

Lesson Guidance 6	
Grade	6
Unit	4
Selected Text(s)	When My Name Was Keoko- Chapter 6
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 Tae-yul's relationship with learning kanji and how it affects his relationship with his father.

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.
- **L.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **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.
- **W.6.2.C** Use appropriate transitions to clarify the relationships among ideas and concepts.

End of lesson task *Formative assessment*

TDA: When Tae-yul notices how close Sun-hee and his father are getting over their interest in kanji he wonders if his father is disappointed in him.

Analyze Tae-yul's relationship with learning kanji. How does learning kanji affect his relationship with his father? Use evidence from the text to support your answer.

[TDA Rubric](#)

	<u>Formative Assessment</u> *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>	Key Terms (<i>domain specific terms to analyze the text</i>) • Compare: to consider or describe as similar; liken • Contrast: to compare in order to show unlikeness or differences Vocabulary Words (<i>words found in the text</i>) <i>Explicit Instruction (before reading)</i> • Scold: to find fault with angrily; chide; reprimand • Rubbish: worthless, unwanted material that is rejected or thrown out; debris; litter; trash • Heap: a group of things placed, thrown, or lying one on another; pile <i>Implicit Instruction (while reading)</i> • Kanji: a system of Japanese writing using Chinese characters.

Core Instruction

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

Opening Activity: Practice Kanji- Turn and Talk

Teacher Guidance: This activity is to help students understand Tae-yul or Sun-hee's perspective on learning kanji.

- Use the Kanji Opening Activity [Slide Deck](#) to explain this activity.
- Distribute the [kanji worksheet](#) for students to record their answers. Or allow students to do an interactive activity (carousel or gallery walk) in order to achieve the same goal.
- Display the kanji character sheet on the board and set a timer for 5-10 minutes.
- Prompt students to turn and talk to their partner about their experience with writing the phrases using the kanji characters. (Was it easy or hard? Did you enjoy doing it or were you counting the minutes until it was over? What did you like or dislike about the experience?)
- Allow a few students to share out to the whole group.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
 - a. **Scold:** to find fault with angrily; chide; reprimand
 - b. **Rubbish:** worthless, unwanted material that is rejected or thrown out; debris; litter; trash
 - c. **Heap:** a group of things placed, thrown, or lying one on another; pile
2. Model how each word can be used in a sentence.
 - a. The mom **scolded** her son after he made a mess.
 - b. We put the **rubbish** out at the curb for pickup.
 - c. All of her clothes were in a **heap** on the floor.
3. Vocabulary slide deck [here](#).
4. Active practice:
 - a. Would it be accurate to say that you wouldn't want the teacher to **scold** you?
 - b. Should you put your jewelry in the **rubbish**? Why or why not?
 - c. Would it be normal to put all of your books in a **heap** on the floor?

Content Knowledge:

- **Kanji** are the logographic Chinese characters taken from the Chinese script and used in the writing of Japanese. They were made a major part of the Japanese writing system during the time of Old Japanese and are still used.

Shared Reading:

Pages 23-24

1. What would it mean to Tae-yul's father if he did poorly in school?
2. Why didn't Tae-yul's father get angry with him for not being a great scholar like he was?
3. Could Tae-yul's perspective on learning kanji change his feelings about learning it?
4. Would learning kanji the way Sun-hee is showing Tae-yul confuse you? Why or why not?

Pages 26-27

5. What's the difference between Tae-yul and Sun-hee when it comes to school?
6. Why does Tae-yul feel like he should be studying when his dad comes around?

Independent Reading:

Reread chapter 6

7. Use the [Venn Diagram](#) to compare and contrast Tae-yul's relationship with his father and his relationship with his uncle.

Venn Diagram Possible Answers

Formative Assessment:

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[TDA Rubric](#)

[Formative Assessment](#)

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Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence: "It's a guard at the palace gate, and he's questioning Sim Chung's poor blind father—you know, the part where he almost gets turned away, but she recognizes him just in time." pg. 25
Writing	Pattan Writing Scope and Sequence



	Suggested writing skills for this lesson: Quality of Writing: II. Content B: Write a series of related sentences and elaboration ideas.
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Additional Supports	
ELD Practices	Practices to promote Tier 1 access
SpEd Practice	Lesson Guidance 6 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access