

Lesson Guidance 16	
<b>Grade</b>	4
<b>Unit</b>	Unit 1
<b>Selected Text(s)</b>	Save Me a Seat- Chapters 19-20
<b>Duration</b>	Approximately 1 Day

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

## Learning Goal(s)

*What should students understand about today's selected text?*

Students should understand the biases displayed by Ravi towards American gym and baseball. They should also identify the bias experienced and shown by Joe during the team selection. Based on their previous knowledge of Joe and Ravi, students will discuss how the incident in gym class is bullying and how each boy's response further develops their character

### CCSS Alignment

#### [CCSS.ELA-LITERACY.RL.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### [CCSS.ELA-LITERACY.RL.4.3](#)

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### [CCSS.ELA-LITERACY.RL.4.4](#)

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

#### [CCSS.ELA-LITERACY.RL.4.7](#)

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

#### [CCSS.ELA-LITERACY.SL.4.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

ELD

### WIDA Alignment

#### **ELD-LA.4-5.Argue.Interpretive**

Interpret language arts arguments by evaluating how details, reasons, and evidence support particular points in a text through that-clauses to link claims with evidence(This shows that ...)



**End of lesson task**  
*Formative assessment*

During gym class today, Ravi and Joe have a similar experience. How is their experience similar? What can you infer about how Ravi and Joe may respond to this experience? Use text evidence to support your thinking.

**Background knowledge**

- American gym class
- Baseball
- Cricket
- Bullying
- Biases

**Key concepts** (*domain-specific terms to analyze the text*)

- Irony
- Onomatopoeia
- Symbolism

**Vocabulary Words** (*words found in the text*)

- **bias:** prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair
- **uncoordinated:** clumsy
- **prescription:** a written direction/order for the preparing/use of a medicine
- **squinting:** look at someone or something with one or both eyes partly closed in an attempt to see more clearly or as a reaction to strong light



**ELD Instructional Practices for Vocabulary:** Use the [List-Group - Label](#)

**strategy**

“Vocabulary instruction is **throughout** the lesson/unit with only key terms/phrases introduced at the beginning of the lesson. All vocabulary should include [illustrations/gifs/photographs](#). Utilizing hand signals when targeted vocabulary is heard, cements learning,

- Effective vocabulary instruction for ELs includes:
  - (1) “multiple exposures to target words over several days and across reading, writing, and speaking opportunities” with a variety of instructional activities,
  - (2) “student-friendly” definitions
  - (3) ensuring students can use the terms for “communication and future learning.” (Baker, Lesaux, et al)
  - (4) teaching affixes/words that can be altered by adding prefixes and or suffixes,
  - (5) pointing out cross-language similarities (e.g., cognates),
  - (6) noting multiple meanings across domains (e.g., the definition of “volume” in math and science vs. ELA).
- Students can complete a [notebook configuration](#), [vocabulary log](#), [Frayer Model](#), or [Vocabulary In Context](#) (see [example](#)) activity to increase understanding.

**Knowledge Check**  
*What do students need to know in order to access the text?*

**Core Instruction**

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

*Essential Questions: How does exclusion/bullying in schools negatively affect students? How can we work together to create safer spaces for all children?*

## Opening Activity:

Discuss the definition of bias:

Have students watch the following [video](#).

Option A: Student reflects on a time when they were put in a box based on a bias.

Option B: Student reflects on a time when they put someone in a box based on a bias.

Before beginning to read Chapters 19-20, discuss with students to infer how they think gym class will go for Ravi today. How might it go for Joe?]

## Content Knowledge:

Students should be familiar with the meaning of the word bias. Pre-teach the definition of **bias**. Discuss how an individual can have biases and how that could be expressed in experienced situations.

ELD

### [ELD Scaffolds](#)

When introducing a new concept, students need time to think about the concept and the academic or technical language associated with it.

- [Reading with a Focus](#) is a discourse structure used for bridging, modeling, and schema building. This task requires students to listen with a specific purpose in mind, guiding their understanding of the text and alerting them to pertinent information. ([notebook configuration](#))
- Please reference [English Language Development Instructional Guide](#) (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts

## Shared Reading:

### Chapters 19-20

Read Chapter 19 out loud to or with students, pausing to track understanding of the following questions:

- After reading the description of Ravi's gym class experiences in India, how are the gym classes similar? How are they different? (Page 104-105)
- Ravi thinks that "Playing against girls is going to be easy peasy". What bias does he have about girls playing sports? (Page 106)
- When Dillian and Jaslene are choosing students for their teams, how does Ravi behave? How has his bias shaped how he feels about the team that he gets picked for? (Page 107)
- Ravi still hopes to impress Dillian with his abilities in gym class. He makes note of "quite the difference between cricket bats and baseball bats". What can you infer about how Ravi will do during the game? (Page 107)

Read Chapter 20 out loud to or with students, pausing to track understanding of the following questions:

- Joe states he has never been good at baseball. What evidence from the text explains why? (Page 108)
- On page 109, Joe describes students in class that are good at baseball. What bias does Joe have that is expressed in his description of Emily Mooney? What about when Jaslene picks Ravi? (Page 109)
- Ravi is not allowed to wear his glasses to play baseball. What can you infer about what may happen during the game? (Page 110)
- How does Dillian treat Joe during the game? Do you find it interesting that the gym teacher doesn't address Dillian's comments to Joe? (Page 111)
- When Ravi is up to bat, what does Joe notice? What does that say about Joe's character when yells "Duck" to Ravi? (Page 111-112)

Teach the definition of the remaining vocabulary words as they appear in the text, ensuring students

understand how the author's use of the words helps support the overall purpose of the chapter.

### Small Group Reading Instruction:

Ask students to return to Chapter 19-20 and complete the [Inferencing Chart](#), demonstrating an understanding of what happened during gym class and how this event might change what happens next in the story. Use formative classroom data to strategically support students and groups with this skill.



Explicitly teach how to find the components of the [Inferencing Chart](#) in the text.

### Formative Assessment:

During gym class today, Ravi and Joe have a similar experience. How is their experience similar? What can you infer about how Ravi and Joe may respond to this experience? Use text evidence to support your thinking. [Formative Assessment](#)

### Narrative Writing:

In preparation for the performance task, the teacher may need to do daily modeling and [independent writing](#) practice with students to teach the components of narrative writing that will be expected that students can demonstrate on their Unit Performance Task. Teachers can use our text as a mentor text to provide examples for the components of narrative writing.

The teacher could use page 105 (1st paragraph) or page 101 (first paragraph) of *Save Me A Seat*, as a mentor text to teach adding sensory details and concrete words.

1. Students should view the videos on [Sensory Details](#) and [Concrete Words](#).
2. Read aloud the section of text and ask students to underline or highlight sensory details and concrete words. (Discuss the importance and purpose of the author adding these details and words.)
3. Create a class anchor chart of examples of sensory details and concrete words.
4. Provide scholars with the opportunity to add sensory details and concrete words to their independent writing practice.
5. Scholars will continue with these stories in the next lesson.

\*Encourage students to use writing signal words listed [HERE](#).

### Independent Writing/Student Practice:

Scholars should be provided time to practice their daily skills. The teacher could pull a small writing group and/or navigate the classroom and provide one-on-one support to students.


For today's skills:



1. Provide scholars with the opportunity to write their short stories, with a focus on adding sensory details and concrete words.

### Optional Extension Activity:

Give students the task of describing gym class that they have participated in, in school. Ask students to give examples of games/sports played, expectations, etc. [All answers are welcome. Ensure students understand the characteristics of the typical American gym class.]



Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentences. Possible sentences: <b><i>"I am looking forward to impressing him-and everyone else-with my skills."</i></b> <b><i>"Jaslene probably chose him because she feels sorry for him. Girls do junk like that."</i></b>
Writing	<a href="#">Pattan Writing Scope and Sequence</a>  <a href="#">Narrative Student Language Support Sheet(ELD)</a>

Additional Supports	
 <a href="#">ELD Practices</a>	<ul style="list-style-type: none"><li>• <a href="#">English Language Development Instructional Guide</a></li><li>• <a href="#">Strategies for English Learners</a></li><li>• <a href="#">Argumentative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Narrative Student Language Support Sheet(ELD)</a></li><li>• <a href="#">Informational Student Language Support Sheet(ELD)</a></li></ul>
<a href="#">SpEd Practice</a>	<ul style="list-style-type: none"><li>• Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's needs may include: <b><i>support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)</i></b></li><li>• At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre-teach Tier 2 vocabulary in order to help students gain a deep knowledge of the academic vocabulary used in the text.  <a href="#">Tier Two Vocabulary Instruction</a></li><li>• Complete <a href="#">Save Me A Seat Vocabulary Slides</a></li><li>• Before reading, set the purpose and review literary concepts including irony and symbolism</li><li>• While reading, model finding details to support literary concepts in a text utilizing thinking out loud strategies</li><li>• During reading, pause and ask standards-based questions to check for student understanding:<ul style="list-style-type: none"><li>○ What are the major events that have happened in the story?</li><li>○ What is the author trying to convey?</li><li>○ What details help you understand what is happening to the characters?</li><li>○ What specific details from the text support your ideas?</li><li>○ What inferences can you make and what details from the text support your inferences?</li><li>○ What does the text say? What do you think about that? Why is that important?</li><li>○ What is the theme of this story, poem, or drama?</li><li>○ What details from the text led you to determine the theme?</li><li>○ What details would you include from the beginning, middle, and</li></ul></li></ul>



	<p>end to summarize the story?</p> <ul style="list-style-type: none"><li>• After the reading, provide the text digitally for those students with IEPs that are not reading on grade level.</li><li>• During the discourse, provide students with sentence frames/starters to guide the academic conversation and focus on content-related material</li><li>• For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content.</li><li>• Also consider a partially pre-filled graphic organizer depending upon the need</li></ul>
<b><u>MTSS Practices</u></b>	Practices to promote Tier 1 access
<b>Enrichment Practices</b>	Practices to promote Tier 1 access