Unit 2/Week 1

Title: Tomás and the Library Lady

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7; RF.4.4; W.4.1, W.4.2, W.4.4, W.4.9, W.4.10; SL.4.1, SL.4.2, SL.4.6; L.4.1, L.4.2, L.4.4, L.4.5

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 their work with this text.

Big Ideas and Key Understandings

With kindness, all people are encouraged to grow and change.

Synopsis

This typical Iowa farm summer becomes a special one for young Tomás when he is befriended by the local librarian. Eager to read and share his gifts, Tomás is encouraged to assume the role of family storyteller, finding that he cannot only be a learner but a teacher as well. This gentle story details the relationship between Spanish-speaking Tomás, his family and the English-speaking librarian and the encouragement and comfort it provided him.

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 without interruption.
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 return to the text. A variety of methods can be used to structure the reading and discussion (e.g., whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| **What time of year is it when the story begins? How do you know?(p. 161)** | It is summer. We know because the family is in the car traveling to Iowa and it is hot. The family works for farmers in Texas in the winter and for Iowa farmers in the summer “year after year”.  |
| **Describe how the author introduces the reader to Tomás. Who is telling the story? (p. 162)** | The family is in the car in the middle of the night traveling from Texas to Iowa to farm for the summer “again”. Tomás misses his bed at home and tells his mother he is hot by saying, “if I had a glass of cold water…I would pour the last drops of water on my face.” He helps his grandfather out of the car, bids his family members “Buenas noches” and “curls up on the cot” to sleep. The story is told by a third person narrator. The evidence is the use of the pronouns he, they, and his. |
| **Why are the words, “Buenas noches” in a different font? How do you know what these words mean? (p. 162)** | These words are spoken by Tomás in Spanish. The author follows these words with the English translation – “Good night”. |
| **Thorny means having sharp points along the stem of a plant. Why did Papá Grande laugh when Tomás answered his question with, “A thorny tree” when he was telling his story?** **(p. 165)** | Papá Grande laughed because Tomás knew the ending of the story. Tomás had said, “Tell us the story about the man in the forest.” He also knew the character in the story was held by a “thorny tree” and had scared himself. We can infer he has heard this story many times.  |
| **How does Tomás feel as he approaches the library? What words and phrases does the author use to show you? How does the illustration help the reader?(p. 166)** | Tomás is intimidated by th “big library” with its windows “like eyes **glaring** at him.” “He walked around and around…” “He slowly started climbing up, up the steps.” “His mouth felt full of cotton.” “He peeked in” to the “huge” library! The illustration shows just how small Tomás is as he “peeked in.”He jumped when the librarian tapped his shoulder.  |
| **In your own words, describe what happened during Tomás’ first visit to the library. (p. 168)** | The librarian welcomed Tomás “come inside” and gave him a drink of water. She asked his name and brought him books about “tigers and dinosaurs.” She gave him a chair, let him read and sent him home with books.  |
| **What did it mean when the librarian said, “I will check them out in my name.”? (p. 168)** | Students will know that to check out a book means to be able to take it with you – to borrow it. Because Tomás has never been to the library before, the reader has to infer that he cannot borrow books because he does not have a card or account. The librarian is being kind when she “checks the books out” and lets him take them. She trusts him.  |
| **Tomás left the library, “eager to show the new stories to his family.” How do you know what eager means? (p. 170) How is “eager” different than “excitement”?** | Eager means he is excited in a hurry to show his family. He wants to do it and is looking forward to it. He “ran home” to show the books to his family and he reads them the story that day. Eager is different than excitement because at the root of his excitement, or stirred up feelings, is the yearning, this desire to read to the family from his new books.  |
| **What does, “He would put the books in the sun to bake away the smell mean”? Why use these words?** | Tomás found the books at the dump so they smell bad from the garbage. By “baking” them in the hot sun, the smell is diminished. “Baking” reinforces how hot the summer sun is in Iowa and helps us understand why Tomás is glad to be inside with cool water to drink when he is in the library. |
| **What evidence in the story shows that Tomás is a good storyteller? (p. 172)** | Tomás shows the pictures and reads to Papá Grande “first in Spanish and then in English.” He roars, “like a huge tiger” as he reads. The family laughed and “sat near him to hear his story.” On quiet days in the library, the librarian would say, “Come to my desk and read to me.” Now in the evenings, “he would read the stories to …” The illustrations show the big tiger in the room when Tomás is reading to the family on p. 171.  |
| **What happens to Tomás when he reads to himself? How do the illustrations support this understanding?(p. 172)** | When Tomás reads he looks at the pictures, reads and feels like he is in the stories. “He saw dinosaurs bending their long necks, he heard the cries of a wild snakebird, he felt the warm…he smelled the smoke…he rode a horse…” “He forgot about Iowa and Texas.”  |
| **Compare how Tomás feels at the beginning and the end of the story. How does the author conclude the tale?** | At the beginning of the story, Tomás is very hot and tired. He misses his bed. He tells his mom how thirsty he is with the story about the cold water. When the story concludes, Tomás is holding a “shiny new book.” He closes his eyes and “saw the dinosaurs.. heard the cry… felt the warm neck…” He is comforted by the story.  |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Pg. 165 thornyPg. 165 downtown Pg. 170 iron | Pg. 161 tired (old car)Pg. 161 rustyPg. 162 curledPg. 165 chatteredPg. 166 tappedPg. 172 flappingPg. 173 package |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Pg. 165 storyteller Pg. 168 borrowPg. 168 eager | Pg. 168 check out Pg. 170 town dump |

Culminating Tasks

* Re-Read, Think, Discuss, Write

1. How does the author show that Tomás is a “storyteller” throughout the narrative? Use examples from the story to support your answer. When the story begins, Tomás uses the little story “if I had a glass of cold water… I would pour the drops of water on my face.” When he reads to the family, he shows the pictures and he makes them laugh. At the end of the story, Tomás is in the car, feeling like he is in the story with “the cry of the wild snakebird…”

2. The three central characters in the story all change this summer. Describe how Tomás, Papa Grande and the librarian are “changed” over the summer by interactions in the story. Tomás visited the library for the first time, then “whenever he could,” learned new stories from the books at the library, and assumed the role of “new storyteller” for the family. Papá Grande listened to new stories in English and the library lady learned Spanish words and phrases, “Buenas tardes”, “pajaro”, and “libro.” She also learned about “pan dulce” or sweetbread that Tomás’ mother sends to thank her. Tomás and the library lady have both made a new friend.

3. Choose one or two words or phrases that describe both the library lady and Tomás. Using evidence from the text, justify your choice of words. Students may choose kind, eager to learn, polite, helpful, encouraging. Accept answers justified with examples from the story.

4. The author uses repetition in the story. For example, in the first paragraph, “the tired old car. Tomás was tired too. Hot and tired.” Find examples in the text where words are repeated and describe how that affects the meaning. The author repeats tired to emphasize how Tomás feels at the beginning of the story. The family “year after year bump-bumped along in their rusty old car” shows how tiring and uncomfortable this trip is for the family. When going to the library Tomás climbed slowly “up, up the steps.” This again, showed his feelings about going to the library for the first time. At the end of the story, the library lady says, “How nice. How very nice. Gracias, Tomás. Thank you.” This shows how she really feels grateful for the gift of the pan dulce.

Additional Tasks

Characters in the story are learning to use English as well as Spanish language. What are some of the words and phrases the author introduces in the story? How does she reveal the meaning of the words? Use the online dictionary at http://www.forvo.com or http://www.wordreference.com/ to find the correct pronunciation of the words and phrases. Create a short dictionary of the words included in the text.

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.