he pulled out a small toy plane. Juno smiled. His grandmother was coming to visit.” How does Juno know that his grandmother is coming for a visit? | Juno knows that his grandmother is coming for a visit because she is giving him clues with the things that she is sending to him. The small toy plane was a clue that she was going to ride a plane to come for a visit. She will need to ride a plane since Korea is such a long way away. |
| (Page 64) Why does the author use the adjectives “crisp” and “crackle” to describe the cool air? | Crisp and crackle help the reader better visualize the coolness of the air by adding these adjectives |

Vocabulary

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|  | **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 44 - Soared, shooting stars, (Seoul) Korea | Page 44 - Persimmons, smudge  Page 47 - Neat  Page 48 - Gentle  Page 53 - Weed  Page 55 - Peeking  Page 58 - Carefully  Page 60 - Announced  Page 64 - Fast, village |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 58 - Underneath  Page 64 - Crisp, crackle, powdered | Page 48 - Tucked  Page 55 - Pinned  Page 58 - Starry, placed |

Culminating Task

Juno and his grandmother communicated with each other in different ways. Use information from the text to tell the things they communicated. How did these communications help their relationship become stronger?

Answer:

Juno and his grandmother communicated using letter, drawings and photographs to communicate. First, Juno’s grandmother sends him some things to show him some things that were important in her life: a picture of herself with her new cat, and a flower from her garden. Then Juno sent pictures of his parents in front of their house, his dog underneath his tree swing, and a picture of himself in a setting that he loved. This showed his grandmother things that were important in his life. Finally, his grandmother sent him things to give him clues about some things that she wanted and that were happening in her life like the crayons (she wanted more letters from him), a picture of the cat with two kittens, and a small toy plane to show that she would be coming for a visit. These items helped them to be able to communicate and know each other better. Even though they spoke different languages, they will know each other better because they are sharing things about themselves with each other.

Additional Tasks

1. Ask students to write a new chapter to the story showing Juno’s meeting with his grandmother. Have them explain how their ending changes the story. This activity would address W.3.3b, c, and d. Here are some extensions of things to do depending on how far you take original writing piece you can address standards W.3.4, W.3.5, W.3.6
2. Extension activity on word study
   1. Crisp and Crackle (provide examples)
3. Pair with the nonfiction vocabulary text, Mail for Matty, and use details from both selections communicate with their relatives. (examples in basal).
4. Short research project focused on communication over time, across different cultures, etc.
5. To better illustrate the author’s use of the vocabulary, pour room temperature water over ice so students can hear and see what happens to the ice.

Note to Teacher

* This story gives teachers an opportunity to present to readers’ an understanding of background knowledge on Setting.
* (Pg 64) Teacher Note about the donut question 27
* (RF.3.4a, c) This is happening before a teacher reads the story. Students have to read text independently before teachers read text aloud.
* Since this document has revised the original focus of Character, Setting, and Plot, the focus of the story is to include communication.

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.