

Lesson Guidance 5	
Grade	6
Unit	3
Selected Text(s)	The Bridge Home Chapters 7-8
Duration	1 day

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

Learning Goal(s)

What should students understand about today's selected text?

Students will explore the ways that Viji tries to take care of Rukku.
 Students will analyze the significance of Viji's storytelling.

CCSS Alignment

RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.

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

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.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

End of lesson task *Formative assessment*

TDA: As Viji and Rukku begin their journey as homeless children, storytelling is a significant part of their night time routine.

Analyze the significance of the storytelling motif. (What does Viji's story represent? Why is it important for Viji to continue to tell the bedtime stories even though they are homeless?) 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.
Knowledge Check <i>What do students need to know in order to access the text?</i>	<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● Symbol: when an object, person, or idea in a text has an additional meaning beyond its literal one.● Imagery: visually descriptive language● Simile: literary device that compares two things using the word "like" or "as"● Metaphor: a comparison between two unlike things <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">● Tarpaulin: large heavy-duty waterproof cloth, originally of tarred canvas● Beckoned: make a gesture with the hand, arm or head to encourage someone to come nearer or follow <p><i>Implicit Instruction (while reading)</i></p> <ul style="list-style-type: none">● Scowled: frown in an angry or bad-tempered way● Strode: walk with long, decisive steps in a specified direction● Twinge: a sudden sharp localized pain

Core Instruction

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

Opening Activity: Exploring Motifs and Symbols (Use the [slidedeck](#) as guidance for this activity.) [Student worksheet](#)

Teacher Note: [Motif handout](#) for more information.

1. Students will use the "let it go" video from Frozen for this activity.
2. Use the slide deck for guidance with this activity.
3. Allow students to watch the video multiple times, stopping as needed.
4. Use the answer key (if needed) to provide examples and model how students should complete the worksheet.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Tarpaulin:** large heavy-duty waterproof cloth, originally of tarred canvas
 - b. **Beckoned:** make a gesture with the hand, arm or head to encourage someone to come nearer or follow
2. Model how each word can be used in a sentence.
 - a. The crew covered the Phillies' infield with a **tarpaulin** during the rain delay.
 - b. The mother **beckoned** to her children to come to the table for dinner.
3. Vocabulary slide deck [here](#).
4. Active practice:



- a. Would it be accurate to say that a **tarpaulin** can keep something dry?
- b. Should you **beckon** to someone by screaming their name? Why or why not?

[\(ELD Support\)](#)

Content Knowledge:

Storytelling Motif Explained: Viji's storytelling is repeated throughout the book. Viji started out by telling the bedtime stories to Rukku and when they became homeless and met the boys the stories evolved. The stories represent the life that Viji wants to live with her family. Although her reality is different from the stories she tells, the stories provide Hope for children.

[\(ELD Support 1\)](#), [\(ELD Support 2\)](#)

Shared Reading:

Page 24 (stop after "My courage fell, too, with every step.")

1. Why do you think Viji was feeling this way?
2. How do you think pride will get in Viji's way throughout her journey?
3. Does Rukku regret running away? How do you know?

Pages 25 (stop after "You scowled at me, and I spun on my heel and strode away, hoping you'd follow, but you didn't.")

4. Why does Rukku feel this way?

Page 26

5. Why did Viji give in and let Rukku keep the dog? Explain.

Page 28

6. Is Viji being serious when she describes the place they plan to make their new home? How do you know?

Page 29

7. Why do you think Muthu would lie to Viji?
8. Why doesn't Viji run away when Arul comes over and tells her to leave their tent?

Page 31

9. How would you describe Viji?
10. How is Rukku when she says her mother's name out of the blue?
11. What is the significance of telling Rukku a bedtime story even though they are homeless?

Page 32

12. Why do you think Viji tells that particular story with those details? (We used to be princesses. Grown-ups who never fought. The demon tried to catch us.)
13. Why did Viji change the story?

Independent Reading:

Re-read pages 32-33 and complete the ["Dissect the Story" worksheet](#).

Possible answers included.

Formative Assessment:

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Analyze the significance of the storytelling motif. (What does Viji's story represent? Why is it important for Viji to continue to tell the bedtime stories even though they are homeless?) Use evidence from the text to support your answer.

[TDA Rubric](#)

[\(ELD Support\)](#)

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Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence: “He reminded me of a sunflower. Matted hair that looked like it had never met a comb stuck out like petals around a face that seemed much too large for his skinny body.” pg 28
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson: Quality of Writing: 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 Vocabulary Card Sort Anticipation Guide Anticipation Guide - Graphic Organizer TDA Graphic Organizer
SpEd Practice	Lesson Guidance 5 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access