Unit 2/Week 2

Title: La Bamba

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.6, L.5.4, L.5.5; RF.5.3, RF.5.4; W.5.2, W.5.4, SL.5.1, SL.5.6, L.5.1, L.5.2, L.5.4, L.5.5

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

Sometimes in life, things don’t go as planned, but it’s not the end of the world.

Synopsis

Manuel, a fifth grader, feels average and lacks confidence in himself. He has doubts about volunteering for the elementary school talent show, but he performs anyway, and things don’t go as he plans. However, it actually works out better than his original plan.

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** |
| On page 164, the author describes why Manuel volunteered for the talent show. Why does Manuel think he volunteered? | To impress the girls, he yearned for the limelight, he wanted applause, to impress his friends |
| On page 164, the story states that he “yearns for the limelight.” What does it mean to be in the limelight? | To call attention to yourself |
| Manuel is described as average. Average means not great, not awful, just regular, like everyone else. What makes him think that he is average? | Manuel looks like the other kids in the neighborhood; not very good looking like his friend Ernie- just average looking. |
| Reread the section that begins with “And he wanted to impress the girls…” and stop at the end of the paragraph. What does Manuel mean when he says he should be “reasonable”? Why does he want to impress the second prettiest girl in class? | He feels like an average kid, so he doesn’t want to set his sights too high. Plus, since the prettiest girl is already taken by his best friend, he will settle for impressing the second prettiest. |
| On page 166, the author describes Manuel as he pantomimes the song. Why did he pantomime the song for Benny? | No words came out, just a hiss that sounded like a snake, flailing his arms, opening his eyes wide. He wanted to practice his song and get Benny’s opinion. |
| What does the author say Benny suggests to Manuel to help him improve his performance? | He suggested that he dance (like a rock star) |
| On page 166, the rehearsal for the talent show is taking place. What happens to Manuel’s record during the rehearsal? | First, he can’t practice because the record player is broken. While Benny is playing, he blows the horn so hard that it startles Manuel. Manuel drops his record on the floor and it rolls until it hits the wall. He is relieved that it isn’t broken. |
| Reread the last two paragraphs on page 166. What are Manuel’s hopes for the talent show? | He hoped that the entire school would be amazed, his mother and father proud, and brothers and sisters jealous. |
| On page 168, the author wrote “But Manuel fell asleep confident that nothing would go wrong this time.” Explain this sentence. | Manuel is worried about his performance because he had an embarrassing experience in front of his classmates in first grade, **but** he is confident that things will go better this time. (Teacher may choose to teach the purpose of the word “but” as it is placed in this sentence; also call attention to the word *confident* and it’s meaning). |
| On page 170, Mr. Royal, the school’s talent coordinator, says, “I’m sure that you’ll be both pleased and amazed that our little school houses so much talent.” What does this mean? | There are many talented kids at the school and the audience will enjoy the show. |
| p.170-171 How is the start of the talent show going so far? | People are entertained; funny tooth song; laughter and applause from the audience |
| p. 171 What words in the story describe the emotions Manuel has experienced so far in the story? How is he feeling moments before he steps on stage? | He is amazed that he had volunteered, but yearned for the limelight; he was so pleased with himself, and fell asleep confident. Before going on stage he is shivering with fear. |
| How did the author describe the audience’s reaction and how it changes throughout Manuel’s performance? | In the beginning they were inattentive, most watched him like they would watch a monkey at the zoo. But, when he did a fancy dance step they applauded and screamed. When the record got stuck they began to laugh and stand up, and applauded wildly as he scooted off the stage. |
| Go back and reread the flashlight incident on page 168 and compare it with the talent show incident on page 173. Compare and contrast those two situations. | Neither incident went as expected. The audience snickered after the flashlight incident, and they laughed at the talent show. He felt worse after this incident. He was prepared for the flashlight demo, but wasn’t so prepared for the talent show. |
| After the performance, why was Manuel confused? He said he was “beyond caring.” What does that phrase mean? | Manuel was embarrassed about what happened, but the audience thought he was funny and thought he made the needle stick on purpose. He suddenly didn’t care about the embarrassment. He moved beyond, or had gone past that feeling. |
| Reread the incident at the talent show on pages 174 – 175. Did the record skip by accident or did Manuel make it skip on purpose? What did the audience think? What did Manuel let his father believe? | It skipped by accident, but the audience thought it was purposeful. He let his father believe he did it on purpose using a confusing scientific explanation of laser tracking with high optics and low functional decibels per channel. |
| Reread the final paragraph of the story. What is the significance of ending the story with the word *probably*? What parts of the story support your thinking? | The story leaves the reader hanging . Now Manuel has had two embarrassing situations, BUT he enjoyed the instant popularity after the talent show, and he’s willing to risk embarrassment again. Maybe… |

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 168 confident |  |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 164 - yearned, limelight, average  Page 166 - amazed, “school houses so much talent”, suggest, suggested, suggestion | Page 164 - second prettiest, impress, realized  Page 166 - pantomime, record player/record  Page 168 - discovered, dimmed  Page 170 - dashed  Page 171 - remained  Page 172 - announced, roared  Page 173 - ripped, snickered  Page 174 - recalled  Page 174, 175 - confused |

Culminating Task

* Re-Read, Think, Discuss, Write

*Sometimes in life, things don’t go as planned, but it’s not the end of the world. Explain how several situations from the story demonstrate this idea.*

Answer: In first grade, Manuel had demonstrated how a flashlight worked by attaching a battery to a light bulb. He practiced so often and showed so many people that when it was time to get up in front of his class, it didn’t work because the battery was dead and some of the kids laughed at him. Even though Manuel had an embarrassing experience in first grade, he doesn’t let it stop him from taking a risk in a new situation (the talent show). When the record stuck, he continued to dance and lip sync, even though he was embarrassed. Once he realized people thought it was part of the act, he turned the situation in his favor and made up a story to look like it was planned. He may even perform again.

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.