THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Lesson Guidance 24	
Grade	6
Unit	*3*
Selected Text(s)	The Bridge Home
Duration	2-3 days

Plan with guidance from the ELA Instructional Expectations Guide

Learning Goal(s)

What should students understand about today's selected text?

Consider how the concepts of home and family have changed over the course of this novel and what they mean to Viji now

CCSS Alignment	**R.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL6.3** Describe how a particular story's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. **RL6.4** 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. **RL 6.5** Analyze how a particular sentence, chapter, scene, stanza fits into the overall structure of a text and contributes to the development of the scene, setting, or plot. **W6.3B** Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, or characters.
End of lesson task *Formative assessment*	Consider how the concepts of home and family have changed over the course of this novel and what they mean to Viji now. Record your response at the end of this HOME template.
Knowledge Check *What do students need to know in order to access the text?*	**Background knowledge** ● **Boarding School**- Information about a boarding school in India for poor children and a Netflix trailer entitled Daughters of Destiny provides visuals and real life stories about a boarding school. **Key Terms** *(domain specific terms to analyze the text)* ● **Characterization:** the techniques an author uses to build understanding of a character ● **Flashback:** scene that interrupts the chronological sequence by interjecting a previous event ● **Hyperbole:** extreme exaggeration used to create emphasis ● **Internal conflict:** struggle within one's self; struggles with one's own choices, limitations, behaviors, thoughts, feelings, etc

Vocabulary Words *(words found in the text)*

Explicit Instruction (before reading)

*Try this Paint Chip activity for three of the vocabulary words below. Here is a video to show you how to use this strategy. (You can also get paint chips at your paint store.)

- **Assembly:** a group of people gathered for a particular purpose
- **Bargain:** an agreement, in which two people or groups agree what each of them will do, pay, or receive
- **Cackled:** to laugh in a shrill, broken manner
- **Gloom:** a feeling of sadness and lack of hope
- **Lectured:** a talk someone gives in order to teach people about a particular subject
- **Peering:** to look very hard, usually because it is difficult to see clearly
- **Tousled:** hair that is messy and looks as if it has not been brushed or combed
- **Vendor**: someone who sells things such as food from a small cart

Implicit Instruction (while reading)

- **Boarding school:** a school which some or all students live in during the school term
- **Rupee:** a unit of money that is used in India, Pakistan, and some other countries
- **Sari:** a piece of clothing traditionally worn in India by Indian women. It consists of a long piece of thin material that is wrapped around the body

Core Instruction

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

Opening Activity:

What Can Be Activity:

In this lesson, Viji is presented with a new opportunity. New opportunities come with change and possible challenges. Because of this uncertainty and fear, people often become reluctant to take opportunities that would benefit them, and change their life for the better.

Create an opportunity or situation that might be presented to you in the near or distant future. While you are aware that this opportunity will benefit you, you think of the challenges that might arise. If you could turn these predicted challenges into new opportunities, what do you imagine they could be?

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As a class Brainstorm possible opportunities and predict (one) challenge that comes with that opportunity.

T- Record class responses on this **Brainstorm Template**
T-Example: Some examples of opportunities: moving, going to a new school, trying out for/ or joining a sports team, spending the weekend or summer with a grandparent or at one parent's home, away from your friends, etc.

Independently complete the following:
Use this **What Can Be** template: (This What Can Be Activity is ***Adapted from What Can Be- Harvard Thinking Routines)***
1)List your opportunity
2) Note the predicted challenges (add to the challenges your teacher may have recorded on the brainstorm)
3) Write a 3-4 sentence paragraph explaining how you you will turn these predicted challenges into other opportunities.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
    a. **Assembly:** a group of people gathered for a particular purpose
    b. **Bargain:** an agreement, in which two people or groups agree what each of them will do, pay, or receive
    c. **Cackled:**to laugh in a shrill, broken manner
    d. **Gloom:** a feeling of sadness and lack of hope
    e. **Lectured:** a talk someone gives in order to teach people about a particular subject
    f. **Peering:** to look very hard, usually because it is difficult to see clearly
    g. **Tousled:** hair that is messy and looks as if it has not been brushed or combed
    h. **Vendor**: someone who sells things such as food from a small cart
2. Model how each word can be used in a sentence.
    a. The students gathered in the **assembly** to hear about fire prevention.
    b. My friends **bargained** with the store clerk and were able to buy the sweaters at a discounted price.
    c. The old witch **cackled** when she saw that the children were lost.
    d. The **depressed** man felt gloomy.
    e. My mother **lectured** me about the importance of being on time when I was running late for school.
    f. She was **peering** at the paper, trying to read the words.
    g. I knew she had just woken up because her hair was **tousled**.
    h. We went to the hotdog **vendor** to buy some soda and chips.
3. Visual slide deck here.
4. Active practice:
    a. Would it be accurate to say that an ***assembly*** is a large group?
    b. Should you ***bargain*** with your teacher for a better grade? Why or why not?
    c. How is it different to state that a person ***cackled*** as opposed to, say, laughed?
    d. Would it be normal to feel ***gloomy*** if you received good news?
    e. What is the difference between a ***lecture*** and talking with someone?
    f. How is it different to say you are ***peering*** as opposed to looking?
    g. How do you fix hair that is ***tousled***?
    h. Is it normal to see ***vendors*** in Center City?

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Content Knowledge:

Characterization: It is important for students to know that characters change as the plot moves toward a resolution. Characters change because of the experiences characters undergo during the story that alter their perception of the world, of other characters, or themselves. See this video for more information on **CHARACTER CHANGE**.

Home: The meaning of "home" is important in this lesson. Home means different things to different people at different times.

Internal Conflict: Internal Conflict allows students to see the difficult/important choices characters must make. It helps us connect to the characters, and we may even have an opportunity to learn a lesson from these conflicts; one being all humans struggle from time to time with internal conflicts, and making good choices.

Shared Reading:

Pg. 171

1. How did Muthu's life experiences contribute to his response that Priya Aunty's math question was ***silly***?

"If a fruit vendor asks us for twenty rupees and we give him a fifty-rupee note, what would we have left?"

Pg. 172

The author uses the words "getting his ***spark*** back" to describe Muthu's attitude change.

2. Is this a good choice of words? Explain your thinking.

Partner Reading

Pg. 172 & 173

3. Based on the evidence on pages 172 and 173, did Viji make the correct decision when she sold Kutti? Use evidence to support your response.

Pg. 173

4. Speaking about Kutti and his new home, Arul tells Vifi that Kutti "still loves us, but love doesn't stop him from living and moving forward, because that's how life moves." What connection is Arul making for Viji?

Shared Reading

Pg. 174 & 175

When Arul and Viji arrived back home after visiting Kutti, Celina Aunty felt relieved. She asked for them to warn her when they want to stay out late, so she won't get scared."

As children get older, they might be upset that an adult is monitoring their activities.

5. Explain why Viji felt good that Celina Aunty and Muthu were concerned about her and Arul.

Independent - Reread

Pg. 175

Home

Reflecting on "home" at one point, Viji made the following statement: "For the first time since we'd left the bridge, I had the feeling I'd come home."

Home means different things to different people. To some it is simply a place where you are living at any

given time; to others it embodies a place where you not only live, but a place where you are safe and loved.

View and Discuss:

View the video **What Does Home Mean To You?**
Optional: **HEXAGONAL THINKING** video and activity.

Personal Connection: Discuss with a partner what "home" means to you.

Activity:

Viji had several "homes." Each "home" elicited certain reactions from Viji and produced changes in her life. Reflect on the various places that served as "home" to Viji. Complete this **HOME** template by recording the 4 places that served as "home" to Viji, and then record how Viji reacted and changed with each new setting.
T- Students can use the information gathered from this discussion, as well as information from the **HOME template to complete the formative task.

Shared Reading

Pg. 177

6. In the last sentence on page 177, Viji expresses that, "It was good to see him in such high spirits again and to hear him hooting with laughter." What caused this character change?

Partner Reading

Pg. 178

7. Explain the hyperbole that the author used in this sentence.

"Muthu pushed his lip out so far, it looked in danger of falling off his face."

Shared Reading

Pg. 177-179
In the opening routine you created a situation that offered opportunity, along with predicted challenges. On page 177 Viji is presented with a new opportunity, one that would lead her to fulfilling her dream. While Viji realizes that "she needs to welcome the chance that Celina Aunty is offering her," she also expresses the challenges that come along with accepting this opportunity.

Activity:

Work with a partner to: 1) List the opportunity that Viji is being offered. 2) Note the challenges that Viji expresses. 3) Explain how she can turn these predicted challenges into other opportunities.. You can use this **What Can Be For Viji** template.
This template was adapted from the ***Harvard What Can Be Thinking Routines.***

Formative Assessment: Consider how the concepts of home and family have changed over the course of this novel and what they mean to Viji now. Record your response at the end of this **HOME** template.

Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol

	Sample sentence: Part of me felt that if you could still talk to me, this was the place where I'd hear your voice loud and clear-here on this bridge, which was the closest we'd had to a happy home. Find an example here.
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson: II. Content A. Connect ideas to a topic B. Write a series of related sentences and elaborate on ideas

Additional Supports	
ELD Practices	Practices to promote Tier 1 access
SpEd Practice	Lesson Guidance 24 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access