THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF ACADEMIC SUPPORTS

Lesson Guidance 8	
Grade	4
Unit	1
Selected Text(s)	Save Me a Seat: Monday Chapter 7-8
Duration	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 will describe, using details from the text, the obstacles both Ravi and Joe are faced with and how those assumptions can be destructive.	
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.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.4.4 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.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-SI.4-12.Inform** Construct language arts narratives that report on explicit and inferred characteristics, patterns, or behavior through statements and questions to foreshadow or state complications.
End of lesson task *Formative assessment*	Ravi is hopeful to impress Mrs. Beam tomorrow after the conversation with his Appa. What can you infer about Ravi's plan for tomorrow? Do you think his plan will be successful? Use evidence from the text to support your response.
Knowledge Check *What do students need to know in order to access the*	**Background knowledge** • ABCD (American-Born-Confused-Desi) • IQ score

text?	• Cricket (batsman) **Key concepts** *(domain-specific terms to analyze the text)* • Character • Point of View • Figurative language **Vocabulary Words** *(words found in the text)* • **convince**: persuade or make someone believe something • **Bon Appetit**: verbal greeting to signal someone to enjoy/eat food • **willpower**: control to resist doing something, restrain impulses ELD **ELD Instructional Practices for Vocabulary: Use the** Word Web Key term/concept **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.

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:

Give students the following directions: "Today we are going to do a role-playing activity. We all have different views, thoughts, and opinions. We are going to explore what it means to convince someone of something. The teacher should then introduce the word convince. The teacher should call on two volunteers to act out the role-playing. Provide these two students with an opportunity to read their cards. The teacher should then explain that one student is going to try and convince the other to be their friend. Have the volunteers act out the exercise. Have the rest of the class think about what they notice and wonder as the students act it out. Following the role-playing, have scholars share what they noticed and wondered. (Example response: I noticed that the student trying to convince the other student was a well-behaved and nice person. I would

want to be friends with them too.) Now, ask for two new volunteers and give them their cards. Use the same directions and then have the rest of the class share out what they noticed and wondered with this exercise. Wrap up with having the students reflect on what they look for in a friend.

[All answers are welcome. Ensure students share their thoughts. Following this opening activity, inform scholars that in today's chapters, one of our characters is given advice. As we read, think about if the advice given is what should be done.]

Content Knowledge:

Students should be familiar with what the word convince means as well as the word advice. Pre-teach the words: convince and advice.

ELD ELD Scaffolds

When reading a text and/or applying what has been learned, students benefit from being able to listen to their classmates' thoughts/reasoning via a structured, collaborative discussion about the text, concept, or ideas.

- Use the **Clarifying Bookmark** strategy to support metacognitive development and monitor their comprehension skills. Clarifying Bookmark Chart .
- Please reference English Language Development Instructional Guide (pages 64-68) for additional tasks that support ELs as they interact with texts/concepts.

Shared Reading:

Chapter 7-8

Read Chapter 7-8 out loud to or with students, pausing to track understanding of the following questions:

CHAPTER 7 DISCUSSION QUESTIONS

1. Why might Ravi have told his Appa the truth about his first day of school? (Page 40)
2. Ravi says that he doesn't need to impress Dillon. Why do you believe that is? (Page 41)
3. What evidence from the text tells us why Ravi doesn't tell him that it is Mrs. Beam? (Page 41)

CHAPTER 8 DISCUSSION QUESTIONS

1. At the beginning of Chapter 8, we read that the phone rings, and Joe hopes it isn't his dad. What does this say about Joe's relationship with his dad? (Page 43)
2. Joe states that his dad typically tells him to "man up Joe". What do you believe this to mean? (Page 43)
3. After dinner, Joe goes upstairs to work on his homework. He mentions how he isn't sure what the assignment is because of distractions. How do distractions affect Joe in class?
4. Joe pretended to be asleep when his Mom came into his room. He is still mad and upset at the lunchroom situation. What do we learn about Joe through this situation?
5. On page 45, Joe states, "...who cares if the only thing I used to like about school is ruined now? Nobody, that's who.." What can we infer about who Joe may be referring to?

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.

ELD ELD Scaffolds

When answering questions, prompt students to turn the question into a statement. Ex. How do distractions affect Joe in class? Distractions affect Joe in class by….. This gives students oral practice with restating the question, which students will need for writing a text-dependent analysis essay.

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Small Group Reading Instruction:

Ask students to return to Chapters 7-8 and complete the Inference Chart using evidence from the text and what they already know about Ravi and Joe to make inferences. Use formative classroom data to strategically support students and groups with this skill. Teachers should use the assumptions about Joe as a model. What impact do these assumptions have on Joe, his self-esteem, and his outlook on learning/school?

ELD ELD Scaffolds

Explicitly model how to use the inference chart. Inference is a difficult concept. Post an anchor chart that gives examples that students can reference as they practice inferring.

Formative Assessment:

Ask students to use their Inference Chart to support them independently answering the following questions in paragraph form: Ravi is hopeful to impress Mrs. Beam tomorrow after the conversation with his Appa. What can you infer about Ravi's plan for tomorrow? Do you think his plan will be successful? Use evidence from the text to support your response.
Formative Assessment

ELD ELD Scaffolds

Include exemplars that students can emulate. Model using the Inference Chart to complete their narratives in paragraph form. Harness the child's home language(L1) to complete the task and then transfer it into English.

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 41 (last line) - page 42 of Save Me A Seat, as a mentor text to teach how to bring the story to an end (resolution).

1. Read aloud the section of text and ask students to underline or highlight describing words and/or details about the resolution. (Discuss the importance of the author bringing the characters' story to an end.)
2. Create a class anchor chart of possible resolutions to stories.

*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 skill:

- Provide scholars with the opportunity to write a brief description of the resolution to their story.
- Scholars can share their resolutions (endings to their story) aloud to the class.

ELD ELD Scaffolds

Display anchor chart on what is meant by a resolution. (Ex.: resolution). Include sentence stems that students can use to explain the resolution. Heavy Scaffolds(Newcomers): If helpful, have students draw the resolution of their story.

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Optional Extension Activity:

Write a letter to one of our characters.
Option A: In your letter to Ravi, provide him with advice on how you believe he should handle the situation with Mrs. Beam.
Option B: In your letter to Joe, provide him with advice on how you believe he should handle the situation with his Mom.

Fluency, Comprehension, and Writing Supports	
Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence protocol with sample sentence **Possible Sentence: "I lie there like a rock, but I guess Mom can tell I'm not really asleep." (Chapter 8, page 45)**
Writing	Pattan Writing Scope and Sequence Narrative Student Language Support Sheet(ELD)

Additional Supports	
ELD **ELD Practices**	• English Language Development Instructional Guide • Strategies for English Learners • Argumentative Student Language Support Sheet(ELD) • Narrative Student Language Support Sheet(ELD) • Informational Student Language Support Sheet(ELD)

SpEd Practice	• Before the lesson, provide support to students currently experiencing decoding difficulties based on the student's level of need. Student's needs may include: ***support with phonemic awareness, alphabetic principle, vowels(short/long); vowel teams; open vowels; r-controlled vowels, syllabication or multisyllabic words, etc)***
	• At the beginning of the lesson, establish an explicit Vocabulary Instructional Routine to pre-teach Tier 2 vocabulary to help students gain a deep knowledge of the academic vocabulary used in the text. Click here for a vocabulary lesson plan with an example template. Vocabulary lesson plan template blank. Click here. The student will use the completed template as an ongoing vocabulary log for reference
	• Before reading, set the purpose and review making inferences
	• While reading, model making inferences utilizing thinking out loud strategies
	• During reading, pause and ask standards-based questions to check for student understanding:
	  ○ What are the major events that have happened in the story?
	  ○ What is the author trying to convey?
	  ○ What details help you understand what is happening to the characters?

	○ What specific details from the text support your ideas? ○ What inferences can you make and what details from the text support your inferences? ○ What does the text say? What do you think about that? Why is that important? ○ How does _____ (character name) act at the beginning of the story? Why? ○ What details in the text about the character's thoughts, words, or actions help you describe that character? ○ How does the setting contribute to the story or a character's actions? ○ How does the character's behavior change from the beginning of the story to the end? What details help you know this? ○ What are the most important events in the story? How do they lead to a resolution? ○ Is the story written in first- or third-person? How do you know? ○ Who is telling the story? ○ What is the point of view of the narrator in each of the stories? ○ How is the point of view of the narrator similar to the stories? ○ How is the point of view of the narrator different in the stories? ● After the reading, provide the text digitally for those students with IEPs that are not reading on grade level. ● During the discourse, provide students with sentence frames/starters to guide the academic conversation and focus on content-related material ● For students who may need additional support, pair with a peer mentor who understands the task at hand and grasps the content. ● Also consider a partially pre-filled graphic organizer depending upon the need
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access