Unit 5/Week 2

Title: Gloria Estefan

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.8, RI.4.10; RF.4.4; W.4.2, W.4.4, W.4.6, W.4.7, W.4.9; SL.4.1, SL.4.4; L.4.4, L.4.5, L.4.6

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

A hero is defined by her good works and determination to overcome obstacles.

Synopsis

In this biography, we learn how Gloria Estefan rose from life as a Cuban refugee to worldwide musical fame. With her fame she also experienced tragedy but continued to help others in unfortunate situations. Gloria’s success has allowed her to receive multiple honors and awards for her selfless work leading to her being referred to as “a star with a heart.”

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** | **Answers** |
| Reread the introduction to the story on page 561. Why were Gloria and her family considered **refugees**?  | Gloria was born in Cuba where her mother taught school and her father was in the Cuban army. When a war began in Cuba, the family “fled to the United States for safety.” The family settled in Miami, Florida and her dad went back to fight against Fidel Castro.  |
| Reread page 562. What evidence does the author provide to show that Gloria was a **determined** young girl?  | Gloria quickly learned English and caught up with the other children even though it wasn’t easy. She was a good student even in difficult times. The author says, “She was always at the head of her class.” |
| Reread page 563. Why did the author use the idiom, “a little mother to her family”?  | Gloria was a young girl performing motherly tasks. After her mother went back to work, Gloria helped out at home. Gloria took care of her sister, Becky and her father. |
| Chapter 1 is titled “Escaping with Music”. What evidence of “escaping” does the author provide in this section of the biography?  | First, the family members become **refugees** as they “fled to the United States for safety”. They were escaping from Cuba and the government control of Fidel Castro. Jose Fajardo also was “captured and kept in a Cuban prison for nearly two years” and freed just before Christmas to return to Miami. Lastly, Gloria said, “When my father was ill, music was my escape”. She would listen to music and sing along with pop songs to feel better when her father was sick.  |
| Reread page 563. What words does the author include from Gloria in this chapter? What message is the author trying to give the reader by including these words?  | Gloria says of her father when he returned from war, “he’d fall for no reason.” This supports what the narrator says, “the girls and their mother knew something was wrong with him.” She also is quoted with reference to her father’s “constant care.” She says, “It was round the clock…very hard.” This elaborates on the narrator’s telling and reinforces how hard life was for Gloria at this time |
| Why did the author include Gloria’s words, “My mother dragged me to this wedding…”? (p. 564) | Even though she didn’t want to go so much that it seemed as if she had to be dragged into somewhere she didn’t want, she met Emilio who would forever change her life. |
| How do we know education is important to Gloria’s family?  | Gloria and her mother worried that singing in a band might not leave enough time for her studies. Her mother allowed her to sing only if she finished college. Gloria accepted an offer from Emilio to only sing on weekends so her studies were not interrupted. |
| How did Gloria come to realize that “music was her calling”? What evidence does the author give that shows Emilio’s **passion** was also music?  | First, she learned to play the guitar and then during high school, put together a band. Emilio came to watch them rehearse and later asked her to sing with his band. He then wanted her to join the band **permanently. The band,** Miami Sound Machine, became popular and Gloria realized she loved performing. Emilio quit his job as a director of marketing to work full time with the band.  |
| Why did the albums sell in Miami but didn’t sell anywhere else? (p 567-568) | The songs were sung in Spanish and Emilio’s original band was well known in Miami. Many Cubans are in Miami and were familiar with the band’s music until CBS spread their influence among the Latin American countries. |
| Why did the hit “Dr. Beat” change the success of the Miami Sound Machine? (p 569) | “Dr. Beat” was recorded in English and released in both English and Spanish. CBS released it nationally and it became a hit on the top ten dance chart. This allowed the band to succeed as they “wanted to try for the states.” |
| What does it mean, “Life shined brightly for Gloria, her family and the band?” (p. 571) | Gloria has a family, worked with teenagers in preventing using drugs, and was honored by the President of the United States. The band performed for the American Music Awards and the Grammys and also sold many records. |
| The author writes Emilio found his son “under a mountain of purses, books, and bags.” Why did the author use figurative language rather than simply stating his son’s collar bone was broken? (p. 572) | The author created imagery of the son in a mess caused by an accident. The impact of the accident was severe enough to cause belongings to be strewn about the tour bus. The image creates a site for which Emilio must have been frightened to find his son under such conditions. |
| Besides therapy and rest, what helped Gloria recover from the accident?  | Her fans sent and brought cards and letters with good wishes. |
| What does Gloria’s Congressional Medal of Honor represent? (p. 574) | She is a representative for all Americans and Hispanics who live in America. |
| Gloria helps those with troubles, how? (p. 575) | Helped victims of Hurricane Andrew, helps battered and abused children by giving to a home society that cares for children. Helped teenagers understand drug prevention. |
| What does Dr. Cole mean by “giving so much of themselves”? | Gloria and Emilio are fortunate and have given time and money (hurricane) to help children less fortunate. Gloria saw things that ruin the lives of children and she wants to help them. |

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 561 - officerPage 562 - dutyPage 567 - albumPage 571 - preventionPage 573 - recovery, therapy, suspected | Page 564 - rehearsalPage 567 - ballads, disco, pop, originalPage 569 - singlePage 576 - petty |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 561 - refugeePage 563 - constantPage 564 - scholarshipPage 567 - griefPage 571 - tragedyPage 576 - fortunate | Page 561 - settledPage 564 - permanentlyPage 567 - cripplingPage 566/575 - passion, passionatePage 568 - recordPage 572 - jackknifedPage 573 - paralyzed |

Culminating Tasks

* *The author says people throughout Miami call Gloria Estefan “a star with a heart.” Using information from the text, write a newspaper article describing how Gloria became a star and why she deserves the description.*

Answer: Information from the text could include examples of how Gloria became a “star” - began singing when she was young, became a member of Miami Sound Machine and “began the long, hard job –getting the band known all over the world.” Examples showing she has a “heart” include caring for her father when he was ill, her love for her son, “the most important thing in their lives”, or any of the community work she has done- Hurricane Andrew relief, helping abused children or performing at a benefit for the American Cancer Society.

* *Gloria is a thankful person and she says, “The bottom line is that we’re here for each other.” List things that Gloria has said that show Gloria thankful for what she has. List activities that show that Gloria really believe we are here for each other – she helps others. Write a paragraph about Gloria living what she believes.*

Additional Tasks

* *A timeline shows a person’s activities throughout his or her life. Create a timeline, using Timeliner or another timeline generating software, indicating years marked with important activities/happenings in Gloria Estefan’s life from birth to present day. How did the structure of the biography support this task?*

Answer: [Students will include 6 events in Gloria’s life plotted on a timeline. The events must represent events that define Gloria as a hero.] This task is supported by the sequential telling of Gloria’s story. It begins with her birth in Cuba and ends with her situation when the story is written.

* *In a small research group, utilizing a search engine, research Gloria Estefan to add information found on the web to information in the text. Find 3 new pieces of information about her early life, life with the band, and her family life. (Note to teacher: if this task is completed, standards W4.6 and W4.7 will be addressed.)*

Answer: [Each group’s research will be included on a research sheet outlining the three areas of her life that are highlighted in the text and on the internet. Mandatory citations will be added to the information sheet along with a detailed paragraph/graphic representation of three periods of Gloria Estefan’s life.]

Note to Teacher

* Do not read the “Background and Vocabulary” piece prior to reading the selection. Use this as after-reading scaffolding.

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.