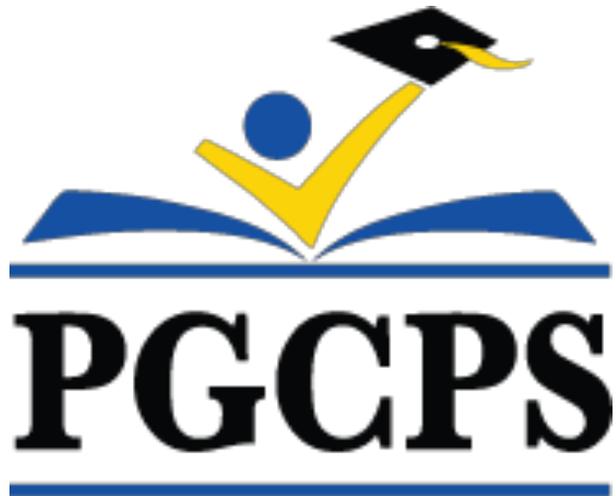


Division of Academics
Department of Curriculum and
Instruction
High School
ESOL English Beginner
Summer Learning Packet



Beginner Summer Packet 2020

Beginner ESOL -Grandmother Spider Brings the Sun

Standards: WIDA Standard 2: Language of Language Arts

Content Objectives: Students will analyze how myths explain light in a fictional text.

Language Objectives: Students will write a paragraph to explain how the author's use of descriptive language (adjectives) enriches and develops the story elements.

Text: "Grandmother Spider Brings the Sun" Keystone D pp. 4-17

How Grandmother Spider Stole the Sun: A Native American

1. When the earth was created the people and animals were in darkness. Finally, the animals gathered together and decided to do something about it. Bear spoke up and said, "I have heard there is something called the Sun. It is kept on the other side of the Earth, but the people there will not share it. I believe we can sneak over there and steal a piece of it."
2. Every one of the animals agreed it was a good idea. The big question was who would be the one to go and steal the Sun? The first one to try was the Fox. He crept to the place where the Sun was kept. When no one was looking, he grabbed a piece of it in his mouth and ran. But the Sun was so hot, it burned his mouth and he dropped it. That is why to this day foxes have black mouths because the first fox burned his mouth carrying the Sun.
3. The next animal to try was the Possum. Possums, during that time, had bushy tails. So, the Possum sneaked up to the place where the Sun was kept, snipped off a piece, and hid it in her tail. Then she ran, taking the Sun back to the animals and people. She lost her grip on the Sun when it started to burn away all the hair on her tail. To this day, all possums have bare tails because the Sun burned away the hair on that first possum.
4. Finally, Grandmother Spider tried. She was smart and clever. Instead of trying to hold the Sun herself, she wove a bag out of webbing. She put the piece of the Sun into her bag and brought it back to her people. The big question now was where to put the Sun.
5. Grandmother Spider felt it should be high in the sky so everyone would be able to see it and benefit from the light.
6. The animals agreed, but not one could reach high enough to place it there. They thought about taking it to the top of the tallest tree, but that wouldn't be high enough for everyone on the Earth to see the Sun. They decided that one of the birds could easily carry the Sun to the tip of the sky. Buzzard volunteered to go since he could fly higher than any bird.
7. Buzzard placed the Sun on top of his head where his feathers were the thickest, for the Sun was still very hot, even inside Grandmother Spider's bag. He flew higher and higher. The Sun grew hotter and hotter. The higher he flew, the hotter the Sun became. The Sun began burning through Grandmother Spider's bag, but Buzzard just kept flying. Up and up he went and the Sun grew hotter. The Sun was burning away the feathers on top of his head, but he continued on. Now all his feathers were gone, but he continued to fly upwards. His skin on his head began to turn red, but he continued to fly. He flew until he reached the top of the sky where he placed the Sun so it would give light to everyone.
8. Buzzard was honored by all the birds and animals because of his heroic deed of placing the Sun in the sky. Even though his head was naked and ugly because he was burned carrying the Sun, he is still the highest flyer of all. He can be seen circling the Sun to this day. Since Grandmother Spider brought the Sun in her bag of webbing, the Sun honors her by making rays across the sky which are shaped like the rays in Grandmother Spider's web.
9. These rays are there to remind everyone of what Grandmother Spider did for all the animals and the people. They also remind us that we are all connected like the strands of Grandmother Spider's web.

Lessons for Grandmother Spider Brings the Sun

Analysis:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s):

Solution(s):

Vocabulary:

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* Adjectives are words that are used to describe nouns- people, places, things and animals. When a writer uses adjectives to describe, the reader can understand and visualize the characters and events better.
- *Example:* Grandmother Spider was tiny, but she was very wise and brave.
- *Text search:* Scan the text for adjectives describing the animals.
- *Practice:* Create a chart in your notebook of the animals and the adjectives used to describe them.

Skills:

- *Explanation:* Good readers MAKE INFERENCES as they read. When a reader MAKES INFERENCES, she takes information from the text and then thinks carefully to understand why a character does something.
- *Examples:* I think that Grandmother Spider waits until last to try because she is modest.
- *Text Search/Practice:* Choose one character. What can you infer about that character from his/her actions?

Summary:

Look at your work from Wednesday. In your notebook, write a paragraph which describes the main characters in the myth.

Beginner ESOL – Grandmother Brings the Son (Part 2)

Standards: WIDA Standard 2: Language of Language Arts

Content Objectives: Students will analyze a fictional text.

Language Objectives: Students will respond in writing to comprehension questions.

Text of the Week: “Grandmother Spider Brings the Sun”
(see above)

Lessons for Grandmother Brings the Son (Part 2)

Analysis:

Re-read the text and your work from last Monday. Write a summary of the text, using the basic information from last Monday’s work.

Vocabulary:

- Look at your work from last Tuesday. For each word that you looked up, write a sentence. You could also use the word when speaking to someone or in a text message.

Grammar:

- *Explanation:* Compound nouns are words that are made up of more than one word. Often, the words are “stuck together.”
- *Example:* Baseball, horseback, schoolhouse
- *Practice:* In your notebook, make compound words by putting together pairs of these words: plane, mail, steak, air, house, box

Skills:

- *Explanation:* Good readers MAKE PREDICTIONS when they read. When we MAKE PREDICTIONS, we think about what will happen next.
- *Examples:* I predict that all the animals will congratulate Grandmother Spider. I predict that the buzzard will not show off anymore.
- *Text Search/Practice:* Choose one animal and make a prediction about how that animal’s life will be different now that there is light.

Summary:

Answer five of these questions in your notebook. Use complete sentences.

1. How did each character provide a solution to the problem?
2. How does attempting to get the sun affect each character’s appearance?
3. Why did each character fail except Grandmother Spider?
4. Why did Grandmother Spider succeed?
5. What would your solution be if your world were covered in darkness?
6. Should the characters have asked or just taken the sun? Explain your answer.

Beginner ESOL – Light

Standards: WIDA Standard 4: Language of Science

Content Objectives: Students will analyze a non-fiction text to compare and contrast what happens to light in different conditions using a chart.

Language Objectives: Students will write a paragraph comparing and contrasting what happens to light in different conditions.

Text of the W: “Light” pp. 18-31 Keystone D
Light

How Does Light Travel?

Light travels from the sun to Earth in waves. These waves, called electromagnetic waves, are a form of energy that can travel throughout space. We talk about electromagnetic waves in terms of the length of the wave, or wavelength.

The electromagnetic spectrum is the name for the whole range of electromagnetic waves. It is organized by wavelength, from the longest electromagnetic waves to the shortest. The longest waves in the spectrum are radio waves. Then come microwaves, infrared rays, visible light, ultraviolet rays, X rays, and gamma rays.

Visible light is the only part of the electromagnetic spectrum that people can see. Visible light is just a small part of the electromagnetic spectrum. It is located between infrared rays and ultraviolet rays. Visible light is a mixture of all the colors we can see in a rainbow: red, orange, yellow, green, blue and violet. When our eyes take in different wavelengths of light, we see different colors. We see the longest wavelengths of visible light as red. We see the shortest wavelengths as violet.

What Happens When Light Strikes Objects?

When light strikes an object, the light can be reflected, or bounced off the object. The light might also be absorbed, or taken in by the object. Or the light can be transmitted, or passed through the object.

Objects that you cannot see through, such as wood and metal, are called opaque. When light strikes an opaque object, the light is either reflected or absorbed. You cannot see through it. A glass object is transparent. When light strikes it, the light is allowed to pass through. As a result, you can see through the glass object.

Other objects are translucent. When light strikes them, only some light passes through. When you look through a translucent object, you can see something behind it, but you cannot see the details clearly.

What is Reflection?

All objects reflect some light. This means that light bounces off the objects. However, different objects reflect light in different ways.

Some objects allow you to see a reflection- or image- of something. For example, when you look at a mirror or a pool of water, you can see a reflection of yourself.

Other objects do not do this. For example, when you look at a wool sweater or a painted wall, you see only the object itself. What you see when you look at an object depends on how its surface reflects light.

To show how light travels and reflects, we can use straight lines to represent light rays. When parallel rays of light hit a smooth, or even, surface, all the rays are reflected at the same angle. This is called regular reflection. For example, when you look at a mirror, you see your own reflection. The light rays from your body hit the smooth surface of the mirror and are reflected regularly.

When parallel rays of light hit a bumpy, or uneven surface, each ray is reflected at a different

angle. This is called diffuse reflection. Most objects reflect light diffusely because their surfaces are not completely smooth.

How Do Mirrors Work?

A mirror is a sheet of glass that has a smooth, silver-colored coating on one side. Glass is transparent, so light passes through it. However, the silver coating behind the glass is opaque. When light rays pass through the glass, they hit the smooth surface of the silver coating and all the rays are reflected regularly. The result is that you see an image in the mirror. An image is a copy of an object and is formed by reflected rays of light.

Mirrors can have a flat or curved shape. The shape of a mirror determines how the image will look. An image in a mirror can be the same size as the object, or it can be larger or smaller—depending on the shape of the mirror.

Lessons for Light

Analysis:

Read the first half of the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Vocabulary:

- Scan the **first half** of the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* Remember adjectives? Adjectives are words that describe nouns— people, places, things, animals, and concepts. Comparative adjectives are words that tell us about two people, places, things, animals and concepts and how they relate to each other in some way. Typically, short adjectives are made comparative by adding “-er,” but longer adjectives are made comparative by using “more + adjective.”
- *Example:* Today is a very hot day. Yesterday it was even hotter. / This dress is beautiful, but my other dress is more beautiful.
- *Text search:*
- *Practice:*

Skills:

- *Explanation:* Good readers TAKE NOTES as they read, so that they can remember information and better understand the text. One way to take notes is to use graphic organizers.
- *Text Search/Practice:* Re-read the text and in your notebook, take notes in a Venn Diagram to compare and contrast what happens to light in different conditions.

Summary:

Using your work from Thursday, write a paragraph about what happens to light in different conditions.

Beginner ESOL – Light (Part 2)

Standards: WIDA Standard 4: Language of Science

Content Objectives: Students will analyze a text using text features.

Language Objectives: Students will answer questions, in writing, based on the heading found in the text.

Text: “Light” pp. 18-31 Keystone D.
(See above)

Lessons for Light (Part 2)

Analysis:

Using the information from last Monday, write a summary of the text.

I read a _____ text entitled _____. The author is _____. In the text I learned _____.

Vocabulary:

- Scan the **second half** of the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* Adverbial clauses of time are dependent clauses (groups of words) that tell when something happens. Some adverbs of time are when and after.
- *Example:* When light is directed at a transparent object such as a window, it passes through.
- *Text search:* Find five examples of adverbial clauses on time in the text and underline them.
- *Practice:* Complete the sentences:
 - a. When I get a good grade on an assignment, I feel _____.
 - b. After we eat dinner, I _____.

Skills:

- *Explanation:* Good readers SCAN a text before reading. When you SCAN, you look for specific pieces of information. We can SCAN for the title and headings in a text before we read so that we are prepared.
- *Examples:* The title of the text is “Light.”
- *Text Search:* What are the headings in the text? Copy them in your notebook.

Summary:

Look at your work from Thursday. Each of the headings is a question. Answer each questions in a complete sentence or sentences, using your own words.

Beginner ESOL – The Eye of Conscience

Standards: WIDA Standard 2: Language of RELA

Content Objectives: Students will analyze a non-fiction text.

Language Objectives: Students will identify key events in Hine's life in a written paragraph, using a timeline as a graphic pre-write organizer.

Text: "The Eye of Conscience" pp. 44-59

From *The Eye of Conscience* by Milton Meltzer and Bernard Cole

It was the year 1909 when Lewis W. Hine smuggled his camera into the southern textile mills. Paul Strand, one of America's great photographers, who studied with Hine in 1908, has underscored the courage it took in those early years to photograph child labor in the South. It was like entering the enemy's armed camp, he said. Hine risked the threats of foremen and factory owners who feared what his camera might expose. They were right to be afraid: the pictures and stories he brought away with him shocked the nation and prepared it to support remedial legislation. Apparently Hine did not always have to take his pictures secretly, for some of his prints show foremen standing by, sometimes smiling into the camera. Such men may not yet have learned what trouble photographs could make for their employers. Or perhaps they were so flattered to be asked to pose that they forgot to think about the possible consequences. Today, of course, few are so naive.

Although many were made under bad conditions, almost all of Hine's photographs were remarkably powerful. The deep sympathy he felt for the child workers always came through. The pictures and information he gathered became weapons in the hands of the National Child Labor Committee. The photos were seen everywhere—in posters, in books and pamphlets, in newspapers and magazines. They were dramatic proof of the tragedy of child labor to which America had been blind.

The man who made America see the truth started out not as a photographer but as a laborer. Hine was born in Oshkosh, Wisconsin, in 1874. He worked at many unskilled jobs until he decided to get more education. He took courses at night school, and then went to the Oshkosh Normal School, where teachers were trained. The principal, Frank Manny, liked Hine and urged him on. pamphlets, small, thin books containing information

Encouraged, Hine went to the University of Chicago. The city of Chicago was then the center of a reform movement. The trade unions, the university professors, the welfare workers like Jane Addams, were all talking about and working for a new and better America. They were sickened by the waste and inhumanity created by the swift industrial growth in the years since the Civil War. They wanted an America that put equality and freedom before profits. The welfare of the people should be the concern of the government, they said, not the welfare of corporations. Hine was excited by the new ideas around him. When his friend and teacher Frank Manny was appointed principal of the Ethical Culture School in New York, Hine, too, left Chicago. He took a job teaching science in Manny's school. It was there that his life took another turn. Manny began to experiment with photography as a way of making school activities more meaningful. He chose Hine to become school photographer. Knowing nothing about the craft, Hine taught himself simply by using the camera. reform movement, people working together to improve something.

It was 1903. Cameras and film had been developed to the point where men with hand cameras were setting the standard. Amateurs were often doing better work than the professionals. They showed more imagination, took more chances, dared to break the rules. Already, one amateur, Jacob Riis, had startled the country with his great photos of slum life in New York. By 1905 Hine had learned enough camera technique to try a major work. He turned to Ellis Island, the place in New York harbor where every day thousands of immigrants landed from Europe. They came to

the promised land looking for decent jobs and the freedom they had not known in the old country. Ellis Island was packed with lonely people, eager to taste American life, but frightened by the unknown. Hine's camera caught the trust and hope in the immigrants' faces and made a vivid record of the newcomers that is now a national treasure.

The way Hine worked on that first major task became his standard. When he started, he used a 5 7 view camera, magnesium powder for open flash, and glass plates. Later he added a 4 5 Graflex. His equipment was simple; so was his method. With it he moved directly to the truth. By now he knew photography would be his lifework. In 1908 he published an article about attempts to improve the life of the poor in New York. His pictures showed the filth and disease of the slums. The editor of a magazine devoted to social reform saw the piece and asked Hine to join the staff of *The Survey* as a photographer. Hine gave up his teaching job and from that day on used his camera to reform social conditions. His first assignment was to picture the life of immigrant workers in the Pittsburgh steel district. Then he photographed the workers building the New York State Barge Canal. From that he went to investigating the rapidly growing slums of Chicago and Washington, D.C. slums, poor, overcrowded areas in the city

It was while studying the life of the poor that Hine learned how poverty ruined childhood. In the streets and alleys of the slums he saw children robbed of their futures, their bodies stunted and their minds twisted. He learned of children as young as five made to do harsh, cheap labor in the factories. Already reformers had begun to fight this crime against childhood. The National Child Labor Committee (NCLC) was campaigning for laws to protect children. When the committee head saw Hine's work in *The Survey*, he asked Hine to become staff investigator and photographer. Hine took the job in 1908 and gave all his heart and strength to it. By that time over 1.7 million children under fifteen years of age were working in fields, factories, mines, and sweatshops. But such figures were just units in a census report. No one could call up in imagination's eye the meaning of that fact—1.7 million child wage earners. Lewis Hine knew how to make the figure flesh and blood. "Photographs of revelation," one editor called them.

Hine was always on the move with his camera; now in a Georgia cotton mill, now in a Pennsylvania coal mine, now in a New York sweatshop. He went into the homes of working children, the slum tenements, and the rural shacks. He asked the children their names, measured their heights against his coat buttons, jotted down their ages. He went from anger to despair as he saw no end to the tasks the industrial age was setting for child labor. "Tasks?" he asked once in bitter irony. "Not so—they are 'opportunities' for the child and the family to enlist in the service of industry and humanity. In unselfish devotion to their homework vocation, they relieve the overburdened manufacturer, help him pay his rent, supply his equipment, take care of his rush and slack seasons, and help him to keep down his wage scale. Of course they must accept with cheery optimism the steady decline in wages that inevitably follows in the wake of homework. Isn't it better for everyone to be working instead of expecting father to do it all?" tenements, large buildings divided up into many small apartments homework, paid work done in the home for an outside employer

His photographs marched thousands of children out of the mines and factories and paraded them before the nation's eyes. The comfortable and easy could see what working twelve hours a day or a night at miserable wages did to children. They could see the tired young eyes, the blank faces, the gray skin, the crippled hands, the broken bodies. "The great social peril is darkness and ignorance," Hine said. "Light is required. Light! Light in floods!" Hine's photographs became the core of pamphlets, bulletins, newspaper and magazine articles, and books, all exposing and attacking child labor. He did not insist on quality of reproduction if he could gain immediacy of effect. At least a score of the NCLC pamphlets were shaped from information he gathered in his reports to the committee. Some he wrote in full or in part, in addition to supplying the photos. Costing a nickel or a dime, the pamphlets were distributed nationally. Hine often spoke at NCLC conferences and showed his photographs through stereopticon enlargements. His biographer,

Judith M. Gutman, says he took five thousand photographs for the committee; some five hundred of them have been published.

Lessons for The Eye of Conscience

Analysis:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s):

Solution(s):

Vocabulary Day

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* Relative clauses (also known as adjective clauses) are groups of words that help define nouns. Relative clauses often start with who, whose or that.
- *Example:* The man photographed **children** that worked very hard.
- *Text search/Practice:* Find three examples of relative clauses in the text. Copy the entire sentences into your notebook. Underline the relative clauses and circle the nouns they modify.

Skills:

- *Explanation:* Good readers USE VISUALS as they read. Visuals are elements such as photographs and graphics. They help us understand what the words are telling us.
- *Text Search:* Look at the photographs in the text.
- *Practice:* Choose one photograph from the text and write about it. How does it make you feel? How does it relate to the text?

Summary:

Re-read the text. Look for the major events and dates. Create a timeline and then write a paragraph based on the timeline.

Beginner ESOL – The Eye of Conscience (Part 2)

Standards:

WIDA Standard 2: Language of RELA and WIDA Standard 5: Language of Social Studies

Content Objectives: Students will analyze a text for its relevance to current events.

Language Objectives: Students will hold a discussion or write a paragraph.

Text of the Week: “The Eye of Conscience” pp. 44-59
(See Above)

Lessons for The Eye of Conscience (Part 2)

Analysis:

Write a summary of the text, based on last Monday’s work.

Vocabulary:

Using the words from last Tuesday’s work, write sentences for each word and/or use these words in conversation.

Grammar:

- *Explanation:* We use the simple past tense to talk or write about an event that began and ended in the past. There are two forms of the simple past. The regular form adds “-ed” to the end of the base form of the verb. The irregular form... has no rules!
- *Example:* The photographer took pictures of the children who were working so hard. My friend and I talked about the videos we saw from the Black Lives Matter protest.
- *Text search:*
- *Practice:*

Skills:

- *Explanation:* Good readers USE TEXT FEATURES when they read. TEXT FEATURES include the title, headings, bold words, definitions at the bottom of the page and italicized words.
- *Text Search:* What text features do you find in this text? Highlight them. How do they help you understand the text?

Summary:

Hines used his camera to bring attention to the problem of children and others who worked in horrible conditions. This summer we are seeing videos and photographs that show problems in our society AND how people are working to solve the problems. Do you think seeing the pictures and videos is part of the solution? Why or why not? Explain and give examples.

Beginner ESOL – Visiting the Edison Museum

Standards: WIDA Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Content Objectives: Students will analyze a non-fiction text using the TAKE NOTES strategy.

Language Objectives: Students will give a presentation based on a timeline of Edison's life.

Text:

"Visiting the Edison Museum" Keystone D, pp. 60-84

Visiting the Edison Museum

You might wonder what the Edison Museum is doing in Beaumont, Texas, a place Thomas Alva Edison never even visited. The answer is a man named W. Donham Crawford. He worked for more than thirty years in the electrical power industry.

Crawford was fascinated by Thomas Edison. In 1977, he decided to honor the man who had made the industry possible. He proposed a museum.

The new museum's home was an electrical substation, build in the 1920's. Among the first exhibits were the substation control board and the top of a utility power pole, complete with wires and insulators. It was the only museum devoted to Edison west of the Mississippi.

Of course, everyone knows that Edison invented the light bulb. But wat did he do to make Crawford so interested in him? To understand, you need to know a little more about the man himself.

Getting to Know Edison

Thomas Alva Edison was born in Milan, Ohio, in 1847. At the age of twelve, he became a newspaper boy on a train. He worked on the Grand Trunk Railroad, going back and forth between two cities in Michigan, selling papers to the travelers. By the time he was fifteen, he had gone beyond selling somebody else's newspapers. He was publishing his own, The Weekly Herald, right on the train. It was the first newspaper ever printed on a moving train.

At the age of 16, Edison became a telegraph operator. This work game him the chance to travel. He went around the country, taking jobs here and there. He became a very good telegraph operator. He also made improvements to the telegraph equipment that he used.

Edison came up with his first patented invention when her was twenty-one. It was an electrical vote recorder. It was meant for use by members of Congress.

Every member would have a small switch that could be flipped to vote yes or no on an issue. Edison thought that the device would speed up the voting process. And it probably would have. However, members of Congress did not want to change the way they voted, so they never used Edison's switch.

Successful Inventions

Edison's second invention was more successful. He was twenty-three when he invented the stock ticker. At the time, u people learned about stock prices on the New York Stock Exchange from "runners." Runners had to run back and forth from the stock exchange to the business offices, and that took time. In contrast, Edison's devices reported the prices of stocks instantly, over wires.

Seven years later, Edison made some important improvements to Alexander Graham Bell's invention, the telephone. His improvements worked so well that people began to install telephones in offices and homes for the first time. It was really the beginning of the telephone

industry. Edison also began work on the phonograph. That invention eventually led to the recording industry.

With the phonograph and telephone successfully launched, Edison turned from sound to light. Light became what the great inventor was most famous for.

Edison was thirty-one when he began work on a small electric light for home use. His invention was remarkably clever, but the light bulb was just a small part of what Edison had on his mind. His thinking went far beyond how to light up a single home. He could imagine a future when electricity was distributed throughout an entire city. A central power station would generate the electricity, and a vast network of wires and cables would distribute it to every factory, office, and home that was part of the network. And of course, every factory, office, and home would need small electric light bulbs. People would have light when and where they wanted it.

Edison was not the first person to work on the light bulb. Other inventors were already developing electric lights. Some work had been going on for fifty years.

Edison established the Edison Electric Light Company and found investors who were willing to back him. The truth was, though, he did not even have an electric light bulb yet.

Edison Becomes Famous

Edison was never shy when it came to telling the world about his accomplishments and sometimes did so even before he had actually accomplished them. Such was the case when he announced his new electric light to the New York newspapers. The announcement brought him quite a lot of attention. He was famous. Now all he had to do was invent the product!

Edison and his staff went to work on the problem. They began with the bulb itself. They found that the most difficult part was the “element,” the part inside the bulb that lights up when electricity passes through it. It was a real puzzle to find something that would light up without burning up. Eventually, the element would be made of wire. However, in the early days, inventors tried almost everything. Edison and his team finally settled on specially treated bamboo.

When the bulb was ready, Edison and his team turned their attention toward creating a system that would bring electricity to the bulb. Here’s the way Edison described the work: “My laboratory was a scene of feverish activity, and we worked incessantly, regardless of day, night, Sunday, or holiday.... We accomplished a great deal in a short space of time, and before Christmas of 1879 I had already lighted up my laboratory and office, my house and several other houses... and some twenty street lights.”

By the time they had finished, they had done more than simply create a light bulb. As with the telephone and the phonograph, they had created a new industry.

Lessons for Visiting the Edison Museum

Analysis:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Vocabulary:

- Scan the first half of the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* Good writers and speakers use pronouns and match pronouns to antecedents. This means that the pronouns and the words they are replacing must match. **Note:** “They” can be a pronoun for a singular male, singular female, plural males and females, as well as animals. **Note:** It is respectful to use the pronouns that another person requests.
- *Example:* Miss Lopes is the best teacher in the school. She is so patient and kind. / The woman is teaching her brother. He needs help in English.
- *Text search:* Look at 1-3 paragraphs in the text. Underline pronouns and the nouns they replace.

Skills:

- *Explanation:* Good readers TAKE NOTES- you can't remember everything you read! We can take notes with graphic organizers.
- *Examples:* One graphic organizer to TAKE NOTES is a timeline. This is very useful when you are reading a social studies text. A timeline lists the major events and times/dates that they occurred
- *Text Search/Practice:* Create a timeline of Edison's life and his scientific accomplishments.

Summary:

Use your timeline notes from Thursday to give a presentation to your family about Thomas Edison. You can do it in English and in your home language! Have fun!

Beginner ESOL - Visiting the Edison Museum (Part 2)

Standards:

WIDA Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Content Objectives: Students will create an interview with Thomas Edison.

Language Objectives: Students will write interview questions and answers. (If a partner is available, they will do this in speaking.)

Text:

"Visiting the Edison Museum" pp. 60-84

Lessons for Visiting the Edison Museum (Part 2)

Analysis:

Use the information from last Monday and write a brief summary of the text.

Vocabulary:

- Scan the second half of the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* Possessive adjectives indicate relationship. The possessive adjectives are my, your, his, her, its, our, your and their.
- *Example:* I am happy because my sister is visiting me.
- *Text search:* In the text, find sentences with possessive adjectives.
- *Practice:* Write five sentences with possessive adjectives in your notebook.

Skills:

- *Explanation:* Good readers RE-READ the text. In this way, they understand the text better.
- *Practice:* RE-READ the text. Take your time and look at the work you have done previously on the text.

Summary:

Alone or with a partner, write down questions you would ask Edison if you could interview him. If you have a partner, take turns asking each other the questions. If you are working alone, you can write down the questions and the answers, based on the reading.

Beginner ESOL – How Seeds and Plants Grow

Standards:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

Content Objectives: Students will sequence the life cycle of a plant using sequence graphic organizers.

Language Objectives: Students will present their life cycles to their family members.

Text:

“How Seeds and Plants Grow” Keystone D, pp. 92-93

Parts of a Seed

Most plants produce new plants from seeds. A seed is like a tiny package. It contains the beginning of a very young plant inside a protective covering.

A see has three important parts- an embryo, stored food, and a see coat. The embryo contains the basic parts from which a young plant will develop- roots, stems, and leaves. Stored food keeps the young plant above until it can make its own food through photosynthesis. Seeds contain one or two seed leaves, called cotyledons. In some plants, food is stored in the cotyledons.

The outer protective covering of a seed is called the seed coat. The seed coat is like a plastic wrap; it protects the embryo and stored food from drying out. This protection is necessary because a seed may be inactive- may not begin to grow- for weeks, months, or even years.

Then, when conditions are right, the embryo inside a seed suddenly becomes active and begins to grow. The time when the embryo first begins to grow is called germination.

Germination

During germination, the see absorbs water from the environment. Then the embryo uses its stored food to begin to grow. The see coat breaks open and the embryo’s roots grow downward. Then its stem and leaves grow upward. As the stem grows longer, it breaks out of the grown. Once it is above the ground, the stem straightens up toward the sunlight, and the first leaves appear on the stem. When the young plant produces its first eaves, it can begin to make its own food by photosynthesis.

Lessons for How Seeds and Plants Grow

Analysis:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Vocabulary: Scan the text for unknown words.

- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* Good writers use SEQUENCE WORDS to organize information chronological (in order of time). Some sequence words are: first, second, third, fourth, etc. You can also use: first, next, then, after, last, and finally.
- *Example:* Today I had a busy day. First, I woke up and showered. Then, I took the dog for a walk. After that, I did my homework. Then, I prepared lunch for my family. After that, we all cleaned the house. Finally, we played soccer, ate dinner and went
- *Text search:* Find examples of sequence words in the text and underline them.
- *Practice:* Using sequence words, write a paragraph about a part of your day.

Skills:

- *Explanation:* Good readers LOOK FOR ORGANIZATIONAL STRUCTURE. That means that they look to see whether the text is organized in order of main idea-detail, in chronological order or in alphabetical order.
- *Examples:* A dictionary is organized in alphabetical order.
- *Text Search/Practice:* Look at the text. In what order is the information organized?

Summary:

Create a life cycle diagram of a plant. Label the diagram. Present your diagram to your family.

Beginner ESOL – Two Brothers and the Pumpkin**Standards:**

WIDA Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Content Objectives: Students will compare and contrast Kim and Chang and their treatment of the elements in nature in a graphic organizer.

Language Objectives: Students will use negative statements in a paragraph comparing and contrasting.

Text:**Two Brothers and the Pumpkin**

Once upon a time there were two brothers. The younger brother was very poor and had to work very hard to make a living. He lived in a small house and hardly had any possessions. Yet, he never complained. He was gentle and kind to people and animals alike. The older brother was quite wealthy. Things came easy to him. He had servants to do his work. He lived in a large mansion and had more possessions than any person needed. Yet, he was greedy and miserly and complained about everything. He was never happy. He was not very nice for people or animals to be around.

One year, swallows came to the land from some faraway place to the south. They made a nest under the eaves of the younger brother's small house. He was delighted to have the company of the birds. He had no close neighbors as he lived on the side of a mountain where the land could be purchased more cheaply. The land was hard to farm with few people living on it. The poor brother valued the company of the birds and other animals and enjoyed

having them near as he terraced his fields and carried water long distances from the stream in the valley below.

The wealthy brother lived in the lowlands and was surrounded by neighbors who he criticized often. While the younger brother had to toil and plant his crops by himself, the older brother had servants to do his work. He had women servants to plant the rice seedlings and thin the plants. He had male servants to build and repair the rice beds and to open and close the sluice gates that easily brought water to his fields. His harvests were gathered by men and women alike. His harvests were large, but never big enough to make the greedy man happy. The younger brother's crop was small since it was hard to carry enough water up the mountain for the thirsty plants. Still, the kind hearted younger brother made certain to drop kernels of rice for the birds along the dirt path on which he walked. He watched the swallows every day and laughed in happiness when he saw eggs appear in their nest. This meant he would continue to have company until the eggs hatched and the baby swallows grew large enough to fledge and leave the nest.

By the time the seedlings were ready to take out of the special hot bed he had created and to replant, the eggs had hatched. Small hungry swallows poked their open mouths just over the edge of the nest, constantly peeping. The kind-hearted brother put a wide board under the nest to catch the baby birds in case they fell out of the nest. He watched in joy as the parent swallows flew back and forth to and from the nest carrying food to the hungry babies. They grew bigger with each day that passed.

One day the younger brother climbed up the path carrying two pails of water up the steep path towards his thirsty rice plants. As he walked, he saw both parents fly away from the nest to get food for their young. Suddenly, he heard cries of fear coming from the baby swallows. He hurriedly dropped his buckets of water and ran to the house. There, he saw a large green snake drop down from a tree branch onto the roof. The snake raised its head and opened its mouth wide.

The baby birds screamed in fear! They flapped their wings and tried to fly out of the nest. But their wings were too weak to fly, except for one bird. It seemed to leap out of the nest as just as the man arrived to chase the snake away. The bird fell to the ground and broke its leg.

"You poor little thing," said the younger brother. He picked up the bird in his caring hands and took it inside to mend its leg. He wound the leg carefully with narrow strips of white cloth. Time passed, and the bird began to mend. With the wrapped leg, it could stand and take food from its parents along beside its brothers and sisters. Before long, it was flying among the adult swallows.

Summer passed, and autumn came. The swallows left the area and flew south for the winter. The little swallow with the broken leg had healed. It had grown to be an adult and flew away beside the rest of the flock. With the birds gone, the younger brother was lonelier than ever.

Early the next spring, the swallows returned to their nests from the year before. They traveled a long way over seas and over mountains to find their old nest. The younger brother was pleased to see that the parent swallows had again moved into the nest under the eaves of the little thatched house. The little bird that had been wounded had also come back.

The bird chose to reward the man for helping save its life. It flew in small circles around his head then dropped a single pumpkin seed into his hand. Then it flew off to build a nest of its own. The man planted the seed in a corner of his yard. It immediately sprouted and shot out a tendril that climbed to the rooftop of the poor man's home.

The tendril grew out sticky little hairs that it used to attach itself tightly to the edges of the roof. Large yellow blossoms could soon be seen by the younger brother as he walked back and forth between the fields and his home. The center of three of the flowers swelled to make little balls that soon turned into pumpkins. By autumn, three large pumpkins hung from the side of the house. The once small pumpkin seed had grown pumpkins so large that the entire house began to lean sideways until the pumpkins almost touched the ground. The younger brother cut the first pumpkin off the vine when it ripened. "This pumpkin is so large that it would feed the entire village in the valley below." He made up his mind to share the pumpkin and began to cut it in two. Just as the knife opened the pumpkin, a small army of little carpenters came out of the pumpkin. Some carried hammers and nails. Some carried saws, planes, paintbrushes and other kinds of tools. Along with the carpenters came building materials including boards, doors, windows, and more. In only moments, the carpenters built a huge mansion for the younger brother to live in.

The younger brother was amazed. He wondered what the other two pumpkins might contain. He quickly cut into the second pumpkin.

A long line of servants came from inside the second pumpkin. Farmhands came out carrying tools to build irrigation systems for the terraced rice fields. They also brought plows, rakes and other farming tools and used them to make his fields produce huge crops of rice. House servants followed behind the farmhands. Cooks carried crates of food that they began to use to cook marvelous dishes. Seamstresses brought their needles, scissors and fabric to sew rich looking outfits for the brother. Maids and butlers and everyone lined up in front of the younger brother and said, "Master we are here to serve you."

The opening of the third pumpkin brought wealth in the form of coins, silver and gold. There was so much money that the younger brother would never be able to spend it all. Overnight, the once poor man became the owner of vast amounts of lands that he purchased with the money from the third pumpkin.

The younger brother gave much of what he owned to help other people and to help the creatures who lived on the land. None of his riches escaped the attention of his wealthy older brother. The greedy older brother was jealous that the younger brother now owned more than he did. The younger brother was as honest and told his brother exactly how he had acquired his wealth.

The older brother gleamed when he heard the story. He ran to find nests that belonged to the swallows on the nearby cliffs. He took a baby swallow from the nest and broke its leg. He bandaged the leg with strips of white cloth. By autumn, the bird had healed, and it flew away with the other birds.

Just as he expected, the bird whose leg had been broken flew back in the spring. Like the first bird, it carried a pumpkin seed in its mouth. It flew over and dropped the seed into the man's hand. The greedy man could hardly wait for his pumpkins to grow.

He ordered a servant to plant the seed in his yard and another servant to water and fertilize it. Like the first seed, the new one sprouted and a green vine soon stretched to the roof of his mansion. Three pumpkins soon hung from the side of his house. Each pumpkin was larger than the pumpkins grown by his younger brother. "I will finally be richer than my brother again," thought the older brother.

Fall came, and it was time to harvest the pumpkins. The rich older brother sent his servants away so no one would know how much new wealth he acquired. He danced with joy as he prepared to cut into the first pumpkin. The knife went into the pumpkin, and he cut it in half. But, no carpenters came out with tools to build his mansion larger. Instead, demons came out of the pumpkin. Each carried a thick stick. The demons began to beat the older brother. "This will teach you to be greedy and to never share with others," they said as they took turns beating him.

The brother was black and blue with painful bruises all over his body by the time the demons disappeared. But, he had not learned his lesson. He thought, "This time I will find riches and treasure," and he cut open the second pumpkin. Instead of riches, out came money collectors shouting, "Pay your debts! Pay your debts!" Then, they began to take away as many of his riches as they could. They took his money, his fine clothing, his furniture and almost everything in his home.

Still, the older brother dreamed of getting riches from the third pumpkin. But, when he opened the pumpkin, a stream of yellow muddy water came shooting out. It covered his fields and his crops with a yellow clay and mud that ruined his rice and other crops.

In only moments, the once rich older brother became one of the poorest men in the village. He cried about his losses. He was truly humbled when he walked to his younger brother's house to beg for help.

The younger brother was as kind as always and welcomed the older brother in. He split everything he had and gave half to the older brother - half of his property, half of his money, half of his servants and half of everything else. This was how the older brother finally became a humble and happy man just like the younger, for the younger brother also gave the older brother half of his love for people and animals that lived around him.

Lessons for Two Brothers and the Pumpkin

Analysis:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s):

Solution(s):

Vocabulary:

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* In English, we use the word “not” to show a negative or opposite. The word “not” can be used in different parts of the sentence. Sometimes we can create a contraction with “-n’t”
- *Example:* My friend Javier doesn’t like dogs, but I think they are great. / Right now, she isn’t happy because she has to work. Her brother is happy because he is on vacation.
- *Text search:* Scan the text and find five negative sentences.
- *Practice:* In your notebook, write three pairs of sentences to compare yourself to a family member.

Skills:

- *Explanation:* Good readers TAKE NOTES. This means that they use a graphic organizer to write down important information from the text.
- *Examples:* Venn Diagrams.
- *Text Search/Practice:* Use a Venn diagram to take notes on the ways that Kim and Chang are the same and how they are different.

Summary:

Use the Venn Diagram from Thursday and write a paragraph to compare and contrast the brothers. Share your paragraph by reading it to a family member.

Beginner ESOL – Roll of Thunder, Hear My Cry

Standards: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Content Objectives: Students will compare and contrast the point of view of the main characters in a fictional text.

Language Objectives: Students will complete a chart to compare and contrast the point of views.

Text of the Week:

“Roll of Thunder, Hear My Cry” Keystone D, pp. 100-113

Roll of Thunder, Hear My Cry

Now Miss Crocker made a startling announcement: 'This year we would all have books. Everyone gasped, for most of the students had never handled a book at all besides the family Bible. I admit that even I was somewhat excited. Although Mama had several books. I had never had one of my very own. 'Now we're very fortunate to get these readers,' Miss Crocker explained while we eagerly awaited the unveiling. The county superintendent of schools himself brought these books down here for our use and we must take extra-good care of them.' She moved toward her desk. 'So let's all promise that we'll take the best care possible of these new books.' She stared down, expecting our response. 'All right, all together, let's repeat, "We promise to take good care of our new books."' She looked sharply at me as she spoke. 'WE PROMISE TO TAKE GOOD CARE OF OUR NEW BOOKS!' 'Fine,' Miss Crocker beamed, then proudly threw back the tarpaulin. Sitting so close to the desk, I could see that the covers of the books, a motley red, were badly worn and that the gray edges of the pages had been marred by pencils, crayons, and ink. My anticipation at having my own book ebbed to a sinking disappointment. But Miss Crocker continued to beam as she called each fourth grader to her desk and, recording a number in her roll book, handed him or her a book. As I returned from my trip to her desk, I noticed the first graders anxiously watching the disappearing pile. Miss Crocker must have noticed them too, for as I sat down she said, 'Don't worry, little ones, there are plenty of readers for you too. See there on Miss Davis's desk.' Wide eyes turned to the covered teacher's platform directly in front of them and an audible sigh of relief swelled in the room. I glanced across at Little Man, his face lit in eager excitement. I knew that he could not see the soiled covers or the marred pages from where he sat, and even though his penchant for cleanliness was often annoying, I did not like to think of his disappointment when he saw the books as they really were. But there was nothing that I could do about it, so I opened my book to its center and began browsing through the spotted pages. Girls with blond braids and boys with blue eyes stared up at me. I found a story about a boy and his dog lost in a cave and began reading while Miss Crocker's voice droned on monotonously. Suddenly I grew conscious of a break in that monotonous tone and I looked up. Miss Crocker was sitting at Miss Davis's desk with the first-grade books stacked before her, staring fiercely down at Little Man, who was pushing a book back upon the desk. 'What's that you said, Clayton Chester Logan !' she asked. The room became gravely silent. Everyone knew that Little Man was in big trouble for no one, but no one, ever called Little Man 'Clayton Chester' unless she or he meant serious business. Little Man knew this too. His lips parted slightly as he took his hands from the book. He quivered, but he did not take his eyes from Miss Crocker. 'I –I said may I have another book please, ma'am,' he squeaked. 'That one's

dirty.' 'Dirty !' Miss Crocker echoed, appalled by such temerity. She stood up, gazing down upon Little Man like a bony giant, but Little Man raised his head and continued to look into her eyes. 'Dirty! And just who do you think you are, Clayton Chester! Here the county is giving us these wonderful books during these hard times and you're going to stand there and tell me that the book's too dirty! Now you take that book or get nothing at all !' Little Man lowered his eyes and said nothing as he stared at the book, For several moments he stood there, his face barely visible above the desk, then he turned and looked at the few remaining books and, seeming to realize that they were as badly soiled as the one Miss Crocker had given him. he looked across the room at me. I nodded and Little Man, glancing up again at Miss Crocker, slid the book from the edge of the desk, and with his back straight and his head up returned to his seat. Miss Crocker sat down again. 'Some people around here seem to be giving themselves airs. I'll tolerate no more of that.' she scowled. 'Sharon Lake, come get your book. I watched Little Man as he scooted into his seat beside two other little boys. He sat for a while with a stony face looking out the window; then, evidently accepting the fact that the book in front of him was the best that he could expect, he turned and opened it. Rut as he stared at the book's inside cover, his face clouded, changing from sulky acceptance to puzzlement. His brows furrowed. Then his eyes grew wide, and suddenly he sucked in his breath and sprang from his chair like a wounded animal, hinging the book onto the floor and stomping madly upon it. Miss Crocker rushed to Little Man and grabbed him up in powerful hands. She shook him vigorously, then set him on the floor again, 'Now, just what's gotten into you, Clayton Chester!' But Little Man said nothing. He just stood staring down at the open book, shivering with indignant anger. 'Pick it up,' she ordered. 'No !' defied Little Man. 'No! I'll give you ten seconds to pick up that book, boy. or I'm going to get my switch.' Little Man bit his lower lip, and I knew that he was not going to pick up the book. Rapidly, I turned to the inside cover of my own book and saw immediately what had made Little Man so furious. Stamped on the inside cover was a chart which read: The blank lines continued down to line 20 and I knew that they had all been reserved for black students. A knot of anger swelled in my throat and held there. But as Miss Crocker directed Little Man to bend over the 'whipping chair. I put aside my anger and jumped up. 'Miz Crocker. don't, please !' I cried. Miss Crocker's dark eyes warned me not to say another word. 'I know why he done it !' 'You want part of this switch, Cassie !' 'No'm,' I said hastily. 'I just wanna tell you how come Little Man done what he done.' 'Sit down!' she ordered as I hurried toward her with the open book in my hand, Holding the book up to her. I said. 'See, Miz Crocker, see what it says. They give us these ole books when they didn't want'em no more. She regarded me impatiently, but did not look at the book. 'Now how could he know what it says! He can't read.' 'Yes'm, he can. He been reading since he was four. He can't read all them big words, but he can read them columns. See what's in the last row. Please look, Miz Crocker. This time Miss Crocker did look, but her face did not change. Then, holding up her head, she gazed unblinkingly down at me. 'S-see what they called us,' I said, afraid she had not seen. 'That's what you are.' she said coldly. 'Now go sit down. I shook my head, realizing now that Miss Crocker did not even know what I was talking about, She had looked at the page and had understood nothing, 'I said sit down. Cassie !' I started slowly toward my desk, but as the hickory stick sliced the tense air. I turned back around. 'Miz Crocker,' I said, 'I don't want my book neither. The switch landed hard upon Little Man's upturned bottom. Miss Crocker looked questioningly at me as I reached up to her desk and placed the book upon it. Then she swung the switch five more times and, discovering that Little Man had no intention of crying, ordered him up. 'All right, Cassie,' she sighed, turning to me, 'come on and get yours.'

Lessons for Roll of Thunder, Hear My Cry

Analysis:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Vocabulary:

- Scan the first half of the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* We use the simple past tense to talk or write about an event that began and ended in the past. There are two forms of the simple past. The regular form adds “-ed” to the end of the base form of the verb. The irregular form... has no rules!
- *Example:* The Black students were angry that they had to use old books from White students. / My friend and I talked about the videos we saw from the Black Lives Matter protest.
- *Text search:* Look in the text to find five verbs in the simple past tense.
- *Practice:* In your notebook, write five sentences using the past tense.

Skills:

- *Explanation:* Good readers MAKE CONNECTIONS when they read. They MAKE CONNECTIONS between the text they are reading to their own experiences, other texts they have read and movies they have seen, etc.
- *Examples:* When I read “Roll of Thunder, Hear My Cry,” I think about the fact that so many times, students don’t have the books and supplies they need, even now.
- *Text Search/Practice:* In your notebook, write about a connection you can make to the text.

Summary:

Point of view refers to the opinion people have about something. Different people have points of view. That can lead to conflict. In your notebook, make a chart. On one side, list the main characters. On the other side, list each main character’s point of view about the books. Then, add your name and point of view.

Beginner ESOL - Roll of Thunder, Hear My Cry (Part 2)

Standards:

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Content Objectives: Students will summarize a fictional text.

Language Objectives: Students will write a summary of the text.

Text:

"Roll of Thunder, Hear My Cry" Keystone D, pp. 100-113
(See above)

Lessons for Roll of Thunder, Hear My Cry (Part 2)

Analysis:

Look at your work from last Monday. Summarize the article.

Vocabulary:

- Scan the second half of the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Skills:

- *Explanation:* Good readers try to see things from the POINT OF VIEW of different characters in a story, in order to understand the characters and how/why the plot moves as it does.
- *Examples:* Our current text is written from the POINT OF VIEW of Cassie, who is the narrator of the story.
- *Text Search/Practice:* Find a point in the text where you can see Cassie's POINT OF VIEW or OPINION and write in your notebook what you think her point of view is.

Summary:

Take one of the other characters in the text- either a major character or a minor character, such as one of the other students- and write what happened in the classroom when the teacher gave out books.

Beginner ESOL – Abuela Invents the Zero

Standards: WIDA Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Content Objectives: Students will analyze a fictional text.

Language Objectives: Students will write brief constructed responses.

Text:

Abuela Invents the Zero

Cofer, Judith Ortiz. (1996). Abuela invents the zero In J.O. Cofer, *An island like you* (pp. 107-111). New York: Puffin. Permission pending “You made me feel like a zero, like a nothing,” she says in Spanish, un cero, nada. She is trembling, an angry little old woman lost in a heavy winter coat that belongs to my mother. And I end up being sent to my room, like I was a child, to think about my grandmother’s idea of math. It all began with Abuela coming up from the Island for a visit—her first time in the United States. My mother and father paid her way here so that she wouldn’t die without seeing snow, though if you asked me, and nobody has, the dirty slush in this city is not worth the price of a ticket. But I guess she deserves some kind of award for having had ten kids and survived to tell about it. My mother is the youngest of the bunch. Right up to the time when we’re supposed to pick up the old lady at the airport, my mother is telling me stories about how hard times were for la familia on la isla, and how la abuela worked night and day to support them after their father died of a heart attack. I’d die of a heart attack too if I had a troop like that to support. Anyway, I had seen her only three or four time in my entire life, whenever we would go for somebody’s funeral. I was born here and I have lived in this building all my life. But when Mami says, “Connie, please be nice to Abuela. She doesn’t have too many years left. Do you promise me, Constanca?”—when she uses my full name, I know she means business. So I say, “Sure.” Why wouldn’t I be nice? I’m not a monster, after all. So we go to Kennedy to get la abuela, and she is the last to come out of the airplane, on the arm of the cabin attendant, all wrapped up in a black shawl. He hands her over to my parents like she was a package sent airmail. It is January, two feet of snow on the ground, and she’s wearing a shawl over a think black dress. That’s just the start. Once home, she refuses to let my mother buy her a coat because it’s a waste of money for the two weeks she’ll be in el Polo Norte, as she calls New Jersey, the North Pole. So since she’s only four feet eleven inches tall, she walks around in my mother’s big black coat looking ridiculous. I try to walk far behind them in public so that no one will think we’re together. I plan to stay very busy the whole time she’s with us so that I won’t be asked to take her anywhere, but my plan is ruined where my mother comes down with the flu and Abuela absolutely has to attend Sunday mass or her soul will be eternally damned. She’s more Catholic than the Pope. My father decides that he should stay home with my mother and that I should escort la abuela to church. He tells me this on Saturday night as I’m getting ready to go out to the mall with my friends. “No way,” I say. I go for the car keys on the kitchen table: he usually leaves them there for me on Friday and Saturday nights. He beats me to them. “No way,” he says, pocketing them and grinning at me. Needless to say, we come to a compromise very quickly. I do have a responsibility to Sandra and Anita, who don’t drive yet. There is a Harley-Davidson fashion show at Brookline Square that we cannot miss. “The mass in Spanish is at ten sharp tomorrow morning, entiendes?” My father is dangling the car keys in front of my nose and pulling them back when I try to reach for them. He’s really enjoying himself. “I understand. Ten o’clock. I’m out of here.” I pry his fingers off the key ring. He knows that I’m late, so he makes it

just a little difficult. Then he laughs. I run out of our apartment before he changes his mind. I have no idea what I'm getting myself into. Sunday morning I have to walk two blocks on dirty snow to retrieve the car. I warm it up for Abuela as instructed by my parents, and drive it to the front of our building. My father walks her by the hand in baby steps on the slippery snow. The sight of her little head with a bun on top of it sticking out of that huge coat makes me want to run back into my room and get under the covers. I just hope that nobody I know sees us together. I'm dreaming, of course. The mass is packed with people from our block. It's a holy day of obligation and everyone I ever met is there. I have to help her climb the steps, and she stops to take a deep breath after each one, then I lead her down the aisle so that everybody can see me with my bizarre grandmother. If I were a good Catholic, I'm sure I'd get some purgatory time taken off for my sacrifice. She is walking as slow as Captain Causteau exploring the bottom of the sea, looking around, taking her sweet time. Finally she chooses a pew, but she wants to sit in the other end. It's like she had a spot picked out for some unknown reason, and although it's the most inconvenient seat in the house, that's where she has to sit. So we squeeze by all the people already sitting there, saying, "Excuse me, please, con permiso, pardon me," getting annoyed looks the whole way. By the time we settle in, I'm drenched in sweat. I keep my head down like I'm praying so as not to see or be seen. She is praying loud, in Spanish, and singing hymns at the top of her creaky voice. I ignore her when she gets up with a hundred other people to go take communion. I'm actually praying hard now—that this will all be over soon. But the next time I look up, I see a black coat dragging around and around the church, stopping here and there so a little gray head can peek out like a periscope on a submarine. There are giggles in the church, and even the priest has frozen in the middle of a blessing, his hands above his head like he is about to lead the congregation in a set of jumping jacks. I realize to my horror that my grandmother is lost. She can't find her way back to the pew. I am so embarrassed that even though the woman next to me is shooting daggers at me with her eyes, I just can't move to go get her. I put my hands over my face like I'm praying, but it's really to hide my burning cheeks. I would like for her to disappear. I just know that on Monday my friends, and my enemies, in the barrio will have a lot of senile-grandmother jokes to tell in front of me. I am frozen to my seat. So the same woman who wants me dead on the spot does it for me. She makes a big deal out of getting up and hurrying to get Abuela. The rest of the mass is a blur. All I know is that my grandmother kneels the whole time with her hands over her face. She doesn't speak to me on the way home, and she doesn't let me help her walk, even though she almost falls a couple of times. When we get to the apartment, my parents are at the kitchen table, where my mother is trying to eat some soup. They can see right away that something is wrong. Then Abuela points her finger at me like a judge passing a sentence on a criminal. She says in Spanish, "You made me feel like a zero, like a nothing." Then she goes to her room. I try to explain what happened. "I don't understand why she's so upset. She just got lost and wandered around for a while," I tell them. But it sounds lame, even to my own ears. My mother gives me a look that makes me cringe and goes in to Abuela's room to get her version of the story. She comes out with tears in her eyes. "Your grandmother says to tell you that of all the hurtful things you can do to a person, the worst is to make them feel as if they are worth nothing." I can feel myself shrinking right there in front of her. But I can't bring myself to tell my mother that I think I understand how I made Abuela feel. I might be sent into the old lady's room to apologize, and it's not easy to admit you've been a jerk—at least, not right away with everybody watching. So I just sit there not saying anything. My mother looks at me for a long time, like she feels sorry for me. Then she says, "You should know, Constancia, that if it wasn't for the old woman whose existence you don't seem to value, you and I would not be here." That's when I'm sent to my room to consider a number I hadn't thought much about—until today.

Lessons for Abuela Invents the Zero

Analysis:

Read the text and complete the graphic organizer.

Title: _____

Author: _____

Genre: _____

Characters: _____

Setting (when): _____

Setting (where): _____

Problem(s): _____

Solution(s): _____

Vocabulary:

- Scan the text for unknown words.
- Look up the new words in a dictionary.
- Write the translations/definitions in the margin or in your notebook.
- Re-read the sentences with unknown words.

Grammar:

- *Explanation:* "Have to" is used to express obligation. We have obligations at work, at school and at home. We have obligations to ourselves, our families, our communities and each other. We use "have to + base form of verb."
- *Example:* I have to clean my room. I have to study hard. I have to respect myself and others.
- *Text search:* Look in the text for example of things that Connie has to do.
- *Practice:* Write sentences in your notebook about things you have to do.

Skills:

- *Explanation:* Good readers MAKE INFERENCES. When we make inferences, we try to understand what happened without having all of the facts stated explicitly.
- *Examples:* My friend is crying. I can infer that she is sad because she always cries when she is sad.
- *Text Search/Practice:* Make an inference: why does Connie ignore her grandmother in church?

Summary:

Answer any four of the following questions in your notebook. Use complete, original sentences.

1. Why does Abuela feel like a Zero?
2. How does Connie perceive her grandmother?
3. How does the author describe the main characters?
4. What are the cultural and generational differences between Abuela and Connie?
5. Do you think Connie will grow from this experience? Explain.

Beginner ESOL – Abuela Invents the Zero (Part 2)

Standards: WIDA Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

Content Objectives: Students will compare and contrast their home obligations with Connie's home obligations.

Language Objectives: Students will write a paragraph to compare home obligations.

Text:

“Abuela Invents the Zero”

(see above)

Lessons for Abuela Invents the Zero (Part 2)

Analysis:

Use the information from last Monday and summarize the text.

Vocabulary:

- Use five of the words you chose last Tuesday and write sentences for each in your notebook. Share with a family member.

Grammar:

- *Explanation:* “Have to” is used to express obligation. I have to, you have to, she has to, he has to, we have to, they have to
- *Example:* I have to clean my room. I have to study hard. I have to respect myself and others.
- *Text search:* Look in the text for example of things that Connie has to do.
- *Practice:* Write sentences in your notebook about things you have to do.

Skills:

- *Explanation:* Good readers LOOK FOR COGNATES. Cognates are words that are the same or similar in spelling, pronunciation and meaning in two or more languages. When we LOOK FOR COGNATES, we increase our vocabulary and comprehension.
- *Examples:* democracy/democracia, liberty/liberte
- *Text Search:* Look in the text for words that are similar in appearance and the same in meaning as words in your home language or a language you are studying.

Summary:

Make a T-Chart to compare obligations that you and Connie have. Use the T-Chart to write a paragraph. Use the construction “have to.”