

Lesson Guidance #13	
Grade	4
Unit	2
Selected Text(s)	I Can Make This Promise Chapters 18-19 (TDA)
Duration	Approximately 2 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will interpret the meaning of the Gum Wall and how it represents a time when Edie felt unseen/unwanted by her best friend.

CCSS Alignment

[CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

[CCSS.ELA-LITERACY.RI.4.9](#)

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

[CCSS.ELA-LITERACY.W.4.4](#)

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.4.5](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

[CCSS.ELA-LITERACY.W.4.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.SL.4.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*,



	building on others' ideas and expressing their own clearly.
 WIDA Alignment	ELD-LA.4-5.Argue.Expressive Construct language arts arguments that logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through a summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)
End of lesson task <i>Formative assessment</i>	In the text, the author uses the gum wall to symbolize feeling unseen and unwanted. Write an essay explaining the symbolism of the gum wall as it relates to Edie's relationship with her friends. Cite evidence from the text to support your response. Writing a TDA Style Prompt TDA Anatomy
Knowledge Check <i>What do students need to know in order to access the text?</i>	Background knowledge • Pike Place Market • Gum Wall • Seattle Space Needle (website) or Space Needle (EPIC book) Key concepts (<i>domain specific terms to analyze the text</i>) • Inference • Flashback • Figurative Language (onomatopoeia) • Symbolism Vocabulary Words / <i>Note: Some words found in the text have multiple meanings (homonyms) and may be used in different parts of speech, e.g. noun, adjective, verb, etc.</i> • Empathy - the ability to understand and share the feelings of another • Pummeling - rain blows; beating or pounding; criticizing adversely • Pointillist - an artist that paints using tiny dots of various pure colors, which become blended in the viewer's eye (noun or adjective) • Sheathed - encase (something) in a close-fitting or protective covering  ELD Instructional Practices for Vocabulary: • "Vocabulary instruction is throughout the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include illustrations/gifs/photographs. Utilizing hand signals when targeted vocabulary is heard, cements learning, • Effective vocabulary instruction for ELs includes: ○ (1) "multiple exposures to target words over several days and across reading, writing, and speaking opportunities" with a variety of instructional activities, ○ (2) "student-friendly" definitions ○ (3) ensuring students can use the terms for "communication and future learning." (Baker, Lesaux, et al) ○ (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,

- (5) pointing out cross-language similarities (e.g., cognates),
- (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#), [Frayer Model](#), or [Vocabulary In Context](#) (see [example](#)) activity to increase understanding.

Core Instruction

Text-centered questions and ways students will engage with the text

Essential Question: Why might a person choose to accept or reject the advice and what consequences might that decision have?

Opening Activity:

Give students the following directions: “I’m going to show you two pieces of artwork ([Gum Wall](#) and [The Pont des Arts](#)). I’m also going to give you two post-its. On these two post-its, I want you to jot down 2-3 things you notice about the pieces of art and 2-3 things you are wondering about. We will then post-its on the class notice & wonder chart. [All answers are welcome. Ensure students have the opportunity to participate. Following this opening activity, inform scholars that in today’s chapters, we will learn about what happens when Edie goes to The Gum Wall with Amelia.]

Content Knowledge:

Students should be familiar with where Seattle is on the map and discuss the Seattle Space Needle. Pre-teach the word empathy and discuss what it means and how someone can show empathy.

[ELD Scaffolds](#)

Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading:

Chapters 18-19

Read either text out loud to or with students, pausing to track understanding of the following questions:

CHAPTER 18 DISCUSSION QUESTIONS

1. What happened in the past that caused the issue between Edie and Libby? What details support your thinking?
2. When Libby and Amelia are talking about living in Seattle vs. moving somewhere else, why doesn’t Edie join the conversation?
3. When Libby says, “Do you ever talk”, to Edie, what can you infer about how Libby feels about Edie?
4. Amelia’s mom gives everyone a stick of gum. What can you infer about Edie chewing gum?
5. What do our characters think about the Gum Wall? How do you know?
6. Why does Edie feel like her best friend Amelia is pulling away?

CHAPTER 19 DISCUSSION QUESTIONS

1. What does it mean to be the “butt of a bad joke”? What can we infer about how Edie feels?
2. When has Edie experienced and/or felt like she was being the “butt of a bad joke” before?
3. Why does Amelia respond the way she does to Edie struggling to eat the macaroni and cheese? What impact might her mom having scolded her about her attitude towards Edie have on their friendship?

Teach the definition of the remaining vocabulary words as they appear in the text, ensuring students



understand how the author's use of the words helps support the overall purpose of the chapter.

Small Group Reading Instruction:

Activity 1: Butt of a Bad Joke

Reread Ch. 19 of the text. What are the two events that Edie described as being/feeling like the butt of a bad joke? How were these two events similar? How were they different? Use evidence from the text to describe these two events. Use formative classroom data to strategically support students and groups with this skill.

Activity 2: Gum Wall

Read the [website blurb](#) or [Gum Wall Article](#) about the Gum Wall and the photographs. What information do you learn about the Gum Wall? Students are tasked with writing about the Gum Wall, using either the website blurb or the article and pages 129-131 of the text, of the Gum Wall. Use formative classroom data to strategically support students and groups with this skill. Teachers may have scholars read their responses to build a class response about the Gum Wall.

Formative Assessment:

In the text, the author uses the gum wall to symbolize feeling unseen and unwanted. Write an essay explaining the symbolism of the gum wall as it relates to Edie's relationship with her friends. Cite evidence from the text to support your response.

Writing a TDA Style Prompt

TDA Anatomy

Opinion Writing:

In preparation for the performance task, the teacher may need to do daily modeling and independent writing practice with students to teach the components of opinion writing that students will be expected to demonstrate on their Unit Performance Task.

The teacher could use a mentor text to model an example of opinion writing and how the components fit together to express a specific opinion.

1. Teachers should monitor students while they continue working on their rough drafts. Teachers should provide scaffolded supports, and modeling as needed.
2. For editing, the teacher may decide to do peer conferencing or teacher/student conferencing.
3. Ensure students get feedback on their writing so that corrections, changes, and additions can be made.

*Encourage students to use writing signal words listed [HERE](#).

Task: In our text, Edie is asked by Amelia to not judge the person first, but rather give her a chance. In your opinion, should an individual follow Amelia's advice? Write an opinion/persuasive essay where you explore your opinion about this advice and how you would persuade a close friend to follow this advice.

Independent Writing/Student Practice:

Scholars should be provided time to practice the daily skill. The teacher could pull a small writing group and/or navigate the classroom and provide one-on-one support to students.

For today's skill:

1. Provide scholars with the opportunity to work on their rough drafts of their opinion writing referring back to their [graphic organizer](#).
2. Once students have finished their rough drafts, the teacher will decide on how editing will take place. Editing may take place through tomorrow's lesson.

Optional Extension Activity:

1. Create an infographic for either the Gum Wall or the Space Needle.

2. Edie states in the text that Libby “hates her”. Edie’s feeling of being unwanted by Amelia influences this feeling. Do you believe this to be true? Write an opinion essay using evidence from the text to support your opinion.

Fluency, Comprehension, and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence Possible Sentence: “Amelia’s face turns a bright, angry red from her mother’s scolding.” (Chapter 19, page 137)
Writing	Pattan Writing Scope and Sequence  Argumentative Student Language Support Sheet(ELD)

Additional Supports	
 ELD Practices	• English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD) • Informational Student Language Support Sheet(ELD)
SpEd Practice	• Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's needs may include: support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc) • At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre-teach Tier 2 vocabulary in order to help students gain a deep knowledge of the academic vocabulary used in the text. Vocabulary lesson plan template. Click here. The student will use the completed template as an ongoing vocabulary log for reference • Before reading, set the purpose and review the theme and details • While reading, model pointing out finding out details to support the main idea and theme by utilizing thinking out loud strategies • During reading, pause and ask standards based questions to check for student understanding: ○ What is the main idea of this text? ○ What key details support the main idea? ○ What details will you include to write a summary of the text? ○ What is the organization of this text? ○ What is happening in this text? ○ What specific information from the text helped you explain an



	event that happened and why it happened? ○ What is the first, second, and third step in this procedure? ● After the reading, provide the text digitally for those students with IEPs that are not reading on grade level. ● During the discourse, provide students with sentence frames/starters to guide the academic conversation and focus on content-related material ● For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content. ● Also consider a partially pre-filled graphic organizer depending upon the need
<u>MTSS Practices</u>	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access