

Oracy to Writing Planning

THE FOCUS

- What standard (s) are you working on?
- What is the literacy objective? *What will students do to demonstrate proficiency?*
- How will you assess? Is there a writing component? *What product will they produce to demonstrate proficiency?*
- Do the task you're asking your students to complete.

ORACY Planning

- Analyze this writing for language structures necessary to accomplish it.
- Match dialogue questions with your language structures.
- What vocabulary is needed to accomplish this Oracy?

Daily Planning

- How will you present your lesson beginning with Session 1?

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Reading, Oracy and Writing

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| Teacher | Book: <u>Si, se puede!, Yes We Can</u> |
| Standards: 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | |
| Literacy Objectives Students will be able to determine the theme of the text and understand how the author illustrated the theme in the text and illustrations. Use details from the text to identify the theme. | |
| Dictado <div style="text-align: center;"><i>A Struggle for Equality</i></div> <p><i>Carlitos' mother did not make enough wages as a janitor. She could not afford bills, medicine, and struggled to provide. Her wages improved after the janitors' strike. Many supporters marched alongside them, and they won! This experienced empowered Carlitos to know that it is important to work for justice.</i></p> <p>Teaching Points: <i>possessives ending in s, plural and singular, provide as a figure of speech, past tense verbs</i></p> | |
| Oracy Objectives: <i>Students will be able to identify where in the text the author illustrated the theme of the story. They will use evidence from the text to support their answers.</i> <i>Students will be able to describe what Carlitos learned from experiencing the Janitor Strikes.</i> Dialogue: A.What does Carlitos' mom do for a living? A. p.8-11 Why does Carlitos's mom decide to go on strike? <i>B.p.12 What might have motivated the bus drivers, carpenters, ministers and students to support/march alongside the janitors?</i> <i>B.p.14 What does the author mean by the quote: "When many people join together, they can make a strong force?"</i> <i>C.p.19 What might have Carlitos felt when he saw his mother marching on T.V.?</i> <i>C.p.23 What was the strike like? Was the strike worth it? What did Carlitos learn from this experience?</i> <i>C.Why did the author title this, Yes, We can!?</i> Language Structures: <i>Carlitos' mother is a _____. The workers went on strike because _____.</i> <i>I believe many people supported the janitors because _____. Perhaps other people supported their cause because _____. A good reason why they might have marched alongside the janitors is because _____.</i> <i>Carlitos might have felt _____ when he saw his mother on T.V.</i> <i>Being at the strike site was _____.</i> Vocabulary: <i>wages, afford, cause, support, march alongside, equality, fairness, 'believed in their cause', proud, empowered, 'a sense of responsibility', energetic, lively</i> Conditional verb tense: <i>couldn't, might have, past tense verbs;</i> | |

Assessment:

Speaking—Participation in group discussions, Oracy—WOW form

Listening— Participation in group discussions, Oracy—WOW form response to the Oracy questions.

Writing— Students will write with guidance a narrative paragraph summarizing what Carlitos learned from experiencing the Janitor strikes: Use this to inform your modeling.

The writing in this unit will be shared and interactive, therefore, will not be assessed. In a following lesson, the teacher can us a similar lesson with more responsibility to the students (more collaborative and independent work, then the next writing could be independent.

Reading—Written responses to literature: journal

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| Session #1 | <p>Approach: M S SG R C I</p> <p>Text: Si, se puede, Yes We Can!</p> <p>Teacher reads for enjoyment and understanding (this reading could occur in a different setting).</p> <p>Interactively read story pause to clarify, call attention to key parts in the story that will set up for the Oracy question. I.e. on p8-11—Reread first paragraph on p.11, Why are the janitors going on strike?, etc.—You’re ensuring comprehension in this read</p> <p>Ask: Return to P11 and P14. Reread those sections, ask the question: What did Carlitos learn in this section? Fill in Theme anchor chart with student responses.</p> <p>This link might support the understanding of a strike</p> <p>http://www.youtube.com/watch?v=EGoQLmC5tQs</p> | <p>Approach: M S C I</p> <p>Oracy (Use A Questions)</p> <p>Teacher poses first question to students (pair share). Teacher records their answers. Teacher uses vocabulary card to illustrate the meaning of janitor. Teacher makes connection to real world, Mr. _____ is Scott’s janitor., etc.</p> <p>Do same for second question. Model using sentence stems and vocabulary. Have pairs, or triads ask and answer each other the questions.</p> <p>Writing: Students copy questions and answers in their journals.</p> |
| Session #2 | <p>Approach: M S SG R C I</p> <p>Text: Pages 12-16</p> <p>Use doc camera to model reading these sections. Poses interactive questions that will scaffold the Oracy questions.</p> <p>Highlight the areas where the author gives clues about the theme of the story; ie. People from Los Angeles and....”</p> <p>Pose the question again, What did Carlitos learn in this section? Chart on Theme anchor chart with best response.</p> <p>Students can collaboratively read these pages.</p> | <p>Approach: M S C I</p> <p>Review previous day’s Oracy.</p> <p>Follow Session 1 procedure for B questions and writing</p> <p>Create a response ban k with the best student answers. Teacher should raise the language when students share their approximations. See Attachment A.</p> |

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| Session #3 | <p>Approach: M S SG R C I</p> <p>Text: Pages 19-23</p> <p>Use doc camera to model reading. Pose interactive questions that scaffold the Oracy. Call attention to portions of the text that support the theme of the story. i.e. Return to p23 "I couldn't have done it without you"</p> <p>What did Carlitos learn in this story? Chart response. Review all responses and choose the 'life lesson' tell kids that this is the them of the story.</p> <p>'Authors have a reason to write, a life lesson they want to teach us. Based on the evidence we've charted, 'what is the message the author is trying to teach us?' Lead students thinking to select the most significant author message. Then, have them select one word that captures the theme: justice</p> | <p>Approach: M S C I</p> <p>Review previous Sessions Oracy</p> <p>Follow previous sessions activities for both Oracy and writing</p> <p>Review previous Sessions Oracy</p> |
| Session #4 | <p>Approach: M S SG R C I</p> <p>Writing Modeled and Shared</p> <p>Whole class discussion?</p> <p>What did Carlitos learn in this story?</p> <p>Model how to write this writing. Students copy as you write. Call attention to the transition words; One day,</p> | <p>Approach: M S C I</p> |
| Session #5 | <p>Approach: M S SG R C I</p> <p>Students read collaboratively read the story to each other.</p> <p>Possible extensions: Have students change from past to present. Give a mini lesson on how to do this. For bilingual writers, translate the passage into their native language.</p> | <p>Approach: S C I</p> |

Key: M=Modeled S=Shared SG=small group R=repeated reading/Lotta Lara C=Collaborative I=Independent

Narrative paragraph summarizing what Carlitos learned from experiencing the Janitor strikes: Use this to inform your modeling.

Carlitos' mom was a janitor in the city of Los Angeles. Janitor wages were too low; therefore, she had to work three jobs in order to afford to take care of Carlitos and abuelita. One day, Carlitos' mom and the other janitors voted to go on strike because they worked too hard and were paid very little money. Many people supported their cause because they believe in justice and wanted to help. Carlitos wanted to help too. Carlitos' teacher took their entire class to march alongside the janitors to show their support. The strike site was energetic and lively. In the end, the janitors won better wages. Carlitos learned that it is important to work for justice.

Anchor Charts

Attachment A—Response Bank

The bus drivers, carpenters, ministers and students might have been motivated to march alongside the janitors because _____

they knew the situation was unfair.

they wanted justice for their friends

they had a strong sense of justice.

The author uses the quote “When many...” to illustrate the idea that _____.

there is strength in numbers.

united people can achieve anything

it is impossible to stop the spirit of justice

Attachment B Theme Anchor Chart

What did we learn Carlitos learn from this experience?

| Quote | What it means? | What Carlitos learned? |
|--|--|---|
| <i>p.9 ‘Even though I work full time as a janitor, I also have to clean houses and wash clothes on the weekend. And I cant afford to buy the med...’</i> | <i>Some people work really hard and don’t make enough money to live.</i> | <i>Life isn’t fair for some people.</i> |
| <i>p.11 to work so hard and get paid so little isn’t fair.</i> | | |
| <i>p.11 So today, all the janitors met outside the union hall and voted to stop working...to strike!</i> | <i>People have a right to protest when something isn’t right.</i> | <i>There are people from all over who fight for fairness and equality</i> |
| <i>p.12 ‘She showed me photos of bus drivers, carpenters, ministers and students, all marching alongside he janitors’</i> | <i>Other people care and can help</i> | <i>When people unite, they can achieve justice for all</i> |
| <i>‘So many people promised to help us. People from Los Angeles and from all over California’</i> | | |
| <i>p.14 ‘You bet they won! When many people join together, they can make a strong force.’</i> | | |