Unit 1/Week 2

Title: Pepita Talks Twice

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7; RF.3.4; W.3.2, W.3.4, W.3.10; SL.3.1, SL.3.3; L.3.1, L.3.2, L.3.3, L.3.4, L.3.5

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

Some decisions have unexpected consequences.

Synopsis

Pepita stops speaking Spanish because she is tired of being the neighborhood translator. However, when a disaster nearly occurs, Pepita realizes that speaking two languages is best.

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.)

1. 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** |
| What special skill does Pepita have? (page 46) | She speaks both English and Spanish. |
| What do people often ask Pepita to do? (page 46) | People ask Pepita to translate from Spanish to English or English to Spanish. |
| What does the statement “And she did what they asked without a grumble.” mean? (page 46) | Pepita is happy to do it on most days. Teacher should ensure that every student knows the meaning of the word grumble. |
| How does she feel about it today? (page 47) | She doesn’t want to stop to translate for people, she wants to get home. |
| What happens on Pepita’s way home? (page 48)Pepita stops to help others even though she doesn’t want to. What does this say about Pepita’s character? | Mr. Hobbs, Aunt Rosa and Miguel all ask Pepita to translate for someone. Because she has to stop, Pepita is late getting home. This shows that she is usually obedient, unselfish and willing to help others.  |
| How does Pepita respond when she finally gets home? What does the statement “the grumble grew so big that it exploded” mean? (page 49) | Pepita is angry because she is late and her brother Juan has already taught Lobo to fetch. She was so angry that she “burst out” and yelled at her brother. |
| “As Pepita lay in bed, she thought and thought?” What is Pepita thinking about? (page 50) | Pepita is tired of always being asked to speak in both Spanish and English. She decided not to speak Spanish anymore. |
| What does Pepita tell her mother and brother? What does Pepita mean when she says “I’m tired of talking twice?” What is the reason for her decision?(page 50) | Pepita has decided to not speak Spanish anymore because she is tired of talking twice. When she says “talking twice,” she means speaking in both Spanish and English to people. This keeps her from doing things she wants to do. |
| Why doesn’t Lobo obey when Pepita tells him to go home? (page 52) | Lobo only understands Spanish, and Pepita is talking to him in English. |
| Why does Pepita want to “run away and hide”? (page 54) | Because her teacher asks her to help a new girl who speaks only Spanish and Pepita isn’t speaking Spanish anymore. |
| What do the other characters think about Pepita’s ability to speak two languages? How do you know (page 46-54) | Mr. Jones says, “it’s a good thing to speak two languages.” (Page 53). Her teacher says, “it’s such a wonderful thing to speak two languages.” (page 54) |
| Several times in the story the author uses the phrase “She (Pepita) hadn’t thought about that before.” Use details from the story to explain what the author meant by this phrase each time. (pages 51,55 and 58) | Her dog won’t understand her, she won’t be able to sing Spanish songs and she won’t be able to talk to her Abuelita. She must also find a new name, because Pepita is a Spanish name. She will not be able to help the people she usually assisted. It will also prevent her from doing many of the things she enjoys. |
| What details in the story suggest that Pepita is getting more upset? (page 54-59) | Pepita mumbles to herself (page 54), she frowns (page 55), she has a long, sad sigh (page 58), she made a stubborn face (page 59) |
| What terrible thing almost happens? Why? (page 61) | Lobo runs in front of a car and almost gets hits because he does not understand Pepita speaking English. |
| Why does Pepita say, “It’s great to speak two languages” at the end of the story? (page 62) | Because Pepita was able to call Lobo in Spanish and he understood her. |

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 | Page 54—Mumbled | Page 52—ScoldedPage 55—Abuelita |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 46—GrumblePage 49—ExplodedPage 61—DartedPage 59—Stubborn Page 51—Grinned | Page 48—Tiptoed Page 55—Streak Page 55—WigglePage 61—Screech Page 61—Red-face Page 62—Nuzzled Page 48—Ducked  |

Culminating Task

* Re-Read, Think, Discuss, Write

*Use details from the story to describe what problems happen after Pepita makes her decision not to speak Spanish anymore. Why does Pepita change her mind and start speaking Spanish again?*

Answer: Her dog won’t understand her, she won’t be able to sing Spanish songs and she won’t be able to talk to her Abuelita. Her father asks her what’s going on in Spanish. Pepita tells him that she doesn’t speak Spanish anymore. She must also find a new name, because Pepita is a Spanish name. Lobo runs in front of a car and almost gets hits because he does not understand Pepita speaking English.

Additional Tasks

* Trace the use of the word grumble throughout pages 46-49. Ask students to find each instance of the word. How does the author use the term grumble to express Pepita’s emotions? Identify another portion of the story where the author describes Pepita’s emotions.

Answer: The author describes the grumble inside Pepita as if it were a balloon that grows bigger and bigger until it finally explodes. The author is creating a picture in readers’ minds to help them understand how Pepita’s feeling of anger grows stronger and stronger until she finally loses her temper. On pages 52-59, the author uses specific language (mumbled, long sad sigh) to describe Pepita’s emotions.

* Fluency

This selection lends itself to Reader’s Theater, rehearsing and then performing these pages for one another, which would be a fun way to practice fluency.

Note to Teacher

* Reader’s Theater involves children in oral reading through reading parts in scripts. Unlike traditional theatre, the emphasis is mainly on oral expression of the part. Children engage in reading aloud, performing with a purpose, and bringing enjoyment to both themselves and their audiences. Reader’s Theater gives children a purpose for reading, and for sharing their learning by bringing others into the joyful "imagination space" they create. It is a simple, effective and risk-free way to get children to enjoy reading. As children write, read, perform and interpret their roles they acquire a better understanding of the literature.

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.