

Lesson Guidance 17	
Grade	6
Unit	3
Selected Text(s)	The Bridge Home Chapters 27 & 28
Duration	2-3 Days

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

Learning Goal(s) <i>What should students understand about today's selected text?</i> Analyze the ways that Viji and Rukku have changed since running away from home.	
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>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
End of lesson task <i>Formative assessment</i>	<p>Students independently respond in writing to the following prompt: Both Viji and Rukku have changed since leaving home. They've navigated homelessness survival with creativity, tenacity, humor, caution, and a maturity beyond their years. Select a character, Viji or Rukku, and analyze the ways that she has changed since running away from home. Use the completed CHARACTER DEVELOPMENT MAPS (VIJI and RUKKU) from the lesson for support. Write a well-organized paragraph.</p>
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> For Divali, the lighting of fireworks is interpreted as a way to ward off all evil spirits as well as add to the festive mood. In addition, this ritual may also be linked to the tradition of paying respect to ancestors. Wet weather conditions give mosquitoes bountiful opportunities to find standing water to lay their eggs. Mosquito-borne diseases are those spread by the bite of an infected mosquito. In India, malaria, filaria and dengue are the most prevalent diseases spread by mosquitoes. <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> Character Development - how a character evolves throughout the course of a story



Vocabulary Words *(words found in the text)*

Explicit Instruction (before reading)

- **Flimsy:** comparatively light and insubstantial; easily damaged
- **Rasping:** hoarse or harsh-sounding
- **Suppressed:** restrain
- **Flounced:** go or move in an exaggeratedly impatient or angry manner
- **Unfurling:** make or become spread out from a rolled or folded state, especially in order to be open to the wind
- **Wheeled:** having wheels to enable it to move over the ground

Implicit Instruction (while reading)

- **Banyan tree:** an Indian fig tree whose branches produce aerial roots that later become accessory trunks
- **Repellent:** a substance that deters insects or other pests from approaching or settling
- **Undergrowth:** a dense growth of shrubs and other plants, especially under trees in woodland
- **Escapades:** an act or incident involving excitement, daring, or
- **Ragpicking:** sustain themselves by collecting, sorting and segregating waste and then trading it. In doing so, they help clean up a significant proportion of the 62 million tonnes of waste generated annually in India
- **Sari:** a garment consisting of a length of cotton or silk elaborately draped around the body, traditionally worn by women from South Asia

Core Instruction

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

Opening Activity:

Watch [Character Change](#) as a whole group.

Discuss. Present the learning goal for this lesson, “Analyze the ways that Viji and Rukku have changed since running away from home” and instruct students to consider how both characters have changed since they left home.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Flimsy:** comparatively light and insubstantial; easily damaged
 - b. **Rasping:** hoarse or harsh-sounding
 - c. **Suppressed:** restrain
 - d. **Flounced:** go or move in an exaggeratedly impatient or angry manner
 - e. **Unfurling:** make or become spread out from a rolled or folded state, especially in order to be open to the wind
 - f. **Wheeled:** having wheels to enable it to move over the ground
2. Model how each word can be used in a sentence.
 - a. The **flimsy** fabric tore easily in my hands.
 - b. The actor was difficult to understand due to his **rasping** voice.
 - c. I **suppressed** my urge to yell back at the person who was yelling at me.
 - d. He **flounced** his way into the meeting where he was ready to argue.



- e. We **unfurled** the flag in order to fly it.
- f. The **wheeled** vehicle screeched to a stop.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that it is unsafe if a floor is **flimsy**?
 - b. Should you **suppress** the urge to steal a candy bar? Why or why not?
 - c. How is it different to state that someone was **rasping** as opposed to speaking clearly?
 - d. Would it be normal to **flounce** around in a fancy restaurant?
 - e. Would it be possible to fly an **unfurled** flag?
 - f. Would it be accurate to say that cars are **wheeled**?

Content Knowledge:

Review information about Divali, the monsoon season and mosquito-borne diseases.

- For Divali, the lighting of fireworks is interpreted as a way to ward off all evil spirits as well as add to the festive mood. In addition, this ritual may also be linked to the tradition of paying respect to ancestors.
- Wet weather conditions give mosquitoes bountiful opportunities to find standing water to lay their eggs.
- Mosquito-borne diseases are those spread by the bite of an infected mosquito. In India, malaria, filaria and dengue are the most prevalent diseases spread by mosquitoes.

Review the key term:

- **Character Development** - how a character evolves throughout the course of a story

Partner Activity:

1. In pairs the students complete **the first half** (left side) “BEFORE” of two CHARACTER DEVELOPMENT MAPS ([VIJI](#) and [RUKKU](#)), one student focusing on Viji and the other student focusing on Rukku. Each student in the pair completes one of the maps. Students may use the novel for reference to complete the organizers and should focus on the children BEFORE the CHANGE that happened in their life, or before they ran away from home.
2. Next, pairs discuss the information written on their graphic organizers.
3. Students add any additional information discussed to the organizer.

Discuss:

As a whole group, share and discuss information students wrote on graphic organizers for both Viji and Rukku.

Shared Reading:

Chapter 27: Hungry Ghost

Pages 115-117 (stop after “‘Can’t be good for us,’ Muthu declared, ‘if it’s made Rukku lose her appetite.’”)

Questions for discussion:

1. Instead of being in school or playing with their friends, what are Viji, Rukku, Muthu and Arul doing all day?
2. How are Viji’s, Arul’s, Muthu’s and Rukku’s actions similar to roles typically held by adults in homes and families? Cite Evidence.

Shared Reading:

Pages 117 - 119

Questions for discussion:



3. What role does Viji take on trying to protect Rukku?
4. How does Rukku unintentionally protect the other children and herself?
5. Why does Arul assume the boys are rich? What does this assumption reveal about Arul?

Shared Reading:

Chapter 28: Divali Dusk

Pages 120 - 124 (stop after “I’d have liked her better if she hadn’t added, ‘If you change your mind about your dog, let us know.’”)

Questions for discussion:

6. In what way do the children act as if they are living in a conventional home?
7. During the interaction between Viji and the rich girl and her mother, in what ways does it seem like she “didn’t count?”
8. Viji said she didn’t want to “deprive Kutti” of the rich people’s food. What does this reveal about her affection for Kutti?
9. The rich girl’s mother said “Please accept it as payment for your work.” Why does this have an impact on Viji?

Shared Reading:

Pages 124

Questions for discussion:

10. Viji said she “made” Rukku wear a raincoat. What does the word choice reveal about their relationship?
11. How does Rukku’s reaction to the fireworks illustrate how she has changed since the girls ran away?

Partner Activity:

1. In pairs the students complete **the second half** (right side) “AFTER” of two CHARACTER DEVELOPMENT MAPS ([VIJI](#) and [RUKKU](#)), one student focusing on Viji and the other student focusing on Rukku. Each student in the pair completes one of the maps. Students may use the novel for reference to complete the organizers and should focus on the children AFTER the CHANGE that happened in their life, or after they ran away from home.
2. Next, pairs discuss the information written on their graphic organizers.
3. Students add any additional information discussed to the organizer.

Discuss:

As a whole group, share and discuss information students wrote on graphic organizers for both Viji and Rukku.

Formative Assessment:

Students independently respond in writing to the following prompt:

Both Viji and Rukku have changed since leaving home. They’ve navigated homelessness survival with creativity, tenacity, humor, caution, and a maturity beyond their years. Select a character, Viji or Rukku, and analyze the ways that she has changed since running away from home. Use the completed CHARACTER DEVELOPMENT MAPS ([VIJI](#) and [RUKKU](#)) from the lesson for support. Write a well-organized paragraph.

[Writing a TDA Style Prompt](#)



Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence: Did she think poor low-caste kids like us didn't count?
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 17 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access