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	<p>4W6: Conduct research to answer questions, including generated questions, and to build knowledge through investigating multiple aspects of a topic.</p> <p>4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p>
<p>Content Objectives</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>x Demonstrate their understanding of fictional text, using evidence from the text.</li> <li>x Identify how language shapes the social groups to which they belong.</li> <li>x Explain how characters' actions are influenced by their social contexts.</li> <li>x Create and present a text or dramatization in response to a short chapter book.</li> </ul>
<p>General Linguistic Objectives</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>x Use their full linguistic repertoire to gather information through research.</li> <li>x Draw on their home languages to use narrative techniques, such as dialogue or description, to develop experiences and events in their writing.</li> <li>x Use their full linguistic repertoire to act out scenes from the book.</li> <li>x Compare and contrast how the texts in Spanish and English are constructed.</li> </ul>
<p>Language Specific Objectives</p>	<p>Both in English and Spanish, students will be able to</p> <ul style="list-style-type: none"> <li>x Create questions and conduct an interview with a family member in order to gather information about their names.</li> <li>x Present their findings orally.</li> <li>x Create a chart, summarizing the information that they gathered in the interviews.</li> <li>x Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>x Use descriptive language to convey sensory details, experiences, and events precisely.</li> </ul>
<p>Culminating Project</p>	<p>Students write a personal narrative about a time they had to decide whether or not to stand up for their beliefs or to stay silent.</p>



## Chapter Summaries and Questions for Discussion:

Chapter One: María Isabel is anxious as she gets ready to go to her new school. She puts on her best dress but falls on the way to the school bus, getting her dress dirty and bloodying her knee.

- x Personal Connection: Think about your first day going to school. How did you feel? What were your expectations?
- x Reading Comprehension: How do you think that María Isabel and Antonio felt on their first day at a new school? How do you know? Explain, using evidence from the text.

Chapter Two: When María Isabel walks into her new classroom, the teacher informs her that she is María because there are already two María's. When the teacher calls on her later in the day, María / • o } • v [ š CE • } v • Z } • v [ š recognize her name.

- x Personal Connection: What do you know about your name? Where does it come from? What does it mean?
- x Reading Comprehension: How do you think María Isabel feels about her teacher calling her Mary López? How do you know? Explain, using evidence from the text.
- x Language Analysis: When the author describes María / • o } • v [ š CE • } v • Z } • v [ š writes that the teacher asked her name and she responded María / • o ^ o } i % o [ Spanish she would have added *para servirle*. Why do you think that the author wrote the last phrase in Spanish?

Chapter Three: María Isabel makes new friends during recess.

- x Personal Connection: How would you describe the connection between your name and your sense of who you are?
- x Reading Comprehension: Why do you think that María


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	<p>4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p> <p>4W6: Conduct research to answer questions, including generated questions, and to build knowledge through investigating multiple aspects of a topic.</p> <p>4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p>	
<p>Content Language and Objectives</p>	<p>Content Objectives</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>x Demonstrate their understanding of a fictional text, using evidence from the text.</li> <li>x Conduct an interview as a primary source of information.</li> <li>x Synthesize information from multiple sources on a topic.</li> </ul>	<p>General Linguistic Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>x Track and describe their connections to the book using all of their language practices.</li> <li>x Design interview questions for family members and conduct interviews using English, Spanish and/or other languages spoken by family members.</li> </ul> <p>Language specific Objectives (Spanish)</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>x Present their findings orally about family naming practices in Spanish.</li> <li>x Synthesize information that they gathered in the interview, in Spanish and present it to the rest of the class.</li> <li>x Use text based evidence in Spanish to support their analysis of the text.</li> </ul> <p>Language specific Objectives (English)</p> <p>Students will be able to</p> <ul style="list-style-type: none"> <li>x Present their findings about family naming practices orally, in English.</li> <li>x Synthesize information that they gathered in the interviews, in</li> </ul>







Creating Individual Name



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## Resources and Supplemental Texts

In chapter two, you could divide the students into groups and give each group one of the books below, all of which tell the stories of characters who are embarrassed or insecure about how their peers react to their names. This can help students compare the experiences of the characters in the discussion (e.g. facilitator, time keeper, note taker), then:

1. Ask the students to read the books.
2. Discuss: How are the issues that the main characters face similar/different from María / o M
3. Share with the class a summary of the the book and one or two key ideas from their discussion.

You can also ask students to pay attention to the language that the author uses in the book. Why does she/he incorporate languages other than English? Ask students to find Spanish/English cognates or have students write about the English language books they read in Spanish.

**My Name Is Yoon** by Helen Recorvits: Yoon's name means Shining Wisdom, and when she writes it in Korean, it looks happy. When her father tells her that she must learn to write it in English, Yoon isn't sure that she wants to be different at her new school, so she tries out different names.

**Chrysanthemum** by Keven Henkes: This is a story about a girl who thinks that her name is absolutely perfect until her first day of school, when she gets teased by other children.

**The Name Jar** by Yangsook Choi: Unhei just moved from Korea and is anxious to get American kids to like her. When she introduces herself on the first day of school, she tells the class that she will choose a name by the following week.

**Reré Has Two Last Names** by Reré Colato Linares: This is a bilingual picture book about a boy from El Salvador who helps his classmates understand Latinx cultural tradition of using two last names through a class project to create a family tree.







	<p>evidence to support their thinking.</p> <ul style="list-style-type: none"><li>x Demonstrate their understanding of the concept of social groups and analyze how they shape characters' actions</li></ul>	<ul style="list-style-type: none"><li>x Discuss how language shapes the social groups to which they belong.</li></ul> <p>Language-specific Objectives (Spanish):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>x Use language structures in Spanish to express comparisons and connect discourse.</li><li>x Provide supporting details using complete and varied sentences in Spanish.</li></ul> <p>Language-specific Objectives (English):</p> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>x Use language structures in English to express comparisons and connect discourse.</li><li>x Provide supporting details using complete and varied sentences in English.</li></ul>
Activities and Assessments	<p>Mapping Social Groups:</p> <ul style="list-style-type: none"><li>x Begin by explaining that we all</li></ul>	



	<p>Ask students to discuss a scene from the book and enact it. You could also give them the opportunity to modify the scene; for example, they could change the dialogue between characters. To do this, ask the students to also think about which characters would use what language and why?</p> <ul style="list-style-type: none"> <li>x After they act out the scene, students should have a chance to debrief: How do the characters react to the situations in these scenes?</li> <li>x How did you choose to represent it? What evidence from the text did you use?</li> </ul> <p>You can model the process by reading the excerpt in chapter 4 which the teacher calls on María Isabel to tell what she knows about the pilgrims and María / • o } • v [ š OE • } v • Z Z OE</p> <p>María López [ This is an opportunity to discuss:</p> <ul style="list-style-type: none"> <li>x How do you think María Isabel felt?</li> <li>x How did the author use language in the text to show it? (Think about the dialogue and how she shows María [ inner thinking.)</li> <li>x How would you act out this scene to convey the characters' feelings?</li> </ul> <p>Reading Journal Reflection: What social groups do you identify with? How do those groups shape who you are and how you think? You can use the template provided in Appendix I (p. 23)</p> <p>Extension: Using the book <i>Yo Soy Muslim</i> (See reading list below), ask students to write their own version of an identity poem, including all the groups to which they belong. Encourage students to practice using both English and Spanish in their poems purposefully, as well as a variety of narrative devices. You might even ask that they write a short reflection on how they used their two languages in the poem and for what reasons.</p>
Possible scaffolds and ideas for differentiation	<ul style="list-style-type: none"> <li>x Students can create concept maps for their independent reading books in partnerships/small groups, rather than individually, using both English and Spanish.</li> <li>x No matter what the language of the day, encourage students to use both English and Spanish in their dramatizations of their scenes from the book and ask them to explain their own linguistic choices.</li> <li>x Tell students that partner talk and reading journals can be completed in <u>either/both</u> English and Spanish but embed a short language-specific task in each of these activities (see the Partner Talk Template in Appendix I for an example).</li> </ul>







## Week 3: Standing up and Speaking Out

### Weekly Overview:

This week explores the theme of standing up and speaking out through the experiences of María Isabel. We recommend reading the last three chapters of the book in order to deepen their analysis of the text and help them create their own narratives. Students will engage in the following activities:





## Resources and Supplemental Texts

Below is a list of books based on stories of children who stood up for an issue that they felt strongly about. Before asking students to write a personal narrative about a time when they decided to stand up to someone with more power, you can read one of these stories and ask them to read them in small groups and discuss:

- x What was the issue that the character in this book faced?
- x How did she decide to face it?
- x What narrative devices did the author use to show how the character felt?
- x How do the issues brought up in this story compare to yours? How do they compare to your own story?

**The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist** by Cynthia Levinson  
This book tells the story of Audrey Faye Hendricks, the youngest known child to be arrested for a civil rights protest in Birmingham, Alabama, 1963.

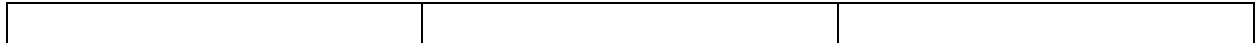
**Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909** by Michelle Markel  
This book tells

## Culminating Project

For the final performance task students will be asked to write a personal narrative about a time when they had to decide whether or not to stand up for their ideas.

Throughout this unit, the children have made personal connections through class discussions, reader's notebook entries and dramatizations to analyze key scenes in the story. They also extended the book to explore family histories and cultural traditions. They discussed how people identify with different social groups and how that affects their motivations and ability to act in the world. In the last week, based on *María / • o [E % O ] v* they will share their ideas about a time when they wanted to stand up for their ideas and use those for inspiration to write their own personal narratives.

To scaffold the writing process, students should use their full linguistic repertoire. While the final project might be produced mainly in one of the languages of instruction (Spanish or English), it is important to encourage students to make their translanguaging. Tr 0 12 72.025 to



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## Appendix V Creating an Outline for Personal Narrative Template

What was the main issue or conflict?



What were your thoughts and feelings?



Did you stand up for your ideas? Why? Why not?



What were your thoughts and feelings afterwards?



## References and Further Readings

Choi, Y. (2013). *The name jar*. New York: Random House Inc.

Engle, M. (2015). *Drum dream girl: How one girl's courage changed music*. Boston / New York:

Houghton Mifflin Harcourt. ISBN 978-0-612-79277-5 (hardcover) ISBN 978-0-612-79278-2 (paperback)

