

Lesson Guidance 10	
Grade	6
Unit	3
Selected Text(s)	The Bridge Home (Chapters 16-17)
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 analyze the motifs in these chapters and how they connect to hope.

CCSS Alignment	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
End of lesson task <i>Formative assessment</i>	<p>TDA: Motifs are recurring symbols in literature that create a certain feeling or theme. There are many motifs evident in the story that provide hope for the children that help them to get through daily life on the street.</p> <p>Analyze the motifs (the Himalayas, the green balloon, the beaded necklaces) in chapters 16-17 and how they connect to feelings of hope. Use evidence from the text to support your answer.</p> <p>TDA Rubric</p> <p>*Teachers must model explicitly what the end goal will be. Write an</p>

Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>exemplar in front of students to model this work.</p>
	<p>Key Terms (<i>domain specific terms to analyze the text</i>)</p> <ul style="list-style-type: none"> • Motif: A meaningful pattern; an image, idea, or symbol that repeats throughout a text and helps to develop the theme. <p>Vocabulary Words (<i>words found in the text</i>)</p> <p><i>Explicit Instruction (before reading)</i></p> <ul style="list-style-type: none"> • Himalayas: are a mountain range in Asia, separating the plains of the Indian subcontinent from the Tibetan Plateau. The range has some of the planet's highest peaks, including the highest, Mount Everest • Shanties: town or squatter area is a settlement of improvised buildings known as shanties or shacks, typically made of materials such as mud and wood <p><i>Implicit Instruction (while reading)</i></p> <ul style="list-style-type: none"> • Hawkers: a person who travels around selling goods, typically advertising them shouting • Gunny Sacks- a burlap sack, also known as a gunny shoe or town sack is an inexpensive bag, traditionally made of hessian fabric formed from jute, hemp or other natural fibers • Rupees- the basic monetary unit of India, Pakistan, Sri Lanka, Nepal, Mauritius, and the Seychelles, equal to 100 paise in India, Pakistan, and Nepal, and 100 cents in Sri Lanka, Mauritius, and the Seychelles

Core Instruction

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

Opening Activity: Symbolic Pictionary ([Slide deck](#))

Teacher Guidance- The point of this activity is to allow students to have more practice with symbolism and more understanding of the concept of motif. Reveal one word at a time. More information about the game [here](#).

Directions:

1. First break your students up into teams and make sure each team has drawing supplies (whiteboard and markers, paper and crayons, etc).
2. Once a word is revealed, teams begin discussing and drawing a possible symbol.
3. After the allotted amount of time, each team reveals the image that they have drawn and points are awarded. You can read more about the rules of play

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Himalayas:** are a mountain range in Asia with some of the planet's highest peaks, including the highest, Mount Everest
 - b. **Shanties:** town or squatter area is a settlement of improvised buildings known as shanties or shacks, typically made of materials such as mud and wood.
2. Model how each word can be used in a sentence.
 - a. We went hiking in the **Himalayas** for our family vacation.
 - b. The poor family lived in a **shanty** down by the river.

3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that if you travel to the **Himalayas** you will be spending time on the beach?
 - b. How is it different to state that someone lives in a **shanty** as opposed to a house?

Content Knowledge:

Make the connection between the Himalayan Mountains and the Himalayas trash pile.

- **Himalayas:** are a mountain range in Asia, separating the plains of the Indian subcontinent from the Tibetan Plateau. The range has some of the planet's highest peaks, including the highest, Mount Everest.

Shared Reading:

Page 69

1. Why does Muthu call Viji his sister?
2. "A sense of hopelessness spread in my heart like the stains spreading on my skirt."
 - Explain the comparison
 - Why was Viji all of a sudden hopeless?

Page 73

3. Why do you think the girls bought the necklaces?

Pages 74-75

4. Why didn't Viji take the extra 50 rupees?
5. What does the green balloon represent for them?
6. Why did Rukku "stand tall" as she handed over the money?
7. What do the necklaces represent for the kids (Viji, Rukku, Arul and Muthu)?

Independent Reading:

Teacher Guidance: The independent reading activity will be a prewriting activity that students can use to help write their TDA for the formative assessment.

Reread chapters 16-17 and complete the [Motif worksheet](#).

Formative Assessment:

TDA: Motifs are recurring symbols in literature that create a certain feeling or theme. There are many motifs evident in the story that provide hope for the children that help them to get through daily life on the street.

Analyze the motifs (the Himalayas, the green balloon, the beaded necklaces) in chapters 16-17 and how they connect to feelings of hope. Use evidence from the text to support your answer.

[TDA Rubric](#)

***Teachers must model explicitly what the end goal will be. Write an exemplar in front of students to model this work.**

Fluency, Comprehension and Writing Supports

Fluency

[Fluency Protocols](#)

Sentence Comprehension	<p><u>Juicy Sentence Protocol</u></p> <p>Sample sentence:</p> <p>“Shanties built out of every imaginable scrap of waste—roofs of coconut thatch or gunnysacks, walls cobbled together from metal signs, wooden crates, or even cardboard taped over with plastic sheets—lined the narrow streets.” pg. 68</p>
Writing	<p><u>Pattan Writing Scope and Sequence</u></p> <p>Suggested writing skills for this lesson:</p> <p>Quality of Writing:</p> <ul style="list-style-type: none"> II. Content A: Connect ideas to a topic B: Write a series of related sentences and elaborate on ideas.

Additional Supports	
<u>ELD Practices</u>	Practices to promote Tier 1 access
<u>SpEd Practice</u>	<u>Lesson Guidance 10 SpEd Accommodations</u>
<u>MTSS Practices</u>	Practices to promote Tier 1 access
<u>Enrichment Practices</u>	Practices to promote Tier 1 access