Unit 2/Week 4

Title: A Very Important Day

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.4.7, RL.4.9, RF.3.3, RF.4.4, W.4.2, W.4.4, W.4.9, W.4.10, SL.4.1, SL.4.2, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.4, L.4.6

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

America is comprised of people from around the world who chose to become citizens.

Synopsis

In this story, several different families from other countries prepare to become US citizens. Characters from different cultures share one exciting and important event.

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** |
| In what city does the story take place? What is happening outside? (p.250) | “It’s three A.M. here in New York City, and it’s snowing.” |
| According to the text, what country is Nelia Batungbakal and her family from? (P. 250) | Nelia was thinking about the snow and thought, “This would never happen in the Philippines.” |
| Why would the family need “to allow extra time for the trip downtown?” (p. 251) | There are at least two inches of snow. |
| In the sentence, “All right!” said Miguel, bounding from his room. What does *bounding* mean? (p.251) | Rosa said, “there are at least two inches of snow” and Miguel said “All *right*!”, then scooped up some snow. Infer: he came happily running, bouncing from his room to check out the snow. |
| What country is the Huerta family from? (p. 251) | Miguel had snow in his hand, Papa said, “This would not happen in Mexico, at least not in the south.” |
| What country is the Patel family from? (p. 252) | They must allow extra time because of the snow. “That’s one worry we never had in India.” |
| According to the text, the snow reminds Mrs. Leonov of what country? Is the family from that country? (p. 253)  |  “Snow reminds me of Russia” Yes. |
| In the text, Mr. Dionetti called out, “Are you headed downtown?” How are the Leonov’s going to get downtown?(p.253) | They are going by subway. “Yes,” answered their father. “This snowball fight is headed to the subway.” |
| Kostas and Nikos Soutsos were clearing the sidewalk in front of the family restaurant, what were they clearing? (p. 254) | Their mother came out the side door carrying Kiki. “Kiki, this is snow,” said Kostas.  |
| What country is the Soutsos family from? (p. 254) | Their mother laughed. “She’ll get used to it, living here. Not like Greece, where it snows maybe once in ten years.” |
| In the sentence, They chorused together, “Closed for a very important day.” What does the word *chorused* mean? (p. 254) | “He went to make a sign for the door. See, there he is.” “Set those shovels inside, and let’s be off,” their father called. “And read this sign, everyone. What does it say?” They chorused together… |
| The Duong family is going downtown, too. How are they getting downtown? What country are they from? (p. 255) | “Finally! There’s the bus. It was crowded at first, but a few stops later, they all got seats.” “Here we are,” said their mother, “in the middle of a snowstorm on the most important day since we arrived from Vietnam-“ |
| The Baez family is traveling downtown by ferry. Using information provided in the text, what is a *ferry*? (p.256-257) | Use illustration to determine they are on board a boat in the harbor. “I love the ferry,” said Jorge Baez. His cousin Pedro said, “Let’s go up on deck.” “Not by yourselves, but I’ll go with you,” said Pedro’s father. (Infer/discuss) |
|  What country did the Baez family come to New York from? (p. 257) | “And now we will all remember is as part of the most important day since we came from the Dominican Republic.” |
| The Zeng family was also traveling downtown. How did they get there? What country did they come to New York from? (p.259) | “Through narrow streets on the unshoveled sidewalks the Zeng family made their way on foot.” “This is such an important day. The most important since we arrived from China.” |
|  The Idris family left early to travel downtown, too. What country did they come from? (p.260) | “It’s the most important day for us since we came from Egypt.” |
|  Kwame Akuffo and his wife Efua saw the courthouse as they rounded the corner. “I used to run in Ghana,” Kwame said, “but never in snow.” What did Kwame and Efua do the last two blocks to the courthouse. (p. 261) | Efua stopped and said, “Only two blocks to go. I’ll race you to the steps.” …Note the dialogue between them. |
| In the sentence, So they asked a stranger, who gladly *obliged*, and then hand in hand they climbed the courthouse steps. What does *obliged* mean? (p.261) | Efua took the camera from her purse and said, “Before we go on this very important day, let’s get someone to take our picture.” They asked a stranger who gladly obliged, then they climbed the courthouse steps. Obliged means they did what was asked and took the photo. |
| How does the author show Robert McTaggart is not going to miss being at the courthouse on such an important day? (p.262) | Robert’s friends Elizabeth and Alan were at the entrance. He thanked them and said he was afraid the snow would stop them. Alan said, ‘We were getting worried about you” “A few snowflakes defeat a man from the highlands of Scotland? Come on.” |
| All of the families are in the chamber at the courthouse.Re-read page 263. What is the *examiner* doing? What did each person receive? What did the *certificate* signify?(p.264-265) | Calling the names of the families. “Many names were called; many people went forward.” “When I call your name,” he said, “please come forward to receive your *certificate*.” “Your honor,” said the examiner, “these petitioners have qualified for citizenship in the United States of America.” |
| Re-read the judge’s words on p. 264. What does the word enrich mean in the sentence, “May citizenship enrich your lives as your lives enrich this country.”? Restate the judge’s message in your own words. | In this context, enrich means to improve the quality of or to make better. So the judge is wishing the new citizens a better life and welcoming them by inferring that America is “enriched” by their being in the country and a part of it. |
| What was in the package? (p. 266) Other than his family, whom did Zeng share this gift with? What made this gift so special?  | Zeng tore open the package. “Inside he found small American Flags, a dozen or so, enough to share with everyone in his family and with other new citizens surrounding him." The gift from his friend symbolized the family’s new bond all of these “strangers” now shared-- American citizenship. |
| Who is speaking during the last line of text, “This has become our country on this very important day!” Why was this day so important to the characters in this story? (p.269) | All of the new citizens. In a wave of excitement, they all made their way out of the chamber, through the hallway, and back to the courthouse door. “Look!” they exclaimed, everybody talking at once. “This has become our country… This day was important because they have traveled from other places to become American citizens. Evidence of the importance of the day can be found in the fact that relatives and friends attended, (“People poured in. There were so many…”). Congratulations are offered (“I’m so happy for you.”, “You must be so proud.”, “Isn’t this wonderful?”) and families dressed and prepared to be on time. |

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 253- subwayPage 261- courthousePage 263- examiner | Page 251- fire escapePage 257- harborPage 262- chamber |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 251- bounding Page 253- lobbedPage 254- chorusedPage 256- ferryPage 261- obligedPage 263- certificatePage 264- enriched | Page 253- congratulationsPage 254-importantPage 255- fortunatelyPage 264- petitionersPage 264- citizenship |

Culminating Task

* Re-Read, Think, Discuss, Write
1. *Why did the author introduce us to so many characters?* Give examples from your notes to describe the families. Include the country each family came from and how they got to the courthouse.
2. *Describe how the author showed that it was a “very important day” for each of the families.*

Answer: Each family made their way through the snow to the courthouse so they could participate in the ceremony as they became Citizens of the United States of America. Students should include details from discussions and notes.

1. *The author connects different families working toward one goal. Compare their journeys and make a connection to the common goal.*

Answer: The snow made travel to courthouse difficult for all the families, just like becoming a US citizen is not an easy journey.

Additional Tasks

1. Why did the author introduce us to so many characters? Give examples from your notes to describe the families. Include the country each family came from and how they got to the courthouse.
2. On a *very important* snowy day in New York City, each family made their way to the courthouse. What were they making their journey to accomplish?

\*Using notes and text for support, describe each family’s journey to the courthouse that day. Create a pathway that illustrates each of the journeys and the culmination at the courthouse, becoming US Citizens. (a roadmap with each family’s path leading to the courthouse)

Note to Teacher

It is important to connect the theme that people come from all over the world and become US citizens. The US was built on immigrants and their tenacity for bettering their lives, which makes this a great country.

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.