

MELD Close Reading Responsive Literacy (5+ Days)

Overview: This series of MELD Lessons are intended for 45 minutes – 1 hour, for five (5) days. Please adjust the time and/or number of days according to the needs of your students. You may also speed up or slow down per the needs of your students.

Title: Ron’s Big Mission by Corinne J. Naden and Rose Blue
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California State Standards	<p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p>SL.3.1. Participate in collaborative conversations with diverse partners about third grade topics and texts with peers and adults in small and larger groups. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges.</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
MELD OBJECTIVES	<p>Students will be able to closely read and/or have read to them, a complex text and</p> <ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text using text evidence. 2. Describe the characters’ traits, motivations, or feelings and explain how their actions impact the story. 3. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts to produce complex oral output using the conversational skill of CREATE as well as begin to build on others’ ideas and expressing their own clearly. 4. Write an opinion piece using evidence from both texts/sources.
Depth of Knowledge Level	<p>DOK 2 Reading- Use context to identify the meaning of words/phrases</p> <p>DOK 2 Reading- Categorize/compare literary elements, terms, facts, details, events</p> <p>DOK 3 Reading- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</p> <p>DOK 3 Reading- Identify/make inferences about explicit or implicit themes</p> <p>DOK 3 Writing- Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference)</p>
Essential Question	What does ‘taking a stand’ mean?
Access Strategies	Instructional Conversations, Advanced Graphic Organizer, Making Cultural Connections, Cooperative and Communal Learning, Academic Language Development

Protocols	Silent Appointment, Pick-a-Stick, Give one-Get one, Think-Pair-Share, Pair-Square, Roll 'em, Shout Out, Think-Pair-Share-Sketch
Materials	*Book – <i>Ron's Big Mission</i> *Chart paper *4-Fold Paper *Video- <i>Eyes on the Stars</i> *Close Reading Process Chart
Key Vocabulary	discrimination, bravery, segregation
Culminating Task	What do you believe both accounts of Ron's story are trying to tell you about 'taking a stand'? Support your opinion with evidence from both texts/sources. DOK 3

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Title: Ron's Big Mission (Powerpoint aligned to this lesson is available)

<p>1st Read</p> <p>The protocol Call and Response used throughout all reads.</p>	<p>Focus: Read the story for flow and enjoyment!</p> <ol style="list-style-type: none"> Go over today's learning objectives. *Note: If you have not taught the protocols used in this 5+ days lesson plan, please teach them individually before the first read.
<p>2nd Read</p> <p>** After the 1st read, it is important to give students some background on the time period in which this story takes place.</p>	<p>Focus: Annotating and Vocabulary</p> <ol style="list-style-type: none"> Go over today's learning objectives. In order to prepare for the read aloud, have the students fold a blank piece of paper into 4 sections. They can then label each section: <div style="text-align: center; margin: 10px 0;">  </div> <ol style="list-style-type: none"> Read aloud the story as the students annotate in the four-fold. You may use the book or the PowerPoint. After the read aloud, use the protocols, Silent Appointment and

Give One-Get One, to have students share out a favorite part and work together to try and answer a question.

5. Use the protocol, Call and Response, to bring the students back to their seats.
6. You can use the protocol, Roll “Em to have students share out whole group some of the questions, thoughts, or favorite parts from the four fold.
7. Tell the students that they will now make a Text-to-Self Connection and they will share with their partner the following:
 - a. Which character do you identify with most in the illustration on pages 19-20? Why?
 - b. Character choices are:
 - i. Ron
 - ii. Ron’s Mom
 - iii. Librarian
 - iv. Police
 - v. Child watching
8. Personal Thesaurus: **discrimination, bravery**
9. Using the personal thesaurus directions, guide the students in adding these words to their personal thesaurus:
 - a. What examples of **discrimination** were in the story?
 - b. Reread paragraphs 15-19. What words or phrases connect to Ron’s bravery?
 - c. Where would we add those words/phrases in our Personal Thesaurus?
10. Close today’s lesson with a review of the learning objectives.

3rd Read of Story and 1st Viewing of Video

****Note – In the video, the word ‘negro’ is used. A conversation needs to take place further explaining to the students the time period in which the events happened and why it was this way. This conversation may happen right before the video**

Focus: Using Text Structures & Features and Text-Dependent Questions

1. Go over today’s learning objectives.
2. Using the Think-Pair-Share protocol, ask students, “Using the illustrations and text, tell what you believe the other characters were thinking when Ron decided to take a stand?”
3. Now, using the Pair-Square protocol, ask students, “Using text and illustration details, explain what the author is trying to say about taking a stand?” (Show the PPT slide with the three different pages showing the illustrations)
4. After having a conversation with students to prepare them for the video, play the video, asking students to pay close attention to who is telling the story and what is different about the book and the video.
5. After the video, have students use the protocol, Shout Out, to answer the following question:
 - a. Who’s telling the story in the video?
6. Using the protocol, Pair-Square, ask students to discuss the following question:

<p>or the day before.</p>	<ul style="list-style-type: none"> a. What was different about the book and the video? Provide evidence. 7. Now, using the protocol Think-Pair-Share-Sketch, students will think about the events in the video and sketch the major events in sequence on the back of their four-fold paper. Let students know they can use a flow-map and model filling in the first event. 8. Students will use the same protocol and directions to now sketch the major events from the story in sequence. Model the first event. 9. Review the learning objectives for this 3rd read and 1st viewing.
<p>2nd Viewing</p>	<p>Focus: Setting</p> <ul style="list-style-type: none"> 1. Go over today's learning objectives. 2. On the back of the four fold students will take notes to help them discuss two questions as they view the video again. <ul style="list-style-type: none"> a. What did you notice about the setting? b. What do you think about that? Support with evidence. 3. Play the video. 4. Students share their notes with their face partner.
<p>3rd Viewing</p>	<p>Focus: Text-Dependent Questions</p> <ul style="list-style-type: none"> 1. Go over today's learning objectives. 2. Let the students know they will discuss with their elbow partner the following question: <ul style="list-style-type: none"> a. How does the cartoonist illustrate the risks that Ron took? Support with evidence from the text. DOK 2
<p>Culminating Task - Writing</p>	<p>Focus: Writing</p> <ul style="list-style-type: none"> 1. Go over today's learning objectives. 2. Let the students know that today they will get to demonstrate all they have learned throughout the close reading and viewing of Ron McNair's life. 3. Prompt: What do you believe both accounts of Ron's story are trying to tell you about "taking a stand"? Support your opinion with evidence from both texts/sources. 4. Review opinion criteria and rubric with the students and remind them that they can use their four-fold paper to help them.