ACADEMIC ENGLISH MASTERY PROGRAM

Grade 2

Using Complex Texts to Develop Language

TOO MANY TAMALES
By Gary Soto
Lesson Plan

October 2016

Designed by:
Jeny Vasquez

2nd Grade MELD Close Reading
(5+ Days)

Overview: This series of MELD Lessons are intended for 45 minutes – 1 hour, for five (5) days. Please adjust the time and/or number of days according to the needs of your students. You may also speed up or slow down per the needs of your students.

Title: Too Many Tamales by Gary Soto	Lexile 670

California State Standards	
	RL.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
	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.
	RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
	SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.2.3A Compare formal and informal uses of English
	L.2.4A Use sentence-level context as a clue to the meaning of a word or phrase
	L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*)

MELD OBJECTIVES	
	Students will be able to closely read and/or have read to them, a complex text and
	1. Ask and answer questions to demonstrate understanding of a text using text evidence.
	2. Describe the overall structure of the story, including describing problem and solution.
	3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 2 topics and texts to produce complex oral output using the Constructive Conversation skills of CREATE, CLARIFY, FORTIFY, and Negotiate as well as begin to build on others' ideas and expressing their own clearly.
	4. Students will compare home language and standard English.
	5. Write an informative piece using evidence from both texts/sources.

Depth of Knowledge Level	
	DOK 1- Recall, recognize, or locate basic facts, details, events, or ideas explicit in text
	DOK 1- Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept
	DOK 2 Reading- Use context to identify the meaning of words/phrases
	DOK 2 Reading- Categorize/compare literary elements, terms, facts, details, events

	DOK 3 Reading- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) DOK 3 Reading- Identify/make inferences about explicit or implicit themes DOK 3 Writing- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) DOK 4 Writing – Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes
Essential Question	When you do something wrong is being truthful(honest) the best choice?
Access Strategies	Instructional Conversations, Advanced Graphic Organizer, Making Cultural Connections, Cooperative and Communal Learning, Academic Language Development
Protocols	Silent Appointment, Pick-a-Stick, Give one-Get one, Think-Pair-Share, Numbered Heads Together, Bottoms Up, Heads Together, Roll 'Em, Shout Out
Materials	*Book – Too Many Tamales *Read-Aloud Video- Too Many Tamales https://youtu.be/0rH07LmKXM0 *Video – No More Lying https://youtu.be/4U3ED-iG2Uw *Chart paper *4-Fold Chart Paper *Close Reading Process Chart *Vocabulary Pictures (Resources) *Contrastive Analysis Examples from the text (Resources)
Key Vocabulary	truthful, tamales, kneading, masa, sobbed, confess, batch, shock
Contrastive Analysis	*The contrastive analysis lesson included is a step by step to guide students to effectively use the scientific method with contrastive analysis.* **It should be done over the course of four to five 15-20 minute lessons and not in one day.**
Culminating Task	**Prompt:** It is a good idea to be truthful when you have done something wrong. Write whether you agree or disagree with this statement and support your writing with evidence from both texts/sources. Review informative criteria and rubric with the students and remind them that they can use the class four-fold paper, class Personal Thesaurus, and vocabulary pictures to help them as they write.

2nd Grade MELD Close Reading
(5+ Days)

Overview: This series of MELD Lessons are intended for 45 minutes – 1 hour, for five (5) days. Please adjust the time and/or number of days according to the needs of your students. You may also speed up or slow down per the needs of your students.

Title: Too Many Tamales by Gary Soto   Lexile 670

1st Read	Focus: Read the story for flow and enjoyment!
The protocol Call and Response used throughout all reads.	1. Jiggy Opening – Stand Up If You…
	2. Students will stand up for each of the following statements:
	a. If you celebrate Christmas?
	b. If you celebrate Hanukah?
	c. If you celebrate Kwanzaa?
	d. If you eat tamales?
	e. If you eat latkes?
	f. If you eat collard greens?
	3. Ask the students to Think-Pair-Share, what they do during their winter cultural celebration with their elbow partner.
	4. Say, "We are going to engage in a reading of the book called "Too Many Tamales" by Gary Soto and it tells us a story that happened during one of the winter cultural celebrations, Christmas!
	5. Go over today's learning objectives.
	6. Read the story in its entirety for flow
	7. *Note: If you have not taught the protocols used in this 5+ days lesson plan, please teach them individually before the first read.
2nd Read	Focus: Annotating and Vocabulary
	1. Go over today's learning objectives.
	2. Using chart paper, create and label each section:
	3. Read aloud the story as the students share out questions and you annotate their questions in the four-fold.
	4. After the read aloud, use the protocols, Silent Appointment and Give One-Get One, to have the students share out a favorite part.
	5. Use the protocol, Call and Response, to bring the students back to their seats. (When I say "welcome", you say "back")
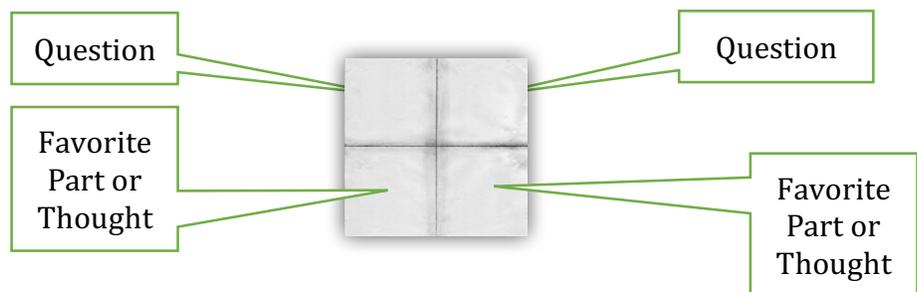
6. You can use the protocol, Roll "Em or Pick a Stick to have students share out whole group their or their partner's favorite part and add to the four fold.
7. Personal Thesaurus: truthful, sob(sobbed), shock(shocked)
8. Guide the students in a discussion of the word 'truthful'. Ask the following questions:
    a. What examples of 'truthful' were in the story?
    b. Were any of the other characters 'truthful'?
    c. Where would we add those words/phrases in our Personal Thesaurus?
9. Link 'truthful' to the word 'honest' as the students' known word and add it to the class Personal Thesaurus poster. Place a star next to 'truthful' to show that it was a word that was taught whole group.
10.   Follow the same procedure for sob and shock.
11.   Tell the students that they will now make a Text-to-Self Connection and they will share with their partner the following:
    a. Which character do you identify with, are most like, in the story? Why?
    b. Character choices are:
        i. Maria
        ii. Maria's mom
        iii. Cousins
12.   Students will write a quick write based on the Text-to-Self Connection they made. Use a sentence starter to support the writing if needed: "I am most like _____ because _____." Ask the students to give at least 3 reasons. They can draw a picture of the character they chose.
13.   Close the today's lesson with a review of today's learning objectives.
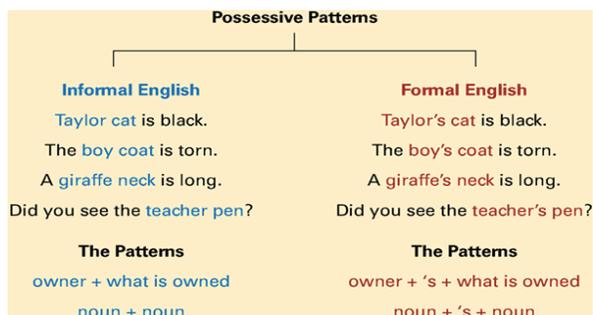
| Contrastive Analysis

Note
This contrastive analysis lesson is step by step to guide students to effectively use the scientific method with contrastive analysis. It should be done over the course of four to five 15-20 minute lessons during your MELD time. | Focus: Contrastive Analysis (Based on Text-to-Self Connection sentence lifting)
1. Follow this Contrastive Analysis model to prepare for the lesson for this day.
   i. <u>Collect the data</u> – *Sentences lifted from the students' Text-to-Self connection writing (2nd Read).*
   ii. <u>Examine the data, seeking the pattern</u> – *Using your Common Rules List, identify the patterns being used by the students in their home language.*
   iii. <u>Describe the pattern</u> – *Once a pattern has been identified, it needs to be described for the home language and for Standard English. See chart below.*
   iv. <u>Test and refine description of the pattern</u> |

Students may not need as much prompting and guidance if they have been exposed to contrastive analysis lessons in the past

Example of Sentence Lifting Chart from Mrs. Sword's Elementary Classroom:

Possessive Patterns

Informal English	Formal English
Taylor cat is black.	Taylor's cat is black.
The boy coat is torn.	The boy's coat is torn.
A giraffe neck is long.	A giraffe's neck is long.
Did you see the teacher pen?	Did you see the teacher's pen?
The Patterns	**The Patterns**
owner + what is owned	owner + 's + what is owned
noun + noun	noun + 's + noun

1. Objective: Showing possessive in both Home Language and Standard English.
2. Prepare your chart beforehand with the Home Language sentences that were lifted from your students' Self-to-Text writing or other writing sample. Underline the part of the sentence you will want the children to focus on, in this case, possessive marker.
3. Say, "We are going to learn about possessive marker today! We will identify the pattern in some of our sentences, thank you to those students who gave me permission to lift and share their sentences. Then, we will learn/practice code-switching from Home Language to Standard English! Possessive – what does that word mean?" If children are unable to answer, explain that the word possessive refers to ownership. You can also prompt discussion by using the word in a sentence. You might say, "My possessions include a car, a coffee mug, and the shoes I am wearing. What do you think the word possession might mean?"
4. Once a student has defined "possession" as something that someone or something owns, the students can give examples of things they own. Use the protocol, Raise a Righteous Hand, to have students share out.
5. Display the chart/pocket chart and ask the students to pay close attention to the underlined words.
6. Have students read each sentence aloud on the home language side first. Ask, "Do you know that these sentences show possession?"
7. Ask, "How do you know that _____ and _____ show possession?" Use Think-Pair-Share and Pick a Stick to have students share out. Students should be able to find the pattern in the home language sentences. As an example from Sword's chart above, we can say, "In Taylor Cat and The boy coat, the cat belongs to Taylor and the coat belongs to the boy."
8. Say, "So we can say that Taylor is the 'owner' of the cat, the cat becomes what is 'owned'. Let's write that pattern at the bottom of our chart under Home Language, 'owner' + 'owned'." **Note** *Students*

may not need this much prompting to identify the pattern if they have been exposed to contrastive analysis lessons in the past.

9. Guide the students to test the hypothesis, 'owner' + 'owned', with each Home Language sentence. For each sentence ask, "Does the sentence fit our pattern? How?"

10.   Say, "_____ is the owner, and he/she owns the _____, and the two words sit side by side." Follow this procedure for each sentence on the Home Language side of the chart.

11.   Say, "Now let's look at the Standard English side!" Follow the same procedure:

    a. Read the sentences aloud. Have students focus their attention to the underlined text.

    b. Ask, "Do you know that these sentences show possession?"

    c. Ask, "How do you know that _____ and _____ show possession?" Use Think-Pair-Share and Pick a Stick to have students share out. Students should be able to find the pattern in the Standard English sentences.

    d. Write the identified pattern at the bottom of the chart, 'owner' + 's + 'owned'.

    e. Have students carefully test the pattern with each sentence on the Standard English side of the chart. Help the students track the pattern by pointing to and naming the pattern as you go, for example, say, "Taylor is the **owner**, **'s** tells me she owns something, cat is the **owned**."

12.   Congratulate the students in finding the pattern for both Home Language and Standard English!

13.   Give students a chance to orally practice the rules/patterns they discovered in the contrastive analysis chart. You may have them create sentences to practice both Home Language and Standard English as this will heighten their awareness and command of the pattern so they can better choose the pattern to fit the setting *(Wheeler, p. 84)*. You can use a T-Chart similar to the one below:

Owner	Owned
Dad	hat
dog	fur
Mrs. Vasquez	purse

Students can then write some sentences on their own.

14.   Using the text, *Too Many Tamales*, students can then identify examples of possessive marker in the text. See Resources for a list of examples from the text and page numbers.

	15. Students may now revise their Text-to-Self Connection writing using their new learning. Review objectives for today.
3rd Read of Story	Focus: Text-Dependent Questions 1. Go over today's learning objectives. 2. Using the Think-Pair-Share protocol, ask the students, "On pages 2-3, how is Maria acting grown-up? Give me evidence from the text please." *("She was acting grown-up now, helping her mother make tamales." Or "She felt grown-up wearing her mother's apron. Her mom had even let her wear lipstick and perfume.")* 3. Using the protocol, Numbered Heads Together, ask the students, "On page 3, what does 'kneaded' mean? What is she kneading? How do you know?" *(Students should infer from the pictures that 'kneaded' means to work dough with your hands.)* 4. Use Roll 'Em or Pick a Stick to have students share out whole group. 5. Using the protocol, Numbered Heads Together, ask the students, "How does the illustrator illustrate what Maria is feeling?" Support with evidence from the text. 6. Use Roll 'Em or Pick a Stick to have students share out whole group. 7. Using the student numbers from the protocol Roll'Em, have all the 1's work together, all the 2', etc. and ask the students, "What is Maria's problem?" *(Maria lost her mother's ring.)* 8. Use Roll "Em or Pick a Stick to have students share out whole group. Chart the responses using a T-chart for problem and solution. 9. Using the protocol, Numbered Heads Together, ask the students, "How can Maria solve her problem?" *(She could tell her mother., She could try and find the ring., She could say nothing at all.)* 10. Using the question in #9, guide the students to use their Constructive Conversation Skill, Fortify, to support their ideas and use evidence from the text as they respond to this question. 11. Use Roll "Em or Pick a Stick to have students share out whole group. Chart the responses using a T-chart for problem and solution. 12. Review the learning objectives for this 3rd read.
1st & 2nd Viewing	Focus: Text Structure: Problem and Solution 1. Go over today's learning objectives. 2. Play the video "No More Lying" once through for flow. 3. Now bring out the T-Chart that was created for Problem/Solution for "Too Many Tamales". Create a new T-Chart for Problem/Solution for the video "No More Lying". 4. Ask the students to Think-Pair-Share one or more problems that Goo-Goo had in the video.

	5. Use Roll "Em or Pick a Stick to have students share out whole group.
	6. Using the protocol, Bottoms Up, Heads Together, ask the students to share the solutions to the problems stated on the T-Chart. Give each group a problem from the chart to discuss.
	7. Monitor the groups so that all the students are working on only the solution to the problem they were given.
	8. Use Roll 'Em and this time, have all the #3s in each group share out the solutions as you chart on the T-Chart their solutions.
	9. Review the learning objectives and the essential question.
Culminating Task - Writing	Focus: Writing
	1. Go over today's learning objectives.
	2. Let the students know that today they will get to demonstrate all that they have learned throughout the close reading and viewing of "Too Many Tamales" and "No More Lying".
	3. Have students engage in Constructive Conversation skills to orally answer the writing prompt with their partner. Have the students Create ideas about being truthful when you do something wrong. Clarify each other's idea, Fortify their idea with evidence from the text and/or video, and finally, negotiate their ideas and evidence with each other.
	4. **Prompt:** It is a good idea to be truthful when you have done something wrong. Do you agree or disagree with this statement? Support your writing with evidence from both texts/sources.
	Review the informative criteria and rubric you have been using with the students and remind them that they can use the class four-fold paper, class Personal Thesaurus, vocabulary pictures, and any other resources used during the lesson to help them as they write.