

Lesson Guidance 21	
<b>Grade</b>	4
<b>Unit</b>	1
<b>Selected Text(s)</b>	<u>Save Me a Seat</u> - Chapters 28 & 29 (TDA)
<b>Duration</b>	2-3 days

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

## Learning Goal(s)

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

*Students will describe how the assumptions made about Ravi and Joe affect how they see themselves and how that impacts their behaviors throughout the text.*

### CCSS Alignment

#### [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.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.

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

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

#### [CCSS.ELA-LITERACY.W.4.5](#)

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)

#### [CCSS.ELA-LITERACY.W.4.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELD

### WIDA Alignment

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

Construct language arts arguments that logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through that-clauses to link claim with evidence. (This shows that the theme is) .



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

Throughout the text, the author challenges the reader to see past the assumptions Ravi and Joe make about each other. Write an essay explaining how their assumptions challenge how Ravi and Joe see themselves. Cite evidence from the text.

[Writing a TDA Style Prompt](#)  
[TDA Anatomy](#)

**Background knowledge**

- Concept of a “Single Story”
- Assumptions
- Prejudice
- Idea of self-esteem and self-worth

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

- **Mood** - a literary device used by the author to evoke an emotion(s) in a reader.

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

**Chapter 28:**

- **pantry** - a small room or closet in which food, dishes, and utensils are kept.
- **reflection** - serious thought or consideration.
- **curiosity** - a strong desire to know or learn something.

**Chapter 29:**

- **assumptions** - a thing that is accepted as true or as certain to happen, without proof.
- **agenda** - a list of items to be discussed at a formal meeting.
- **plantation** - an agricultural estate usually worked by resident labor.

ELD

**ELD Instructional Practices for Vocabulary:** Use the [Word Play](#)

**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 Question: How do assumptions affect the way people think and behave? How can these assumptions be overcome?*

### Opening Activity:

Have each student select an object that “describes” them. Explain that the object should be something that tells something about themselves. For example, a student who is an athlete might bring in a soccer ball or a team jersey. A student who enjoys reading might choose a book as his object. Ask the students to draw or write the object that they selected on a large post-it note or index card. When everyone has finished, collect them and attach them to chart paper. Remind the students NOT to write their names on their papers or cards. Then have students discuss if they were surprised by anyone’s object and why. Then as a whole class or in small groups discuss the following questions: Have you ever made an assumption about someone (or something)? Was your assumption right or wrong? How did that assumption make the other person feel? How do you know?

Discuss with the students what Ravi, Joe, and Dillon might bring for their personal items. What elements from the text lead them to make their predictions? Encourage students to turn and talk. Explain the concept of making inferences. Review the concepts of character traits and how characters may change over time. Discuss any changes they may have noticed in the main characters up to this point.

### Content Knowledge:

Idea of a “single story”; assumptions and prejudice

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[ELD Scaffolds](#)

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

- [Listening 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.
- 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 28 & 29

Read Chapters 28 and 29 out loud to or with the students, pausing to ask and answer or hold a discussion around the following questions and concepts:

- What does Joe say is the only thing that he misses about school on Thursday? What do you think that says about how Joe feels about school?
- How do you think Joe feels when he reads the letter from his father?
- Explain how the letter from Joe’s father changed his attitude toward the personal reflection assignment?
- What do Ravi’s mother and grandmother do for him to help him with school?
- Explain how Ravi feels about the personal reflection piece that his mother and grandmother made for him? Why does he feel this way?

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. Students



choose one new vocabulary word to create a “4 Square” for and add it to their vocabulary journal.

### Small Group Reading Instruction:

Ask students to return to Chapters 28 & 29 and complete a [Compare and Contrast](#) graphic organizer. On one side the students will write an assumption made by one of the characters. On the other side, the students will write whether or not that assumption is true or not. If it is not true, the students will write the fact instead of the assumption. Remind students to use details from the text. Use formative classroom data to strategically support students and groups with this skill.

ELD

#### [ELD Scaffolds](#)

Explicitly model how to use the [Compare and Contrast](#) graphic organizer and gather information from the text.

### Formative Assessment:

Ask students to use their Compare and Contrast Graphic Organizer to support them independently by answering the following questions in paragraph form. Pay attention to grammar and punctuation: Throughout the text, the author challenges the reader to see past the assumptions Ravi and Joe make about each other. Write an essay explaining how their assumptions challenge how Ravi and Joe see themselves. Cite evidence from the text.

### 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 students will be expected to demonstrate on their Unit Performance Task.

The teacher could use Chapters 28 and 29 of *Save Me A Seat*, as a mentor text to model the use of dialogue. In these two chapters both of the main characters, Joe and Ravi, engage in conversation with multiple members of their families.

1. Have the students identify dialogue between either Joe or Ravi and a member of their family. Ask the students to state one thing that they notice about that specific piece of dialogue and one thing that they wonder about it.
2. Discuss the impact of dialogue in narrative text. Talk specifically about how dialogue is used for character development and to further the plot.

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

ELD

#### [ELD Scaffolds](#)

Post a sensory detail [anchor chart](#) for children to use in their writing.

### Independent Writing/Student Practice:


Students 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 skill:

1. Provide students with the opportunity to expand on their dialogues from Lesson Guidance 20. Scholars may share their mini dialogues with the class.

### Optional Extension Activity:

Create a poster on why it is harmful to make assumptions.

Fluency, Comprehension, and Writing Supports	
Fluency	<a href="#">Fluency Protocols</a>
Sentence Comprehension	<a href="#">Juicy Sentence</a> protocol with sample sentence
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> <li>• <a href="#">Sample Linguistic Frames</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>support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)</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="https://www.youtube.com/watch?v=p9DPKgBrJQE">https://www.youtube.com/watch?v=p9DPKgBrJQE</a></li> <li>• Complete <a href="#">Save Me A Seat Vocabulary Slides</a></li> <li>• Before reading, set the purpose and review comparing and contrasting</li> <li>• While reading, model pointing out similarities and differences 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 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 end to summarize the story?</li> <li>○ How does _____ (character name) act at the beginning of the story? Why?</li> <li>○ What details in the text about the character's thoughts, words, or actions help you describe that character?</li> <li>○ How does the setting contribute to the story or a character's actions?</li> <li>○ How does the character's behavior change from the beginning of the story to the end? What details help you know this?</li> <li>○ What are the most important events in the story? How do they lead to a resolution?</li> </ul> </li> </ul>



	<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