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** |
| According to the text on page 198, what does the girl do on Saturdays? | The girl visits her Grandpa and Grandma, her father’s parents. |
| According to the text on page 199, 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 at the top of page 198 that the girl calls Sundays *domingos.* Why does she do this? What evidence from the text on page 199 tells you why she does this? | Many of the words on page 199 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). |
| On page 200, it 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. |
| On page 202, 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 on page 203, 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 on page 204 show both grandpas like fish. According to the text on page 204, 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 on page 206, 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 from page 206 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 on page 207 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 from pages 208 & 209. | 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 on page 209, 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 | Page 200 – serves  Page 200 – spongy  Page 206 - Europe  Page 207 – difficult  Page 209 – planned | Page 200 – swallow  Page 205 – bouquet  Page 206 – in charge |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 199 – spend  Page 203 – circus  Page 204 – aquarium, pier | Page 202 – collects, collection, growing, keep  Page 202 – hatched  Page 205 – 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 on pages 198 and 199 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. (201). Abuelita also keeps chickens (202). On Pages 208 and 209 it 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:

Page 199 – Abuelito y Abuelita

Page 196 – y domingos

Page 200 – papaya, huevos rancheros

Page 210 – piñata

Page 211 – Feliz cumpleanos

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.