Unit 2/Week 1

Title: Anthony Reynoso: Born to Rope

Suggested Time: 5 Days

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.4, RL.3.7, RL.3.9, RL.3.10; RF.3.3, RF.3.4; W3.2, W3.4, W3.8; SL3.1, SL.3.6; L.3.1, L.3.2, L3.4, L3.5

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

It is important to keep history, culture, and traditions alive.

Synopsis

**Nine-year old Anthony Reynoso is proud of his history, culture, and family tradition of Mexican rodeo-style roping and riding. He also enjoys various aspects of his modern life such as school, basketball, friendships, swimming, and exploring.**

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 Page 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** | **Page #** |  |
| What clues from the first two pages of the text provides evidence that roping is a Reynoso family tradition? | Page 163 - Page 164 | * All the men in his family rope and ride * Anthony was given a rope as soon as could stand * His family dressed him as a charro * His father started him at a young age |
| “I know where there are petroglyphs in the rocks right near my house.” What clues help you understand the meaning of the word *petroglyphs*? | Page 165 | * People carved in the rocks * Anthony wondered what the carvings mean * The picture shows carvings on to rocks |
| What information did the author include to show that Anthony is interested in the Petroglyphs? | Page 165 | * Anthony knows where the petroglyphs are and goes there often * He has a favorite. It looks like a man with a shield * He wonders what the carvings mean |
| How does Easter Sunday at the Mexican Mission church differ from other Sunday mornings? | Page 166 | * There are Yaqui Indian ceremonies * There are dancers * Musicians play in the center of town * People wear traditional costumes and masks |
| Based on the photo on page page 166, why did people come to watch the Yaqui Indian ceremonies? | Page 166 | * They are colorful and special * The people are interested in Yaqui traditions. |
| An idiom is a phrase where the words together have a meaning that is different from the dictionary. What idiom does the author use on page page 167? What does it mean? | Page 167 | * “pitch in” * The restaurant is very busy * Anthony helps is the kitchen |
| What evidence from the text lets you know Anthony is proud to work at his grandparents’ restaurant? | Page 167 | * They have the best food in town * It’s named after his family * He helps |
| Why do the Reynosos always celebrate birthday parties with a piñata? | Page 168 | * The children have fun smashing it and getting the candy * It’s a family and cultural tradition |
| How is Anthony similar to his classmates even though his traditions may be different? | Page 170 | * His parents work * He attends school and does his homework * He rides a bus * His best friends know a lot about him * He focuses on school. |
| How does the family learn the roping traditions? | Page 171 | * His dad learned from his grandfather * His dad is a good teacher * Anthony is learning from his father |
| On page page 171, Anthony states, “It’s different when I get home.” What is different for Anthony at home compared to school? | Page 170-Page 171 | * At school, he doesn’t think about roping and riding and few people know this is a big part of his life * At home, most of his time is spent practicing rope. * His entire family is involved in the Rodeo lifestyle. |
| What does Anthony mean by his remark that begins, “I sure wouldn’t want to get messed up…”? | Page 173 | * He doesn’t want to embarrass himself by making a mistake in front of the audience * He gets nervous watching the other performers knowing that he’s next |
| What evidence from the text shows that all the time Anthony spent practicing contributed to his talent? | Page 174 | * He can spin the rope with his teeth * He is better than his dad |
| What symbolic act shows Anthony is now in charge of keeping the family tradition of roping alive? | Page 175 | * When Anthony and his father rope together, his father passes the rope to him. |
| What causes Anthony to feel like a celebrity? | Page 176 | * Tourists ask him to pose for pictures with them |
| What can you infer from page 177 that makes the slide natural? | Page 177 | * It’s made of rocks and water |
| How does Anthony show he’s eager to pass on the Mexican Rodeo tradition? | Page 178 | * He wants to pass on the tradition by teaching roping to the baby |

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 169 – national sport  Page 174 – Mariachis | Page 164 – Mexican-American, Yaqui Indian  Page 164 – Guadalupe  Page 170 – landscape  Page 171 – exhibition, Sedona  Page 176 – tourists |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 163 – Mexican Rodeo  Page 164 – charro  Page 165 - petroglyphs  Page 166 – Mexican Mission, ceremonies  Page 167 – pitch in  Page 168 – piñata  Page 169 – experts  Page 176- celebrity  Page 177 – natural water slide | Page 163 – dappled  Page 166 – Yaqui dancers  Page 168 – scramble  Page 169 – horseback  Page 176 – pose |

Culminating Task

* Re-Read, Think, Discuss, Write

*It is important to keep history, culture, and traditions alive. What evidence from the text proves that the Reynoso family is keeping history, culture, and traditions alive?*

Answer:

Anthony’s father and grandfather participated in the Mexican Rodeo and passed this tradition down to Anthony. The family keeps culture alive by pitching in at the Mexican family restaurant and celebrating birthdays with piñatas. Anthony has an appreciation for history, which he shows by visiting the petroglyphs and the slide rock.

Additional Tasks

* Use specific details from the text to categorize Anthony’s activities according to those that are traditional versus every-day. You may consider using a Venn Diagram to show how some of Anthony’s traditions overlap with everyday life. (e.g. celebrating birthdays, going to church, having a hobby, sharing special interests with best friends, and enjoying family time.)
* Both this story and *The Keeping Quilt* tell about sharing traditions. How are these traditions the same and different?

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.