THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Lesson Guidance 3	
Grade	6
Unit	*3*
Selected Text(s)	The Bridge Home: Chapters 3-4
Duration	2 days

Plan with guidance from the ELA Instructional Expectations Guide

Learning Goal(s)

What should students understand about today's selected text?

Students will consider the weight of Viji's decision to run away with Rukku and the motivations and doubts she is feeling.

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. **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.6.4** 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.
End of lesson task *Formative assessment*	**TDA:** At the end of chapter 4 Viji was having so many thoughts. It says, "While you slept, doubts slithered into my mind. Had I done the right thing? Where would we go, once we reached the city? How would we survive?" Analyze Viji's decision to run away with Rukku. (Should she have run away or stayed? Why or why not? What were her motivations to do so? Should she be scared about their future on the streets?) Use evidence from the text and graphic organizer 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 *What do students need to know in order to access the text?*	**Key Terms** *(domain specific terms to analyze the text)* • **Inference:** the process of using observation and background knowledge to determine a conclusion that makes sense. • **Internal Conflict:** a character struggles with their own opposing desires or beliefs. • **Internal Dialogue:** a person's inner voice which speaks the running verbal monologue of thoughts while they are conscious. • **Simile:** a figure of speech comparing two unlike things that is often introduced by like or as. **Vocabulary Words** *(words found in the text)* *Explicit Instruction (before reading)* • **Taut:** Stretched or pulled tight; not slack • **Pavadai:** traditional dress worn by young South Indian girls • **Placidly:** Calm and peaceful, with little movement or activity *Implicit Instruction (while reading)* • **Sling:** A flexible strap or belt used in the form of a loop to support or raise a weight • **Barreled:** Drive or move in a way that is so fast as to almost be out of control • **Serenely:** In a calm, peaceful, and untroubled manner • **Cud-** Partly digested food returned from the first stomach of ruminants to the mouth for further chewing • **Smarting-** (of part of the body) feeling a sharp stinging pain

Core Instruction

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

Opening Activity: Student Discourse

1. Post the following information on the board about the purpose of Gods and Goddesses: "The Greeks believed in gods and goddesses who, they thought, had control over every part of people's lives. The Ancient Greeks believed that they had to pray to the gods for **help and protection**, because if the gods were unhappy with someone, then they would punish them."

2. Pose the following question for discussion, "Based on the information on the board, why might people have pictures of Gods and Goddesses hanging in their house?"

Option: Students first turn and talk to their partners. Then teachers allow students to share out.

Explicit Vocabulary Instruction:

1. Introduce each word with these student-friendly definitions.
    a. **Taut:** Stretched or pulled tight; not slack
    b. **Pavadai:** traditional dress worn by young South Indian girls
    c. **Placidly:** Calm and peaceful, with little movement or activity
2. Model how each word can be used in a sentence
    a. She pulled the fabric **taut** so that it would not wrinkle.

   b. The teen wore a **pavadai** to school each day in order to honor her heritage.
   c. The lake was **placid** so we were able to swim without worry.
3. Visual slide deck here.
4. Active practice:
   a. Would it be accurate to say that wrinkled and ***taut*** are synonyms?
   b. Should you wear a ***pavadai*** if you are German?
   c. How is it different to state that something is ***placid*** as opposed to rough?

(ELD Support 1), (EID Support 2)

Shared Reading:

Page 8 (stop after "Promise.")

1. What does Viji mean when she says "You never pretended." ?
2. Why is Appa's eyes bloodshot and breath reeking as usual? (**making inferences**)
3. Why did Appa bring presents for no occasion?
4. Why is Amma's voice full of "false cheer" ?

Page 9

5. Why was Viji so upset when Appa tricked Rukku?
6. "Appa's nostrils were flaring." How was he feeling?

Page 10 (stop after "... passed out for the night.")

7. Why do you think he didn't continue to fight?
8. Why would Viji tell her mother to leave their father even though they wouldn't have anywhere to go?

Page 12 (At the end of page)

9. Why are the happy moments rare?

Page 14 (At the end of page)

10. Why do you think Rukku refused to get on the bus all of a sudden?

Independent Reading:

Teacher will provide a 2 column graphic organizer.
Explain to students that as they reread chapters 3-4, think about Viji's motivations and doubts about leaving home and being homeless with her sister.
Directions:

1. Students reread chapters 3-4 in small groups
2. Use the graphic organizer provided by the teacher to organize ideas.
3. Left side (Motivations) Right side (Doubts)

Formative Assessment:

TDA: At the end of chapter 4 Viji was having so many thoughts. It says, "While you slept, doubts slithered into my mind. Had I done the right thing? Where would we go, once we reached the city? How would we survive?"

Analyze Viji's decision to run away with Rukku. (Should she have run away or stayed? Why or why not? What were her motivations to do so? Should she be scared about their future on the streets?) Use evidence from the text and graphic organizer to support your answer.
(ELD Support)
TDA Rubric

Teacher Note: Model explicitly what the end goal will be. Write an exemplar in front of students to model this work.

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Fluency, Comprehension and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence: “Memories of our rare happy moments gleamed in my mind, like sunshine slipping into a dark room: the day Amma had helped you make a bead necklace , the night she’d sat by our beds and listened to the story I’d told you.” pg.12
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 in Context Guide Vocabulary in Context Graphic Organizer TDA Graphic Organizer
SpEd Practice	Lesson Guidance 3 SpEd Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access