Unit 5/Week 4

Title: Blue Willow

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; W.4.3, W.4.4, W.4.7, W.4.9; SL.4.1, SL.4.4, SL.4.6; L.4.1, L.4.2, L.4.4

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 for all people to feel as if they’re part of a community.

Synopsis

Janey’s father is an immigrant worker and this forces Janey and her family to move around every few months. Janey finds a friend named Lupe and a place she would like to call home permanently. Janey has to go to Camp Miller School for immigrant children like herself and she finds once again she must learn whether the new teacher will be a friend or just another teacher like the ones before her.

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** |
| After rereading page 571, what do the words “migrant workers” mean? | A migrant worker is someone who must move around to find work. |
| Janey’s family takes a blue willow plate with them wherever they move. Why is the plate so important to Janey? (Pg. 571) | To Janey, the plate is a reminder of a time when Janey and her family had a home. |
| Janey finds a place that reminds her of the picture on the blue willow plate. What does she hope will happen? (Pg. 571) | Janey hopes that she and her family will stay in this new place. |
| Describe how Janey felt about attending her new school. What school did she really want to attend and why? (Pg. 572) | Janey wasn’t glad to be going to the school. She wanted to attend the town school because that is where Lupe and all of the other children of the district attended. |
| Janey’s dad told her she would go to the camp school because they would keep with their own kind. What did he mean by that and how did it make Janey feel? (Pg. 573) | The camp schools were put there for migrant workers to use. It made Janey feel like she wasn’t part of the community. |
| Janey says even if her dad would allow her to attend the district school it would not be enough for her anymore. In your own words, explain what Janey really wanted. (Pg. 573) | Janey wanted to attend the district school because she is a member of the community and it is her right to go there. It wouldn’t be enough to just go to the district school, she wanted to feel part of the community. |
| Provide evidence from the text to support the claim that Janey knew what the camp school would be like. (Pg. 573) | No two of the children would have learned the same things and it would all be in a jumble. She would know some things the other boys and girls didn’t know and she would be expected to know things she had never been taught. |
| Describe what the camp looked like to a partner. (Pg. 575)  Note to Teacher: The teacher should explain what eaves are. | The camp was comprised of row upon row of cottages. They were very close together and their eaves almost touched. The cotton plants were in every direction as far as the eye could see. |
| Reread page 575. Why was there a need for a separate schoolhouse in the village? | While the workers were in the field their children could attend school. It was better for the children to attend the schoolhouse in the village so they were close to their parents and could pack up their things and just move on when it was time to leave. |
| What crop was Janey’s father and the other migrant workers harvesting and when did the workers and their families know it was time to leave an area? (Pg. 575) | They were harvesting cotton. The workers knew it was time to move on when the entire crop had been harvested. |
| The new teacher quotes Mother Goose by saying, “No ten O’clock scholar about you is there?” This makes Janey feel hopeful for two reasons. Name them. (Pgs. 578-579) | Surely no one who quoted Mother Goose before they even asked you name would call a horned toad a horned lizard.2.She would know what to do with you if you were good in reading and not arithmetic. |
| Janey came up with a test for her new teacher to take. Describe to a partner what the test involved. Did the teacher pass the test? Give evidence from the text that explains how you know. | Janey showed the new teacher her captive pet. She showed it to her teacher. When the teacher called it a horned toad instead of a horned lizard, the teacher passed the test. By calling it a horned toad the teacher was a friend. If she had called it a horned lizard, the teacher would have just been correct. |
| Janey feels she has found the most wonderful teacher in the world. Give at least three reasons why Janey feels this way. (Pgs. 578-580) | 1. Miss Peterson quoted Mother Goose. 2. Miss Peterson passed Janey’s test. 3. She didn’t ask Janey questions or fuss over her she acted like she had always known Janey. |
| The students shared what part of the country they thought was the most interesting. What did Janey share and why did she think that was the most interesting place? (Pg. 582) | Janey decided to share the place like the willow plate. It was a place by the river which she had discovered the other day. She chose that place because it is a reminder of a time when they had a home. |

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 572 - District  Page 575 - scholar, arithmetic  Page 580 - fussing | Page 571 - necessities  Page 572 - protruded, sulkily, indifferent, glowered  Page 573 - remonstrated, forceful  Page 575 - eaves, harvested, infinitesimal  Page 579 - heartily  Page 580 - direct, amusement, innocent |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 571 - migrants  Page 572 - communities, camps  Page 573 - jumbled  Page 574 - field work  Page 575 - comprised  Page 577 - captive | Page 572 - forbidding  Page 575 - shack, loathe  Page 577 - hurled  Page 579 - increasingly, undoubtedly  Page 581 - certainly |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Pretend that you are Janey in the story, “Blue Willow.” Write four blog entries on an approved website used by your school. In the first entry, describe how you felt at the beginning of the story as you discovered the place that reminds you of your grandmother’s blue willow plate. In the second entry, write about how you felt as you were driving to your new camp school with your dad. In the third entry, write about meeting your new teacher and the test you gave her. In the final entry, write about how you are feeling at your new school and why your feelings may have changed from the first blog you wrote. Be sure to include specific details and events from the story to support your writing. Your ideas must be based on evidence from the text or inferences you were able to draw from it. Draw a color picture to go along with each blog entry.*

Additional Tasks

* *Many Americans became migrant workers after the Dust Bowl destroyed their farms in the 1930s. Use the Internet to find out more about the Dust Bowl. Find out what caused it and specific effects it had on people’s lives. Prepare a presentation for your classmates using a PowerPoint, dramatized reenactment, or other visual presentation that allows you to share your findings.*

Answer: Effects should include but not be limited to the fact that farmers used poor farming practices and this caused the soil to become fragile. When winds blew, it blew the soil and then covered the farms with dirt. The farmers lost their farms and many of them moved west to find work.

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.