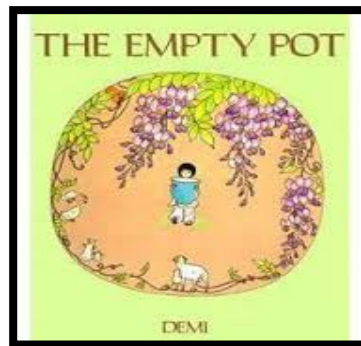


# Getting to the Core



**2<sup>nd</sup> Grade Unit of Study**

**Courage**

**Table of Contents Grade 2<sup>nd</sup> Grade Courage Unit**

<b>Pages</b>	<b>Lessons and Activities</b>
1-7	<b>Courage Unit Planner</b>
8-12	<b>Lesson 1: Character Traits/Core Values</b>
13	Character Traits Glossary
14	Collaborative Academic Conversations Placemat
15	Listening Successfully Poster
16-18	Audio Scenarios 1-3
19-20	Audio Scenarios Circle Maps
21-22	Core Values Headings
23-24	Scroll Quotes
25-26	Chants! Chants! Chants! /Courage is a Big Part of Me! Song
27	Homework – Evidence of Core Values/ Character Traits
28-32	<b>Lesson 2 Day 1: “The Empty Pot” by Demi</b>
33-35	<b>Lesson 2 Day 2: “The Empty Pot” by Demi</b>
35-39	<b>Lesson 2 Day 3: “The Empty Pot” by Demi</b>
40	“My Thinking Notes”
41	Sentence Starters for Close Read Collaborative Conversations
42	My Opinion Flee Map (two or more traits)
43	Day One Homework – “My Diary Entry as Ping”
44	Day Two Homework
45	Stop & Jot
46	Classification/Tree Map – “What is the Character Like?”
47	Day Three Homework
48-52	<b>Lesson 3 Day 1: “The Empty Pot” by Demi</b>
52-54	<b>Lesson 3 Day 2: “The Empty Pot” by Demi</b>
55	Synonym Sort
56-57	Precise Word/Phrase Search
58	Day One Homework – “Shades of Meaning”
59	Day Two Homework – “Shades of Meaning”
60-62	<b>Lesson 4: Cesar Chavez Text &amp; Video</b>
63	GLAD Observation Charts Protocol

64-67	Primary Source Photos
68	Observation Chart Sentence Frames
69-70	Cesar Chavez Text
71	“My Thinking Notes”
72	Sentence Starters for Close Read Collaborative Conversations
73-76	Homework
<b>77-80</b>	<b>Lesson 5: Cesar Chavez Video</b>
81	Cesar Chavez Video Note-Taking Guide
82	Foldable FLEE Map Sample
<b>83-86</b>	<b>Lesson 6: Helen Keller Text</b>
87-88	Helen Keller Text
89	“My Thinking Notes”
90	Sentence Starters for Close Read Collaborative Conversations
91	Homework
<b>92-96</b>	<b>Lesson 7: Helen Keller Video</b>
97-98	Helen Keller Video Note-Taking Guide
99	Foldable FLEE Map Sample
<b>100-103</b>	<b>Lesson 8: Rosa Parks Text &amp; Video</b>
104	Rosa Parks Text
105	“My Thinking Notes”
106	Sentence Starters for Close Read Collaborative Conversations
107-108	Rosa Parks Video Note-Taking Guide
<b>109-112</b>	<b>Lesson 9: Rosa Parks Primary Source Video &amp; Evaluating Sources</b>
113	Rosa Parks Interview Transcript
114	Evaluating Sources Sort
115	Foldable Flee Map
<b>116-118</b>	<b>Lesson 10: Rosa Parks - Performance Task</b>
119	My 2 <sup>nd</sup> Grade Rubric: Opinion
<b>120-188</b>	<b>Special Education Appendix</b>



## Santa Ana Unified School District Common Core Unit Planner-Literacy

<b>Unit Title:</b>	Courage		
<b>Grade Level/Course:</b>	2 <sup>nd</sup> Grade	<b>Time Frame:</b> End of May to Mid-June	
<b>Big Idea Enduring Understandings</b>	<b>Big Idea (Enduring Understandings):</b> Courage: Our character strengths are important and determine our actions.		
<b>Essential Questions:</b>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What character traits does a courageous person demonstrate?</li> <li>• What kinds of changes currently exist because of the actions of courageous people?</li> <li>• How can a person encourage others to be courageous?</li> </ul>		
<b>Instructional Activities/Tasks</b>			
<b>Lessons 1-3 6 Days</b>	<b>Lessons 4-5 2 Days</b>	<b>Lessons 6-7 2 Days</b>	<b>Lessons 8-10 3 Days</b>
<b>Open Court Reading (2002) The Empty Pot by Demi</b>	<b>Complex Informational Text Cesar Chavez</b>	<b>Complex Informational Text Helen Keller</b>	<b>Performance Task Rosa Parks</b>
Character Traits/Core Values Foundation Activities with Audio Scenarios The Empty Pot OCR text Text Dependent Questions Modeled FLEE Map Modeled Paragraph Writing Precise Language Shades of Meaning	Inquiry Charts Text Dependent Questions Video with Note-Taking Co-op FLEE Map Co-op Paragraph	Text Dependent Questions Video with Note-Taking Group FLEE Map Group Paragraph	Text Dependent Questions Video with Note-Taking Evaluating Sources Group Flee Map Individual Opinion Writing

<b>21<sup>st</sup> Century Skills:</b>	<b>Learning and Innovation:</b> Critical Thinking & Problem Solving      Communication & Collaboration      Creativity & Innovation  <b>Information, Media and Technology:</b> Information Literacy      Media Literacy      Information, Communications & Technology Literacy	
<b>Essential Academic Language:</b>	<b>Tier II:</b> sobs, frantically rhythmic thumping, admired, approached cautiously, preparing, clutched, flick, motion, paused, quiver, sting ferocious, pantry, pranced, looming emperor, successor, throne, issued, tended, swarmed, palace, ashamed, accomplishments, labor leader, non-violent, migrant farm workers, mistreated, boycott, union, fair wage, determination sign language, disabilities, lectures civil liberties, disabled, chief link segregation, prejudice, incident, ruling, protested, unconstitutional, Civil Rights, primary source	<b>Tier III:</b> proclamation crops, siblings, dedicated, dignity, humanity wild child, labored, betterment, timelessly, intact, bout, companion, infliction, intervention, daunting, obstacle, celebrity Supreme Court, carpenter, racial discrimination, home schooled, seamstress
<b>What pre-assessment will be given? NA</b>		<b>How will pre-assessment guide instruction? NA</b>
<b>Content Standards</b>		<b>Assessment of Standards</b> (formative and summative)
<b>Content Standard(s):</b> <b>SS2.5</b> Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Cesar Chavez, Helen Keller, and Rosa Parks).		<b>F:</b> Students will identify key ideas and details from texts to demonstrate their understanding of character traits  <b>F:</b> Students will participate in collaborative conversations about the character traits/core values of historical figures that have positively influenced our lives with their strength of character.  <b>F:</b> Students will write opinion paragraphs about the character traits/core values of the historical figures discussed in the unit of study.  <b>S:</b> Students will use multiple sources to write an opinion paper supported with evidence.

<b>Common Core Learning Standards Taught and Assessed</b> <i>(include one or more standards For one or more of the areas below. Please write out the complete text for the standard(s) you include.)</i>	<b>What assessment(s) will be utilized for this unit?</b> <i>(include the types of both formative assessments (F) that will be used throughout the unit to inform your instruction and the summative assessments (S) that will demonstrate student mastery of the standards.)</i>	<b>What does the assessments tell us?</b>
<p><b>Bundled Reading Literature Standard(s):</b></p> <p><b>RL2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p><b>RL2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>RL2.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RL2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><b>RL2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>RL2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>F:</b> Students will ask and answer text-dependent questions (who, what, when, where, why, and how) in pairs/small groups during and after reading.</p> <p><b>F:</b> Students will summarize the main topics and key ideas within the text with a partner/group and independently.</p> <p><b>F:</b> Students will use context clues to determine the meaning of words and phrases.</p> <p><b>F:</b> Students will discuss Ping’s character traits and support with evidence.</p>	<p>Are students able to closely read to determine character traits and support with evidence from the text?</p> <p>Are students able to use context clues to derive meaning?</p> <p>Are students able to read closely and cite evidence to support their answers to text dependent questions?</p>

**Bundled Reading Informational Text Standard(s):**

**RIT2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RI 2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**RIT2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

**RIT2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**F:** Students will ask and answer text-dependent questions (who, what, when, where, why, and how) in pairs/small groups during and after viewing primary source videos and reading complex text.

**F:** Students will summarize the main topics and key ideas within the text with a partner/group and independently.

**F:** Students will use a note-taking guide to collect important information on character traits/core values.

**F:** Students will use context clues to determine the meaning of words and phrases.

**F:** Students will use text features to identify key information in a text and summarize the information orally and in writing.

**F:** Students will discuss Cesar Chavez, Helen Keller and Rosa Parks, citing evidence to support the character traits/core values of honesty, responsibility, and perseverance.

**F:** Students will evaluate evidence in various texts and form an opinion supported with evidence.

Do student responses give evidence of a general understanding?

Can students derive the meaning of words through visual and auditory clues?

Are students able to make connections between the subject and the historical effect of their contributions?

Are students able to form a reasonable opinion based on information from text?

<p><b>Bundled Foundational Skill(s) Standard(s):</b>  <b>FS2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.  a. Distinguish long and short vowels when reading regularly spelled one-syllable words.  b. Know spelling-sound correspondences for additional common vowel teams.  c. Decode regularly spelled two-syllable words with long vowels.  d. Decode words with common prefixes and suffixes.  e. Identify words with inconsistent but common spelling-sound.  <b>FS2.4</b> Read with sufficient accuracy and fluency to support comprehension.  a. Read on-level text with purpose and understanding.  b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Use OCR Green Section...</p> <p><b>F:</b> Students will have opportunities to apply their decoding skills to independently read complex text. Teacher will assess student needs and provide immediate feedback.</p> <p><b>F.</b> In small groups, students will read and understand grade level texts.</p>	<p>Are students able to read fluently and extract important information from the text?</p> <p>Are students able to use visual cues, syntax, and meaning to read words?</p> <p>Are students able to persevere when reading complex text?</p>
<p><b>Bundled Writing Standard(s):</b>  <b>W2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words.  <b>W2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  <b>W2.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3)  <b>W2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  <b>W2.8.</b> Recall information from experiences or gather information from provided sources to answer a question.  <b>W2.10</b> Write routinely over extended time frames and shorter time frames.</p>	<p><b>F:</b> In collaborative groups, students will write opinion paragraphs citing evidence from the text to support their opinions.</p> <p><b>F:</b> Students will write an opinion paragraph stating and supporting a character trait with evidence from the text.</p> <p><b>S:</b> Students will use multiple sources to write an opinion paper supported with evidence.</p>	<p>Are students able to write a cohesive opinion paragraph with an opening, body sentences that cite evidence from the text to support their opinion, and a closing sentence?</p>



<p><b>Bundled Speaking and Listening Standard (s):</b></p> <p><b>SL2.1.</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> <p><b>SL2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <ol style="list-style-type: none"> <li>Give and follow three- and four-step oral directions.</li> </ol> <p><b>SL2.3</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL2.4</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><b>F:</b> Students will participate in collaborative conversations following agreed upon norms and build on each other's ideas using conversation placemats.</p> <p><b>F:</b> Students will work with their partner/ small group to recount key ideas and details from the text and video clips.</p> <p><b>F:</b> Students will work in collaborative groups to present an opinion paragraph on a person's character traits/core values.</p>	<p>Are students able to repeat/paraphrase/ or build on comments made by peers in collaborative discussions?</p> <p>Are students able to work collaboratively to find answers to text dependent questions?</p>
<p><b>Bundled Language Standard(s):</b></p> <p><b>L2.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L2.5.</b> Demonstrate understanding of word relationships and nuances in word meanings</p> <ol style="list-style-type: none"> <li>Distinguish shades of meaning among closely related verbs and closely related adjectives.</li> </ol>	<p><b>F:</b> Student will speak in complete sentences using standard English grammar.</p> <p><b>F:</b> Students will demonstrate their understanding of synonyms in a partner/small group sort.</p> <p><b>F:</b> Students will evaluate the nuances in word meanings and rank words from weak to strong.</p> <p><b>F:</b> When writing, students will demonstrate a command of standard English conventions, language conventions, word relationships, and word meanings.</p>	<p>Are students able to speak and write using standard English grammar, conventions, word meaning, and academic language?</p>

<b>Resources/ Materials:</b>	<p><b>Complex Texts to be used:</b></p> <p><b>Informational Text(s) Titles:</b> Biographies on the lives of: Cesar Chavez, Helen Keller and Rosa Parks</p> <p><b>Literature Titles:</b> <u>The Empty Pot</u> by Demi; Open Court Reading, 2<sup>nd</sup> Grade, Unit 5: Courage</p> <p><b>Media/Technology:</b> Audio Scenarios on Character Traits/Core Values. Videos on the lives and accomplishments of:</p> <ul style="list-style-type: none"> <li>• Cesar Chavez taken from YouTube</li> <li>• Helen Keller taken from Biography.com</li> <li>• Rosa Parks <a href="http://bit.ly/Yxm05T">http://bit.ly/Yxm05T</a> taken from (<a href="http://www.discoveryeducation.com">http://www.discoveryeducation.com</a>)</li> </ul> <p><b>Other Materials:</b> Student Learning Journal, Group materials</p>	
<b>Interdisciplinary Connections:</b>	<p><b>Cite several interdisciplinary or cross-content connections made in this unit of study:</b> History and Social Science Unit 5 Lesson 1</p>	
<b>Differentiated Instruction:</b>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of English Learners by language proficiency level?</b></p> <ul style="list-style-type: none"> <li>•Preparing the Learner lesson</li> <li>•Academic Language Patterns by proficiency level</li> <li>•Structured Language Practice Strategies (SLPS) throughout each of the lesson</li> </ul>	<p><b>Based on desired student outcomes, what instructional variation will be used to address the needs of students with special needs, including gifted and talented?</b></p> <p><b>Special Needs-</b> Accommodations and Modifications to Lessons, Companion Text at varying Lexile levels, Linguistic Patterns, Assistive Technology, Graphic Organizers, Videos, Audio, Pictures and Illustrations.</p> <p>Small group instruction with support in meeting foundational skill needs. Use of charts, pictorials, process grids, and Preparing the Learner lessons to help scaffold new learning throughout the unit.</p> <p><b>Accelerated Learners-</b> Extension activities with opportunities to research additional historical figures and conduct independent research. See specific lessons for extension ideas.</p>

# SAUSD Common Core Lesson Planner

<b>Unit: Courage</b>		<b>Grade Level/Course:</b> 2 <sup>nd</sup>	<b>Duration:</b> One to Two ELA Blocks
<b>Lesson #:1</b>		<b>Date:</b>	
<b>Big Idea:</b> Courage: Our character strengths are important and determine our actions.			
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li>• How can a person encourage others to be courageous?</li> <li>• What kinds of changes currently exist because of actions of courageous people?</li> <li>• What character traits does a courageous person demonstrate?</li> </ul>			
<b>Common Core and Content Standards</b>		<b>RL2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <b>RL2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. <b>RL2.7</b> Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot. <b>SL2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. <b>W2.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <b>W2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	
<b>Materials/ Resources/ Lesson Preparation</b>		Teacher Resource PPT Student Learning Journal Whole Group Defining/Circle Map	
<b>Objectives</b>		<b>Content:</b> Students will listen to and analyze audio recordings to determine core values/character traits.	<b>Language:</b> Students will verbally state their opinion and make a prediction. After a guided discussion on core values, students will write their final opinion supported with reasons.
<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>		<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>		<input type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary (Tier II &amp; Tier III)</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
		<b>Lunch Time Find Scenario:</b> Sobs, frantically  <b>Jump Rope Fun Scenario:</b> rhythmic thumping, admired, approached cautiously, preparing, clutched, flick, motion, paused, quiver, sting  <b>Coco's Dinner Time Scenario:</b> ferocious, pantry, pranced, looming	
	<b>STUDENTS FIGURE OUT THE MEANING</b>		

<b>Pre-teaching Considerations</b>	<ul style="list-style-type: none"> <li>• Students will be listening to an audio of short stories of which will require strategic listening skills.</li> <li>• Teacher will review skills of a good listener: remain quiet, maintain focus, visualize, place themselves in the main character’s point of view and track their thinking.</li> <li>• <b>Do not mention the three main core values/character traits.</b> Teacher will use the guided inquiry process to come up with the word that encompasses the situation and action decided upon by the students.</li> <li>• The procedures for the audio lesson will be the same for all audio text.</li> <li>• Collaborative Academic Conversations Norms</li> </ul>
<b>CCSS Foundational Standards (K-5 only)</b>	Continue teaching the foundational standards through the Open Court Reading Green Section.
<b>Lesson Delivery</b>	
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>
<b>Lesson Continuum</b>	<p><b>Preparing the Learner</b></p> <p><i>For the next few weeks, we will be studying various people from the past who have demonstrated strong core values through their courageous acts. Many times, we can determine a character’s traits by their actions and the choices they make. Let’s think about the characters in the Open Court stories we’ve read this year.</i></p> <p>At this point, introduce the Character Traits Glossary which may be used as a reference.</p> <p><b>Think-Pair-Share</b></p> <p>Give students time to think about past selections in their anthologies. Share their answers and evidence with their partners/group, and share out whole group.</p> <p>*A few possible examples are:</p> <p><b><u>Sharing Stories: Tomas and the Library Lady</u></b> Tomas was brave and determined to learn new stories.</p> <p><b><u>Kindness: Cinderella and Muffaro’s Daughters</u></b> Cinderella was kind and forgiving of her step-family. Nyasha was kind, honest, determined, and forgiving of her sister, Manyara.</p> <p><b><u>Life Cycles: Butterfly House</u></b> The girl was kind, caring, and responsible with the butterflies.</p> <p><b><u>Look Again: Hungry Little Hare</u></b> The hare was determined and perseverant in finding the delicious leaf.</p> <p>*This should be a quick review, and it is up to teacher discretion as to how many characters to review or how in-depth the discussion should be. The purpose of this lesson is to make sure that students understand the concept of core values and character traits, as this is key to the unit.</p>

### Audio Scenarios

#### **Lunch Time Find, Jump Rope Fun, and Coco's Dinner Time**

*Today, we will be listening to three different audio recordings to decide what the main character's choices are. We will then form an opinion about what we think they should do and why.*

Review the skills necessary to be a successful listener:

- Remain quiet
- Maintain focus
- Visualize
- Consider main character's point of view (thoughts, feelings, actions)
- Track their thinking



Apply the following procedure for all three audios. Model the first scenario and gradually release responsibility for audios two and three (I Do, We Do, You Do Together, You Do Alone).

1. First Audio Play

Students will listen unencumbered.

**Time-Saving Option:** You may begin the audio scenarios with the second audio play directions, cutting out the unencumbered first audio play.

2. Second Audio Play

- a. Prior to listening a second time, explicitly set the purpose for listening by asking the following questions:

*Who are the characters?*

*What problem or challenge do they face?*

- b. Think-Pair-Share: Give students an opportunity to discuss with their partners/group, and share whole group.

3. Third Audio Play

*This time as we listen closely, be thinking about the character's possible choices. Be ready to form an opinion based on the following questions:*

*What do you think the main character's choices are?*

*What do you think a character with positive core values would do? Why?*



Students will discuss in pairs using the Collaborative Academic Conversation Placemats for agreeing and disagreeing.

I think \_\_\_\_\_.

Example: I think Roman could either give it back or keep it.

I think \_\_\_\_\_ will \_\_\_\_\_ because \_\_\_\_\_.

Example: I think Roman will give it back because he is caring.

### **Differentiated Instruction:**

#### **English Learners:**

I think \_\_\_\_\_.

I think \_\_\_\_\_ because \_\_\_\_\_.

#### **Special Needs:**

See Special Ed Appendix

#### **Accelerated Learners:**

Prompt: Write about what you would do if you were in that situation.



4. Student Learning Journal

*We discussed \_\_\_\_\_'s possible choices and what a person with positive core values would do. Now you are going to write about your opinion in your Student Journal. Remember to support it with reasons.*



5. Remind students about the characters they discussed in OCR at the beginning of the lesson and in the audio scenario.



Think-Pair-Share: *Using your Character Traits Glossary, answer the following question:*

*What core value/character traits does the audio character need to make the right choice?*

Chart their answers on the Defining/Circle Map.

At the end of each section of the circle map, the teacher will provide a guided inquiry leading up to the word of either Honest, Perseverant, and Responsible by asking:

*What one word could be used to describe a person's core value/character trait that chooses to do the right thing in each scenario?*

Each word will then be highlighted in yellow to demonstrate that they are the three main core values that will be discussed further throughout the unit.

Repeat procedures 1-6 for the next two audio scenarios.

Extending Understanding

**Collaborative Quote Sort**

Students will work in groups to sort quotes into the 3 categories of Honest, Perseverant, and Responsible by evaluating and identifying the quotes that support the core value. The students will come to the understanding that each quote can be sorted into more than one core value.

**Example:**

The quote, “Mom, I’m sorry I made a mess; I will pick it up.” can be categorized as both “honest” and “responsible” because the speaker is admitting to making the mess hence being honest and can also be seen as responsible for taking action to pick it up.

Think-Pair-Share: With their partner/group, students’ will discuss each quote and provide reasoning for its placement. Students should use their Collaborative Academic Conversation Placemats to state their opinions and agree/disagree.

Once all groups have completed the sort, call on groups to share out their reasoning.

**Sort Quotes:**

- Mom, I’m sorry I made a mess and I will pick it up.
- I accidentally broke your toy truck; I’ll try to fix it.
- Ouch that really hurt, but I’m getting back on the bike.
- I didn’t like the food you cooked for dinner because it was too mushy.
- May I help you with the dinnertime clean up?
- This math homework is hard, but I will make sure to finish it tonight!
- It took me all day to clean the yard, I’m so tired!

**Lesson Closure:**

Recite the chant/song, “Courage is a Big Part of Me!” Reference “Chants, Chants, Chants” which includes procedures for making the chants meaningful and powerful over multiple days. You may choose to begin the following lessons in this unit by reciting the chant mentioned above.



**Lesson Reflection**

Teacher Reflection Evidenced by Student Learning/ Outcomes



# Character Traits Glossary



<u>adventurous</u> wanting to do new, exciting, or dangerous things	<u>gentle</u> kind and careful not to hurt anyone or anything; not strong or violent	<u>proud</u> feeling pleased because something that or you have achieved or are connected with is very good
<u>bossy</u> always telling people what to do, in a way that is annoying	<u>happy/content</u> feeling pleased and cheerful, often because something good has happened to you	<u>resourceful</u> good at finding ways to deal with problems, especially in difficult situations
<u>responsible</u> able to be counted on to do the right thing; trustworthy	<u>hard-working</u> working seriously with a lot of effort, and not wasting time	<u>honest</u> never cheating, lying, or breaking the law
<u>caring</u> being kind to other people and tries to help people	<u>helpful</u> willing to help	<u>serious</u> showing thought and attention to a situation not joking or pretending
<u>considerate</u> thinking and caring about other people's feelings, wants, or needs	<u>humorous</u> to be funny and enjoyable, able to make people laugh	<u>skillful</u> someone who is good at something that they have learned and practiced
<u>creative</u> involving the use of imagination to produce new ideas or things	<u>independent</u> confident, free, not needing to ask other people for help, money or permission to do something	<u>successful</u> having achieved a result or having gained wealth, fame , or power
<u>curious</u> wanting to know or learn about something	<u>inventive</u> good at creating new things or good at making things better	<u>perseverant</u> a person who continues to do something even when it is difficult
<u>determined</u> showing a strong desire to do something even though it is difficult	<u>leader</u> the person who directs or controls a team, organization, or country	<u>understanding/empathetic</u> the ability to understand someone's feelings and problems
<u>dreamer</u> someone who has plans that are unrealistic or not practical	<u>loving</u> very caring; showing affection	<u>wise</u> able to make good decisions and judgments based on experience and knowledge





**I can share my idea:**

I think \_\_\_\_

I believe \_\_\_\_

My idea is \_\_\_\_\_



**The evidence for my ideas or opinion:**

- In the story \_\_\_\_ said \_\_\_\_
- From the text I know \_\_\_\_
- I know \_\_\_\_\_ from \_\_\_\_
- I learned \_\_\_\_\_ from \_\_\_\_
- In another book, it said \_\_\_\_\_



**I can add to my idea or someone else's idea:**

I want to say more about \_\_\_\_

I agree with \_\_\_\_ because \_\_\_\_

I disagree with \_\_\_\_ because \_



**I can ask questions:**

Who \_\_\_\_? What \_\_\_\_?

When \_\_\_\_? Where \_\_\_\_?

Why \_\_\_\_? How \_\_\_\_?

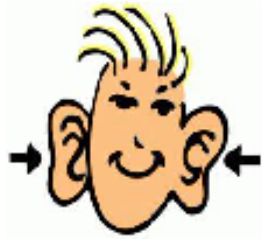
**We can come to a conclusion:**

We can say that \_\_\_\_

We can agree that \_\_\_\_

We conclude that \_\_\_\_\_

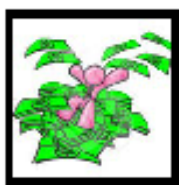




## Listening Successfully

1. Remain Quiet
2. Maintain Focus
3. Visualize
4. Consider Character's Point of View
  - thoughts, feelings, and actions
5. Track Your Thinking
  - Stop and Jot / Drawing





### **Audio Scenario 1: Lunch Time Find**

While waiting in the back of the lunch line, Roman finds a two dollar bill. He quickly stuffs it deep in his pocket. Just then he hears sobs coming from the front of the line. "I had it in my pocket," the boy exclaimed to the lunch lady. He was frantically digging in his pockets, "I know because I just showed it to my friends...it must have fallen out!" Sam had lost his two dollar bill. Roman's heart sank realizing it belonged to a classmate. Would he do the right thing and give Sam's two dollar bill back?



### **Stop and Jot**



What do you think Roman should do? Why?

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## Audio Scenario 2 Jump Rope Fun



A rhythmic thumping could be heard in the distance from children jumping rope on the blacktop. Gianna admired from a far, she too wanted to learn to jump rope. She approached cautiously preparing for what she knew wouldn't be easy. With clutched handles in both hands and a strong flick of the wrist the rope was in motion. With a thud and whip the rope hit her shin. She paused and her lip began to quiver from the sting of the rope. Yet a second attempt took place, a third, and a fourth; each time being more difficult than the last. Would Gianna continue to try to jump rope?



### Stop and Jot



What do you think Gianna should do? Why?

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### Audio Scenario 3 Coco's Dinner Time



When Sofia got home from school, she ran into the kitchen to feed her ferocious hunger. She went directly to the pantry to grab her favorite snack. As soon as Coco heard the creaking door open, he pranced on over hoping to also have something to eat. Poor Coco wasn't fed breakfast. In the rush of the morning, Sofia had forgotten to feed the family dog. After school all Sofia could think of was having a snack and looming with her friends to create triple singles and zippy chain bracelets. Would Sofia take the time to feed Coco?

#### Stop and Jot

What do you think Sofia should do? Why?



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**Audio Scenarios Circle Map**  
Core Values/Character Traits

What core values/character traits do the characters in each audio scenario have to have in order to do the right thing?

**Lunch Time Find**

Core  
Values/Character  
Traits

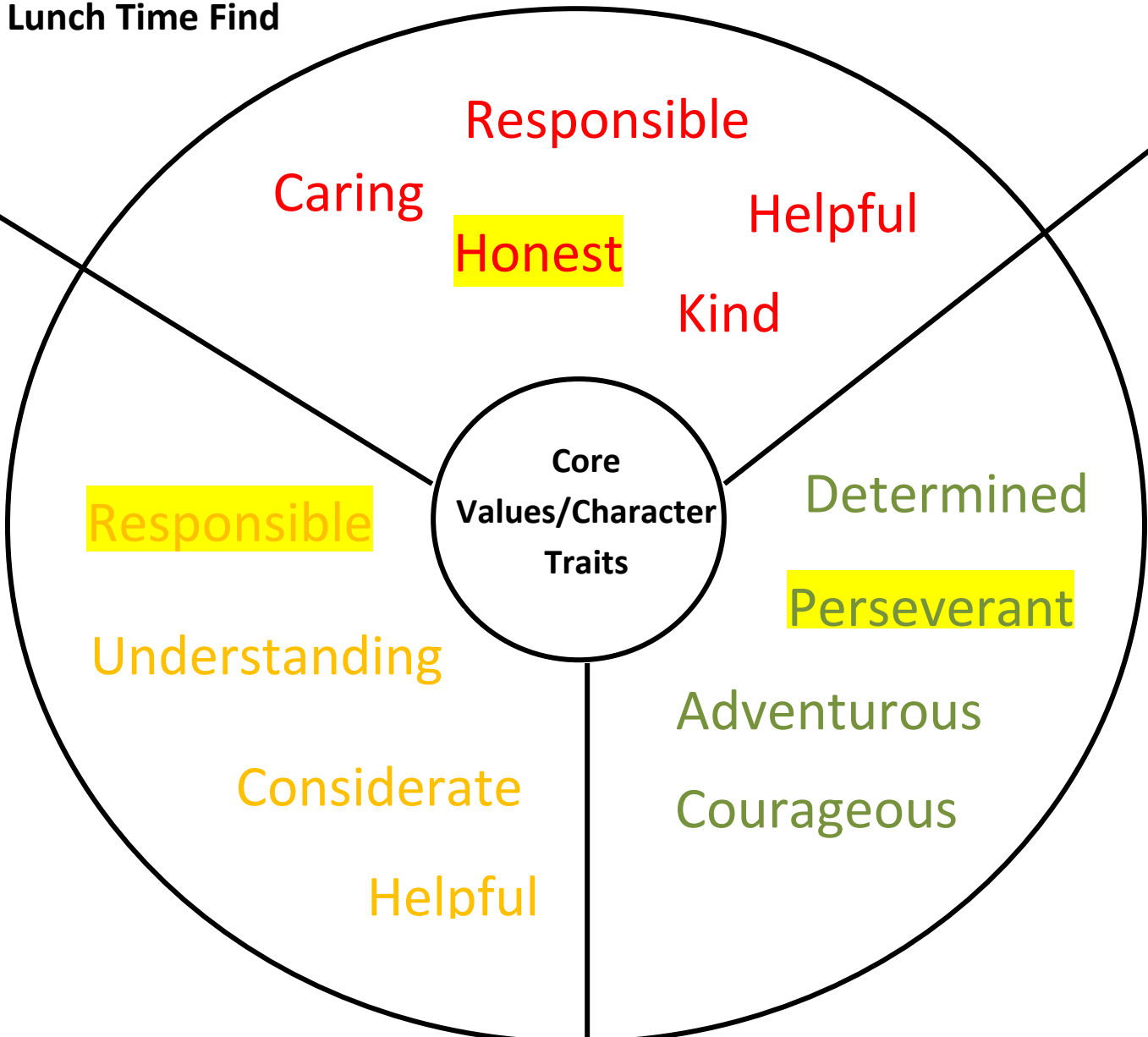
**Coco's Dinner Time**

**Jump Rope Fun**

**Audio Scenarios Circle Map**  
Core Values/Character Traits

What core values/character traits do the characters in each audio scenario have to have in order to do the right thing?

**Lunch Time Find**



**Coco's Dinner Time**

**Jump Rope Fun**

# Core Values

“Character Traits”

**Honest**





# Responsible



# Perseverant



"Mom, I'm sorry I made a mess and I will pick it up."



"I accidentally broke your toy truck; I'll try to fix it."



"Ouch that really hurt, but I'm getting back on my bike!"



"I didn't like the food you cooked for dinner because it was too mushy."





"May I help you with the dinnertime clean up?"

"This math homework is hard, but I will make sure to finish it tonight!"

$$21-13= \underline{\quad}$$



"It took me all day to clean the yard, I'm so tired!"

**Directions:** In the blank scroll, write a quote that can be categorized into multiple Core Values.

A large, empty scroll-shaped box for writing a quote.

# Courage Is a Big Part of Me!

(Sung to the tune of "She'll Be Comin' Around the Mountain")

Courage is a big part of me.

Oh, courage is a big part of me.

I've got courage. I've got courage. I've got courage. I've got courage.

Courage is a big part of me

I show courage when I'm honest with a friend.

I show courage when I'm honest with a friend.

I show courage. I show courage.

I show courage. I show courage.

I show courage when I'm honest with a friend.

I show courage when I don't give up, I persevere!

I show courage when I don't give up, I persevere!

I show courage. I show courage.

I show courage. I show courage.

I show courage when I don't give up, I persevere!

I show courage when I'm responsible with my chores.

I show courage when I'm responsible with my chores.

I show courage. I show courage.

I show courage. I show courage.

I show courage when I'm responsible with my chores.

Courage is a big part of me.

Oh, courage is a big part of me.

I've got courage. I've got courage.

I've got courage. I've got courage.

Courage is a big part of me

## **Chants, Chants, Chants!**

(Procedures For Making Chants Meaningful and Powerful Over Multiple Days)

### **1. First time:**

- Introduce by singing and modeling the chant for the students so they can hear the rhythm, words, and language clearly. (This should also be motivational tool.)

### **2. Second time:**

- Read a section of the chant at a time, and have students echo it back. Have students identify scientific or important words that they haven't heard, but know are important to the meaning of the chant. Highlight these words.
- Have students make predictions about the meanings of some of these new words. (Afterwards have students go back and read a student copy of the chant at their seats, and highlight those same words with crayons or highlighters and have them illustrate or sketch the meaning of the chant in the box provided)

### **3. Third time:**

- Read each section together singing together. You may want to ask content and vocabulary driven questions after each section or two. Have students continue to use vocabulary strategies to predict meanings of new words.
- Have students come up with hand gestures and movements that help them remember the content and new words (Tier 3).

### **4. Fourth and continuous readings:**

- Review the chants whole group and then have small groups sing it or choose past ones to review.
- Some chants you might want to write on sentence strips too, scramble them up, and put them back in proper order.

### **5. Continuous review:**

- Have students practice reading chants independently from their poetry or chant folders.

Name \_\_\_\_\_

# Evidence of Core Values /Character Traits

**Directions:** Write one way you have shown the core values of honest, responsible, and perseverant. Why is it important to have these core values?



**I was honest  
when...**

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**I was responsible  
when...**

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**I was perseverant  
when...**

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# SAUSD Common Core Lesson Planner

<b>Unit: Courage</b> <b>Lesson #: 2</b>	<b>Grade Level/Course:</b> 2nd	<b>Duration: Three ELA blocks</b> <b>Date:</b>											
<b>Common Core and Content Standards</b>	RL.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.3 Describe how characters in a story respond to major events and challenges. RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. SL.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ol>												
<b>Materials/ Resources/ Lesson Preparation</b>	Teacher Resource PPT. Open Court Anthology, "The Empty Pot" Student Learning Journal Chart paper for whole class FLEE Map and Classifying/Tree Map												
<b>Objectives</b>	<b>Content:</b> Students will closely read and reread the text to answer text dependent questions supported with evidence. Students will find evidence in the text to support specific character traits.	<b>Language:</b> Students will discuss their answers to text dependent questions and cite evidence.											
<b>Depth of Knowledge Level</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Level 1: Recall</b></td> <td style="width: 50%;"><b>Level 2: Skill/Concept</b></td> </tr> <tr> <td><b>Level 3: Strategic Thinking</b></td> <td><b>Level 4: Extended Thinking</b></td> </tr> </table>			<b>Level 1: Recall</b>	<b>Level 2: Skill/Concept</b>	<b>Level 3: Strategic Thinking</b>	<b>Level 4: Extended Thinking</b>						
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<b>College and Career Ready Skills</b>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"><b>Demonstrating independence</b></td> <td style="width: 50%;"><b>Building strong content knowledge</b></td> </tr> <tr> <td><b>Responding to varying demands of audience, task, purpose, and discipline</b></td> <td></td> </tr> <tr> <td><b>Comprehending as well as critiquing</b></td> <td><b>Valuing evidence</b></td> </tr> <tr> <td colspan="2"><b>Using technology and digital media strategically and capably</b></td> </tr> <tr> <td colspan="2"><b>Coming to understand other perspectives and cultures</b></td> </tr> </table>			<b>Demonstrating independence</b>	<b>Building strong content knowledge</b>	<b>Responding to varying demands of audience, task, purpose, and discipline</b>		<b>Comprehending as well as critiquing</b>	<b>Valuing evidence</b>	<b>Using technology and digital media strategically and capably</b>		<b>Coming to understand other perspectives and cultures</b>	
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<b>Common Core Instructional Shifts</b>	<b>Building knowledge through content-rich nonfiction texts</b> <b>Reading and writing grounded from text</b> <b>Regular practice with complex text and its academic vocabulary</b>												
<b>Academic Vocabulary</b> <b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>		<b>WORDS WORTH KNOWING</b>										
	emperor (p. 197) successor (p. 197) throne (p. 197) issued (p. 198)		proclamation (p. 198)										

	<b>STUDENTS FIGURE OUT THE MEANING</b>	tended (p. 197) swarmed (p. 198) palace (p. 203) ashamed (p. 204) replied (p. 207)									
<b>Pre-teaching Considerations</b>	Collaborative Academic Conversation Norms Review core values from previous lesson, if necessary <b>Please Note: “The Empty Pot” lessons are for teacher modeling to help prepare students for the lessons that follow. If you feel your students are ready for an earlier gradual release of responsibility, feel free modify.</b>										
<b>CCSS Foundational Standards (K-5 only)</b>	Continue to teach the foundational standards through the Open Court Reading Green Section.										
<b>Lesson Delivery</b>											
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b>Modeling</b></td> <td style="text-align: center;"><b>Guided Practice</b></td> <td style="text-align: center;"><b>Collaboration</b></td> <td style="text-align: center;"><b>Independent Practice</b></td> </tr> <tr> <td style="text-align: center;"><b>Guided Inquiry</b></td> <td style="text-align: center;"><b>Reflection</b></td> <td></td> <td></td> </tr> </table>			<b>Modeling</b>	<b>Guided Practice</b>	<b>Collaboration</b>	<b>Independent Practice</b>	<b>Guided Inquiry</b>	<b>Reflection</b>		
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<b>Guided Inquiry</b>	<b>Reflection</b>										
<b>Lesson Continuum</b>	<b>Preparing the Learner</b>	<b>Prior Knowledge Context, and Motivation:</b> Genre Overview: <i>Today, we are going to be reading the folktale, “The Empty Pot”. A folktale is a story that has been told and retold from one generation to the next over many years. It often begins with the words, “Once upon a time” or “Long ago and far away”. The characters can be animals or objects that can speak, and the story often teaches a moral or lesson. In a folktale, characters who are good or smart win out over those who are evil or not as smart. As we read this story over the next several days, be thinking about the lesson the author is trying to teach us.</i>  <b>Post &amp; discuss the Big Idea &amp; Essential Questions:</b> <b>Big Idea:</b> Courage: Our character strengths are important and determine our actions.  <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can a person encourage others to be courageous?</li> <li>• What kinds of changes currently exist because of the actions of courageous people?</li> <li>• What character traits does a courageous person demonstrate?</li> </ul>									
	<b>Interacting with the Text</b>	<b><u>Unencumbered First Read</u></b> <b>Open Court Anthology pp. 196-202 (read the entire section of text without stopping)</b> Select from the following based on the level of your students. <ul style="list-style-type: none"> <li>• Have students read “The Empty Pot” independently</li> <li>• Read it with a partner</li> <li>• Read it aloud to them</li> </ul> <b>Reading with a pencil</b> may occur during the unencumbered read, or as a separate read. You may want to display the “My Thinking Notes” sheet on the document camera or use established close reading annotating tools.									



**Second Read: Text Dependent Questions**

You do not have to ask every question. The questions help facilitate/guide classroom discussion. Pick the ones you think will elicit the best discussion.

**Think-Pair-Share**

With each text dependent question, give students time to think and reread the text as they look for answers. Share the answers and cite evidence with their partner/group, and share out whole group.

**pp. 196-197**

**Step-Asides:**

As you encounter the following words in the text, provide a brief explanation.

- 1. *emperor*- king, ruler
- 2. *successor*-a person who has a job, position, or title after someone else
- 3. *throne*-a special chair for a king, queen, or other powerful person)

Please refer to the vocabulary quadrant for additional words where “Students Figure Out the Meaning”.

**Text Dependent Questions**

- *What does the author tell us about Ping? Ping loves flowers. He’s good at growing plants.*
- *What do the Emperor and Ping have in common? They both love flowers.*
- *On p. 197, reread the first sentence. What do you think the word “tended” means? Are there any synonyms that you could replace tended with to have it still make sense? Tended means to take care of. He took care of or cared for his garden.*
- *What caused the Emperor to need to choose a successor? He was getting very old. What inference can you make about how many children the Emperor has? He has no children because if did, he wouldn’t be looking for a successor.*

**pp. 198-199**

**Step-Asides:**

As you encounter the following words in the text, provide a brief explanation.

*proclamation*- an important announcement

Please refer to the vocabulary quadrant for additional words where “Students Figure Out the Meaning”.

**Text Dependent Questions**

- *What three things does the Emperor say in his proclamation?*
  - 1. He says that all children in the land should come to the palace.
  - 2. They will receive special flower seeds from the Emperor.
  - 3. The child who shows his or her best to the Emperor in a year’s time will succeed him to the throne.

**Sentence Frame for Citing Evidence**

- On page \_\_\_\_\_, it said \_\_\_\_\_.
- The author wrote \_\_\_\_\_.
- The illustration showed \_\_\_\_\_.
- One example is \_\_\_\_\_.
- In the text it said, \_\_\_\_\_.
- I know \_\_\_\_\_ because \_\_\_\_\_.
- The author said \_\_\_\_\_, therefore \_\_\_\_\_.
- Since the author stated \_\_\_\_\_, I can infer \_\_\_\_\_.
- An example of \_\_\_\_\_ is in paragraph \_\_\_\_\_, where the author states \_\_\_\_\_.
- When I read \_\_\_\_\_, it made me think \_\_\_\_\_.

	<ul style="list-style-type: none"> <li>• <i>What do you think the Emperor meant when he said, “Whoever can show me their best in a year’s time will succeed me to the throne.”? Answers will vary.</i></li> </ul> <p><b>pp. 200-202</b>  <b>Text Dependent Questions</b></p> <ul style="list-style-type: none"> <li>• <i>What caused Ping to feel happy and sure that he could grow the most beautiful flower? In the beginning of the story on p. 196, it said, “Anything he planted burst into bloom.”</i></li> <li>• <i>What caused Ping’s mood to change by the end of p. 202? This was the first time that he planted something that didn’t grow, and he became worried.</i></li> <li>• <i>A person who is determined continues to try to do something even though it is difficult. What evidence supports that Ping was determined? For a whole year, he cared for the plant, and he even transferred it to a larger pot with new soil when it didn’t grow.</i></li> </ul>	<p><b>English Learners:</b>  <b><u>“Talking Off the Map”</u></b>  <b><u>Sentence Frames</u></b></p>
<p><b>Extending Understanding</b></p>	<p><b><u>Core Value: Responsible</u></b></p> <p><b>Modeling: I Do</b>  <i>Sometimes an author will reveal one thing about a character and give us examples in the text to support that trait. In other stories, an author might reveal several traits about the character. Today, we started to read a story about a boy named Ping. In the beginning of this story, the author shows us many examples of things that Ping does. In my opinion, one word that describes Ping is responsible. I can infer this because in the text, the author gives us details that support this character trait. I am going to reread the text to find the evidence that supports the character trait of responsible.</i></p> <p>The Character Traits Glossary may be referenced if needed. The teacher will think aloud as he/she completes the first section of the whole class FLEE Map. We will continue to use this map in the following two lessons. It will help to organize their thinking and should be used for oral language practice. It is not necessary for the students to copy this. They will learn to make their own FLEE Map starting in Lesson 4.</p> <p>Suggested Modeled Thinking:  <i>I can infer that Ping is responsible because of his actions. In the character trait box of the FLEE Map I am going to put “Ping is responsible.”</i></p> <p><i>On p.200, the text says, “Ping filled a flowerpot with rich soil. He planted the seed in it very carefully.” I think that is evidence that</i></p>	<p>Because _____,  _____.</p> <p>Since _____,  _____.  _____, so  _____.</p> <p>_____,  therefore _____.</p> <p>_____ because  _____.</p> <p><b>Accelerated Learners:</b></p> <p>In my opinion,  _____ is _____  because _____.</p> <p>I can infer that _____ is  _____ because _____.</p> <p>A word that describes  _____ is _____  because _____.</p> <p>After reading “The Empty Pot, I have concluded that  _____ is  _____ because  _____.</p>

On p. 201, the text says, “He watered it every day.” I think that this also supports that he is responsible because he is taking care of the plant by watering it daily. Add this detail to the FLEE Map.

On p. 202, the text says, “Then he transferred the seed into the rich black soil.” That is another way that demonstrates that Ping is responsible. Add this detail to the FLEE Map.

Have a discussion with students as you find each piece of evidence, discussing its validity. With a partner, have students practice talking off the map. Sentence frames are provided.

**Reminder:** Today, you will only fill in the first character trait on the map. At the end of Lesson 1, Day 3, after all the character trait sections have been filled in, you will model writing the opening and closing.

### **Writing: Focused Modeled Writing**

#### **Modeling: I Do**

The teacher demonstrates an oral rehearsal first, to practice taking the details from the map before writing a paragraph. After that has been done, write the paragraph using the document camera. Model your thought processes as you write, being sure to include comments about things like supporting detail sentences, capital letters, ending punctuation, and subject/ verb agreement.

**Note: You will be adding to this writing in the next two lessons.**

Suggested Writing from the Map:

*In my opinion, Ping is very responsible because he planted his seed carefully and watered it every day. Another way that shows he is responsible is when he put the seed in another pot to see if it would grow there.*

#### **Let’s Reflect:**

Revisit the Big Idea and Essential Questions

How does “The Empty Pot” relate to the Big Idea, “Courage: Our character strengths are important and determine our actions.”

What Essential Questions can be answered based on this story?

- How can a person encourage others to be courageous?
- What kinds of changes currently exist because of actions of courageous people?
- What character traits does a courageous person demonstrate?

#### **Homework:**

Students will complete a diary entry from Ping’s perspective. They should use details from the story in their entry. Remind them that they are writing from Ping’s perspective, so they will be using the personal pronouns I, me, my, etc.

<p>Preparing the Learner</p>	<p><b>Day 2</b>  <b>Prior Knowledge, Context, and Motivation</b>          Sing the “Courage Is a Big Part of Me” Song/Chant</p>	
<p>Interacting with the Text</p>	<p><b>Unencumbered First Read:</b>  <b>Open Court Anthology pp. 203-209 (read the entire section of the text without stopping)</b>          Select from the following based on the level of your students.</p> <ul style="list-style-type: none"> <li>• Have students read “The Empty Pot” independently</li> <li>• Read it with a partner</li> <li>• Read it aloud to them</li> </ul> <p><b>Reading with a pencil</b> may occur during the unencumbered read, or as a separate read. You may want to display the “My Thinking Notes” sheet on the document camera or use established close reading annotating tools.</p> <p><b>Second Read: Text Dependent Questions</b>          You do not have to ask every question. The questions help facilitate/guide classroom discussion. Pick the ones you think will elicit the best discussion.</p> <p><b>Text Dependent Questions</b>  <b>Think-Pair-Share</b>          With each text dependent question, give students time to think and reread the text as they look for answers. Share the answers and cite evidence with their partner/group, and share out whole group.</p> <p><b>pp. 203-205</b></p> <ul style="list-style-type: none"> <li>• <i>What effect did the empty pot have on Ping?</i> He was ashamed, and he thought other children would laugh at him.</li> <li>• <i>How did Ping’s father react when he overheard the conversation?</i>          He told Ping that he did his best, and that his best was good enough to present to the Emperor.</li> </ul> <p><b>Think-Pair-Share</b>          After reading page 205, ask students to discuss:  <i>What do you think Ping should do? Why?</i></p> <p><b>pp. 206-207</b></p> <ul style="list-style-type: none"> <li>• <i>What is the Emperor’s reaction to seeing the children’s beautiful flowers? What can you infer from his reaction?</i> He frowned and didn’t say a word. He was not happy with what he saw.</li> <li>• <i>What inferences can you make about Ping and the children from the illustration on the bottom of page 207? How do you know that?</i> Ping feels embarrassed/ashamed because he is looking down at the ground. The children seem to be laughing at him.</li> </ul> <p><b>pp. 208-209</b></p> <ul style="list-style-type: none"> <li>• <i>Why did the Emperor think that Ping was worthy?</i> He had the courage to appear before the Emperor with the empty pot.</li> </ul>	<p><b>English Learners:</b></p> <p>Because _____,          _____.</p> <p>Since _____,          _____.</p> <p>_____, so          _____.</p> <p>_____,          therefore _____.</p> <p>_____ because          _____.</p> <p><b>Accelerated Learners:</b></p> <p>In my opinion,          _____ is _____          because _____.</p> <p>I believe/think          _____ is _____          because _____.</p> <p>A word that describes          _____ is _____          because _____.</p> <p>After reading “The Empty Pot, I have concluded that _____ is _____ because _____.</p>

	<ul style="list-style-type: none"> <li>• <i>What can you infer about how the other children were able to grow beautiful flowers? What evidence do you have that supports your answer? They must have used different seeds because the Emperor says, “For the seeds I gave you had all been cooked. So it was impossible for any of them to grow.”</i></li> <li>• <i>What can you infer about the Emperor’s plan to find his successor? The Emperor was trying to see who had enough courage to be honest and bring in an empty pot.</i></li> </ul>	
<p><b>Extending Understanding</b></p>	<p><b><u>Core Value: Honesty</u></b></p> <p><b>Modeling: I Do</b>  <i>Today, we continued to read a story about a boy named Ping. In my opinion, another word that describes Ping is honest. In the text, the author gives us details that support that character trait. I am going to reread the text to find the evidence that supports the character trait of honest.</i></p> <p>The teacher will think aloud as he/she completes the next section of the whole class FLEE Map.</p> <p>Suggested Modeled Thinking:</p> <p><i>On page 205, Ping shows that he is honest when he carries his empty pot to the palace. This supports that Ping was honest because even though he was embarrassed, he took the empty pot to the Emperor.</i></p> <p><i>On page 207, the Emperor asks Ping, “Why did you bring an empty pot?” Ping answers him by telling him all of steps he took to help it grow. He had to bring the empty pot because it was the best he could do.</i></p> <p>Have a discussion with students as you find each piece of evidence, discussing its validity. With a partner, have students practice talking off the map. Sentence frames are provided.</p> <p>Today, you will only fill in the second character trait on the map.</p> <p><b>Writing: Focused Modeled Writing</b></p> <p><b>Modeling: I Do</b></p> <p>The teacher demonstrates an oral rehearsal by “talking off the map” before writing a paragraph. After that has been done, write the paragraph using the document camera. Model your thought processes as you write, being sure to include comments about things like capital letters, ending punctuation, and subject/ verb agreement.</p> <p><b>Note: You will be adding to this writing in the next lesson.</b></p>	<p><b>English Learners:</b></p> <p>Because _____,</p> <p>_____.</p> <p>Since _____,</p> <p>_____.</p> <p>_____, so</p> <p>_____.</p> <p>_____,</p> <p>therefore _____.</p> <p>_____ because</p> <p>_____.</p>

	<p>Suggested Writing from the Map  <i>I also believe that Ping is honest because he brought his empty pot to the Emperor. At the end of the story, the Emperor knows that Ping is honest because he is the only child who had an empty pot.</i></p> <p><b>Let’s Reflect:</b> Revisit the Big Idea and Essential Questions</p> <p>How does “The Empty Pot” relate to the Big Idea, “Courage: Our character strengths are important and determine our actions.”</p> <p>What Essential Questions can be answered based on this story?</p> <ul style="list-style-type: none"> <li>• How can a person encourage others to be courageous?</li> <li>• What character traits does a courageous person demonstrate?</li> </ul> <p><b>Homework:</b>  <b>Student Learning Journal</b></p>	
<p>Preparing the Learner</p>	<p><b>Day 3</b>  <b>Prior Knowledge Context, and Motivation:</b>  Give students time to “Stop and Jot” (Student Learning Journal) some questions that they would like to ask Ping.</p> <p><i>Today in your group, you will take turns pretending to be Ping. Your teammates will ask you a question, and it is your job to respond as though you were Ping. Remember, that you will be using the personal pronouns: I, me, or my. You will also have an opportunity to ask one question from your Stop and Jot. Before we begin, let’s take a look at our Collaborative Conversation Norms.</i></p> <p><b>Teacher Note:</b> Feel free to modify this activity using any student engagement strategy that works for you.</p> <p>Review the Collaborative Academic Conversation Norms and Placemats. Allow students 5-10 minutes to have their discussion with the main character.</p>	

Interacting  
with the Text

**Core Value: Perseverant**

**We Do Together: Guided Inquiry**

**Teacher Note:** In the previous two lessons, the character trait was given at the beginning of the lesson and evidence was used to support it. For this lesson, you will be looking in the text for evidence and leading students to the conclusion that Ping is perseverant.

**pp. 200-205**

*Reread pp. 200-205 with your partner/group. Today we're going to focus on what Ping **did**, what he **said or thought**, and how he **felt** to determine a new character trait/core value based upon this evidence. We will record our findings on the Classification/Tree Map. We will not focus on the first branch.*

**I Do**

The teacher will model one example from three branches of the Classification/Tree Map.

- *What did Ping **do**? On page 200-202, Ping planted the seed carefully, watered it every day, and transferred the seed into a bigger pot with new soil. He took care of it for a whole year even though it never sprouted.*
- *What did Ping **say or think**? On page 204, Ping thought the children would laugh at him.*
- *How did Ping **feel**? On page 202, Ping was very worried.*

**You Do Together**

*Now you will do some work with your partner/group. What did Ping **do, say or think**, and **feel**?*

Share answers whole group. Allow students to add answers to their maps. You may choose to make a large map on chart paper or put a small map under the document camera.

Once the map is complete, ask students to reread the evidence. *Remember that we used evidence to prove that Ping was responsible. We also used evidence to prove that Ping was honest. Now we are looking at the evidence on our Classifying/ Tree Map. All of these details help to describe the kind of person Ping is. Using your Character Traits Glossary, can anyone think of a character trait for Ping based on this evidence?*

Your students may not be able to come up with a word for this trait based on the evidence. Through questioning and prompting, you can bring your students to the conclusion that Ping never gave up, he kept on trying, or he stuck with it even when the plant didn't grow. You can supply them with the word "perseverant" once they have this understanding.

**English Learners:**

Because \_\_\_\_\_,  
\_\_\_\_\_.

Since \_\_\_\_\_,  
\_\_\_\_\_.

\_\_\_\_\_, so  
\_\_\_\_\_.

\_\_\_\_\_,  
therefore \_\_\_\_\_.

\_\_\_\_\_ because  
\_\_\_\_\_.

**Accelerated Learners:**

In my opinion,  
\_\_\_\_\_ is \_\_\_\_\_  
because \_\_\_\_\_.

I believe/think  
\_\_\_\_\_ is \_\_\_\_\_  
because \_\_\_\_\_.

A word that describes  
\_\_\_\_\_ is \_\_\_\_\_  
because \_\_\_\_\_.

After reading "The Empty Pot, I have concluded that  
\_\_\_\_\_ is \_\_\_\_\_  
because \_\_\_\_\_.

	<p><i>A person who never gives up and keeps on trying even when it is difficult is perseverant. We can say that based on our evidence, Ping is also perseverant.</i></p> <p><b>Modeling: I Do</b>  <i>Today, we reread another section of “The Empty Pot”. The evidence from these pages support that Ping is perseverant. In the text, the author says Ping planted the seed carefully, watered it every day, replanted it in a bigger pot when it didn’t grow, and he waited for two months and then a year. You could teach the synonyms for perseverant (determined, persistent, strong-willed, tenacious, etc.).</i></p> <p>The teacher will think aloud as he/she completes the last section of the FLEE Map. Have a discussion about each piece of evidence, discussing its validity. With a partner, have students practice talking off the map. Sentence frames are provided.</p>	<p><b>Accelerated Learners:</b></p> <p>In my opinion,  - _____ is _____  because _____.</p> <p>I believe/think  _____ is _____  _____ because _____.</p> <p>A word that describes  _____ is _____  because _____.</p> <p>After reading “The Empty Pot, I have concluded that  _____ is _____  _____ because _____.</p>
<p><b>Extending Understanding</b></p>	<p><b>Writing: Focused Modeled Writing</b></p> <p><b>Modeling: I Do</b> The teacher demonstrates an oral rehearsal by “talking off the map” before writing a paragraph. After that has been done, write the paragraph using the document camera. Model your thought processes as you write, being sure to include comments about things like capital letters, ending punctuation, and subject/ verb agreement.</p> <p>Suggested Writing from the Map:  <i>Another character trait that describes Ping is perseverant. He shows that he is perseverant when he continues to take very good care of his seed even when it doesn’t sprout.</i></p> <p>Suggested Writing for the Opening:  <i>Now, we will write the opening and closing to our writing. Something that is new to you is a “GTA” statement. GTA stands for genre, title, and author. We talked in the beginning about the genre being a folktale. My first sentence will need to include this. I also need to put the title and author in the first sentence. On our FLEE Map, there is also a box that says, “Give your opinion”. This is something else that needs to be included in my opening sentence. On my FLEE map, I said that I believed Ping was responsible, honest, and perseverant. That is the opinion that I supported on my FLEE Map, so that is the opinion that I need to state.</i></p> <p>Write the Opening (on the FLEE Map): <i>In the folktale, “The Empty Pot”, by Demi, Ping is responsible, honest, and perseverant.</i></p>	



Suggested Writing for the Closing:

*On my FLEE Map, it says that I need to make a personal connection and tell what I learned and how I will live my life.*

Write the Closing (on the FLEE Map): *In this story, I learned that it is important to be honest. Honesty is an important trait because I want my family, friends, and teachers to all believe that I will be true to my word.*

Add Transition Words:

*Now, we are going to go back to our FLEE Map and add some transitions. These are very important words that will help move our writing along and connect our ideas.*

Add transition words/phrases to the map.

**Let's Reflect:**

Revisit the Big Idea and Essential Questions

How does “The Empty Pot” relate to the Big Idea, “Courage: Our character strengths are important and determine our actions.”

What Essential Questions can be answered based on this story?

1. What character traits does a courageous person demonstrate? (Ping demonstrated trustworthiness when he brought the empty pot to the Emperor.)
2. What kinds of changes currently exist because of the actions of courageous people?
3. How can a person encourage others to be courageous? (The Emperor encouraged courageousness by rewarding Ping for honesty when he brought the empty pot.)

*When we talked about the genre, we said that “The Empty Pot” was a folktale. One of the characteristics of a folktale is that it tries to teach us a lesson. What lesson does this story try to teach us?*

**Think-Pair-Share**




Give students time to think, and then share with their partner/group. Share whole group. Use Talk Moves 5 (Asking for Evidence), Talk Move 7 (Agree/Disagree and Why?), and Talk Move 8 (Add On) to continue the conversation.

**Homework: Student Learning Journal**

**Lesson Reflection**

**Teacher  
Reflection  
Evidenced by  
Student  
Learning/  
Outcomes**

# My Thinking Notes”

- Draw a Star  next to the phrases/sentences that you think are important.
- Write an Exclamation Mark  next to the phrases/sentences that you think are surprising.
- Write a Question Mark  next to the phrases/sentences that are confusing or you don't understand.



## Sentence Starters for Close Read Collaborative Conversations

- I was confused by \_\_\_\_\_ .
- I was surprised to read \_\_\_\_\_ .
- I wonder why \_\_\_\_\_ .
- I think \_\_\_\_\_ .
- I agree with you and would like to add \_\_\_\_\_ .
- I also learned \_\_\_\_\_ .
- Do you have something to add?
- What do you think \_\_\_\_\_ .



## 2nd My Opinion Flee Map 2 or More Traits

Opening

Character Trait

Character Trait

Character Trait



Conclusion: (connection - what I learned and how I will live my life)

## My Diary Entry as Ping

Name \_\_\_\_\_

Lesson 2 Day 1

Homework

What  
were you  
thinking?

## Lesson 2: Day 2 Homework

Name \_\_\_\_\_

The title of this story is “The Empty Pot”. Is this a good title for the story? Explain your answer using details from the text.

Draw a picture to support your answer.

# Stop & Jot

Jot down two to three questions that you would like to ask Ping.

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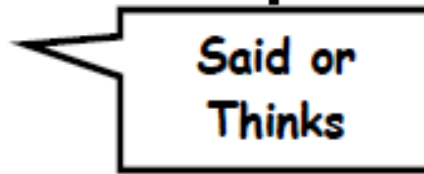
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# What is the Character Like?

**Character:**




**Trait/s** \_\_\_\_\_

Name \_\_\_\_\_

Homework: Lesson 2 Day 3

Give two examples of something that Ping does to show what he was like.

What was the most important event in the story?

The  
Empty  
Pot

What was the Emperor's opinion of Ping?

What is one thing you will always remember about Ping?

# SAUSD Common Core Lesson Planner

<b>Unit: 5</b> <b>Lesson #: 3</b>		<b>Grade Level/Course:</b> 2nd	<b>Duration: Two ELA Blocks</b> <b>Date:</b>
<b>Common Core and Content Standards</b>		<p>RL.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions.</li> <li>Build on other’s talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> <p>SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase</li> </ol> <p>L.5. Demonstrate understanding of word relationships and nuances in word meanings</p> <ol style="list-style-type: none"> <li>Distinguish shades of meaning among closely related verbs and closely related adjectives.</li> </ol>	
<b>Materials/ Resources/ Lesson Preparation</b>		Teacher Resource PPT Open Court Anthology, “The Empty Pot” Student Learning Journal Chart paper for whole class Classifying/Tree Map	
<b>Objectives</b>		<b>Content:</b> The students will identify precise language in “The Empty Pot”. The students will determine “Shades of Meaning” using a synonym word sort.	<b>Language:</b> The students will classify precise language from the text on a Classifying/Tree Map. The students will sort synonyms from weakest to strongest.
<b>Depth of Knowledge Level</b>		<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>		<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input type="checkbox"/> <b>Building strong content knowledge</b> <input type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>		<input type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	
<b>Academic Vocabulary</b>	<b>TEACHER PROVIDES SIMPLE EXPLANATION</b>	<b>KEY WORDS ESSENTIAL TO UNDERSTANDING</b>	<b>WORDS WORTH KNOWING</b>
		emperor (197) successor (197) throne (197) issued (198)	proclamation (198)

	<b>STUDENTS FIGURE OUT THE MEANING</b>	tended (197) swarmed (198) palace (203) ashamed (204) replied (207)	
<b>Pre-teaching Considerations</b>	Collaborative Academic Conversation Norms		
<b>CCSS Foundational Standards (K-5 only)</b>	Continue teaching the foundational standards through the Open Court Reading Green Section.		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> <b>Modeling</b> <input checked="" type="checkbox"/> <b>Guided Practice</b> <input checked="" type="checkbox"/> <b>Collaboration</b> <input checked="" type="checkbox"/> <b>Independent Practice</b> <input checked="" type="checkbox"/> <b>Guided Inquiry</b> <input checked="" type="checkbox"/> <b>Reflection</b>		
<b>Lesson Continuum</b>	<b>Preparing the Learner</b>	<b>Prior Knowledge, Context, and Motivation:</b> <b>Collaborative Synonym Sort</b> (Student Learning Journal) Students will cut up the “Synonyms” cards found in the Student Learning Journal. With a partner/group, students will place all words facing up and pair up as many sets of synonyms as they can in 5 minutes. Check whole group by having students share their sets of synonyms. Save these cards as they will be used again.  Sing “Courage Is a Big Part of Me” Song/Chant  <b>Post &amp; discuss the Big Idea &amp; Essential Questions:</b> <b>Big Idea:</b> Courage: Our character strengths are important and determine our actions.  <b>Essential Questions:</b> 1. What character traits does a courageous person demonstrate? 2. What kinds of changes currently exist because of the actions of courageous people? 3. How can a person encourage others to be courageous?	
	<b>Interacting With the Text</b>	<b>Teacher Note:</b> The purpose of this third and fourth read of “The Empty Pot” is to focus on vocabulary and provide students with an opportunity to recognize that author’s word choice is purposeful and adds to the story by creating pictures in our mind.  <b>Day 1</b> <i>Today, we are going to focus on the words that the author used to help describe the setting or characters. A good author chooses vivid words and phrases carefully to try to make the characters and setting come alive for the reader. When an author does a good job of describing the characters or setting, we are able to create a picture in our mind. This is called visualizing.</i>  <b>I Do:</b> This strategy allows you to highlight word choices the author has made and explain your thinking about their importance. These are suggested “think alouds”.	<b>Differentiated Instruction:</b>  <b>English Learners:</b>  Because _____, _____. _____, so _____.  <b>Special Needs:</b>  <b>Accelerated Learners:</b>

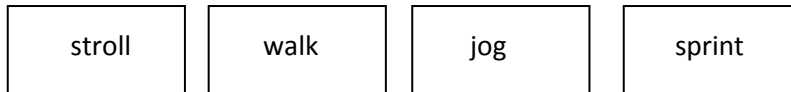
	<p><b>Think-Pair-Share:</b> Depending on the level of your students, you may use TPS for this activity.</p> <p>Read p. 196 paragraph 1 aloud to the students modeling your thinking. <i>The author says, “Anything he planted burst into bloom.” He didn’t just say that everything grew but that it burst. That is a good description because it makes me think that Ping was very good at growing things. It also makes me think that plants grew quickly when she says they burst into bloom. I am going to add “burst into bloom” to my Classifying/Tree Map.</i></p> <p><i>The author also states that plants came up “as if by magic”. That also helps to paint a picture for me that Ping is great at getting things to grow. Add that to the map.</i></p> <p>Continue reading pp. 196-197 aloud to the students modeling your thinking. <i>The author does a wonderful job of describing the setting in the paragraph at the bottom of p. 196. Everyone in the kingdom planted flowers everywhere, and the author states, “...the air smelled like perfume.” I am going to add “smelled like perfume” to my map. I know that perfume is something that smells very good, and I think the kingdom smelled good because of all the flowers. Add “smelled like perfume” to the map.</i></p> <p>Read pp. 198-199 aloud to the students, modeling your thinking. <i>I like the way the author describes the scene on p. 199. She tells us that the Emperor’s news “created great excitement” and that children “swarmed to the palace”. I know that bees swarm and that is when they move very quickly in a group. I can see all of the kingdom’s children swarming to get their seed. Swarmed is a vivid verb that helps me to picture the way the children moved. Add “created great excitement” and “swarmed” to the map.</i></p> <p>Read pp. 200-201 aloud to the students, modeling your thinking. <i>Demi, the author, is really trying to show us that Ping is taking care of the seed. She says he planted the seed in “rich soil”. I know that that rich is really good soil. It also says that he planted it “very carefully”. She also says he couldn’t wait to see it “sprout, grow, and blossom” into a flower. Then she says, “Day after day passed”. That phrase helps me to understand that a lot of time was passing, but nothing happened to the seed. I am going to add these phrases to my map. Add “rich soil”, “very carefully”, “sprout, grow, and blossom”, and “day after day passed” to the map.</i></p>	
<p>Extending Understanding</p>	<p><b><u>Shades of Meaning Activity</u></b></p> <p><i>Today, we read our text closely to look for precise, vivid words and phrases that the author used to help us better understand the story’s setting and characters. When you write, it is important that you try to use the best words that you can to help your reader be able to visualize your characters and setting. This morning, we categorized words by similar meanings, or synonyms. Now we are going take another look at those same words.</i></p>	

Some words mean almost the same thing but have small, subtle differences between the meanings of each. One word's meaning might be stronger or more forceful than the other word's meaning. Using the cards from the Preparing the Learner part of the lesson, students will be ordering the words from least intense *or weakest* to *most intense or strongest* with their partner/group.

**I Do**

You will be modeling this strategy for the students and explaining your thinking as you make rank your words from weakest to strongest. Using the cards: sprint, stroll, walk, and jog, show your students how they should be ranked. Please note that there is not one way that is correct.

Weakest/Least Intense ←————→ Strongest/Most Intense



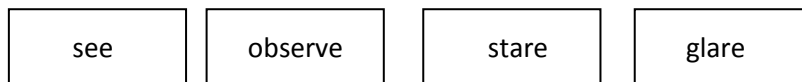
**Suggested Think Aloud:**

*“Stroll” is a word that means to take a slow walk. I think that “stroll” is the weakest word of these four because it means you are moving the slowest. “Walk” is the word that I would rank next because you are moving a little faster than a stroll, so I am going to put this word second. Now, I know that the word “jog” means to run, so I will put that next. The word that I think is the most intense or strongest word is “sprint”. When you are sprinting, I know that you are running as fast as you can. That is why I put it in this category*

**We Do Together**

Students will work together with their partner/group as you monitor their discussions. Share some rankings whole group using the sentence frame in the margin.

Weakest/Least Intense ←————→ Strongest/Most Intense



**Let’s Reflect:** Revisit the Big Idea and Essential Questions

How does “The Empty Pot” relate to the Big Idea, “Courage: Our character strengths are important and determine our actions.”

What Essential Questions can be answered based on this story?

1. What character traits does a courageous person demonstrate?
2. What kinds of changes currently exist because of the actions of courageous people?
3. How can a person encourage others to be courageous?

I think \_\_\_\_\_ is a stronger/weaker word than \_\_\_\_\_ because \_\_\_\_\_.

**English Learners:** Give these students the groups of words that go together. They may underline each set of three words with a different color.

**Accelerated Learners:** Write a sentence for each of the words in the “Strong” category.

**Homework:** Depending on the language level of your students, you may want them to color code or highlight each group of words before they take it home

Name \_\_\_\_\_

Lesson 2 Day 1 Homework

Shades of Meaning

Read the list of words below. There are groups of three words that belong together. Find the word groups, and write them on the grid below, ranking them from mild to medium to strong.

buzz good hate happy dash brilliant  
despise delighted race excellent thrilled  
dislike

Mild	Medium	Strong
Example: big	Example: large	Example: enormous

**Preparing the Learner**

**Day 2**

**Prior Knowledge, Context, and Motivation:**

Think-Pair-Share: *Based upon our work yesterday, what are some of the effects of author’s word choice on their writing?* Give students time to think, share with a partner/group, and share whole class. Sing “Courage Is a Big Part of Me” Song/Chant

**Post & discuss the Big Idea & Essential Questions:**

**Big Idea:**

Courage: Our character strengths are important and determine our actions.

**Essential Questions:**

1. What character traits does a courageous person demonstrate?
2. What kinds of changes currently exist because of the actions of courageous people?
3. How can a person encourage others to be courageous?

**Interacting With the Text**

**We Do Together**

During this phase of the guided instruction, you will continue to model, question, prompt, and cue students as you lead them through the process of identifying the precise words and phrases the author used.

*We are going to return to the Classifying/Tree Map that we started yesterday and add to it. Let’s reread pp. 202-203 together. As we read, be thinking about the words the author used that helped you to get a better picture of Ping and what is happening.*

**Think-Pair-Share**

Give students time to think and read the text as they look for words, then share with their partner/group, and share out with the class explaining their thinking. Some possible choices could be: “very worried”, “rich black soil”, “by and by”, “whole year”, “best clothes”, “rushed”, or “eagerly hoping”. You may question or prompt students if necessary. Add any words/phrases to the map that your class has chosen.

	<p><i>Let's reread pp. 204-205 together looking for words the author used to help paint a picture about what is going on.</i></p> <p><b>Think-Pair-Share</b> Give students time to think and read the text as they look for words, then share with their partner/group, and share out with the class explaining their thinking. Some possible choices could be: “ashamed”, “clever friend”, “great big plant” or “straight away”. You may question or prompt students if necessary. Add any words/phrases to the map that your class has chosen.</p> <p><b>You Do Together</b> During this phase of collaborative learning, you will provide support and clarify confusion as you move among your groups. Students will work with their partner/group to identify vivid, precise language <i>With your partner/group, reread pp. 206-207 looking for words the author used that help you to picture the characters or setting.</i></p> <p><b>Think-Pair-Share</b> Give students time to think and reread the text as they look for words, then share with their partner/group, and share out with the class explaining their thinking. Add words/phrases to the map. <i>With your partner/group, reread pp. 208-209 looking for words the author used that help you to picture the characters or setting.</i></p> <p><b>Think-Pair-Share</b> Give students time to think and reread the text as they look for words, then share with their partner/group, and share out with the class explaining their thinking. Add words/phrases to the map.</p>	
<p>Extending Understanding</p>	<p><b><u>Shades of Meaning Activity</u></b> Using the last two sets of synonym cards that were not used yesterday (jump, leap, hop, spring, snicker, laugh, giggle, and chuckle), have students sort the cards collaboratively with their partner/group. This would be a great opportunity for a formative assessment as the teacher monitors the groups and asks students to explain their thinking.</p> <p><b>Let's Reflect:</b> Revisit the Big Idea and Essential Questions</p> <p style="padding-left: 40px;">How does “The Empty Pot” relate to the Big Idea, “Courage: Our character strengths determine our actions.”</p> <p>What Essential Questions can be answered based on this story?</p> <ol style="list-style-type: none"> <li>1. What character traits does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol>	<p><b>English Learners:</b> Give these students the groups of words that go together. They may underline each set of three words with a different color.</p> <p><b>Accelerated Learners:</b> Write a sentence for each of the words in the “Strong” category.</p>



**Homework:** Depending on the language level of your students, you may want them to color code or highlight each group of three words before they take it home.

Name \_\_\_\_\_

Lesson 2 Day 2 Homework

Shades of Meaning

Read the list of words below. There are groups of three words that belong together. Find the word groups, and write them on the grid below, ranking them from mild to medium to strong.

naughty yell cross worst speak bad  
 scream mad mischievous worse wicked  
 furious

Mild	Medium	Strong
Example: big	Example: large	Example: enormous

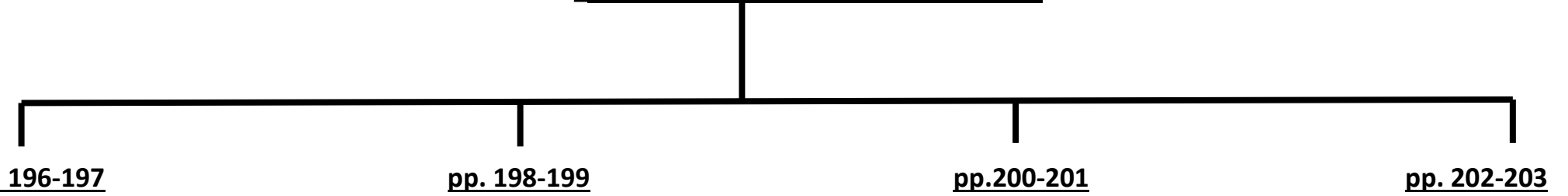
**Lesson Reflection**

**Teacher Reflection Evidenced by Student Learning/ Outcomes**

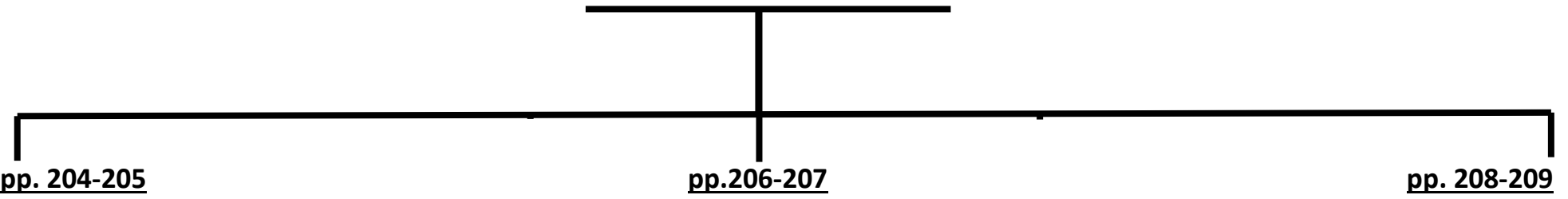
## Synonym Sort

snicker	stroll	glare	sprint
chuckle	jump	walk	stare
spring	leap	see	hop
jog	giggle	observe	laugh

**Precise Word/Phrase Search**



## Precise Word/Phrase Search (page 2)



Name \_\_\_\_\_

### Lesson 3 Day 1 Homework

#### Shades of Meaning

Read the list of words below. There are groups of three words that belong together. Find the word groups, and write them on the grid below, ranking them from mild to medium to strong.

hurry    good    hate    happy    dash    brilliant    despise  
delighted    race    excellent    thrilled    dislike

Mild	Medium	Strong
Example: big	Example: large	Example: enormous

Choose one word to complete the sentence below.

I think \_\_\_\_\_ is a stronger word because \_\_\_\_\_  
\_\_\_\_\_.

Name \_\_\_\_\_

### Lesson 3 Day 2 Homework

#### Shades of Meaning

Read the list of words below. There are groups of three words that belong together. Find the word groups, and write them on the grid below, ranking them from mild to medium to strong.

naughty      yell      cross      worst      speak      bad  
scream      mad      mischievous      worse      wicked  
furious

<b>Mild</b>	<b>Medium</b>	<b>Strong</b>
Example: big	Example: large	Example: enormous

Choose one word to complete the sentence below.

I think \_\_\_\_\_ is a stronger word because \_\_\_\_\_  
\_\_\_\_\_.

# SAUSD Common Core Lesson Planner

<b>Unit: Courage Lesson #4</b>	<b>Grade Level/Course:</b> 2 <sup>nd</sup>	<b>Duration: One ELA Block Date:</b>
<b>Common Core and Content Standards</b>	<p>RIT2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RIT2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RIT2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p>FS2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions</p> <p>b) Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL2.3 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL2.4 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SS2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	<p>Inquiry Charts containing Primary Source Photographs</p> <p>Student Learning Journal</p> <p>Teacher Resource PPT</p>	
<b>Objectives</b>	<b>Content:</b> Students will closely read informational text on Cesar Chavez and identify character traits using evidence from the text.	<b>Language:</b> Students will orally discuss text dependent questions from the Cesar Chavez text citing evidence to support their answers.
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	accomplishments	labor leader (See if they can infer after reading the entire text) non-violent migrant farm workers mistreated boycott
<b>Pre-teaching Considerations</b>		GLAD Observation Chart Protocol Collaborative Academic Conversation Norms	
CCSS Foundational Standards (K-5 only)		Continue to teach the Foundational Skills Open Court Reading Green Section	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>		<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
<b>Lesson Continuum</b>	Preparing the Learner	<b>Review the Big Idea &amp; Essential Questions</b> <b>Big Idea:</b> Courage: Our character strengths are important and determine our actions. <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can a person encourage others to be courageous?</li> <li>• What kinds of changes currently exist because of the actions of courageous people?</li> <li>• What character traits does a courageous person demonstrate?</li> </ul> <b>Prior Knowledge Context, and Motivation:</b> The purpose of this lesson is to create curiosity about the three courageous people who will be introduced throughout the remainder of the unit. It will also inform the teacher as to how much prior knowledge the students have. These charts will be revisited near the end of the unit to record new learning. <b>Inquiry Charts:</b> Post the Observation Charts with primary source photographs around the room. Students will participate in groups of four. Allow approximately four minutes per chart. At each Inquiry Chart, students will: <ul style="list-style-type: none"> <li>• Think quietly for 1 minute</li> <li>• Discuss for 2 minutes (Use sentence frames provided)</li> <li>• Write one comment or question per group</li> </ul>	
	Interacting With the Text	<b>Cesar Chavez Text:</b> This can be found in Student Learning Journal <b>Unencumbered First Read: (read the entire text without stopping)</b> Select from the following based on the level of your students. <ul style="list-style-type: none"> <li>• Have students read the “Cesar Chavez” text independently</li> <li>• Read it with a partner</li> <li>• Read it aloud to them</li> </ul> <b>Reading with a pencil</b> may occur during the unencumbered read, or as a separate read. You may want to display the, “My Thinking Notes” sheet on the document camera or use established close reading annotating tools.	<b>Differentiated Instruction:</b>  <b>English Learners:</b>  <b>I think _____ because _____.</b>  <b>I see _____, therefore I think _____.</b>  <b>I wonder _____.</b>




	<p><b>Partner Discussion with Sentence Starters:</b> After students have finished reading, have them work with their partner/group to discuss their annotations. Use the “Sentence Starters for Collaborative Conversation” for close reads, found in lesson 2. Share out whole class.</p> <p><b>Second Read: Text Dependent Questions</b> <b>Step-Asides:</b> As you encounter the following words in the text, provide a brief explanation. (accomplishments, crops, siblings)</p> <p>You do not have to ask every question. The questions help facilitate/guide classroom discussions. Pick the ones that you think will elicit the best discussion. Think-Pair-Share for each question. Require evidence from the text for each answer.</p> <ul style="list-style-type: none"> <li>• <i>What is a migrant farm worker?</i> A migrant farm worker is a person who works in the fields and moves from farm to farm.</li> <li>• <i>Why do you think a migrant worker would have to move from field to field?</i> Once a field has been picked, there isn’t any more work to do.</li> <li>• <i>Describe a typical day for 10 year old Cesar.</i> Cesar went to school and then had to work in the fields after school until dark.</li> <li>• <i>What character trait could be used to describe Cesar when he was 15? Support your opinion with evidence from the text.</i> He was <b>brave</b> or <b>courageous</b> because he stood up to the theatre employees who told him he needed to sit in the “Mexican” section. He was also <b>responsible</b> because he had been working full time since eighth grade to support his family. (Accept any answer that makes sense and is supported with evidence.)</li> <li>• <i>How could the Grape Boycott help the farm workers?</i> The grape pickers would go on strike so the growers would have to find someone else to pick the grapes. Even if they found pickers, millions of Americans were asked not to buy grapes to support the farm workers. The grape growers would lose lots of money.</li> <li>• <i>What is meant by the quote near the end of the text, Cesar Chavez lived by his motto “Si Se Puede!” or “Yes It Can Be Done!”</i> Cesar dedicated his life to helping the farm workers. He never gave up because he believed in what he was doing.</li> </ul> <p><b>Unencumbered View of Cesar Chavez video clip</b> (Revisit tomorrow)</p>	<p><b>Special Needs:</b> See Special Ed Appendix</p> <p><b>Accelerated Learners:</b> Write one more text dependent question for the text and ask it to your group.</p>
<p>Extending Understanding</p>	<p><b>Let’s Reflect:</b> Revisit the Big Idea and Essential Questions How does the “Cesar Chavez” text relate to the Big Idea, “Courage: Our character strengths are important and determine our actions.”</p> <p>What Essential Questions can be answered based on this story?</p> <ol style="list-style-type: none"> <li>1. What character traits does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol>	
<b>Lesson Reflection</b>		
<p>Teacher Reflection Evidenced by Student Learning/ Outcomes</p>		

# GLAD Observation Charts Protocol

- A type of inquiry chart
- Stimulate students' curiosity
- Build background information while providing the teacher with a diagnostic tool
- Provide opportunity for language support from peers

## Step-by-Step

1. Use real photos, in color, if possible. National Geographic magazines and the internet are good resources.
2. Attach plain white paper.
3. Have students work in pairs or teams to discuss the pictures.
4. Only one pencil per group is allowed. They may write:
  - an observation
  - a question
  - a comment
5. Teacher uses the chart to assess background knowledge and student interest
6. Revisit the charts to monitor growth

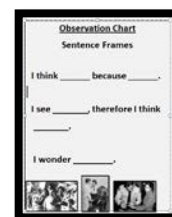


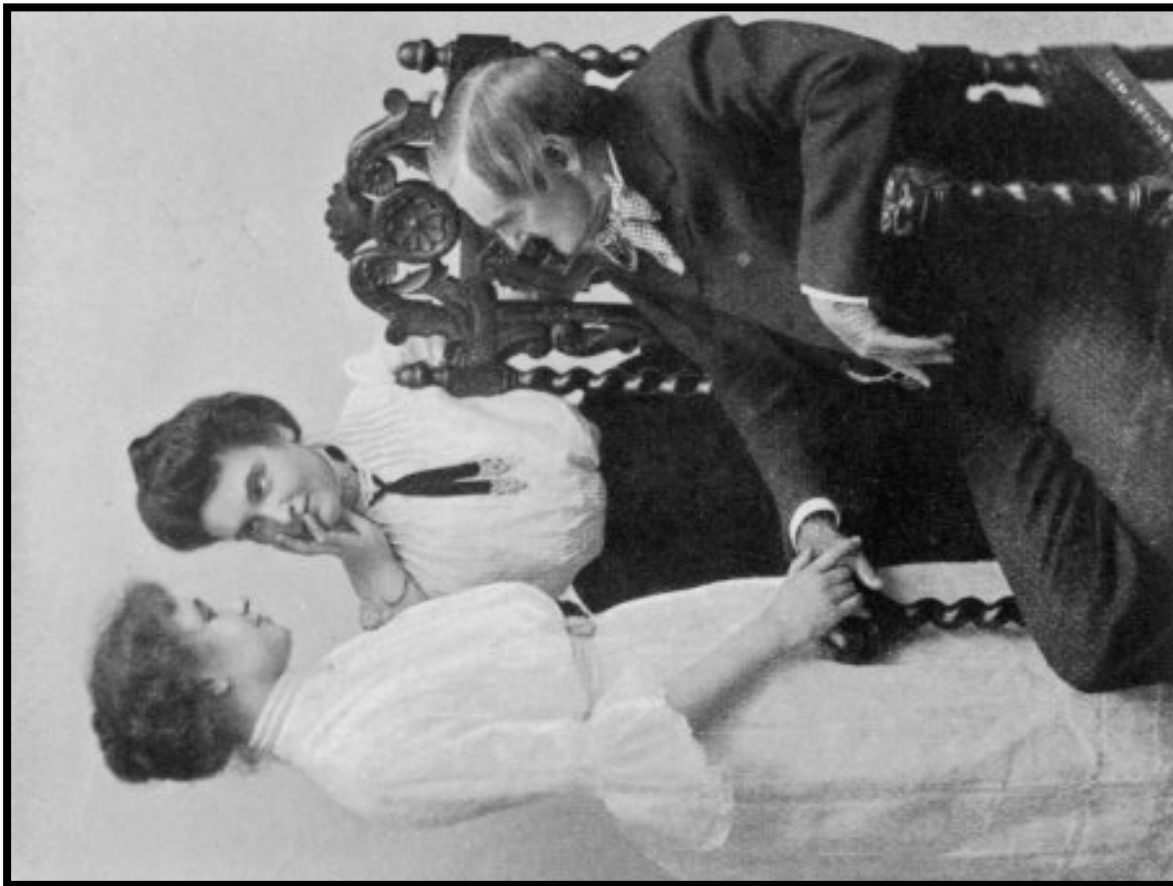
What do the signs say?      Why is that man smiling?

I know that "huelga" means strike.

Why are all those people together?

I see an eagle on all the signs. I wonder why.



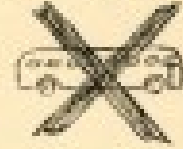




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# Observation Chart

## Sentence Frames

I think \_\_\_\_\_ because \_\_\_\_\_.

I see \_\_\_\_\_, therefore I think  
\_\_\_\_\_.

I wonder \_\_\_\_\_.



# Cesar Chavez



Cesar Chavez was a Mexican-American labor leader. He used non-violent ways to fight for the rights of migrant farm workers. A migrant farm worker is a person who works in the fields and moves from farm to farm. They often lived in horrible conditions. Their work was dangerous because farm workers had to breathe in poisonous sprays. These sprays were used on crops to keep insects away.

## Early Life

Cesar was born on March 31, 1927 near Yuma, Arizona. His parents owned a farm and a store. His family lost their farm when Cesar was 10 years old. They moved to California and became migrant workers. Cesar and his siblings went to school and then worked in the fields until dark. When Cesar graduated from eighth grade, his father got hurt and could not work. Cesar dropped out of school and began working full time to help support his family.

When Cesar was 15, he went to a movie theatre and sat in the “White” section. When they asked him to sit in the “Mexican” section, he refused. They made him leave.



## **Career and Family**

Cesar Chavez was a soldier in the U.S. Navy during World War II. Even after the war Cesar continued to work as a farm worker because he could not find another job. He was often treated badly because of the color of his skin. Cesar married Helen Fabela in 1948. They had 8 children.

## **Accomplishments**

Cesar dedicated his life to helping farm workers that were mistreated. In 1962 Cesar Chavez and Dolores Huerta started the National Farm Workers Association. They planned a Grape Boycott. They asked American people to stop buying grapes. They also asked the grape pickers to go on strike and stop picking. These actions forced grape growers to give farm workers better wages. Cesar Chavez lived by his motto “Si Se Puede!” or “Yes It Can Be Done!” He died in 1993.

# “My Thinking Notes”

- **Draw a Star** next to the phrases/sentences that you think are important.
- **Write an Exclamation Mark** next to the phrases/sentences that you think are surprising.
- **Write a Question Mark** next to the phrases/sentences that are confusing or you don't understand.



## Sentence Starters for Close Read Collaborative Conversations

- I was confused by \_\_\_\_\_.
- I was surprised to read \_\_\_\_\_.
- I wonder why \_\_\_\_\_.
- I think \_\_\_\_\_
- I agree with you and would like to add \_\_\_\_\_.
- I also learned \_\_\_\_\_.
- Do you have something to add?
- What do you think?

# Homework

The same text will be used for the next four days with a different activity for each day.

Day #1:

- Unencumbered read of "A Day For Veterans"
- Write a one paragraph summary of the passage
  - ✓ Begin with a topic sentence telling the main idea
  - ✓ Include three more sentences that include details that support your main idea
  - ✓ End with a concluding sentence

Day #2:

- Reread "A Day For Veterans"
- Answer questions one through four using complete sentences.

Day #3

- Reread "A Day for Veterans"
- Write a "Thank you" letter to a veteran. Be sure to mention why you want to thank them.

Day #4

- Complete the Cesar Chavez Diary Entry

# A Day for Veterans

Our Country's Heroes Get ready for Veterans Day.

Thank our veterans! They are people who have served in the armed forces. The armed forces keep our country safe. They serve in times of war and peace.



Five main groups make up the armed forces. They are the Army, Navy, Air Force, Marine Corps (pronounced "Kohr"), and Coast Guard. Many kids have parents or other loved ones who are veterans. About 23 million veterans live in the United States. Two million of those veterans are women.

November 11 is Veterans Day. Each year on that day, people honor our veterans. Many cities have parades. Some people give speeches. A large parade is held in New York City. Thousands of people take part in the event. Veterans march in the parade. Some people ride on floats. Marching bands play music. Some of the songs are patriotic. Something that is patriotic shows love for your country.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions:

Answer the following four questions based on the information in the passage.

1. What are the five main groups that make up the armed forces?

---

---

2. According to the passage, what is a veteran?

---

---

3. The passage states that "many kids have parents or other loved ones who are veterans." Why might having a parent who has served in the military be hard for a kid?

---

---

4. How do people honor our veterans? Cite evidence

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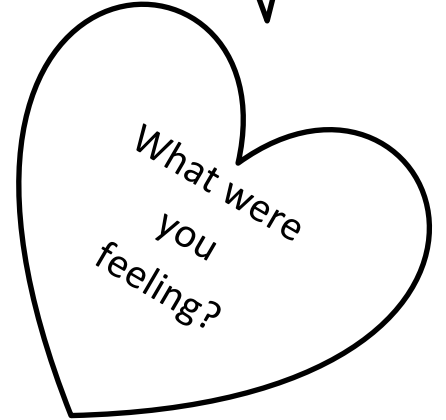
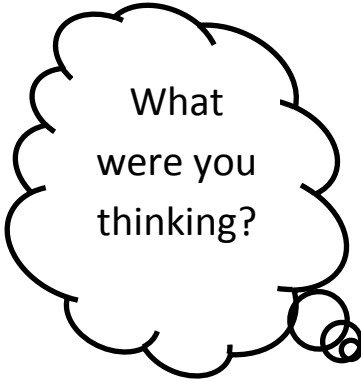
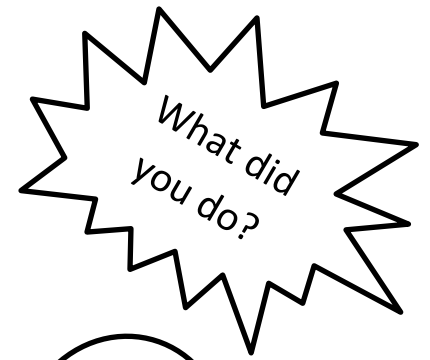
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# My Diary Entry as Cesar Chavez

Name \_\_\_\_\_

Cesar Chavez

Homework



Handwriting practice area with multiple sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

# SAUSD Common Core Lesson Planner

<b>Unit: Courage Lesson #5</b>	<b>Grade Level/Course:</b> 2 <sup>nd</sup>	<b>Duration: One ELA Block</b> <b>Date:</b>
<b>Common Core and Content Standards</b>	<p>RIT2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RIT2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions.</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion</li> </ol> <p>SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words.</p> <p>W2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W2.10 Write routinely over extended time frames and shorter time frames.</p> <p>SS2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	<p>Teacher Resource PPT Student Learning Journal Chart Paper for Whole Class FLEE Map</p>	
<b>Objectives</b>	<b>Content:</b> The students will listen closely to a video clip for specific information about character traits of Cesar Chavez and support their opinion with evidence.	<b>Language:</b> The students will complete a video annotation guide and create a FLEE Map focusing on a character trait of Cesar Chavez supported with evidence from various sources.
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	



Academic Vocabulary (Tier II & Tier III)		KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
		TEACHER PROVIDES SIMPLE EXPLANATION	union fair wage determination
STUDENTS FIGURE OUT THE MEANING			
<b>Pre-teaching Considerations</b>		Collaborative Academic Conversation Norms	
CCSS Foundational Standards (K-5 only)		Continue teaching the foundational standards through the Open Court Reading Green section	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>		<b>Check method(s) used in the lesson:</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
<b>Lesson Continuum</b>	Preparing the Learner	<b>Review the Big Idea &amp; Essential Questions</b> <b>Big Idea:</b> Courage: Our character strengths are important and determine our actions. <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can a person encourage others to be courageous?</li> <li>• What kinds of changes currently exist because of the actions of courageous people?</li> <li>• What character traits does a courageous person demonstrate?</li> </ul> <b>Prior Knowledge Context, and Motivation:</b> Sing the “Courage Is A Big Part Of Me!” Song/Chant	
	Interacting with the Text	<b>Cesar Chavez Video Clip:</b> The unencumbered view was completed in the previous lesson.  <b>Second View: Cesar Chavez Note-Taking Guide</b> Students will add interesting information to the first column of the note-taking guide as they view the video. It is not necessary for students to fill in every section in this column. Discuss with group and share out.  <b>Third View: Text Dependent Questions with Note-Taking Guide</b> For each question: <ul style="list-style-type: none"> <li>• Read the question aloud to provide a purpose for listening</li> <li>• Show that portion of the video clip.</li> <li>• Direct students to independently think and jot down their answer to the question on the video note-taking guide in their Student Learning Journal.</li> <li>• Think-Pair-Share whole group and revise notes if necessary.</li> </ul> <b>Text Dependent Questions:</b> <ul style="list-style-type: none"> <li>• <i>What are some ways people have remembered Cesar Chavez?</i>  They have remembered him with a national monument, Time Magazine cover, Presidential Medal of Honor, statues, murals, a Google Doodle, his own holiday in three states, a stamp, Apple ads, libraries, schools, parks, streets, highways, and a naval ship.</li> </ul>	<b>Differentiated Instruction:</b>  <b>English Learners:</b> Because _____, _____. Since _____, _____. _____, so _____. _____, therefore _____. _____, because _____.  I know that _____ because _____.

- *Who was Cesar Chavez fighting for? Why was he fighting for them?* Cesar was fighting for Farm Workers. He fought to get them a fair wage, lunch breaks, bathrooms, and access to clean water. He wanted all workers to be treated fairly.
- *What did Dr. King mean by the quote, “Our separate struggles are really one.”* Just as Cesar Chavez was fighting for farmworkers to be treated fairly, Dr. King was fighting for African Americans to be treated fairly. They both believed that all people should be granted freedom from discrimination.
- *What made Cesar Chavez a hero? Cite evidence from the video.* He fought for the rights of farmworkers by co-founding the United Farm Workers Union, marching to Sacramento, holding non-violent protests, holding a grape and lettuce boycott, fasting to bring attention to the cause, AND NEVER GIVING UP!



**Audio Recording:** This is a primary source recorded interview with Rita Chavez Medina, the sister of Cesar Chavez. Play the audio tape recording and direct students to listen and add new information to the note-taking guide.

**Higher EL levels:**

In my opinion, \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.

I believe/think \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.

After reading, I have concluded that \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.

A word that describes \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.

**Extending Understanding**

**Writing:**

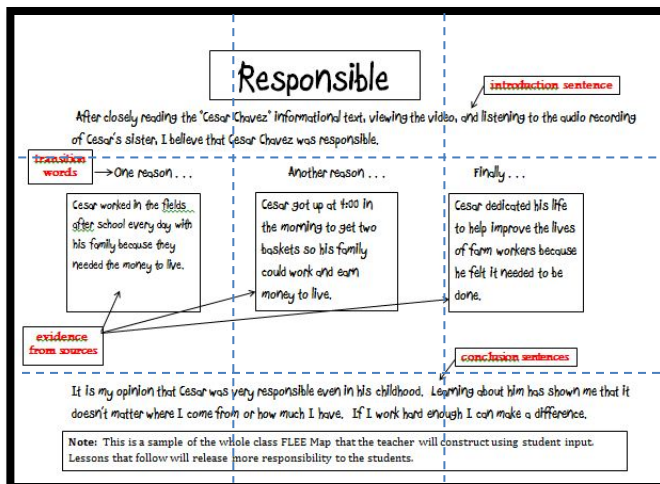
*Let’s think about the character traits from our first lesson in this unit: Responsibility, Honesty, and Perseverance. Today, we will determine if any of those traits can be used to describe Cesar Chavez.*

**FLEE Map**

**Release of Responsibility: We Do Together**

*Today, we will use a FLEE Map to describe a Character trait of Cesar Chavez. In your groups, discuss which of the three character traits: honesty, perseverance, and responsibility, would best describe Cesar Chavez.*

Decide on one trait as a class and guide the students through an opening sentence that includes the genre, title, and opinion (no author on this text). See the larger sample following this lesson.



*Let’s think about the multiple sources we have used to learn about Cesar Chavez. We’ve read a piece of text, viewed a video and listened to an audio tape of his sister, Rita. Use evidence from these sources to support the character trait we chosen and write them on the FLEE map. Be prepared to defend your choices by citing your sources.*

**Special Needs:**

See Special Ed Appendix.

Intervention/RSP teacher might want to preview the text, video and audio before it is done in the classroom.

**Accelerated Learners:**

Write three to five paragraphs about a character trait of Cesar Chavez and support it with evidence.

Direct students to Think-Pair-Share and then share whole group. Record the information on the whole class FLEE Map. Make sure to include transition words.

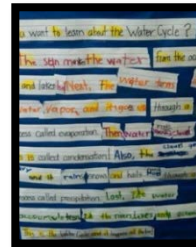
For the concluding sentence, ask students to think about what they have learned and how it may influence their lives.

**Talk-off the Map:** Form sentences that state the character trait of Cesar and the evidence that supports that trait. For example, “One reason I know that Cesar Chavez was responsible is because he worked every day after school to help support his family.”

**We Do Together**

Write-off the Map: Cooperative Paragraph

- Each group will use the FLEE Map to write a sentence on a sentence strip that contributes to a whole class collaborative paragraph.
- Assign each group a specific part of the paragraph. Introduction sentence, character trait with evidence, or conclusion sentence.
- Before handing out sentence strips, ask the groups to formulate their sentence on scratch paper.



**Let's Reflect:**

Revisit the Big Idea and Essential Questions

How does the “Cesar Chavez” audio and video relate to the Big Idea, “Courage: Our character strengths are important and determine our actions.”

What Essential Questions can be answered based on this story?

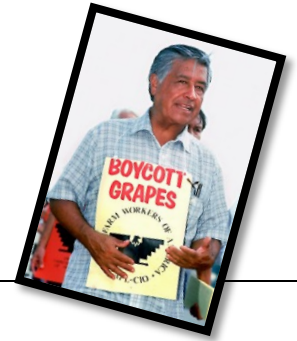
1. What character traits does a courageous person demonstrate?
2. What kinds of changes currently exist because of the actions of courageous people?
3. How can a person encourage others to be courageous?

**Lesson Reflection**

**Teacher Reflection Evidenced by Student Learning/ Outcomes**



## Cesar Chavez Video Note Taking Guide



Interesting Facts	Text Dependent Questions	Answers
	What are some ways that people have remembered Cesar Chavez?	●
	Who was Cesar Chavez fighting for?  Why was he fighting for them?	●
	What did Dr. King mean by the quote, "Our separate struggles are really one."	●
	What made Cesar Chavez a hero? Cite evidence from the video or audio recording.	●

# Responsible

introduction sentence

After closely reading the "Cesar Chavez" informational text, viewing the video, and listening to the audio recording of Cesar's sister, I believe that Cesar Chavez was responsible.

transition words

→ One reason . . .

Cesar worked in the fields after school every day with his family because they needed the money to live.

Another reason . . .

Cesar got up at 4:00 in the morning to get two baskets so his family could work and earn money to live.

Finally . . .

Cesar dedicated his life to help improve the lives of farm workers because he felt it needed to be done.

evidence from sources

conclusion sentences



It is my opinion that Cesar was very responsible even in his childhood. Learning about him has shown me that it doesn't matter where I come from or how much I have. If I work hard enough I can make a difference.

**Note:** This is a sample of the whole class FLEE Map that the teacher will construct using student input. Lessons that follow will release more responsibility to the students.

# SAUSD Common Core Lesson Planner

<b>Unit: Courage</b> <b>Lesson #: 6</b>	<b>Grade Level/Course:</b> 2 <sup>nd</sup>	<b>Duration:</b> One ELA Block <b>Date:</b>
<b>Common Core and Content Standards</b>	<p>RIT2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RIT2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RIT2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>SL2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>FS2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b) Build on others’ talking conversations by linking their comments to the remarks of others.</p> <p>c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL2.3 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL2.4 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SS2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	Teacher Resource PPT Student Learning Journal	
<b>Objectives</b>	<b>Content:</b> Students will closely read informational text on Helen Keller and identify character traits using evidence from the text.	<b>Language:</b> Students will orally discuss text dependent questions and identify character traits from the Helen Keller text citing evidence to support their answers.
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	sign language	disabilities lectures
<b>Pre-teaching Considerations</b>	Some students will struggle with the complex text, but remind them to use strategies for decoding a problem word. Students will also be sharing new learning with one another to guide the annotation process after the first read.		
CCSS Foundational Standards (K-5 only)	Continue to teach the Foundational Skills in the Open Court Reading Green section.		
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection		
Preparing the Learner	<b>Post &amp; discuss the Big Idea &amp; Essential Questions:</b> <b>Big Idea:</b> Courage: Our character strengths are important and determine our actions. <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What character traits does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol> <b>Prior Knowledge Context, and Motivation:</b>  <i>For the next minute, I would like you to close your eyes and plug your ears to experience what life would be like for someone who is blind and deaf. Make sure you continue to talk during this activity. After about one minute, ask students to share their thoughts. What was difficult? How did you feel?</i>  <i>Today, we will learn about another courageous person named Helen Keller. Has anyone ever heard of Helen Keller?</i>		
Interacting with the Text	<b>Helen Keller Text:</b> (found in Student Learning Journal)  <b>Unencumbered First Read:</b> (read the entire text without stopping) Select one of the following based on the level of your students. <ul style="list-style-type: none"> <li>• Have students read the “Helen Keller” text independently</li> <li>• Read it with a partner</li> <li>• Read it aloud to them</li> </ul> <b>Reading with a pencil</b> may occur during the unencumbered read, or as a separate read. You may want to display the “My Thinking Notes” sheet on the document camera or use established close reading annotating tools.		<b>Differentiated Instruction:</b>  <b>English Learners:</b>  See “Sentence Starters for Close Read Collaborative Conversations”

	<p><b>Partner discussion with sentence starters:</b>          After students have finished reading, have them work with their groups or partners to discuss their annotations. Use the “Sentence Starters for Close Read Collaborative Conversations”. Share out whole class.</p>  <p><b>Second Read with Text Dependent Questions</b>  <b>Step-Asides:</b>          As you encounter the following words in the text, provide a brief explanation if they have not yet been covered during the first read discussions.          (disabilities, wild child, sign language, lectures)</p> <p>You do not have to ask every question. Pick the ones that you think will elicit the best discussion. Think-Pair-Share for each question. Require evidence from the text for each answer.</p> <ul style="list-style-type: none"> <li>• <i>What caused Helen to lose her eyesight and hearing?</i> When she was one and a half years old, she became very sick and had a high fever which caused her to lose her eyesight and hearing.</li> <li>• <i>As a young person, why was Helen referred to as a wild child?</i> (inferential with the use of context) - She couldn't communicate (talk, hear, or see), so she probably misbehaved to try to get what she needed or wanted.</li> <li>• <i>Why was Anne Sullivan an important person in Helen's life?</i> Anne was her teacher and taught her sign language, to read, write, and speak. Anne was also a friend who taught her about the world and helped Helen get through college.</li> <li>• <i>What do you think the author means in this statement, "She affected the lives of millions"?</i> Helen wrote many books and gave lectures around the world. She spoke to and for blind and deaf people to get equal rights.</li> <li>• <i>After reading about Helen Keller, how would you describe her?</i> Helen Keller was a courageous person who overcame her problems and worked hard at learning how to read, write, and speak. She didn't give up and even helped others.</li> </ul>	<p><b>Special Needs:</b>          See Special Ed Appendix</p> <p><b>Accelerated Learners:</b>          Write one more text dependent question for the text and ask it to your group</p>
<p>Extending Understanding</p>	<p><b>Homework:</b>          Use the Diary Entry page in the Student Learning Journal to write a 3-5 sentence paragraph describing a day in the life of Helen Keller from her point of view.</p> 	



	<p><b>Let's Reflect:</b> Revisit the Big Idea and Essential Questions</p> <p>How does the "Helen Keller" text relate to the Big Idea, "Courage: Our character strengths are important and determine our actions."</p> <p>What Essential Questions can be answered based on this story?</p> <ol style="list-style-type: none"> <li>1. What character traits does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol>	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		



## Helen Keller

Helen Keller was a remarkable person who went blind and deaf at a very young age. Even with these disabilities, she was able to learn to become a writer and travel the world. She fought for human rights for those with disabilities.

### **Early Life**

On June 27, 1880, Helen was born healthy, in Tuscumbia, Alabama, USA. When she was only one and a half years old, she became sick and developed a very high fever that caused her to lose her eyesight and hearing. Because she could not talk or hear others, she became a wild child who was unable to communicate with her family.

### **Education**

In 1887, Anne Sullivan came to teach Helen. Helen soon learned sign language, which Anne pressed into her hand. Helen's first word she signed was "water." Soon after, she learned to read, write, and later, speak. With Anne's friendship and instruction, Helen learned about the world. She was so smart, that she went to college where Anne helped her in each class, by signing what the teacher was saying.



In 1904, Helen graduated from Radcliffe College.

### **Career**

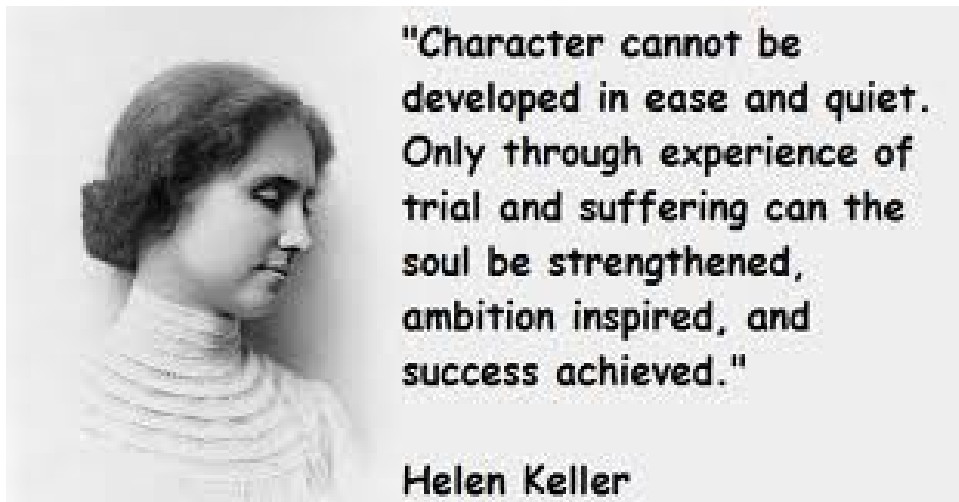
She wrote many books and gave lectures around the world. She spoke for blind people to get equal rights.



## **Accomplishments**

Helen worked to improve conditions for the blind and deaf. Many books and movies have been made about this remarkable woman; check your library for stories about Helen.

Helen died at age 87. She affected the lives of millions of people. She showed how courage and hard work can help you overcome anything and you can still lead an amazing life.



# “My Thinking Notes”

- **Draw a Star** next to the phrases/sentences that you think are important.
- **Write an Exclamation Mark** next to the phrases/sentences that you think are surprising.
- **Write a Question Mark** next to the phrases/sentences that are confusing or you don't understand.



## Sentence Starters for Close Read Collaborative Conversations

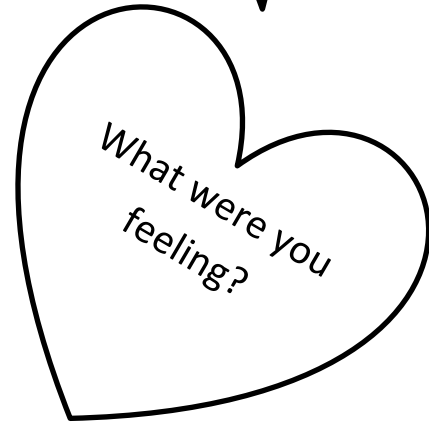
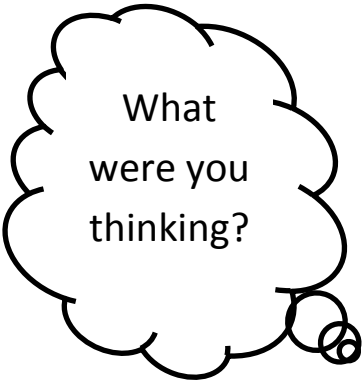
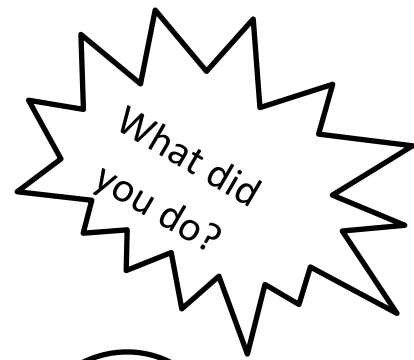
- I was confused by \_\_\_\_\_.
- I was surprised to read \_\_\_\_\_.
- I wonder why \_\_\_\_\_.
- I think \_\_\_\_\_
- I agree with you and would like to add \_\_\_\_\_.
- I also learned \_\_\_\_\_.
- Do you have something to add?
- What do you think?

# My Diary Entry as Helen Keller

Name \_\_\_\_\_

Homework

Helen Keller



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# SAUSD Common Core Lesson Planner

<b>Unit: Courage</b> <b>Lesson #:7</b>	<b>Grade Level/Course:</b> 2 <sup>nd</sup>	<b>Duration:</b> One-Two ELA Blocks <b>Date:</b>
<b>Common Core and Content Standards</b>	<p>RIT2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RIT2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions.</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion</li> </ol> <p>SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words.</p> <p>W2.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W2.8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>W2.10 Write routinely over extended time frames and shorter time frames.</p> <p>SS2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	Teacher Resource PPT Student Learning Journal One sheet of white construction paper per group for co-op FLEE Map One lined paper per group	
<b>Objectives</b>	<b>Content:</b> The students will watch a Helen Keller video clip and listen closely for specific information about character traits of Helen Keller. The students will determine a character trait of Helen Keller and support their opinion with evidence.	<b>Language:</b> The students will complete a video annotation guide. Students will also discuss and complete a group FLEE Map and paragraph focusing on a character trait of Helen Keller supported with evidence from various sources.
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING	
	STUDENTS FIGURE OUT THE MEANING	civil liberties disabled chief link	labored betterment timelessly intact bout companion	infliction intervention daunting obstacle celebrity
<b>Pre-teaching Considerations</b>	Remind your students that it is very important to listen to the information. Be sure to tell the students that note-taking is an important skill that they will need to use throughout college and in their lifetime. Refer to Collaborative Academic Conversation Norms.			
CCSS Foundational Standards (K-5 only)	Continue to teach the Foundational Skills in the Open Court Green Section.			
<b>Lesson Delivery</b>				
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection			
Preparing the Learner	<b>Prior Knowledge, Context, and Motivation:</b> <b>Post &amp; discuss the Big Idea &amp; Essential Questions:</b> <b>Big Idea:</b> Courage: Our character strengths are important and determine our actions. <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What character traits does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol> <p>Students sing “Courage Is A Big Part of Me!”</p>			
Interacting with the Text	<b>Helen Keller Video and Note Taking</b> <i>Today, we will watch a video three times, and each time, it will be for a different purpose. The first time will be an unencumbered first read of the video. As you watch, listen for one fact that is familiar and one new fact about Helen Keller.</i>  <b>First View:</b> Show the video without stopping. Right after that, have them Think-Pair-Share something they learned from the video with their partner. Then have some non-volunteers share out whole group.  <b>Second View: Helen Keller Note-Taking Guide</b> Students will add interesting information to the first column of the note-taking guide as they view the video. It is not necessary for students to fill in every section in this column. Discuss with their group and share out.  <b>Third View: Text Dependent Questions with Note-Taking Guide</b> For each question: <ul style="list-style-type: none"> <li>• Read the question aloud to provide a purpose for listening.</li> <li>• Show that portion of the video clip.</li> <li>• Direct students to independently think and jot down their answer to the</li> </ul>			



- question on the video note-taking guide in their Student Learning Journal.
- Think Pair Share whole group and revise notes if necessary.

**Text Dependent Questions**

**Teacher Note: The answers provided below are taken verbatim from the video and include complex sentence structures and academic language. Paraphrase and discuss for better student understanding.**

*To whom did Helen Keller dedicate her life?* She dedicated her life for the betterment of others. She labored tirelessly for equal rights on behalf of the deaf and blind. She was a dedicated champion promoting equal treatment for those with disabilities.

*What caused Helen Keller to lose her eyesight and hearing? (inferential)* Helen’s life changed after a bout with Scarlett Fever, which seemed be the cause of her disabilities.

*Why was Anne Sullivan considered to be the most important person in Helen’s life?* Anne taught her how to communicate. First, Anne taught her sign language and Helen’s vocabulary grew immensely.

*Name two reasons why Helen pursued her education at Radcliffe College.* She understood the need for an education. To prove people wrong that a disabled person had not much to contribute to society. She chose Radcliffe because they didn’t want her.

*How did she use her senses to gather information? Which sense did she use the most? Cite evidence.* Helen touched a book to read (Braille). Through touch, people used their fingers to sign into her hand. She depended on smell and taste to tell her what our eyes and ears see and hear. She mostly used the sense of touch.

*From watching the video, name at least two ways Helen used her hand to get information?* Braille, sign language, touching of items, touching someone’s face to feel what they were saying and trying to respond.

*Why do you think it was difficult for Helen to speak?* Answers may vary with the use of evidence. She had not heard a word spoken to her since she was a baby.

Extending Understanding

**Character Trait – FLEE Map**

- In collaborative groups, have students identify one character trait that they think best describes Helen Keller and provide evidence from the text and video.
- Students use a plain piece of construction paper to create a FLEE Map.

**Writing:**

*We have read a text and watched a video about Helen Keller. In our first lesson, we learned about the character traits/core values of honesty, responsibility, and perseverance. Let’s think about those character traits from our first lesson and determine whether any of those traits could be used to describe Helen Keller. Think-Pair-Share with your partner/group and share out whole group.*

**Differentiated Instruction:**

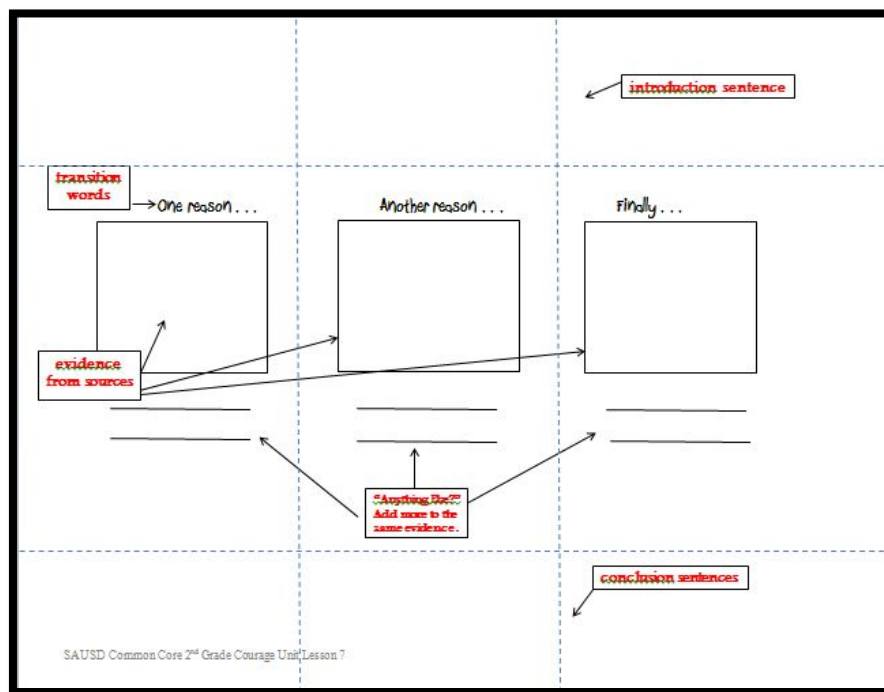
## FLEE Map:

### Release of Responsibility: Students Do Together

In your collaborative groups, you will use a FLEE Map to describe a character trait of Helen Keller, just as we did for Ping and Cesar Chavez. The Map used for Ping was modeled completely by the teacher, and the one for Cesar Chavez was guided. Students will work in groups of four to create the map on white construction paper. Ask groups to discuss a character trait that best describes Helen Keller and add evidence from the text and video clip to their map. They may choose any of the three traits, but it must be supported with evidence.

Assign a group FLEE Map to form a 4-5 sentence paragraph that states and supports the character trait/core value of Helen Keller. The FLEE Map needs to contain an opening sentence that includes the genre, title, and opinion (no author on this text). Ask each group to come up with evidence to support the trait. Make sure to have them include transition words. Remind them that they can tell more about the same evidence on the "Anything Else" part of the FLEE Map. For the conclusion sentence, ask students to think about what they have learned and how it may influence their lives.

Student will generate a foldable FLEE out of their construction paper. Reference to the one done for Cesar Chavez. See larger sample following this lesson.



**Talk-off the Map:** Groups select a speaker, or they can take turns talking-off the map. Students form sentences that state the character trait of Helen and the evidence that supports that trait. See the sentence frames in the right margin.

### English Learners:

Because \_\_\_\_\_,  
\_\_\_\_\_.  
Since \_\_\_\_\_,  
\_\_\_\_\_.  
\_\_\_\_\_, so \_\_\_\_\_.  
\_\_\_\_\_, therefore  
\_\_\_\_\_.  
\_\_\_\_\_, because  
\_\_\_\_\_.

### Special Needs:

See Special Ed Appendix  
Intervention/RSP teacher might want to preview the text, video and audio before it is done in the classroom.

### Accelerated Learners:

In my opinion,  
\_\_\_\_\_ is \_\_\_\_\_  
because \_\_\_\_\_.  
I believe/think  
\_\_\_\_\_ is  
\_\_\_\_\_ because  
\_\_\_\_\_.  
A word that  
describes \_\_\_ is  
\_\_\_ because \_\_\_\_\_.  
After viewing the  
video, I have  
concluded that  
\_\_\_\_\_ is  
\_\_\_\_\_ because  
\_\_\_\_\_.  
\_\_\_\_\_'s action of  
\_\_\_\_\_ is evidence  
that she was \_\_\_\_\_.

	<p><b>Write-off the Map:</b> Each group will use the FLEE Map to form a group paragraph on a separate lined paper.</p> <p><b>Let's Reflect:</b> Revisit the Big Idea and Essential Questions</p> <p style="padding-left: 40px;">How does the “Helen Keller” text and video relate to the Big Idea, “Courage: Our character strengths are important and determine our actions.”</p> <p>What Essential Questions can be answered based on this story?</p> <ol style="list-style-type: none"> <li>1. What character traits does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol>	
<b>Lesson Reflection</b>		
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>		

# Helen Keller Video Note Taking Guide



<b>Interesting Facts</b>	<b>Text Dependent Questions</b>	<b>Answers</b>
	To whom did Helen Keller dedicate her life?	•
	What caused Helen Keller to lose her eyesight and hearing?	•
	Why was Anne Sullivan considered to be the most important person in Helen's life?	•
	Name two reasons why Helen pursued her education at Radcliffe College?	•

<b>Interesting Facts</b>	<b>Text Dependent Questions</b>	<b>Answers</b>
	How does she use her senses to gather information? Which sense did she use the most? Cite evidence.	•
	Name at least two ways Helen uses her hand to get information?	•
	Why do you think it is difficult for Helen to speak?	•

← introduction sentence

transition words

→ One reason ...

Another reason ...

Finally ...

evidence from sources

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“Anything Else?”  
Add more to the  
same evidence.

conclusion sentences

# SAUSD Common Core Lesson Planner

<b>Unit: Courage</b>  <b>Lesson #8</b>	<b>Grade Level/Course:</b> 2 <sup>nd</sup>	<b>Duration: One ELA Block</b>  <b>Date:</b>
<b>Common Core and Content Standards</b>	<p>RIT2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RIT2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RIT2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range</p> <p>FS2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a) Read on-level text with purpose and understanding.</p> <p>b) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>SL2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL2.1.Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others' talk in conversations by linking their comments to the remarks of others.</p> <p>b) Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c) Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL2.3 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL2.4 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SS2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives</p>	
<b>Materials/ Resources/ Lesson Preparation</b>	Student Learning Journal Teacher Resource PPT	
<b>Objectives</b>	<b>Content:</b> The students will closely read informational text and view a video about Rosa Parks. They will answer text dependent questions citing evidence.	<b>Language:</b> The students will orally discuss text dependent questions from the Rosa Parks text and video citing evidence to support their answers. The students will create a FLEE Map supporting a character trait of Rosa Parks with evidence.
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>	
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>	
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>	

Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING		WORDS WORTH KNOWING	
		<u>Text</u> segregation incident	<u>Video</u> prejudice	<u>Text</u> Supreme Court carpenter	<u>Video</u> racial discrimination
STUDENTS FIGURE OUT THE MEANING	<u>Text</u> ruling protested boycott	<u>Video</u> unconstitutional mistreated Civil Rights	<u>Text</u> home schooled seamstress		
	<b>Pre-teaching Considerations</b> Collaborative Academic Norms				
<b>CCSS Foundational Standards (K-5 only)</b>		Continue to teach the foundational skills from the Open Court Reading Green Section.			
<b>Lesson Delivery</b>					
<b>Instructional Methods</b>		<b>Check method(s) used in the lesson:</b> <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input type="checkbox"/> Reflection			
<b>Lesson Continuum</b>	Preparing the Learner	<b>Revisit the Big Idea &amp; Essential Questions:</b> <b>Big Idea:</b> Courage: Our character strengths are important and determine our actions. <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What character traits does a courageous person demonstrate?</li> <li>• What kinds of changes currently exist because of the actions of courageous people?</li> <li>• How can a person encourage others to be courageous?</li> </ul> <b>Prior Knowledge Context, and Motivation:</b> Sing the “Courage Is A Big Part of Me!” Song/Chant.			
	Interacting with the Text	<b>Rosa Parks Text:</b> <b>Unencumbered First Read: (read the entire text without stopping)</b> Select one of the following based on the level of your students. <ul style="list-style-type: none"> <li>• Have students read the “Rosa Parks” text independently</li> <li>• Read it with a partner</li> <li>• Read it aloud to them</li> </ul> <b>Reading with a pencil</b> may occur during the unencumbered read, or as a separate read. You may want to display the, “My Thinking Notes” sheet on the document camera.  <b>Second Read: Text Dependent Questions</b>  <b>Step-Asides:</b> As you encounter the following words in the text, provide a brief explanation. ( Supreme Court, carpenter)		<b>Differentiated Instruction:</b>  <b>English Learners:</b>  I think ____ because ____.  I see ____, therefore I think ____.  I wonder ____.  <b>Special Needs:</b> See Special Ed Appendix	



	<p><b><u>Text Dependent Questions:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Describe Rosa Parks' education.</i> She was home schooled by her mother until she was 11 years old. Then she went to a public school. She had to drop out of high school because she needed to take care of her sick grandmother and mother. She finally earned her high school diploma in 1933 with the help of her husband.</li> <li>• <i>How did Rosa's actions on the bus affect her <b>family life</b>?</i> Both Rosa and her husband were fired.</li> <li>• <i>How did Rosa's actions on the bus affect her <b>community</b>?</i> Word spread of her bravery and arrest. Dr. King heard about her actions, and he helped to organize a bus boycott.</li> <li>• <i>How did Rosa Parks' actions affect our <b>country</b>?</i> Rosa's court case went all the way to the Supreme Court. The Supreme Court ruled that segregation was against the law.</li> </ul> <p><b>Rosa Parks Video Clip: Unencumbered View</b></p> <p><b>Second View: Focus: Annotation of Interesting Facts</b>  <i>Just as we did with the Cesar Chavez and Helen Keller videos, we will use our Video Annotation Guide to record any interesting information we see or hear during the second view.</i></p> <p><b>Time Saving Option:</b> Students may use Note-Taking Guide to record interesting facts during their unencumbered view.</p> <p><b>Third View: Text Dependent Questions with Note-Taking Guide</b>  The text dependent questions have been edited into each section of the video clip. For each question:</p> <ul style="list-style-type: none"> <li>• Read the question aloud to provide the listening purpose</li> <li>• Show that portion of the video clip</li> <li>• Direct students to think and write down their answer to the question on the video annotation guide in their Student Learning Journal</li> <li>• Ask students to discuss and revise notes if necessary</li> <li>• Take a minute to share out</li> </ul> <p><b>Text Dependent Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What is a Civil Right?</i> They are rights that go with being a citizen like equal protection and respect under the law and the right to vote.</li> <li>• <i>What character trait can you use to describe Rosa when she tried to vote? Cite evidence from the video to support your opinion.</i> Rosa was made to pass a test before she could vote. She was finally told that she passed on her third try. She would not give up. She was persistent, determined, strong-willed etc.</li> <li>• <i>In the video, it says that Rosa sat in the middle section of the bus. Why was this O.K.?</i> It was O.K. as long as there weren't any White people to occupy the seats.</li> <li>• <i>What caused the bus driver to ask the African American people in the middle section to get up from their seats?</i> More White people got on the bus and they were given priority.</li> </ul>	<p><b>Accelerated Learners:</b></p>
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		<ul style="list-style-type: none"> <li>• <i>What does it mean to boycott? What other example of a boycott have we learned about in this unit?</i> Boycott means to stop buying a particular product or service to help support a cause. Cesar Chavez started the grape and lettuce boycotts.</li> <li>• <i>When people boycotted busses, how did they get to work?</i> They walked, took cabs, or shared rides.</li> <li>• <i>What change occurred as a result of the 13 month long boycott?</i> News of the bus boycott spread to other states that had the same law and soon there were bus boycotts in many cities throughout the south. Later, the Supreme Court ruled that segregation was illegal.</li> </ul>	
	<p style="text-align: center;">Extending Understanding</p>	<p><b>Review the Big Idea &amp; Essential Questions:</b></p> <p><b>Big Idea:</b> Courage: Our character strengths are important and determine our actions.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can a person encourage others to be courageous?</li> <li>• What kinds of changes currently exist because of the actions of courageous people?</li> <li>• What character traits does a courageous person demonstrate?</li> </ul>	
<b>Lesson Reflection</b>			
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>			

# **Rosa Parks**

Rosa Parks protested segregation laws in the United States. Her actions led to major changes, including the Supreme Court ruling against segregation.

## **Early Life and Education**

Rosa Parks was born in Tuskegee, Alabama on February 4, 1913. Her father was a carpenter and her mother was a teacher. Rosa grew up on her grandparents' farm. She lived there with her mother and brother. Rosa was home schooled by her mother. She began attending public schools when she was 11 years old. Rosa had to drop out of high school to care for her sick grandmother and mother. She finally earned her high school diploma in 1933 with the help of her husband.

## **Career and Family**

Rosa married Raymond Parks in 1932. She worked as a seamstress in a department store. A seamstress is a person who sews clothes. Rosa eventually lost her job for being arrested in the bus protest. Her husband also lost his job as a result of Rosa's peaceful protest. Rosa and her husband did not have children.

## **Accomplishments**

On December 1, 1955, Rosa boarded a bus. Some people say that she sat in the front. Others say that she sat in the middle of the bus behind the White people. The bus driver ordered Mrs. Parks to give up her seat to a white man. When she refused, she was arrested. This incident led to a city-wide bus boycott organized by Dr. Martin Luther King, Jr. Rosa's case made it all the way to the Supreme Court. The Court ruled that segregation on busses was illegal. Rosa Parks helped change the unfair laws. She was an important leader in the civil rights movement.

Rosa Parks worked with Dr. King even after the bus boycott. Together they continued to fight for equal rights for all people of color. Rosa was awarded many honors throughout her lifetime. She is remembered as the mother of the Civil Rights movement. Rosa died in 2005 at the age of 92 years old.

# “My Thinking Notes”

- **Draw a Star** next to the phrases/sentences that you think are important.
- **Write an Exclamation Mark** next to the phrases/sentences that you think are surprising.
- **Write a Question Mark** next to the phrases/sentences that are confusing or you don't understand.



## Sentence Starters for Close Read Collaborative Conversations

- I was confused by \_\_\_\_\_.
- I was surprised to read \_\_\_\_\_.
- I wonder why \_\_\_\_\_.
- I think \_\_\_\_\_
- I agree with you and would like to add \_\_\_\_\_.
- I also learned \_\_\_\_\_.
- Do you have something to add?
- What do you think?



## Rosa Parks Video Note Taking Guide



Interesting Facts	Text Dependent Questions	Answers
	What is a civil right?	●
	What character trait can you use to describe Rosa when she tried to vote? Cite evidence from the video to support your opinion.	●
	In the video, it says that Rosa sat in the middle section of the bus. Why was this O.K.?	●
	What caused the bus driver to ask the African American people in the middle section to get up from their seats?	●



## Rosa Parks Video Note Taking Guide




Interesting Facts	Text Dependent Questions	Answers
	What does it mean to boycott? What other example of a boycott have we learned about in this unit?	●
	When people boycotted busses, how did they get to work?	●
	What change occurred as a result of the 13 month-long boycott?	●

# SAUSD Common Core Lesson Planner

<b>Unit: Courage</b>  <b>Lesson #: 9</b>	<b>Grade Level/Course:</b> 2 <sup>nd</sup>	<b>Duration:</b> One ELA Block  <b>Date:</b>	
<b>Common Core and Content Standards</b>	<p>RI 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>SL2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions</li> <li>Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol> <p>SL2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL 2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>L2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SS2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives</p>		
<b>Materials/ Resources/ Lesson Preparation</b>	Student Learning Journal Teacher Resource PPT		
<b>Objectives</b>	<b>Content:</b> The students will closely listen for specific information about Rosa Parks as they view a primary source video clip. Students will determine character traits of Rosa Parks.	<b>Language:</b> Students will evaluate the reliability of sources used. Students will create a FLEE Map citing evidence of character traits of Rosa Parks.	
<b>Depth of Knowledge Level</b>	<input checked="" type="checkbox"/> <b>Level 1: Recall</b> <input checked="" type="checkbox"/> <b>Level 2: Skill/Concept</b> <input checked="" type="checkbox"/> <b>Level 3: Strategic Thinking</b> <input checked="" type="checkbox"/> <b>Level 4: Extended Thinking</b>		
<b>College and Career Ready Skills</b>	<input checked="" type="checkbox"/> <b>Demonstrating independence</b> <input checked="" type="checkbox"/> <b>Building strong content knowledge</b> <input checked="" type="checkbox"/> <b>Responding to varying demands of audience, task, purpose, and discipline</b> <input checked="" type="checkbox"/> <b>Comprehending as well as critiquing</b> <input checked="" type="checkbox"/> <b>Valuing evidence</b> <input checked="" type="checkbox"/> <b>Using technology and digital media strategically and capably</b> <input checked="" type="checkbox"/> <b>Coming to understand other perspectives and cultures</b>		
<b>Common Core Instructional Shifts</b>	<input checked="" type="checkbox"/> <b>Building knowledge through content-rich nonfiction texts</b> <input checked="" type="checkbox"/> <b>Reading and writing grounded from text</b> <input checked="" type="checkbox"/> <b>Regular practice with complex text and its academic vocabulary</b>		



Academic Vocabulary (Tier II & Tier III)	TEACHER PROVIDES SIMPLE EXPLANATION	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING
	STUDENTS FIGURE OUT THE MEANING	primary source	
<b>Pre-teaching Considerations</b>		Collaborative Academic Conversation Norms	
CCSS Foundational Standards (K-5 only)		Continue to teach the Foundational Skills in the Open Court Reading Green Section	
<b>Lesson Delivery</b>			
<b>Instructional Methods</b>		<b>Check method(s) used in the lesson:</b> <input type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
<b>Lesson Continuum</b>	Preparing the Learner	<b>Revisit the Big Idea &amp; Essential Questions</b> <b>Big Idea:</b> Courage: Our character strengths are important and determine our actions. <b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can a person encourage others to be courageous?</li> <li>• What kinds of changes currently exist because of the actions of courageous people?</li> <li>• What character traits does a courageous person demonstrate?</li> </ul> <b>Prior Knowledge Context, and Motivation:</b> <ul style="list-style-type: none"> <li>• <i>In your group, discuss this question:</i>  <i>When you are researching information in books, videos, Internet, newspapers, etc., how should you decide which information is the most reliable or truthful?</i>                You do not need to go into depth about reliable information at this point, as we will be addressing this concept later through two contradictory pieces of information.                 Sing the “Courage Is A Big Part Of Me!” Song/Chant             </li> </ul>	
	Interacting with the Text	<b>Primary Source Video Clip: Rosa Parks</b> This is <u>not</u> the same video clip that was viewed in the previous lesson.  <b>First View: Unencumbered view</b> of video clip for general information  <b>Second View:</b> Although our goal is to train our students to listen closely without the aid of visuals, we have included a written script of the interview in the Student Learning Journal for students to follow along while listening. We felt this was needed because Rosa speaks quickly with a Southern accent which may sound unusual to our students. Students will listen with the purpose of learning new information. They can add this new information to their note-taking guide from the previous lesson. Students will share with their partner/group, then share whole class.  <b>Time-Saving Option:</b> Have students annotate interesting facts during the unencumbered view.	<b>Differentiated Instruction:</b>  <b>English Learners: Evaluating sources</b>  I think _____ is more reliable because _____.  Because _____, I think _____ is more reliable.
		<b>Special Needs:</b>	

	<p><b>Third View:</b> <i>Now you will listen/view a third time with the purpose of finding a fact that disagrees with a statement made in the text from the previous lesson.</i></p> <p>Teacher Note: In the primary source video, Rosa explains that people have been telling her story wrong. The text from the previous lesson states that some people said Rosa was sitting in the <b>front</b> of the bus. In the primary source interview, Rosa says that she was sitting in the seat <b>behind</b> where the White people were sitting.</p> <p>This makes for a great discussion on the validity of your sources. Which source is more reliable? Why? Guide them to understand that first-hand or “<b>Primary Sources</b>” are usually more reliable. Rosa experienced the event; therefore her account of what happened will probably be more reliable than a second-hand account.</p> <p>Explain that our photographs on the Observation Charts are also primary sources because they are real photographs of the people and events we are learning about.</p>	<p>See Special Ed. Appendix</p> <p><b>Accelerated Learners:</b> Evaluate informational sources found in the school library by strength of reliability.</p>
<p>Extending Understanding</p>	<p><b>Evaluating Sources Sort</b> <i>Order the resources from most reliable to least reliable. As you state your opinion to your group, you must give a reason for your opinion. Try to come to a group decision on your order.</i></p>  <p>Whole Class Share: Each group will share out whole class. If time allows, the whole class can then make a group decision as to the order of reliability.</p> <p><b>Release of Responsibility: You Do Together</b></p> <p><b>Writing</b></p> <p>Rosa Parks FLEE Map: The students will work in groups to create a FLEE Map for Rosa Parks. Although students are collaborating to come up with information for the FLEE Map, each student will complete their own because they will be using them to complete the Performance Task in the following lesson.</p> <p>The teacher will facilitate as needed and monitor student understanding. Share out whole group.</p> <p>Talk Off the Map with partner/group</p> <p><b>Let’s Reflect:</b> Revisit the Big Idea and Essential Questions</p> <p>How does the “Rosa Parks video relate to the Big Idea, “Courage: Our character strengths are important and determine our actions.”</p>	<p><b>Talk-Off the Map:</b></p> <p>In my opinion, _____ is _____ because _____.</p> <p>I believe/think _____ is _____ because _____.</p> <p>After reading, I have concluded that _____ is _____ because _____.</p> <p>A word that describes _____ is _____ because _____.</p>

		<p>What Essential Questions can be answered based on this story?</p> <ol style="list-style-type: none"> <li>1. What character traits does a courageous person demonstrate?</li> <li>2. What kinds of changes currently exist because of the actions of courageous people?</li> <li>3. How can a person encourage others to be courageous?</li> </ol>	
<b>Lesson Reflection</b>			
<p><b>Teacher Reflection Evidenced by Student Learning/ Outcomes</b></p>			

## **Rosa Parks:**

**“I was arrested on December 1st, 1955 for refusing to stand up on the orders of the bus driver, after the white seats had been occupied in the front. And of course, I was not in the front of the bus as many people have written and spoken that I was -- that I got on the bus and took the front seat, but I did not. I took a seat that was just back of where the white people were sitting, in fact, the last seat. A man was next to the window, and I took an aisle seat and there were two women across. We went on undisturbed until about the second or third stop when some white people boarded the bus and left one man standing. And when the driver noticed him standing, he told us to stand up and let him have those seats. He referred to them as front seats. And when the other three people -- after some hesitancy -- stood up, he wanted to know if I was going to stand up, and I told him I was not. And he told me he would have me arrested. And I told him he may do that. And of course, he did.”**



## Evaluating Sources Sort

I read it on the Internet.

I saw it on the news.

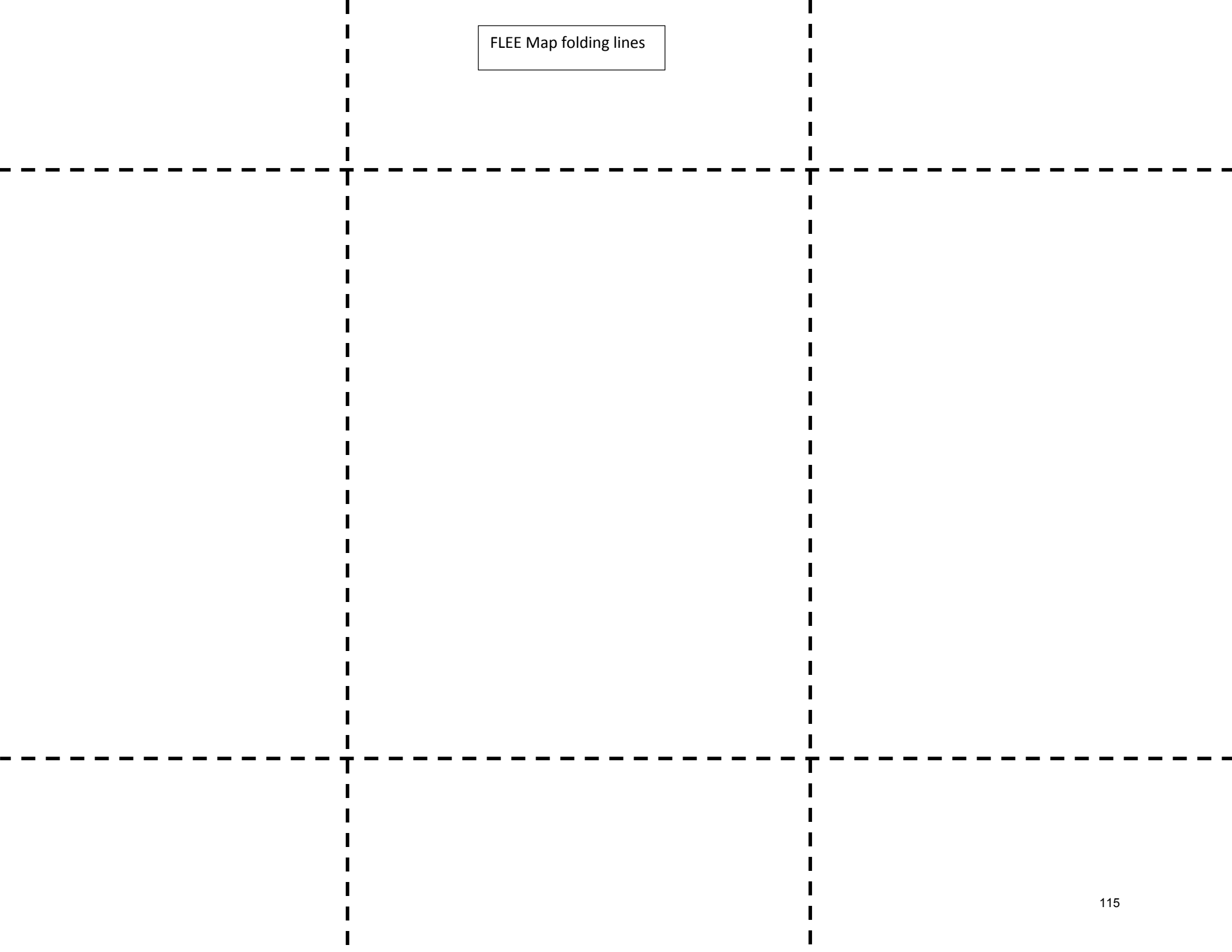
I saw primary source pictures.

I heard it from a friend.

I saw it in a video interview with a person who was at the event.

I read it in an informational book.



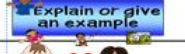



FLEE Map folding lines





<b>Pre-teaching Considerations</b>	Collaborative Academic Norms Observation Chart Protocol Please have all whole class and group generated thinking maps and charts displayed to be used in completing the Performance Task.	
<b>CCSS Foundational Standards (K-5 only)</b>	Continue teaching the foundational standards through the Open Court Reading Green Section	
<b>Lesson Delivery</b>		
<b>Instructional Methods</b>	<b>Check method(s) used in the lesson:</b> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Independent Practice <input type="checkbox"/> Guided Inquiry <input checked="" type="checkbox"/> Reflection	
<b>Lesson Continuum</b>	<p><b>Preparing the Learner</b></p> <p><u><i>Preparing the Learner</i></u> Revisit the Big Idea &amp; Essential Question</p> <p><b>Big Idea:</b> Courage: Our character strengths are important and determine our actions.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What character traits does a courageous person demonstrate?</li> <li>• What kinds of changes currently exist because of the actions of courageous people?</li> <li>• How can a person encourage others to be courageous?</li> </ul> <p><b>Prior Knowledge Context, and Motivation:</b> Return to the Observation Charts that were introduced in Lesson # 4. Follow the same protocol that was used the first time. This activity may take a bit longer than the first time because they should have a lot more to say and write about while viewing these primary source photographs. Direct them to use a different colored writing instrument to help spotlight new learning.</p> <p>Sing the “Courage Is A Big Part of Me!” Song/Chant.</p>	
<b>Interacting With the Text</b>	<p><b><u>Release of Responsibility: You Do Alone Performance Task</u></b></p> <p><b>Independent Writing:</b> <i>Rosa Parks was born in the city of Tuskegee, Alabama on February 4<sup>th</sup>. Some people want to make February 4<sup>th</sup>, “Rosa Parks Day” to honor her. They need to convince the Tuskegee City Council. They are asking citizens to write opinion papers about Rosa Parks that describe a positive character trait and support it with evidence.</i></p> <p>Direct students to use the Rosa Parks FLEE Map created in the previous lesson.</p> <p>Pass out and explain the writing rubric. Students will independently write an opinion essay that must include:</p> <ul style="list-style-type: none"> <li>• An opening sentence (See rubric)</li> <li>• Three examples that support your opinion</li> <li>• A closing sentence (See rubric)</li> </ul>	<p><b>Differentiated Instruction:</b></p> <p><b>English Learners:</b></p> <p>Because _____, _____.</p> <p>Since _____, _____.</p> <p>_____, so _____.</p> <p>_____, therefore _____.</p> <p>_____, because _____.</p> <p>In my opinion, _____ is _____ because _____.</p> <p>I believe/think _____ is _____ because _____.</p>



My 2nd Grade Rubric: Opinion		
	I have one sentence that states the name of my nominee plus my opinion about their character trait.	★
	I have written 3 examples or evidence that support my opinion.	★
	I have a closing sentence where I strongly restate my nomination.	★
	I spelled words correctly.	★
	I used capital letters and correct punctuation.	★
	I used connecting words and transitions.	★

**Let's Reflect:**

Revisit the Big Idea and Essential Questions

How do the character traits we have studied relate to our Big Idea, "Courage: Our character strengths are important and determine our actions."

Now that we have completed this unit, have we been able to answer ALL of our Essential Questions?

1. What character traits does a courageous person demonstrate?
2. What kinds of changes currently exist because of the actions of courageous people?
3. How can a person encourage others to be courageous?

**Special Needs:**

See Special Ed Appendix.





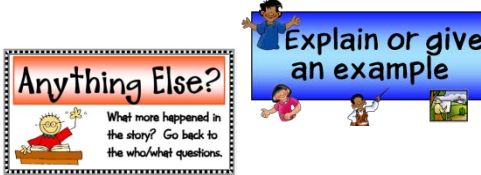





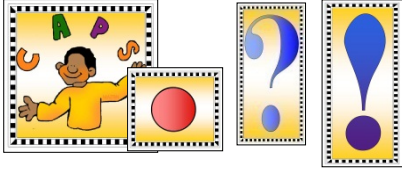



Intervention/RSP teacher might want to preview the text, video and audio before it is done in the classroom.

**Accelerated Learners:**

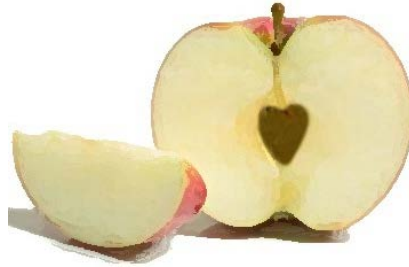
**Lesson Reflection**

**Teacher Reflection Evidenced by Student Learning/Outcomes**

# My 2nd Grade Rubric: Opinion

	<p>I have one sentence that states the name of my nominee plus my opinion about their character trait.</p>	
	<p>I have written 3 traits or evidence that support my opinion.</p>	
	<p>I give more evidence by explaining or giving examples.</p>	
	<p>I have a closing sentence where I strongly restate my nomination.</p>	
	<p>I spelled words correctly.</p>	
	<p>I used capital letters and correct punctuation</p>	
	<p>I used connecting words and transitions</p>	





# Getting to the Core

## **Special Education Appendix**

# Special Education Development of Appendices

## CCSS Application to Students with Disabilities

Students with disabilities-students eligible under the Individuals with Disabilities Act (IDEA) must be challenged to excel within the general curriculum and be prepared for success in their post school lives, including college and/or careers.

In order for students to meet high academic standards and or fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking, and listening (English language arts), their instruction must incorporate supports and accommodations.

-Orange County Department of Education, 2012

*The Santa Ana Unified School District, in the foundation that ALL students will be college and career ready, is creating a compilation of resources including scaffolds, strategies, accommodations, and modifications. These supports will ensure that students with disabilities, the majority of whom are English learners, will have the access and support necessary to be college and career ready.*

Superior Standards

Supportive School Climate

Successful Students



## 2<sup>nd</sup> Grade Unit of Study Courage

Teacher Talk

### Lesson 1

The purpose of this lesson is for students to first, verbally state their opinion and make a prediction, then following a class discussion on core values, write their final opinion supported with reasons.

Teachers may need to extend the pacing of the lesson and continue over two ELA blocks.

### **Pre-teaching considerations:**

Set the purpose by telling students that they will be listening to an audio recording of short stories. Review the skills of a good listener and prepare students to place themselves in the main character's point of view.

### **Interacting with the text/concept:**

- The worksheets have been accommodated with larger print and increased writing space.
- Students with hearing impairments or difficulties with auditory processing can read the text as they listen to the audio recording.

Use the sentence starters provided to facilitate conversation.

- ❖ I think \_\_\_\_\_.
- ❖ I think \_\_\_\_\_ because \_\_\_\_\_.

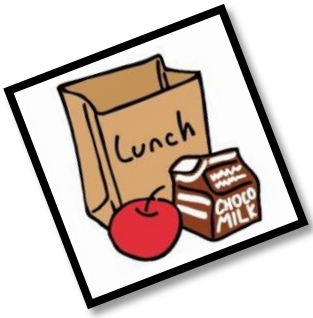
Possible accommodations/modifications include:

- Teacher can be the “writer”.
- Spread the scenarios over multiple days, or do only two of the three provided. (Note: all three core values are discussed in the unit)
- Use the sentence frames to facilitate the conversation.
  - The character in the story \_\_\_\_\_.
  - The problem the character faced was \_\_\_\_\_.
  - The character's choices are \_\_\_\_\_.
  - A character with positive core values would \_\_\_\_\_ because \_\_\_\_\_.

### **Audio Recording**

Possible accommodations/modifications include:

- Listen to the audio recording multiple times to allow time for students to process the information.



## Scenario 1: Lunch Time Find

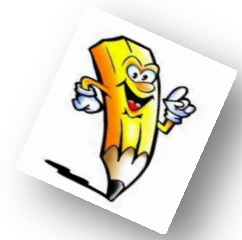


While waiting in the back of the lunch line, Roman finds a two dollar bill. He quickly stuffs it deep in his pocket. Just then he hears sobs coming from the front of the line. "I had it in my pocket," the boy exclaimed to the lunch lady. He was frantically digging in his pockets, "I know because I just showed it to my friends...it must have fallen out!" Sam had lost his two dollar bill. Roman's heart sank realizing it belonged to a classmate. Would he do the right thing and give Sam's two dollar bill back?





## Stop and Jot



**What do you think Roman should do? Why?**

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.





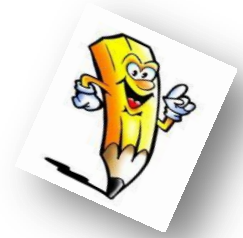
## Scenario 2 Jump Rope Fun



A rhythmic thumping could be heard in the distance from children jumping rope on the blacktop. Gianna admired from a far, she too wanted to learn to jump rope. She approached cautiously preparing for what she knew wouldn't be easy. With clutched handles in both hands and a strong flick of the wrist the rope was in motion. With a thud and whip the rope hit her shin. She paused and her lip began to quiver from the sting of the rope. Yet a second attempt took place, a third, and a fourth; each time being more difficult than the last. Would Gianna continue to try to jump rope?



## Stop and Jot



**What do you think Gianna should do? Why?**

Handwriting practice lines consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

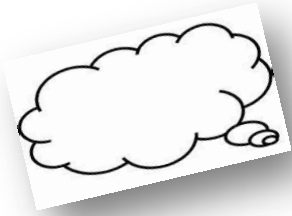


### **Scenario 3**

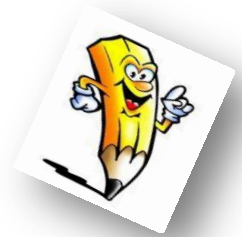
## **Coco's Dinner Time**

When Sofia got home from school, she ran into the kitchen to feed her ferocious hunger. She went directly to the pantry to grab her favorite snack. As soon as Coco heard the creaking door open, he pranced on over hoping to also have something to eat. Poor Coco wasn't fed breakfast. In the rush of the morning, Sofia had forgotten to feed the family dog.

After school all Sofia could think of was having a snack and looming with her friends to create triple singles and zippy chain bracelets. Would Sofia take the time to feed Coco?



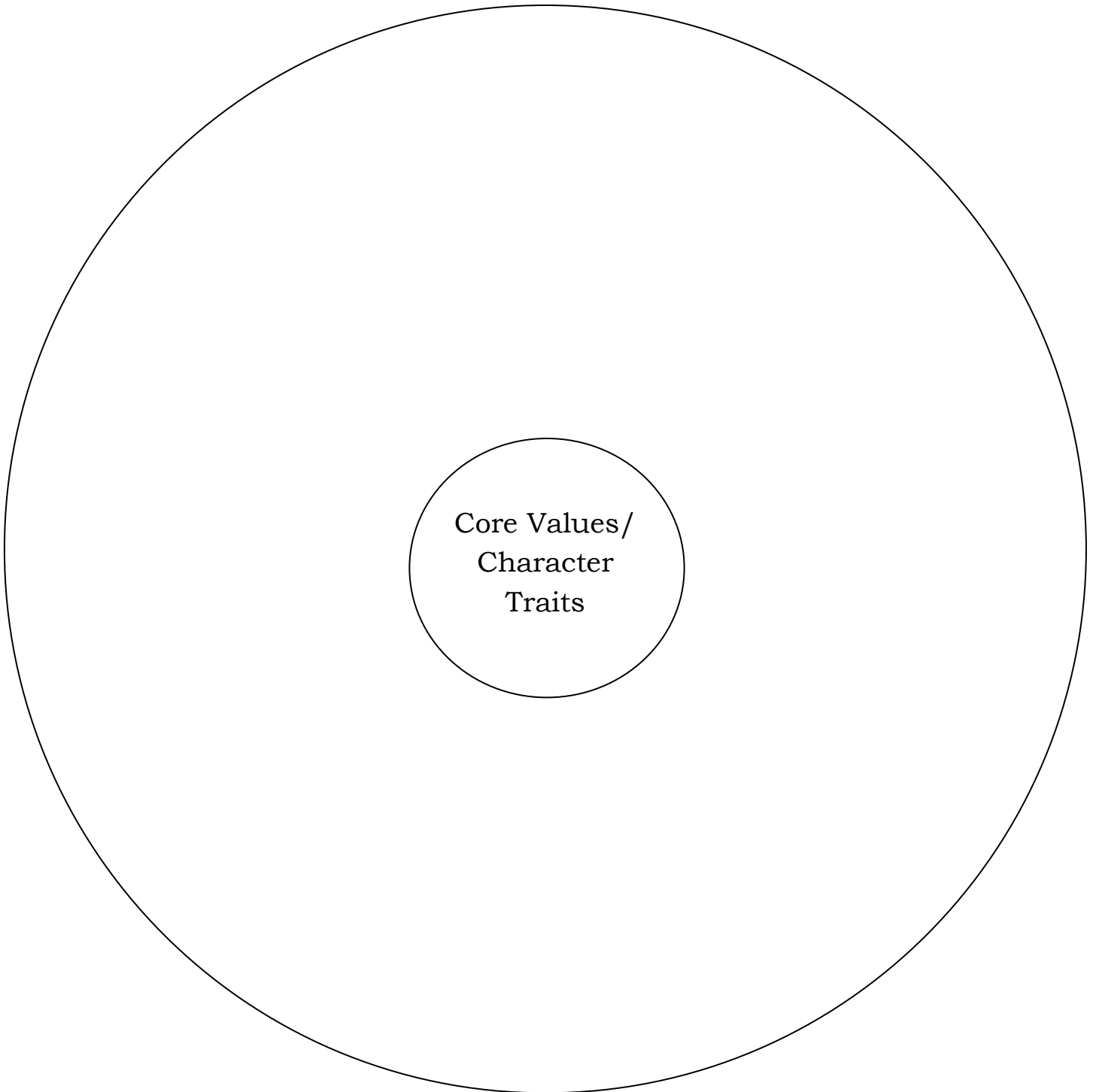
# Stop and Jot



**What do you think Sofia should do? Why?**

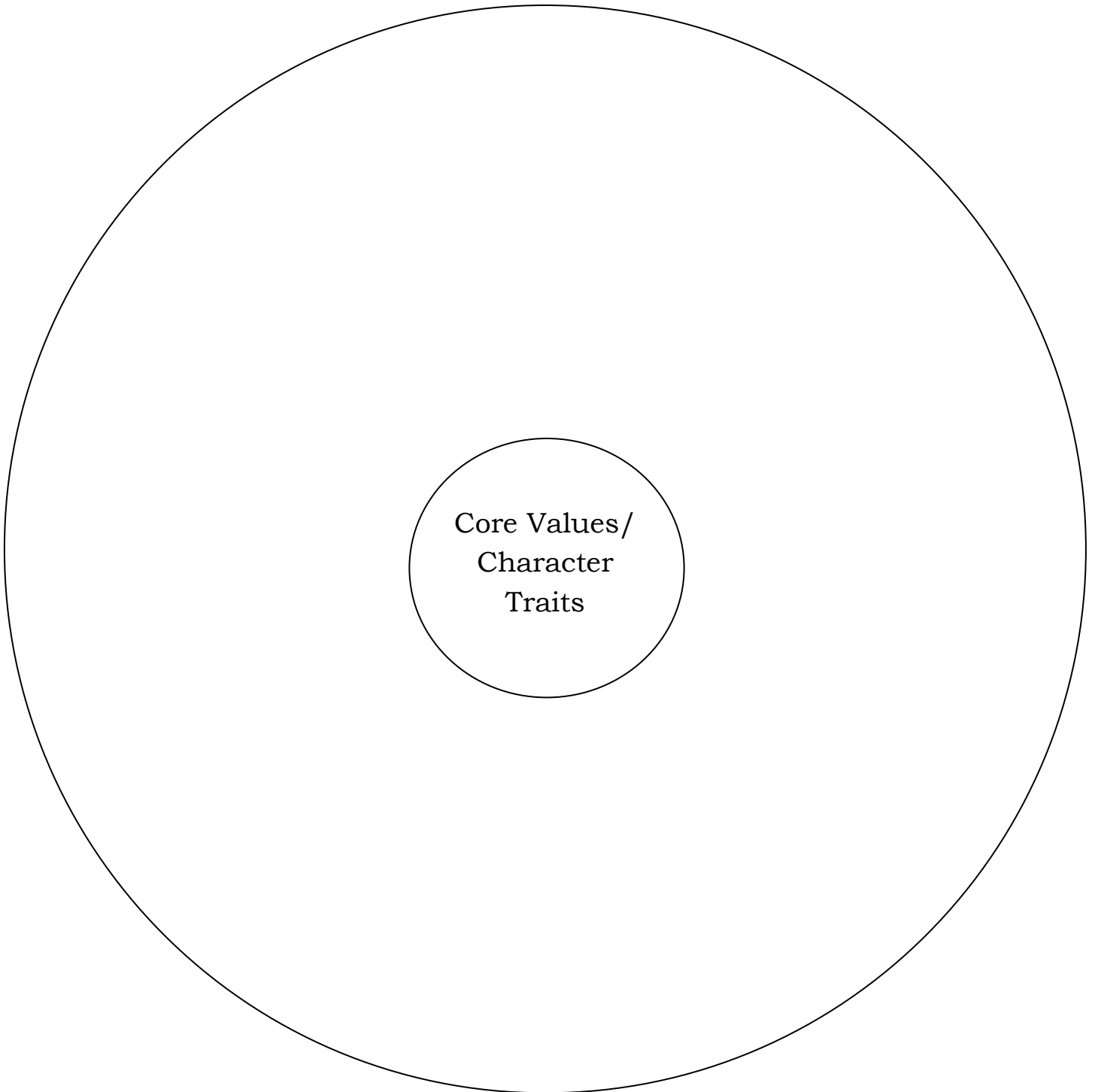
Handwriting practice lines consisting of 10 sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

# Lunchtime Find



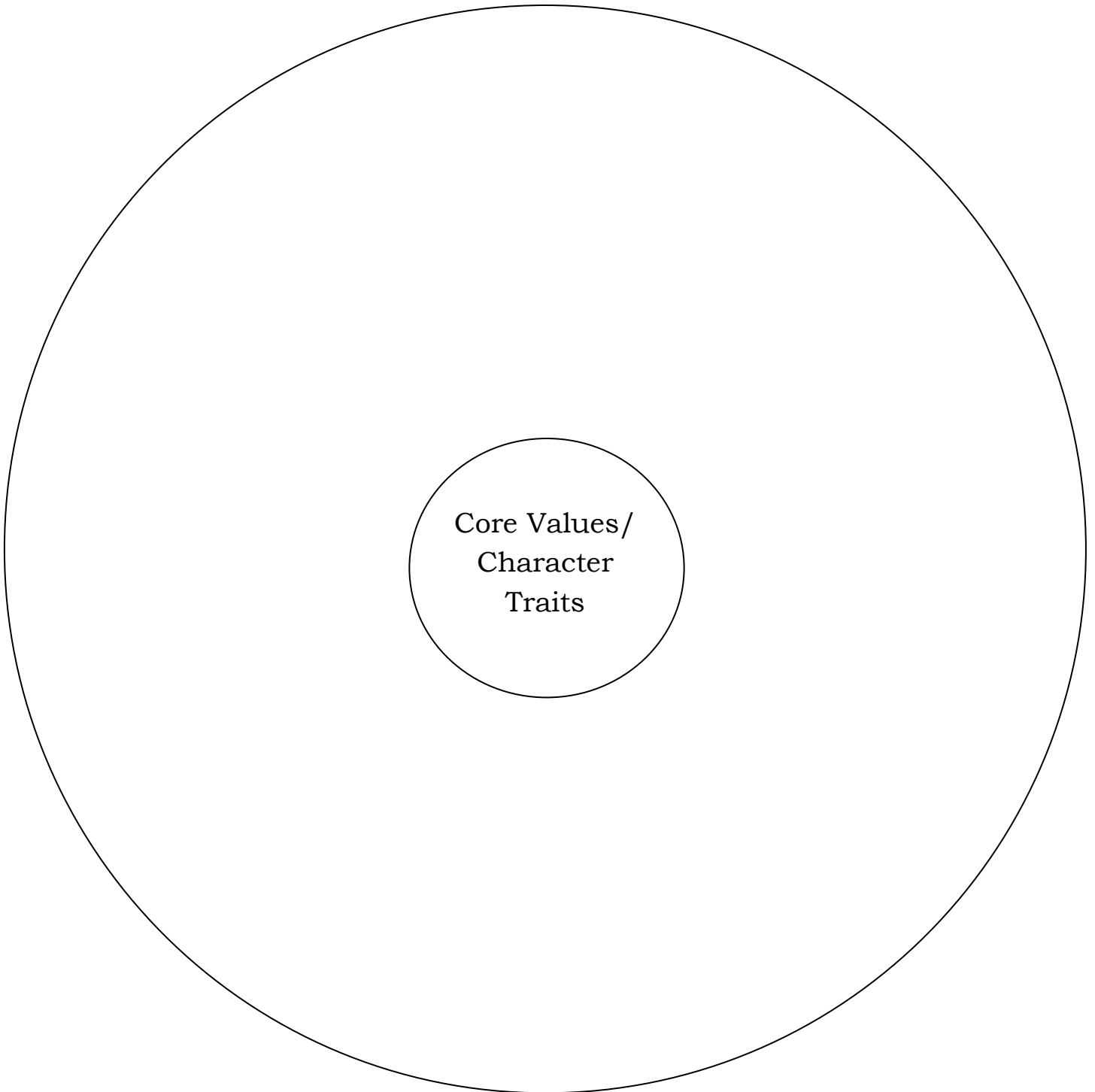
What core values/character traits does the main character need to make the right choice?

# Jumprope Fun



What core values/character traits does the main character need to make the right choice?

# Coco's Dinner Time



What core values/character traits does the main character need to make the right choice?

## 2<sup>nd</sup> Grade Unit of Study Courage

Teacher Talk

### **Lesson 2**

The purpose of this lesson is for students to discuss the answers to text dependent questions by providing evidence to support their answers.

Since students will be reading the story “The Empty Pot” several times, teachers may need to extend the pacing of the lesson and continue over more than three ELA blocks.

### **Pre-teaching considerations:**

This lesson sets the model for the following lessons. The unit is written to demonstrate a gradual release of responsibility model. The first step is “I do” (teacher modeling), followed by “We do” (guided instruction), “You do” (in groups), and finally “You do” (independently). As we move forward in the unit, you may decide that more scaffolding is necessary and may want to extend the teacher modeling and guided practice.

Possible accommodations/modifications include:

### **Interacting with the text/concept:**

- Teachers may choose to read the text aloud as the students follow along in their books.
- A copy of the Text Dependent Questions is provided for student reference.

Use the sentence starters for whole group/partner discussions following the annotation.

- ❖ I was confused by \_\_\_\_\_.
- ❖ I was surprised to read \_\_\_\_\_.
- ❖ I wonder why \_\_\_\_\_.
- ❖ I think \_\_\_\_\_.
- ❖ I agree with you and I would like to add \_\_\_\_\_.
- ❖ I also learned \_\_\_\_\_.

### **Extending Understanding:**

This is a teacher modeled lesson, guide students to the essential character traits and support them as they complete each section of the FLEE map (to be done over 3 days).

- Use the sentence starters for “Talking of the Map” cause and effect language.
- Depending on the needs of your students, you may want to save the homework (Diary entry and pages from the Student Learning Journal) for a classroom activity.
- Accommodated pages in Student Learning Journal



Cause  Effect

## Linguistic Patterns

- Because \_\_\_\_\_.
- Since \_\_\_\_\_.
- \_\_\_\_\_, consequently \_\_\_\_\_.
- \_\_\_\_\_, so \_\_\_\_\_.
- \_\_\_\_\_, therefore \_\_\_\_\_.
- \_\_\_\_\_ in order to \_\_\_\_\_.

# The Empty Pot

Text Dependent Questions (Day 1)

*Page 197-197*

1. What does the author tell us about Ping?
2. What do the Emperor and Ping have in common?
3. On page 197, reread the first sentence. What do you think the word "tended" means? Are there any synonyms that you could replace tended with to have it still make sense?

4. What caused the Emperor to need to choose a successor? What inference can you make about how many children the Emperor has?

*Page 198-199*

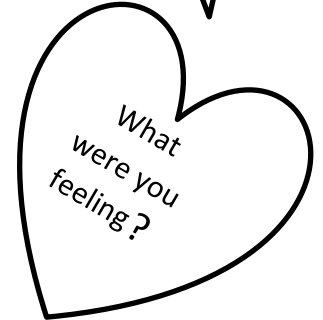
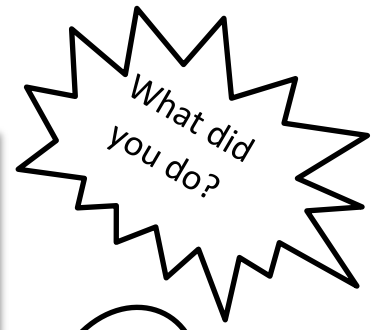
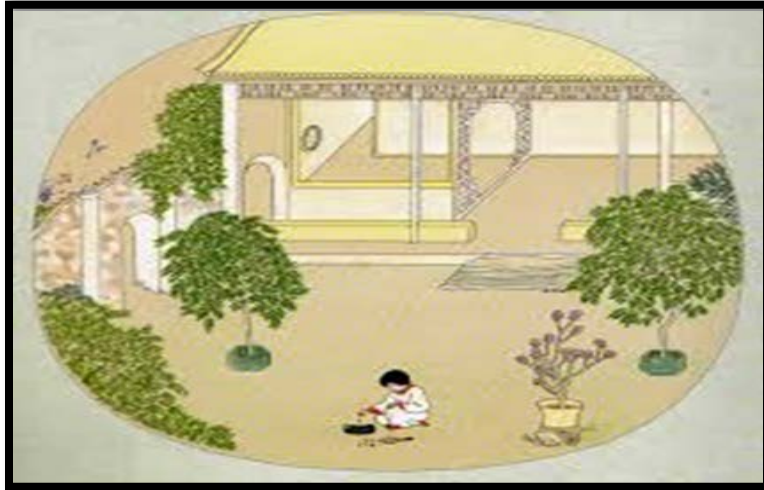
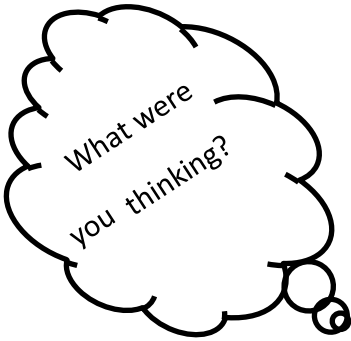
5. What three things does the Emperor say in his proclamation?

6. What do you think the Emperor meant when he said, "Whoever can show me their best in a year's time will succeed me to the throne"?

*Page 200-202*

7. What caused Ping to feel happy and sure that he could grow the most beautiful flower?
  
8. What caused Ping's mood to change by the end of page 202?
  
9. A person who is determined continues to try to do something even though it is difficult. What evidence supports that Ping was determined?

# My Diary Entry as Ping



A series of horizontal lines for writing a diary entry. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are ten such sets of lines provided for writing.

Lesson 2: Day 2

The title of this story is “The Empty Pot”. Is this a good title for the story? Explain your answer using details from the text.

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Draw a picture to support your answer.

Name 2 things that Ping does to reveal his character.

What was the most important event in the story?

The  
Empty  
Pot

What was the Emperor's opinion of Ping?

What is one thing you will always remember about Ping?

**2<sup>nd</sup> Grade Unit of Study**  
**Courage**

Teacher Talk

**Lesson 3**

The purpose of this lesson is for students to classify precise language from the text and place it on the classifying (Tree) Map. Students will also sort synonyms from weakest to strongest.

This lesson may take longer than two ELA blocks.

Possible accommodations/modifications include:

**Preparing the Learner:**

- Larger print vocabulary cards

**Extending the Understanding:**

- Font changed on vocabulary words so that they stand out from the text (homework pages).
- Depending on the needs of your students, you may want to save the homework for a classroom activity.



# Synonym Sort

snicker	stroll	glare	sprint
chuckle	jump	walk	stare
spring	leap	see	hop
jog	giggle	observe	laugh

Name \_\_\_\_\_

### Lesson 3 Day 1 Homework

#### Shades of Meaning

Read the list of words below. There are groups of three words that belong together. Find the word groups, and write them on the grid below, ranking them from mild to medium to strong.

hurry      good      hate      happy      brilliant      despise  
delighted      race      excellent      thrilled      dislike      dash

Mild	Medium	Strong
Example: big	Example: large	Example: enormous

Choose one word to complete the sentence below.

I think \_\_\_\_\_ is a stronger word because \_\_\_\_\_  
\_\_\_\_\_.

Name \_\_\_\_\_

### Lesson 3 Day 2 Homework

#### Shades of Meaning

Read the list of words below. There are groups of three words that belong together. Find the word groups, and write them on the grid below, ranking them from mild to medium to strong.

naughty      yell      cross      worst      speak      bad  
scream      mad      mischievous      worse      wicked      furious

Mild	Medium	Strong
Example: big	Example: large	Example: enormous

Choose one word to complete the sentence below.

I think \_\_\_\_\_ is a stronger word because \_\_\_\_\_  
\_\_\_\_\_.

**2<sup>nd</sup> Grade Unit of Study**  
**Courage**

Teacher Talk

**Lesson 4**

The purpose of this lesson is for students to orally discuss text dependent questions from the Cesar Chavez text citing evidence to support their answers.

This lesson may take longer than one ELA block.

Possible accommodations/modifications include:

**Preparing the Learner:**

- Inquiry charts may be done whole group with the teacher as the writer.

**Interacting with the Text:**

- Teacher may choose to read the text aloud to the students as they follow along.
- Leveled text may be used for fluency practice. It is not intended replace the complex text provided in the core unit.
- A copy of the Text Dependent Questions is provided for student reference.
- Cesar Chavez video may need to be watched and discussed several times.
- Practice using academic language by using the “Sentence Starters for Collaborative Conversations”

Use the sentence starters for whole group/partner discussions following the annotation.

- ❖ I was confused by \_\_\_\_\_.
- ❖ I was surprised to read \_\_\_\_\_.
- ❖ I wonder why \_\_\_\_\_.
- ❖ I think \_\_\_\_\_.
- ❖ I agree with you and I would like to add \_\_\_\_\_.
- ❖ I also learned \_\_\_\_\_.

**Extending Understanding:**

- Depending on the needs of your students, you may want to save the homework for a classroom activity.
- Accommodated pages in Student Learning Journal

# Cesar Chavez Text

## Text Dependent Questions

1. What is a migrant farm worker?
2. Why do you think a migrant farm worker would have to move from field to field?
3. Describe a typical day for 10 year old Cesar.
4. What character trait could be used to describe Cesar when he was 15 year old? Support your opinion with evidence from the text.

5. How could the Grape Boycott help the farmworkers?

6. What is meant by the quote near the end of the text?

*Cesar Chavez lived by his motto "Si Se Puede! or "Yes it can be done!"*



## **Cesar Chavez**

Cesar Chavez was a Mexican-American labor leader. He used non-violent ways to fight for the rights of migrant farmer workers. A migrant farm worker is a person that does farm labor. They move from farm to farm. They often lived in horrible conditions. Their work was dangerous because farmers often used poisonous sprays to get rid of the insects that ate the crops. Cesar wanted to give the migrant farm workers a better life.

### **Early Life and Education**

Cesar was born on March 31, 1927. His grandfather moved from Mexico to Arizona. Cesar was born in Arizona. His parents owned a farm and a store. His family lost their farm when Cesar was 10 years old. After that they moved to California.

When Cesar was a child he worked part-time in the fields with his family. The family moved from farm to farm. They worked in Arizona and California. Cesar started working full-time in the fields when he was in 8<sup>th</sup> grade. His father was in a car accident and Cesar needed to help support his family.

## **Career and Family**

Cesar Chavez served in the U.S. Navy during WW II. After the war he was unable to find a job. Cesar still had to be a farm worker. He was often treated unfairly because he spoke Spanish and had dark skin. Cesar married Helen Fabela in 1948. They had 8 children.

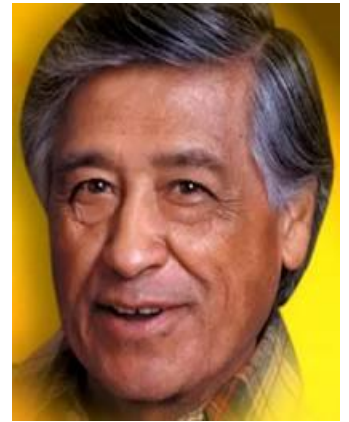
## **Accomplishments**

Cesar and his wife taught Mexican people to read. They helped them register to vote. He fought for farm workers that were mistreated. In 1962 they started the National Farm Workers Association. He was able to get people to stop buying lettuce and grapes in 1968. He did this to force farmers to give their poor farm workers better wages. He also wanted them to get medical insurance and a healthier work place without poisonous spray. Cesar Chavez lived by his motto "Si Se Puede!" or "Yes It Can Be Done!" He believed that all people should be treated equally. He died in 1993.



## **Cesar Chavez**

Cesar Chavez was a Mexican-American labor leader. He held peaceful protests. Cesar wanted equal rights of the migrant farmer worker.



A migrant farm worker is a person that works on a farm. They lived in horrible conditions. Farmers used pesticides to get rid of the insects. Their work was very dangerous. Cesar wanted to give farm workers a better life.

### **Early Life and Education**

Cesar's grandfather moved the family from Mexico to Arizona. His parents owned a farm and a store. Cesar was born on March 31, 1927. His family lost their farm. They moved to California when Cesar was 10 years old.

Cesar worked in the fields with his family. The family moved from farm to farm. They worked in Arizona and California. Cesar started to work full-time in the fields when he was in 8<sup>th</sup> grade. His father was in a car accident. Cesar needed to help support his family.

## **Career and Family**

Cesar Chavez served in the U.S. Navy during WW II. When the war ended Cesar could not find a job. He still had to work as a farm worker. He was treated unfairly because he spoke Spanish. Cesar married Helen Fabela in 1948. They had 8 children.

## **Accomplishments**

Cesar and his wife helped teach Mexican people to read. They helped them register to vote. He fought for farm workers that were treated badly. In 1962 they started the National Farm Workers Association. He got people to stop buying lettuce and grapes in 1968. They wanted to force farmers to pay their farm workers more money. He also wanted them to get medical insurance and a healthier work place. Cesar Chavez lived by his motto “Si Se Puede!” or “Yes It Can Be Done!” He believed that all people should be treated fairly. He died in 1993.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions:

Answer the following four questions based on the information in the passage.

1. What are the five main groups that make up the armed forces?

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2. According to the passage, what is a veteran?

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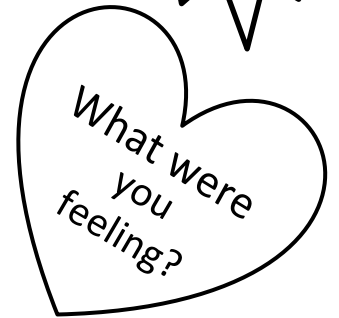
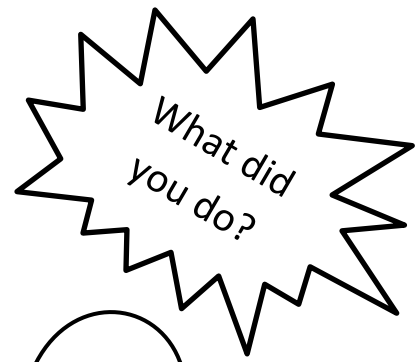
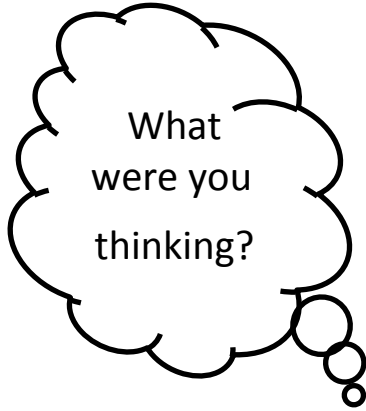
3. The passage states that "many kids have parents or other loved ones who are veterans." Why might having a parent who has served in the military be hard for a kid?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.

4. How do people honor our veterans? Cite evidence

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated multiple times.

# My Diary Entry as Cesar Chavez



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

**2<sup>nd</sup> Grade Unit of Study**  
**Courage**

Teacher Talk

**Lesson 5**

The purpose of this lesson is for students to watch a video about Cesar Chavez, complete a notetaking guide, and transfer the information to a FLEE map focusing on character traits of Cesar Chavez.

This lesson may take longer than one ELA block.

Possible accommodations/modifications include:

**Interacting with the Text:**

- Cesar Chavez video may need to be watched and discussed several times.
- Teacher may be the writer for the notetaking guide. Student can copy text from the teacher during the lesson or at any other time following the lesson.
- Accommodated notetaking guide with larger text and more writing space is provided.
- Audio recording may need to be played several times.
- Transcript of audio recording is provided for reference.
- Practice using academic language by using the “Sentence Starters for Collaborative Conversations”

Use the sentence starters for whole group/partner discussions following the annotation.

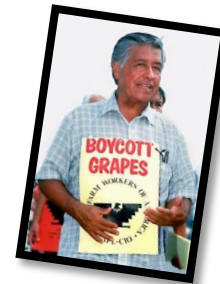
- ❖ I was confused by \_\_\_\_\_.
- ❖ I was surprised to read \_\_\_\_\_.
- ❖ I wonder why \_\_\_\_\_.
- ❖ I think \_\_\_\_\_.
- ❖ I agree with you and I would like to add \_\_\_\_\_.
- ❖ I also learned \_\_\_\_\_.

**Extending Understanding:**

- Depending on the needs of your students, you may want to save the homework (from Lesson 4) for a classroom activity.
- Accommodated pages in Student Learning Journal



# Cesar Chavez Video Note Taking Guide



Interesting Facts	Text Dependent Questions	Answers
	<p>What are some ways that people have remembered Cesar Chavez?</p>	<ul style="list-style-type: none"><li>•</li></ul>
	<p>Who was Cesar Chavez fighting for?</p> <p>Why was he fighting for them?</p>	<ul style="list-style-type: none"><li>•</li></ul>

	<p>What did Dr. King mean by the quote, “Our separate struggles are really one.”</p>	<ul style="list-style-type: none"><li>•</li></ul>
	<p>What made Cesar Chavez a hero? Cite evidence from the video or audio recording.</p>	<ul style="list-style-type: none"><li>•</li></ul>



## Transcription of Cesar Chavez Audio Recording

**Rita Chavez Medina:** Cesar was very determined. He always had plans. He always had like a goal. Even when we were little he would tell us you feed those two horses and I'll feed that cow, or you do this and I'll do that. He always had everybody assigned to do something.

**Interviewer:** Let's go back to talking about your father a little more. He was a man of a lot of principles. Do you think that Cesar got into labor organizing because of your dad? Do you think that was because of his example?

**Rita Chavez Medina:** Well, probably. Also because that what we did for a living, you know. That's how we learned how awful it is in the fields and how they treat the farmworkers. Because of the way we were treated he always used to say, "There's got to be something we can do. Somebody's got to do something for us, for the workers in the fields. Something has got to be done." He always used to say that somebody has to do something. So he knew it had to be somebody, but then I don't think he knew it was going to be

him. But it turned out to be that he was the one to do something for the farmworkers.

**Interviewer:** Now tell me a little bit about what it felt like to grow up on the ranch? What it felt like to be migrant and lose all that stuff? To have to travel.

**Rita Chavez Medina:** Aww...it was really bad...awful....really bad because we had never worked for anybody else we had never lived outside of our home. Here we came to California and we were lucky. Sometimes we got a tent, but most of the time we were living under a tree with a canvas on top of us. Sometime we lived inside the car like you see now a days. And so it was really, really sad in a way for us. After living on our own farm for so many years. Then we come to California and we were so "green" you know like they say "*verdes*". We wouldn't know what to do. We'd go work and we weren't wise to go get a basket. We would just be working all day. People would go grab a basket to hold the peas and string beans. But we didn't know, so there were days we didn't work because we didn't get a basket. So one day Cesar said, "Tomorrow I'm going to be the first one there in the morning. I'm going to get two baskets,

not only one!" So that's what he did. One day he left real early in the morning, like 4 in the morning. He was there when the baskets came and he got two baskets. So that day we made money because we had two baskets and we could work all day. But he was the one that decided. Tomorrow I going there, and when the truck comes in (because it was a big truck, it would come in with baskets), and then people would just grab baskets and then go work. He said tomorrow I'm going to be the first one to get there. I'm not only getting one, but I'm getting two! And he did!

**Interviewer:** The other thing was that the process wasn't all victories. There were setbacks too.

**Rita Chavez Medina:** There were setbacks.

**Interviewer:** In your close family...how did Cesar seem when things went badly?

**Rita Chavez Medina:** Well, he was disappointed. He said that he wouldn't give up. He would always say, "Well, we got to go on." Because he knew we could win. That we could do good for the people. He was very determined and he would never give up.

**2<sup>nd</sup> Grade Unit of Study**  
**Courage**

Teacher Talk

**Lesson 6**

The purpose of this lesson is for students to orally discuss text dependent questions and identify character traits from the Helen Keller text citing evidence to support answers.

This lesson may take longer than one ELA block.

Possible accommodations/modifications include:

**Interacting with the Text:**

- Teachers may choose to read the text aloud as the students follow along in their books.
- Leveled text may be used for fluency practice. It is not intended replace the complex text provided in the core unit.
- A copy of the Text Dependent Questions is provided for student reference.

Use the sentence starters for whole group/partner discussions following the annotation.

- ❖ I was confused by \_\_\_\_\_.
- ❖ I was surprised to read \_\_\_\_\_.
- ❖ I wonder why \_\_\_\_\_.
- ❖ I think \_\_\_\_\_.
- ❖ I agree with you and I would like to add \_\_\_\_\_.
- ❖ I also learned \_\_\_\_\_.

**Extending Understanding:**

- Depending on the needs of your students, you may want to save the homework for a classroom activity.
- Accommodated pages in Student Learning Journal

# Helen Keller Text

## Text Dependent Questions

1. What caused Helen to lose her eyesight and hearing?
2. As a young person, why was Helen referred to as a wild child?
3. Why was Anne Sullivan, her teacher, an important person in Helen's life?
4. What do you think the author means in this statement, "She affected the lives of millions"?
5. After reading about Helen Keller, how would you describe her?

## **Helen Keller**

Helen Keller went blind and deaf at a very young age. Though she had disabilities,



she was able to learn. Helen became a writer. She traveled the world. She fought for the rights of people with disabilities.

### **Early Life**

Helen was born in Alabama on June 27, 1880. When Helen was a baby she got a high fever. It caused her to lose her eyesight and hearing. Helen was unable to communicate with her family as a child. She was known as a wild child.

### **Education**

In 1887 Helen learned to use sign language. The first word Helen signed was “water”. She eventually learned to read, write, and speak. She was so smart that she went to college.

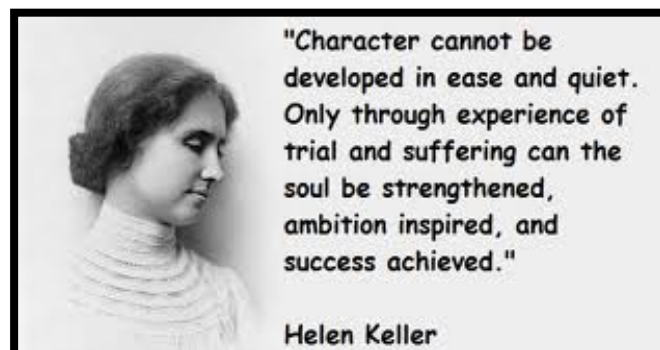
She had a person that helped her by signing what the teacher was saying. Helen graduated from college in 1904.

## **Career**

Helen wrote many books. She gave lectures around the world. Helen worked to get equal rights for people with disabilities.

## **Accomplishments**

Helen worked to improve conditions for people that are blind and deaf. Many books have been written about her. Helen died at age 87. She affected the lives of millions of people. She showed that courage and hard work can help you overcome anything. People with disabilities can still lead an amazing life.



## Helen Keller

Helen Keller was blind and deaf. She was able to learn even though she had disabilities.



Helen became a writer. She traveled the world. She fought for the rights of people with disabilities.

### Early Life

Helen was born in Alabama on June 27, 1880. Helen got a high fever when she was a baby. It made her to lose her eyesight and hearing. Helen was unable to communicate. She was called a wild child.

### Education

At 7 years old she learned sign language. The first word Helen signed was “water”. Helen learned to read, write, and speak. She was so smart that she went to college. She had a



person that helped her by signing what the teacher was saying.

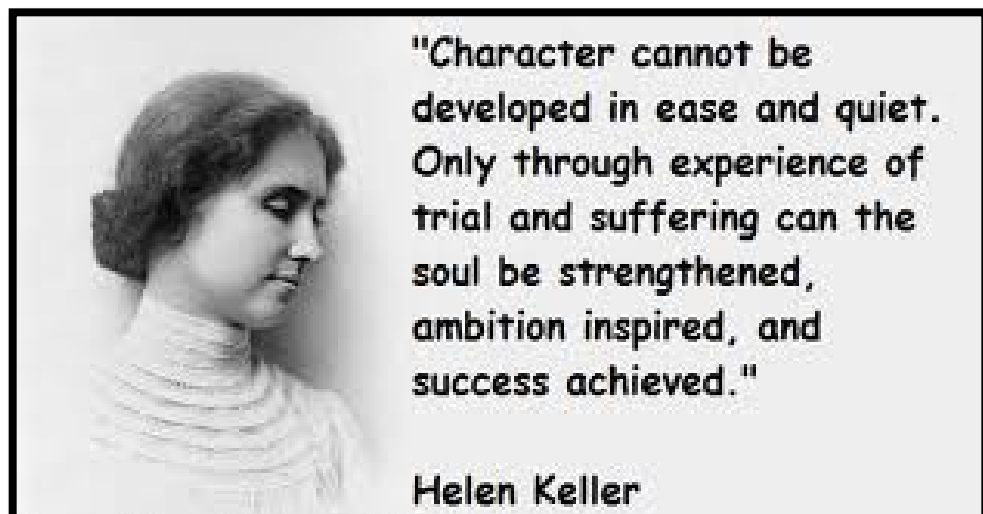
Helen graduated from college in 1904.

## Career

Helen wrote many books. She gave lectures around the world. Helen worked to get equal rights for people with disabilities.

## Accomplishments

Many books have been written about her. Helen died at age 87. She affected the lives of millions of people. Helen showed that courage and hard work can help you overcome anything. People with disabilities can still lead an amazing life.



# My Diary Entry as Helen Keller

What were you thinking?



What did you do?

What were you feeling?

Handwriting practice area with multiple sets of solid top and bottom lines and a dashed middle line.

**2<sup>nd</sup> Grade Unit of Study**  
**Courage**

Teacher Talk

**Lesson 7**

The purpose of this lesson is for students to complete a video annotation guide and discuss a group FLEE map focusing on the character traits of Helen Keller.

This lesson may take longer than two ELA blocks.

Possible accommodations/modifications include:

**Interacting with the Text:**

- Teacher may be the writer for the notetaking guide. Student can copy text from the teacher during the lesson or at any other time following the lesson.
- Accommodated notetaking guide with larger text and more writing space is provided.

Use the sentence starters for whole group/partner discussions following the annotation.

- ❖ I was confused by \_\_\_\_\_.
- ❖ I was surprised to read \_\_\_\_\_.
- ❖ I wonder why \_\_\_\_\_.
- ❖ I think \_\_\_\_\_.
- ❖ I agree with you and I would like to add \_\_\_\_\_.
- ❖ I also learned \_\_\_\_\_.

**Extending Understanding:**

- Depending on the needs of your students choose to do the FLEE map on chart paper (whole group)
- Accommodated pages in Student Learning Journal

**Helen Keller**  
**Video Notetaking Guide**

<b>Interesting Facts</b>	<b>Text Dependent Questions</b>	<b>Answers</b>
	To whom did Helen Keller dedicate her life?	●
	What caused Helen Keller to lose her eyesight and hearing?	●

	<p>Why was Anne Sullivan considered to be the most important person in Helen's life?</p>	<ul style="list-style-type: none"><li>•</li></ul>
	<p>Name two reasons why Helen pursued her education at Radcliffe College?</p>	<ul style="list-style-type: none"><li>•</li></ul>

	<p>How does she use her senses to gather information? Which sense did she use the most?</p>	<ul style="list-style-type: none"><li>●</li></ul>
	<p>Name at least two ways Helen uses her hand to get information?</p>	<ul style="list-style-type: none"><li>●</li></ul>
	<p>Why do you think it is difficult for Helen to speak?</p>	<ul style="list-style-type: none"><li>●</li></ul>

# 2nd My Opinion Flee Map - 1 Trait - Evidence Throughout the story



Genre, Title  
and author

Give your  
Opinion

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Conclusion: (connection - what I learned and how I will live my life)

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**2<sup>nd</sup> Grade Unit of Study**  
**Courage**

Teacher Talk

**Lesson 8**

The purpose of this lesson is for students to orally discuss text dependent questions from the Rosa Parks text/video citing evidence to support their answers. Students will also create a FLEE map supporting the character traits of Rosa Parks.

This lesson may take longer than one ELA block.

Possible accommodations/modifications include:

**Interacting with the Text:**

- Teacher may choose to read the text aloud to the students as they follow along.
- Leveled text may be used for fluency practice. It is not intended replace the complex text provided in the core unit.
- A copy of the Text Dependent Questions is provided for student reference.
- Rosa Parks video may need to be watched and discussed several times.
- Practice using academic language by using the “Sentence Starters for Collaborative Conversations”

Use the sentence starters for whole group/partner discussions following the annotation.

- ❖ I was confused by \_\_\_\_\_.
- ❖ I was surprised to read \_\_\_\_\_.
- ❖ I wonder why \_\_\_\_\_.
- ❖ I think \_\_\_\_\_.
- ❖ I agree with you and I would like to add \_\_\_\_\_.
- ❖ I also learned \_\_\_\_\_.

**Extending Understanding:**

- Accommodated pages in Student Learning Journal



# Rosa Parks Text

## Text Dependent Questions

1. What is a Civil Right?
2. What character trait can be used to describe Rosa when she tried to vote? Cite evidence from the video to support your opinion.
3. In the video, it says that Rosa sat in the middle section of the bus. Why was this ok?
4. What caused the bus driver to ask the African American people in the middle section to get up from their seats?

5. What does it mean to boycott? What other example of a boycott have we learned about in this unit?
  
6. When people boycotted busses, how did they get to work?
  
7. What change occurred as a result of the 13 month long boycott?

# Rosa Parks

Rosa Parks protested segregation laws in the United States. She helped to create major changes in the law.

Rosa Parks was born in Tuskegee, Alabama. She was born on February 4, 1913. Her father was a carpenter and her mother was a teacher. Rosa grew up on her grandparents' farm. She lived there with her mother and brother.

Rosa was home schooled by her mother. She started public school when she was 11 years old. Rosa had to drop out of high school to care for her sick grandmother and mother. Rosa got her high school diploma in 1933. This was after she was married.

Rosa married Raymond Parks in 1932. Rosa was a secretary. Her husband was a youth leader. Rosa and her husband did not have children.

16           On December 1, 1955, a bus driver ordered Mrs. Parks to  
17 give up her seat. He wanted Rosa to give up her seat to a white  
18 man. She was arrested because she refused. This lead to a bus  
19 boycott organized by Dr. Martin Luther King, Jr.

20           Rosa's case made it all the way to the Supreme Court. The  
21 Court ruled that segregation on busses was illegal. Rosa Parks  
22 helped change the unfair laws. She was an important leader in  
23 the civil rights movement. Rosa Parks worked with Dr. King even  
24 after the bus boycott ended.

25           Together they continued to fight for equal rights for all  
26 people of color. Rosa was awarded many honors throughout her  
27 lifetime. She is remembered as the mother of the Civil Rights  
28 movement. Rosa died in 2005 at the age of 92 years old.

## Rosa Parks

1

2 Rosa Parks wanted to change the laws in the United States.

3 One thing she helped change was the Supreme Court ruling

4 against segregation.

5 Rosa Parks was born in Tuskegee, Alabama. She was

6 born on February 4, 1913. Her father was a carpenter. Her

7 mother was a teacher. Rosa grew up on her grandparents'

8 farm. She lived there with her mother and brother.

9 Rosa was home schooled by her mother. She went

10 public school when she was 11 years old. Rosa had to drop

11 out of high school. She needed to take care of her sick

12 grandmother and mother. Rosa got her high school diploma

13 in 1933. This was after she was married.

14 Rosa married Raymond Parks in 1932. Rosa was a  
15 secretary. Her husband was a youth leader. Rosa and her  
16 husband did not have children.

17 On December 1, 1955, a bus driver ordered Mrs. Parks  
18 to give up her seat. He wanted Rosa to give it to a white man.  
19 She was arrested because she refused to move. Dr. Martin  
20 Luther King, Jr. organized a bus boycott.

21 Rosa worked with Dr. King to fight for equal rights.  
22 They wanted to help people of color. Rosa Parks helped to  
23 change the unfair laws. She was an important leader in the  
24 civil rights movement. Rosa was given many awards during  
25 her lifetime. Rosa was a very brave woman. She died in 2005  
26 at the age of 92 years old.

## Summary of Rosa Parks Video

**Summary:** Rosa and her family moved to Montgomery, Alabama. It was there that Rosa learned about segregation. During that time, black people had to sit in the back of the bus and drink from different water fountains labeled “colored”. However, there were many people, both black and white, who fought for Civil Rights. Civil Rights are rights that go with being a citizen. Like equal protection and respect under the law, and the right to vote.

**Summary:** It was difficult, and dangerous, for African American people to vote in the South. Even though it was difficult, Rosa Parks tried several times to register to vote. The first and second times she took the test she did not pass. Finally, she took the test for a third time and passed.

**Summary:** Rosa learned about the NAACP from her husband. He was the first Civil Rights activist Rosa had ever met. One of the goals was to end segregation. Things were beginning to change in the country.

Rosa paid the bus fare and took a seat in the middle of the bus. That was OK, since there weren't any white people waiting to occupy the seats.

Then a white man got on the bus. The bus driver asked Rosa and the other black passengers seated near her to give up their seat. Back then there was a bus law that said black people had to sit in the back of the bus. Rosa was tired of giving in and being mistreated, so she refused to give up her seat.

Eventually Rosa was arrested and taken to jail. Her arrest helped the NAACP challenge the bus laws.

**Summary:** The NAACP called for all black people to stop riding the buses, to show support for Rosa Parks during the trial. She was found guilty of not obeying the bus laws, but outside the boycott was successful. The busses were empty.

That night Martin Luther King, Jr. helped the people form the Montgomery Improvement Association. The Association voted to continue the bus boycott, if the city council did not change the segregated bus laws.

The city didn't change the laws, so the boycott continued for the next thirteen months. Instead the city council voted to enforce an old law that made bus boycotts illegal, so Martin Luther King and Rosa Parks were arrested.

**Summary:** Soon there were bus boycotts in cities all over the South. Rosa's case went all the way to the Supreme Court. The Supreme Court decided that the bus law was unconstitutional or illegal. Segregated busses became a thing of the past.

Nine years later President Johnson signed the Civil Rights Act of 1964. It made segregation in all public places illegal everywhere in America. It was now illegal to discriminate or show prejudice against anyone because of race, color, religion, Nationality, or gender. Prejudice is a negative attitude towards an entire group of people. Rosa Parks is remembered as the mother of the modern Civil Rights Movement.



**Rosa Parks**  
**Video Notetaking Guide**

<b>Interesting Facts</b>	<b>Text Dependent Questions</b>	<b>Answers</b>
	What is a civil right?	
	What character trait can be used to describe Rosa when she tried to vote? Cite evidence from the video to support your opinion.	

	<p>In the video it says that Rosa sat in the middle section of the bus. Why was that ok?</p>	
	<p>What caused the bus driver to ask the African American people in the middle section to get up from their seats?</p>	

	<p>What does it mean to boycott? What other example of a boycott have we learned about in this unit?</p>	
	<p>How did people get to work when they boycotted the busses?</p>	
	<p>What changed as a result of the 13-month boycott?</p>	

**2<sup>nd</sup> Grade Unit of Study**  
**Courage**

Teacher Talk

**Lesson 9**

The purpose of this lesson is for students to evaluate the reliability of sources used and to create a FLEE map focusing on character traits of Rosa Parks.

This lesson may take longer than one ELA block.

Possible accommodations/modifications include:

**Interacting with the Text:**

- Rosa Parks (primary source) video may need to be watched and discussed several times.
- Transcript of audio recording is provided for reference.
- Practice using academic language by using the “Sentence Starters for Collaborative Conversations”

Use the sentence starters for whole group/partner discussions following the annotation.

- ❖ I was confused by \_\_\_\_\_.
- ❖ I was surprised to read \_\_\_\_\_.
- ❖ I wonder why \_\_\_\_\_.
- ❖ I think \_\_\_\_\_.
- ❖ I agree with you and I would like to add \_\_\_\_\_.
- ❖ I also learned \_\_\_\_\_.

**Extending Understanding:**

- The teacher may want to be the writer for the FLEE map and students can copy along with the teacher or at a later time.
- Accommodated pages in Student Learning Journal

Rosa Parks:

“I was arrested on December 1st, 1955 for refusing to stand up on the orders of the bus driver, after the white seats had been occupied in the front. And of course, I was not in the front of the bus as many people have written and spoken that I was -- that I got on the bus and took the front seat, but I did not. I took a seat that was just back of where the white people were sitting, in fact, the last seat. A man was next to the window, and I took an aisle seat and there were two women across. We went on undisturbed until about the second or third stop when some white people boarded the bus and left one man standing. And when the

driver noticed him standing, he told us to stand up and let him have those seats. He referred to them as front seats. And when the other three people -- after some hesitancy -- stood up, he wanted to know if I was going to stand up, and I told him I was not. And he told me he would have me arrested. And I told him he may do that. And of course, he did.”





# 2 My Opinion Flee Map - 1 Trait - Evidence Throughout the story



Genre, Title  
and author

Give your  
Opinion

Large empty rectangular box for writing the genre, title, author, and opinion.

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\_\_\_\_\_

Empty rectangular box for evidence.

Empty rectangular box for evidence.

Empty rectangular box for evidence.

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Conclusion: (connection - what I learned and how I will live my life)

Large empty rectangular box for writing the conclusion.



**2<sup>nd</sup> Grade Unit of Study**  
**Courage**

Teacher Talk

**Lesson 10**

The purpose of this lesson is for students to write an opinion paragraph supported with evidence from the text. Student need to convince the City Hall that Rosa Parks should be given a statue. Students will need to describe Rosa’s character traits and provide evidence to support their answers.

This lesson may take longer than one ELA block.

Possible accommodations/modifications include:

**Preparing the Learner:**

- Revisit the Inquiry Charts from Lesson 4, this activity may be done whole group with the teacher as the writer.

**Extending Understanding:**

- Depending on the needs of your students, you may want to do this as a teacher supported activity.