Unit 2, Week 2

Title: Tanya’s Reunion

Suggested Time: 5days (45minutes per day)

Common Core ELA Standards:RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.7;RF.4.4; W.4.1, W.4.4, W.4.9,W.4.10; SL.4.1, SL.4.2, SL.4.6; L.4.1-5

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

Things don’t always happen the way you expect or imagine them to be, but what you do learn and discover can be even better!

Synopsis

Tanya is initially thrilled to be heading early to Grandma’s Virginia family farm for a reunion but is disappointed when it does not appear to be the fun place she imagined at home. When Grandma shares her memories and Tanya discovers an important artifact, Tanya embraces the farm for what was in the past and what is in the present.

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** |
| **A tradition is a custom or regular practice that is important. What is one family tradition in Tanya’s family? Pg. 189** | “It was Saturday. Baking day. One of Grandma’s special days.” The reader knows this is one day Tanya shares with grandma. |
| **Why was the family silent when Grandma announced that she would be going to the farm earlier than originally planned? Pg. 190** | “Neither Tanya nor her brothers, Ted and Jim, could remember their grandmother going *anywhere* without the rest of the family.” (pg. 189)Tanya was confused. She questioned whether this meant that perhaps the whole family may no longer be going. “Aren’t ***we*** going to the farm and reunion too?”(pg. 189) Note: “*we”* is italicized drawing attention to the family considered to be one “unit”.“But, Mother,” said Mama, “you were sick not too long ago. Do you really think this trip is wise?” (pg. 190) ---Tanya’s Mother is worried about her mother (Tanya’s grandma).  |
| **What does the author mean by “all the history people will be bringing with them”? pg. 190** | “Tanya remembered Mama and Grandma talking about the plan to have as many items that were once part of the homestead…the farm…returned for the biggest family gathering ever!”The “history” is referring to items that were from the farm that hold special memories. |
| **What is a reunion? What in the story helps you know? Pg. 190** | It is a “big family event” being held on a farm where “all the family arrives”. People will be bringing items to share.  |
| **How does Tanya feel when her mother agrees to let her go to the farm with Grandma? What evidence supports your answer? Pg. 190** | Tanya feels excited. She had “pleaded excitedly” to go.She is pleased and gloating a bit because she can tell that her brothers are a little jealous. “Tanya couldn’t hide the pride she felt when she saw the surprised looks on Ted’s and Jim’s faces.” |
| **As Tanya and her Grandma travel, how is Tanya feeling and how is Grandma feeling? How do you know? Pg. 193** | **Tanya:** is feeling that she is **leaving** home and everything familiar to her. “…all her familiar places vanish behind her. Past her schoolyard and the park. Past row after row of houses and traffic lights.”**Grandma**: is feeling that she is **going** home. Tanya listened while Grandma spoke about “going home” to the great land of Virginia (*with pride*) that ‘borned four of the first five Presidents of these United States.’” AND “We’re here, Tanya honey, wake up…we’re home.” |
| **When they arrive at the farm, how does Tanya feel and how does Grandma feel? Use evidence from the text to support your answers.****Pg. 196** | **Grandma:***Grandma is happy to be home and is going back in time reliving old memories. Evidence:*“Grandma walks slowly but steadily up the *familiar* roadway.”“’Memories die hard,’” Uncle John whispered to Tanya. ”Tanya looked up at Grandma as she stared off into the distance a faraway look in her eyes.”“Just open your heart to it,” Grandma said. “Can’t you feel the place welcomin’ ya?”**Tanya:***Tanya feels a disappointed and uncomfortable in her new surroundings.Evidence:*Disappointed: The farm wasn’t what she expected: “What Tanya saw didn’t look like the pictures in her schoolbooks or magazines or the pictures in her head.”(pg. 193)“There wasn’t a horse in sight and the farmhouse was just a faded memory of its original color.”(pg. 195)“Tanya didn’t feel anything but hot and tired and disappointed. The farm wasn’t what she expected. No, it wasn’t what she expected at all.” (pg. 196) |
| **What does Grandma say that lets the reader know that Grandma is aware of how Tanya is feeling? Pg. 194** | “Just open your heart to it,” Grandma said. “Can’t you feel the place welcomin’ ya?” |
| **What does it mean when Grandma says, “Yes, on summer days like this it’s as if time were standing still a bit”? Pg. 196** | *Even though they have grown old, Grandma still calls her sister her “baby” sister. Family dynamics often stay the same as do memories. Also that you may be separated for a long length of time and/or distance; but, when you get together, it can be like old times.*“ Both Grandma and Rose are remembering what it used to be like when they were younger. “…a large dog at her side, was Grandma’s **baby sister**, Kay.(pg. 196)“Grandma sucked her teeth and sighed. “Now, what’s all the fuss” My baby sister asked me to come home early.” (pg. 190)“Watchin’ you walk up that road, Rose Buchanan, “Aunt Kay began, then gave Grandma a hug. “Yes, on summer days like this it’s as if time were standing still a bit,” Grandma finished for her. (pg. 196) |
| **At the end of the first day, describe how Grandma feels and how Tanya feels and why. Use specific details that support your descriptions. Pg. 199** | ***Grandma:*** *feels happy to be back with her family and in her family home and the warmth of the homecoming.*Shares hugs with family members.“Tanya was swept into the house by the laughing, talking grown-ups. The room was filled with wonderful aromas…” (pg. 196) ***Tanya****: Feels unhappy, miserable. She misses her immediate family and the familiarity of her home.* “When Tanya went to bed that night, she was miserable… She missed her own room. She missed Mama and Papa, even Ted and Jim.” (pg. 199)*Grandma feels the day was special yet Tanya doesn’t feel the day was special at all.*“What happened to our special days, Grandma?” whispered Tanya. (pg. 199)“Seems to me our first one went just fine,” said Grandma. “The land needed the rain and it’s finally getting’ it. Makes today kinda special don’t you think?”While the rain makes Tanya feel gloomy, Grandma welcomes the rain. |
| **Describe the events of the next morning at the farm in your own words. How do the illustrations help tell the story and explain the actions of the characters? (Helps students connect description with the actions and thoughts of characters.) Pgs. 199 - 203** | *Tanya is awakened by the rooster and rain. She realizes it is Saturday and looks at the family “history” in the sitting parlor on her way down for breakfast. She is smiling and happy as she looks at all the items. Tanya played checkers with Celeste and dominos with Uncle John and Keisha. She is getting bored because it is raining outside all morning. The illustration of the busy kitchen helps to explain why Grandma forgets it is baking day.*  |
| **What items displayed in the sitting parlor provide clues to the history and traditions of Tanya’s family? Pg. 200** | *The genealogy (ancestry) is celebrated and brought to life through* ***items*** *such as:*“baptismal gowns, baby blankets, rocking chair and baby crib….pots and pans…blacksmithing and gardening tools, candle molds and a few toys.” Often quilts “tell stories” about family history. Many quilts are displayed.*Clues into traditions and history:*“Even a broom that couples jumped over when they married during slavery times.” This gives a window into the history and heritage of Tanya’s family.  |
| **How do Grandma’s stories about past days on the farm provide clues to the history and heritage of Tanya’s family as well as Grandma’s history? How does Tanya feel about this? Use specific examples from the story to support your answer. Pg. 207** | *Grandma’s stories provide Tanya with information that helps her understand why Grandma seems so happy at the farm. The stories also provide Tanya with information about the genealogy and history of her family. On page 207, Grandma says… “I see my* father’s father (her grandfather) and his **Indian bride.** They built this farm so many, many years ago.”Pages 204-207. (IMPORTANT PAGES) History: Tanya begins to understand why Grandma feels so connected to the farm.In response to Tanya’s question asking if Grandma was “ever lonely,” Grandma describes ways in which the farm was “filled with activity.”(pg. 204)Grandma’s history: Grandma explains why she left the farm:“It was after the Second World War. My Isaac-your grandpa Franklin-…-thought we’d find better opportunities, better jobs closer to the cities up north.” (pg. 207)Tanya begins to further understand the family connections Grandma feels on the farm:Grandma reminisces: “I see your aunts and uncle and cousins when they lived on the farm…”(pg. 207)“My, yes, Tanya. Your grandpa’s always with me. But here on the farm he’s specially close,” Although Tanya’s grandpa has died, grandma still feels a warm connection to him at the farm.  |
| **What did it mean when Grandma said, “We had the land and the land had us”? Pg. 204** | This was a farm with animals, pastures and an orchard. “We worked over it, tilled and planted it.” The land, “In turn…gave us water, food, clothing and roof over our heads.” The family took care of the land and the land gave them everything they needed. |
| **How does Tanya’s attitude and behavior change after sitting with Grandma? Include specific instances from the text. Pg. 208** | Tanya now understands that she is “a part of this farm” and decides to listen to Grandma when she says, “Everybody just pitches in and does the best they can. I know you will too.” She answered the phone, found the diapers, fed the chickens and begins playing with Keisha. The girls also picked apples and Tanya showed Keisha how to “roll the dough for the crust”.  |
| **How does Tanya feel at the conclusion of the story? How do you know? Pg. 210** | Tanya feels like she is “a part of this farm” at the end of the story. She contributed “history” with “…a piece of the fence” that she found when picking apples. The fence “had once separated the farmland from the orchard. Carved in the wood were the initials: R.B. (“Rose Buchanan”- Grandma) + I.F. (“Issac Franklin” Grandfather) “This is your history, isn’t it, Grandma, yours and Grandpa’s?”“Oh yes, child, A special memory of your grandpa and me…We’ll put it in the parlor for everyone to share.” (pg. 210) Tanya feels at home on the farm now – he and Keisha are “camping out”. Grandma says the crickets are “night sounds telling us all is well.” And it was.  |

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 | Fly strip, pg. 196Baptismal gowns, pg. 200Blacksmithing, pg. 200Hayloft, pg. 208 | Persisted, pg. 204Humid, pg. 210 |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Reunion, pg. 189History, pg. 190Memories (remembering, memory), p. 193Disappointed, pg. 196Pitch in, pg. 207Announcement, announce pg. 189Arrangement, pg. 190Familiar, pg. 193Labeled, pg.200 | Aroma, pg. 196Murmured, pg. 199Draped, pg. 200Threesome, pg. 208 |

Possible Culminating Tasks

* Re-Read, Think, Discuss, Write

1. Tanya’s feelings about the family farm change throughout this story. Trace her thoughts and impressions from the beginning to the end using evidence from the text. What does Tanya learn from this trip with Grandma?

*Answer: At first, Tanya is excited to visit the farm and spend special time with Grandma. When the place does not “look like the pictures in her schoolbooks or magazines or the pictures in her head”, the dust gets on her socks and a fly strip hangs above the table, Tanya is disappointed. The first day is disappointing and she asks, “What happened to our special days?” Her feelings start to change as she listens to Grandma’s stories and she contributes to the “history” of the farm by “pitching in” and helping with chores and teaching Keisha how to roll pie crust. At the end, Tanya is pleased that she found the old piece of fence with Grandma and Grandpa’s initials on it. She and Keisha are camping out and she is feeling more at home and that “all is well.” Through this experience with Grandma, Tanya learns that sometimes what happens, even though it is disappointing at first, turns out to be better than expected.*

2. How does the weather reflect Tanya’s mood as the story progresses? What can you assume at the end of the story about the trip?

*Answer:* *As soon as Grandma and Tanya arrive at the farm the sky begins to turn gray. The sky stays gray and the weather rainy and gloomy (“It rained through checkers…”)until Tanya shares time with Grandma at which point, “The rain fell in a straight, steady stream, like a curtain separating the porch from the barnyard beyond.”Grandma also sees the rain as something that made the first day, which was so disappointing to Tanya, as something that made the day, “… kinda special.” As Tanya begins to understand the connection and love that Grandma feels a connection to the farm as well, “the steady rain” begins “to taper off”. As she goes to the barn to pitch in, she begins feeling more and more connected to the farm and family. At this critical time, the “sun” shines “bright and hot” Now the cousins are able to be outside and she is feeling attached to the family and is finding her place. At the end of the story, the “hot, humid night air” is just right for camping out on the porch. At the end of the story, we assume Tanya is glad that she came on the trip with Grandma and she is finding that she fits in on the farm and in the family. She is happy.*

Additional Tasks

* Pick out some of the phrases that Grandma and some of the older family members use. Tell what the phrases mean in your own words.

Answer: *Some examples students might choose are: Grandma said Virginia, “borned four of the first five presidents of these United States.” Grandma is proud of the fact that four of the first five presidents were born in her home state of Virginia. “I think I’ll just let these old limbs take me the rest of the way” means “I’ll walk.”
“August weather down here’s meant to be eased on through, not run through” means you have to take it easy because it is hot and humid. Uncle John says, “Looks like it’s comin’ up a cloud” and means, “…it’s finally gonna rain!”*

Notes to Teacher

* Do not have students read the “Get Set to Read” Background and Vocabulary story prior to reading Tanya’s Reunion. Use this additional piece for after-reading scaffolding, if necessary.

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.