

Unit 7

Novel Study:  
**Stella Díaz Has  
Something to Say**



Teacher Guide

Grade 3

Unit 7

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# **Novel Study: Stella Díaz Has Something to Say**

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## **Teacher Guide**

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# Welcome to Amplify CKLA

Dear Educator,

I am thrilled to welcome you to your Amplify CKLA 3rd Edition Teacher Guide.

At Amplify, we are dedicated to collaborating with educators like you to create learning experiences that support literacy development for all students. Amplify CKLA was designed to help you bring effective Science of Reading practices to life in your classroom, and we have been thrilled to see the impact it has had on students across the country.

The 3rd Edition builds on the robust principles and instruction of previous editions of Amplify CKLA to provide better-than-ever support for teaching and learning.

We've made significant improvements to Amplify CKLA in the areas you told us mattered most. In 3rd Edition, you will find more opportunities for differentiation to meet the needs of all learners—including multilingual/English learners—streamlined pacing, and bolstered writing instruction based on the science of reading and writing.

At its foundation, Amplify CKLA is built on the finding that word recognition and language comprehension are both critical to reading comprehension and writing composition.

In Grades 3–5, Amplify CKLA lessons combine skills and knowledge in content-driven units with increasingly complex texts, close reading, and a greater writing emphasis. Students start to use their skills to go on their own independent reading and writing adventures.

I know how overwhelming it can feel to start a new curriculum, but you are not alone! As you embark on this literacy journey with Amplify CKLA, we are here to support. We offer comprehensive professional development resources, including videos, podcasts, webinars, and virtual and in-person training, to help you make the shift to the Science of Reading.

We share the common belief that every child deserves to become a proficient, enthusiastic reader and writer, and I am confident that we can realize this goal together. Thank you for your unwavering commitment to your students' success and for your role in shaping the future of literacy instruction.

Sincerely,

**Susan Lambert**

Chief Academic Officer, Literacy  
Host, Science of Reading: The Podcast

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# Acknowledgements

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**Amplify**CKLA

Amplify staff and contributors, who have worked on this edition of CKLA as well as prior editions of CKLA. This product reflects their expertise, passion, and dedication.



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Educators across the country who have provided essential feedback on previous editions of CKLA, helping us to make the program better for teachers and students.

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# Introduction

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## NOVEL STUDY: STELLA DÍAZ HAS SOMETHING TO SAY

This introduction provides information and context for teaching lessons based on the engaging, award-winning novel *Stella Díaz Has Something to Say*. The Teacher Guide contains sixteen daily lessons and two Pausing Point days. Each lesson will require a total of 120 minutes. Lesson 16 contains the Unit Assessment based on reading comprehension, literary understanding, and writing instruction.

As noted, two days are intended to be used as Pausing Point days. These Pausing Points are found at the end of the unit, after the Unit Assessment. Pausing Points can be used to focus on content understanding, writing, and reading.

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## TEACHER COMPONENTS

- Teacher Guide
- Copy of novel *Stella Díaz Has Something to Say* by Angela Dominguez

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## DIGITAL TEACHER COMPONENTS

These resources can be found at [learning.amplify.com](https://learning.amplify.com):

- Teacher Presentation Screens
- Visual Supports for Teaching
- General English Learners
- Assessment Guide: Unit Assessment
- Caregiver Letter
- Fluency Supplement
- Assessment and Remediation Guide
- Intervention Toolkit

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## STUDENT COMPONENTS

- Copy of novel *Stella Díaz Has Something to Say* by Angela Dominguez (one per student)
- Activity Book

**Note:** Students may need computer access if you choose to have them publish their narratives digitally.

In the back of this Teacher Guide, you will find a section titled “Teacher Resources.” In this section you will find the following:

- Spanish Glossary for *Stella Díaz Has Something to Say*
- Activity Book Answer Key

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## WHY THIS UNIT IS IMPORTANT

*Stella Díaz Has Something to Say*, a novel by Angela Dominguez, introduces Stella, a Mexican-American third grader. She lives with her brother and mother near Chicago. Even though she has been in America since she was a baby, she still struggles to understand how she fits in. Stella speaks English and some Spanish but still feels uncomfortable using either language. The text follows Stella as she navigates her home and school life.

As the unit progresses, students will develop their reading, writing, and speaking and listening skills. Each lesson offers opportunities for students to practice standards-based skills with activities that are designed for engagement, differentiation, and collaboration.

This text is told from the point of view of Stella, whose family speaks Spanish at home. Although the text is written in English, it contains some Spanish words and phrases. If you are not conversational in Spanish, it may be helpful to consult the Spanish Glossary found in Teacher Resources.

A few themes throughout *Stella Díaz Has Something to Say* may provoke emotional responses and a discussion with students may be necessary. It may be helpful to consult with school leadership to decide how to address these themes with students.

- Stella is a legal alien with a green card. Students may be unfamiliar with the immigration process in the United States, and current events and the political climate may cause strong feelings about this topic.
- Stella is bullied by a classmate. This classmate is very crafty and is usually not mean when adults are present. Students may benefit from discussion about strategies for facing difficult people or bullies.
- Stella’s parents are divorced. Her father lives in Colorado, a long distance from Stella’s home in Chicago, and she struggles to navigate her relationship with him. Students may have a similar home life, and this topic may bring up issues for them.

The author and illustrator Angela Dominguez was born in Mexico City, Mexico. She was raised in Texas and currently lives in the United States. She has written and illustrated several books, and she speaks at many schools around the country. She has loved reading and drawing since childhood.

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## WHAT STUDENTS HAVE ALREADY LEARNED

The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the novel *Stella Díaz Has Something to Say*. This background knowledge will greatly enhance students' understanding of the novel:

- Kindergarten, *Star Light, Star Bright: Nursery Rhymes and Fables*
- Kindergarten, *Underdogs and Heroes: Stories*
- Kindergarten, *All Around the World: Geography*
- Grade 1, *The Moral of the Story: Fables and Tales*
- Grade 1, *Common Threads: Different Lands, Similar Stories*
- Grade 1, *Charting the World: Geography*
- Grade 1, *Once Upon a Time: Fairy Tales* (optional)
- Grade 1, *Adventure Stories: Tales from the Edge*
- Grade 2, *Fortunes and Feats: Fairy Tales and Tall Tales*
- Grade 2, *Legends and Heroes: Greek Myths*
- Grade 3, *Timeless Tales: Classic Stories*



## CORE VOCABULARY

The following list contains core vocabulary words from the novel. They can be found in the Vocabulary section at the beginning of each lesson. Boldfaced words in the list have an associated Word Work activity. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b> simmering bay leaf <b>sustained</b> betta fish snicker salsa smirk lychee Vietnamese polka dots	<b>Lesson 2</b> spunk etiquette <b>fascinating</b> Alamo paralyze impolite klutz ceremony lice honored	<b>Lesson 3</b> properly <b>hesitantly</b> pronunciation divorced karaoke inventory professional enunciate jazzed
<b>Lesson 4</b> lavender scent sophisticated mortified tofu jicama <b>reunion</b> chopsticks deduction	<b>Lesson 5</b> translator slouching persuade jerky tropical <b>exotic</b> Latin guava papaya pimentos	<b>Lesson 6</b> relatives illegal <b>particular</b> pellet pecan manatee translates strict
<b>Lesson 7</b> anemonefish cubicle sidekick dedicate biography <b>cliffhanger</b> photocopier equestrian carefree	<b>Lesson 8</b> Jamaica humpback whales slowpoke eerily <b>intimidating</b> chatty bleachers foreign confess	<b>Lesson 9</b> pouts beam rearview mirror mural twosome clammy semifinalist <b>gregarious</b>

<b>Lesson 10</b> public reference marine exhibits <b>valuable</b> auditorium captivity convention register passport	<b>Lesson 11</b> Chinese fortune cookie coconut caramel mangoes metallic <b>courage</b>	<b>Lesson 12</b> chandeliers Amazon humid piranha <b>gracefully</b> tai chi sherbet mobile bribe peacocks
<b>Lesson 13</b> portholes <b>nerves</b> boa constrictor blobfish Russia ruffles howl		

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## WRITING

In this unit, students will be planning, drafting, revising, editing, publishing, and presenting a fictional narrative (Lessons 11–15). Students will imagine that Stella has a new first experience over her summer break and write a fictional narrative describing Stella's experience that introduces at least one new, interesting character.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- Draft of fictional narrative (Lesson 12)
- Final copy of fictional narrative (Lesson 15)

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## UNIT ASSESSMENT



### Digital Assessment

This unit includes an Unit Assessment for students to complete digitally. The digital assessment evaluates students in the skills and concepts covered in *Novel Study: Stella Díaz Has Something to Say*, including vocabulary, grammar and morphology, comprehension skills, and content knowledge. The assessment will provide you with meaningful student data and reporting that offers insights into each student's learning progress and recommendations on ways to support your students based on their learning needs. The assessment is a variation of the Unit Assessment found in the Teacher Guide. To access the digital assessment, please log onto the Amplify platform and assign the assessment to your students.

If your students are unable to access the assessment digitally, you may wish to use the Unit Assessment provided in the Teacher Guide and direct your students to complete the corresponding student Student Assessment pages.

### Print

The Unit Assessment in Lesson 16 evaluates each student's learning of content, reading skills, and language skills taught during the unit. This assessment can be found in the Teacher Guide. The student pages are in the Assessment Guide: Check-Point Assessments booklet to print or make copies for each student.



## 1

# Introduction to the Novel

## PRIMARY FOCUS OF LESSON

### Core Connections

Students will establish a purpose for reading the novel *Stella Díaz Has Something to Say*. [RF.3.4a]

### Reading

Students will use a glossary to determine the meaning of words and phrases in the text. [L.3.4d]

Students will demonstrate an understanding of characters and key events in chapters 1 and 3. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *sustained*. [L.3.4]

### Writing

Students will identify Stella's character traits. [W.3.8, RL.3.3]

## FORMATIVE ASSESSMENT

### Activity Page 1.1

**Stella's Internal Character Traits** Students will identify Stella's character traits. [W.3.8, RL.3.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Core Connections (25 min.)			
Introduction to the Novel	Whole Group	25 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> Visual Support 1.1 <input type="checkbox"/> glossary
Reading (65 min.)			
Chapters 1–2	Whole Group	25 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> Questions Parking Lot <input type="checkbox"/> sticky notes <input type="checkbox"/> glossary
Chapter 3	Partner	25 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Sustained</i>	Whole Group	5 min.	
Writing (30 min.)			
Identifying Character Traits	Whole Group/ Partner	30 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> Activity Page 1.1 <input type="checkbox"/> Visual Support 1.2
Take-Home Material			
Take-Home Letter			<input type="checkbox"/> Caregiver Letter



## ADVANCE PREPARATION

### Core Connections

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.

### ➤ Visual Support 1.1

- Prepare to display Visual Support 1.1.

### Reading

- You may wish to prepare an image of the author, Angela Dominguez, to show students.
- Identify the Spanish glossary in the back of student Activity Books and be sure each student has access.
- Assign partners to read chapter 3.
- Create a class “Questions Parking Lot” with space for each student to post a sticky note.
- Prepare to distribute enough sticky notes and pencils to every student.

### Writing

### ➤ Visual Support 1.2

- Prepare to display Visual Support 1.2 or create your own on the board/chart paper. See sample answers below.

Stella's Internal Character Traits	
Internal Character Trait	Evidence from Text (thoughts, actions, or dialogue)
helpful	<ul style="list-style-type: none"> <li>• Page 5: "Can I help, Mom?" I ask, wiping lipstick off my cheek. (dialogue)</li> <li>• Page 6: I'll show her the tricks around the school, like which lunch lady gives extra French fries or which bathrooms aren't as nice. (thought)</li> <li>• Page 10: Before bed, I feed my betta fish. (action)</li> </ul>
hopeful	<ul style="list-style-type: none"> <li>• Page 10: As I close my eyes, I start picturing the new student and my future friend. (thought)</li> <li>• Page 10: "I hope she speaks Spanish," I say as I drift off to sleep. (dialogue)</li> <li>• Page 15: Then I add a sixth item to my schedule and draw a smiley face: "Make a New Friend." (action)</li> </ul>
curious	<ul style="list-style-type: none"> <li>• Page 1: My mouth starts to water as I follow him toward the sound of sizzling food. (action)</li> <li>• Page 10: "Next week, I'm going to learn everything about you and your relatives, Pancho," I say. (dialogue)</li> <li>• Page 13: <i>Who is this Anna?</i> (thought)</li> </ul>

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**simmering, v.** to cook gently below or just at the boiling point

**bay leaf, n.** the dried leaf of the bay tree used in cooking

**sustained, adj.** maintained at length without interruption

**betta fish, n.** small brightly colored long-finned freshwater bony fish of southeastern Asia

**snicker, v.** to laugh in a secret manner

**salsa, n.** popular music of Latin American origin that has characteristics of rhythm and blues, jazz, and rock

**smirk, n.** a smile that shows you are pleased with yourself in a smug, or self-centered way

**lychee, n.** the small, oval to roundish fruit of a tree native to China, Malaysia, and Vietnam

**Vietnamese, n.** someone who is from Vietnam

**polka dots, n.** a design created by spots that form a pattern

**Vocabulary Chart for Chapters 1–3**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	bay leaf betta fish salsa Vietnamese lychee	simmering sustained snicker smirk polka dots	
Spanish Cognates	vietnamita lichi	sostenido	
Multiple-Meaning	salsa	simmering	
Sayings and Phrases	My stomach was in knots.		


## Lesson 1: Introduction to the Novel

## Core Connections



**Primary Focus:** Students will establish a purpose for reading the novel *Stella Díaz Has Something to Say*. [RF.3.4a]

## INTRODUCTION TO THE NOVEL (25 MIN.)

- Ensure each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez /do\*meen\*gehs/. Note that different editions may have different page numbers. If you are using a different edition of the text, you may need to adjust the page numbers referenced in the lesson prior to instruction.
- Ask students to look at the front cover of the book and read the short summary on the back cover. Students may notice the Spanish word *roja* /rroh\*hah/ in the summary.
- Write *roja* on the board and ask students if they can define it.
  - » red
- Ask students if their face has ever turned the color red or felt hot when you've been embarrassed, just like Stella.
- Explain that throughout the novel, students will encounter Spanish vocabulary, because the main character Stella and her family are from Mexico, where the native language is Spanish. They can speak both Spanish and English, so they are bilingual. Write *bilingual* on the board, underline *bi* and explain that it means *two*, then underline *lingual* and explain that it is related to language, so they speak two languages: English and Spanish.
- Tell students the presence of Spanish vocabulary will introduce the language to everyone who reads this novel.
- Show students the English and Spanish glossaries in the back of their Activity Books.
- Tell students they will use these glossaries to define the English and Spanish vocabulary as they read.
-  **Think-Pair-Share:** The summary mentions that Stella feels lonely. Ask students if they have ever felt lonely like Stella. Then have them turn to a partner and share their thoughts. Remind students to signal when both partners have contributed to the conversation.

- Ask a student to read the author's name from the front of the book.
  - » Angela Dominguez
- Tell students that Angela Dominguez was born in Mexico City, Mexico and grew up in Texas. She is also the illustrator of this novel.

### ➤ Visual Support 1.1

- Display Visual Support 1.1.
- Point to the locations on the map while discussing the following:
  - Tell students that Stella's family is from Mexico, but she lives in Chicago, Illinois, with her mom and brother. Stella's dad lives in Colorado.
  - Explain that Stella's family visits Wisconsin for family vacations.
  - Have student volunteers locate Mexico, Chicago, Colorado, and Wisconsin on the map.
  - Have them identify which location is closest to your classroom and which is farthest away.



### Check for Understanding

Ask students what resources they will use to define new vocabulary words.

- » English and Spanish vocabulary glossaries found in the back of student Activity Books.

## Lesson 1: Introduction to the Novel

# Reading



### Primary Focus

Students will use a glossary to determine the meaning of words and phrases in the text. [L.3.4d]

Students will demonstrate an understanding of characters and key events in chapters 1 and 3. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *sustained*. [L.3.4]

## CHAPTERS 1–2 (25 MIN.)

- Have students preview the novel by flipping through the pages and sharing what they notice about the text.
  - » words in italics, Spanish vocabulary in italics, illustrations, dialogue
- Tell students that English words in italics are meant to emphasize a word and let the reader know to pay special attention to that word.
- Explain that the Spanish vocabulary is also in italics.
- Have students locate the Spanish glossary in the back of their Activity Book and allow students to peruse.
- Explain that it is just like a dictionary and the words are in alphabetical order with the pronunciation of the Spanish word and English translation listed after the Spanish vocabulary.
- Say, “Let’s practice using our Spanish glossary.”
- Tell students to find the word *roja*, then find the English translation.
  - » red
- Ask students why they think the author used illustrations.
  - » The author used some illustrations to add interest and emphasize important parts of the story and ideas from the novel.
- Explain that an exciting part of reading a chapter book with few or no illustrations is that it allows the reader to imagine their own illustrations as they read.
- Ask students why they think the author used dialogue for the characters.
  - » Authors use dialogue so the reader better understands the characters, their emotions, and relationships.
- Write the following sentence on the board: “*Time for our weekly appointment,*” says Nick.
- Ask a student to point out the quotation marks in the dialogue and explain what they mean.
  - » Confirm or rephrase student answers, the quotation marks show the words the character is speaking.
- Ask students what comes after the quotation marks.
  - » The phrase “says Nick” tells the reader who is speaking. Words or phrases like this are called a dialogue tag. A dialogue tag doesn’t always come after the dialogue, it could come before, so be sure to pay attention as you read.




## D Differentiation

### Challenge

Explain that after Stella learns of Jenny's new friend in class, Anna, Stella thinks that the best-friend bracelet that Jenny gave her over the summer suddenly looks smaller than usual. What does Stella mean by this?

### Support

Explain that the bridge of the nose is the part that is between our eyes and the part where glasses sit.

- Demonstrate reading the sentence aloud for students, emphasizing what the speaker says and then speaking the dialogue tag in a regular reading voice.
- Tell students that you will read aloud the first two chapters to show students how to use their Spanish glossary and how to effectively read dialogue by paying attention to the quotation marks and dialogue tags.
- The first line of chapter 1 has the Spanish word *albóndigas* /ahl\*bohn\*dee\*gahz/. Model for students how you would go to the 'A' section of the glossary, scan for the word *albóndigas*, and find the English translation, *meatballs*.
- Ensure that each student has a copy of the novel to follow along while you read aloud.
- As you read aloud, model emphasizing English words in italics and dialogue, identifying and finding Spanish vocabulary in the glossary.
- During reading, pause at the end of page 5 to discuss the following:
  - Tell students that Stella feels her "stomach was in knots." *Knots* is spelled k-n-o-t-s, which refers to a knot found in a rope or string. The author added clues in the text to help us understand why she was "feeling knots in her stomach," such as; Stella is lonely, she thinks making friends has not been easy, her first day didn't go so well, and Stella got some words wrong when reading her paragraph in front of the class.
  -  **Think-Pair-Share:** Have students share with a partner what Stella was feeling when her "stomach was in knots" and a new example of when someone might have the same feeling. Remind students to signal when both partners have contributed to the conversation. As students finish discussing with their partner, ask them to share one idea their partner shared with them. Confirm students responses by offering affirming feedback or encourage students to elaborate on their responses by asking a follow-up question.

## CHAPTER 3 (25 MIN.)

- Prepare to have students read chapter 3 with assigned partners.
- Tell students to pay attention to dialogue punctuation and emphasizing dialogue as they read with their partner.

**Note:** There are no Spanish words in chapter 3, so students will not need their Spanish glossary.

- As partners finish reading, have students write unanswered questions they have about the text on sticky notes and post them on the class Questions Parking Lot. Questions posted will be revisited as lessons progress.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** Where was Stella born, and when did she move to Chicago?
  - » Stella was born in Mexico. Her family moved to Chicago when she was a baby.
2. **Inferential.** How is Stella different from her pet fish, Pancho?
  - » Her pet likes to be alone and Stella does not like to be alone. She likes to be with her family.
3. **Literal.** Stella is glad she is not a betta fish. Why?
  - » She wouldn't want to be alone all of the time without her family.
4. **Evaluative.** Why might it be hard for Stella to make new friends?
  - » She's shy. She speaks with a Spanish accent at times, which may be difficult to understand. She believes she is different from others, which may affect how she interacts with them.
5. **Evaluative.** Why is Stella so excited her class is getting a new student, when she already has a best friend, Jenny?
  - » She has been lonely because Jenny is in another class. She has trouble making new friends, and on the first day of school, the class laughed at her when she made a mistake.
6. Have students answer the following question words and use the answers to support expanding the sentence below:
  - Stella says that her "stomach was in knots."
    - Where:
    - When:
    - Why:
  - **Turn and Talk:** Have students share their expanded sentence with a partner. Remind students to signal when both partners have contributed to the conversation. Choose a few students to write their sentences on the board or chart paper. Then, have partners identify the Where, When, and Why in the expanded sentences.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

<b>Entering/Emerging</b>	Have students work with a partner to discuss a time they tried to make a new friend.
<b>Transitioning/Expanding</b>	Have students work with a partner to discuss a message or important point someone made about making friends.
<b>Bridging</b>	Have students work with a partner and explain what Stella can do to try and meet a new friend.

### WORD WORK: *SUSTAINED* (5 MIN.)

1. In chapter 1, you heard, “Today Ms. Bell said we are going to start sustained reading in class.”
2. Say the word *sustained* with me.
3. *Sustained* means to continually do something for a long time without interruption.
4. When the play was finished, the audience showed their appreciation with sustained applause.
5. Have you ever experienced sustained wind or rain? What did it feel like? Ask two or three students to describe it. Be sure to use the word *sustained* as you share.
6. What’s the word we’ve been talking about? What part of speech is the word *sustained*?

**Use a Sharing activity for follow-up.** Directions: Turn to your partner and tell them about an action that can be sustained. Tell students to think about the 5Ws as they share: Who, What, When, Where, and Why. Be sure to use the word *sustained* in a complete sentence as you share.

## Lesson 1: Introduction to the Novel

# Writing



**Primary Focus:** Students will identify Stella's character traits. [W.3.8, RL.3.3]

### IDENTIFYING CHARACTER TRAITS (30 MIN.)

- Remind students that in the Native Americans unit, we learned about external and internal character traits.
- Ask a volunteer to explain the difference between external and internal character traits.
  - » External character traits are what people can see on the outside, such as hair color, eye color, clothing, etc. Internal character traits are what we learn about the character's feelings, words, thoughts, etc.
- Tell students that today's lesson will focus on internal character traits in this unit.
- Explain that if someone has the internal character trait of being funny, they are always telling jokes and making others laugh and if someone has the character trait of being playful, they are usually having fun.
- Tell students that good authors use a character's actions, thoughts, words or dialogue to show internal character traits.

#### > Visual Support 1.2

- Display Visual Support 1.2.
- Direct students to Activity Page 1.1.
- Tell students that they will identify three of Stella's internal character traits using evidence from the text.
- Explain that usually characters have more than one character trait, just like someone would use more than one word to describe a friend.

**Note:** You may wish to use the three suggested character traits and text evidence from the answer key or work with student suggestions of different examples of character traits/text evidence. On Activity Page 1.1, students only need to identify one piece of text evidence for each character trait.

- Ask students to turn to page 6 and silently read the first paragraph starting with "I hope."

### Activity Page 1.1




## D Differentiation

### Support

Explain that character traits can also help a reader understand why a character acts the way they do in the story and makes the story more meaningful.

### Challenge

Explain that character traits can be positive or negative. Ask students to identify if Stella's character traits are positive or negative and to give a reason for their choice.

- Guide students to the line “I’ll show her the tricks around the school, like which lunch lady gives extra French fries or which bathrooms aren’t as nice.”
- Ask students what can be inferred about Stella’s internal character traits based on this detail.
  - » Answers may vary, but could include that Stella is kind, helpful. Guide students that it describes how Stella will help the new student.
-  **Think-Pair-Share:** Think about how we categorize internal character traits as actions, thoughts, or dialogue. Is the line “I’ll show her the tricks around the school, like which lunch lady gives extra French fries or which bathrooms aren’t as nice” an example of Stella’s actions, thoughts, or dialogue? Remind students to signal when both partners have contributed to the conversation. Ask students to share their partner’s thinking.
  - » This is an example of Stella’s thoughts. She is not carrying out an action and there are no quotation marks identifying dialogue.
- Direct students to the line on page 10: “Before bed, I feed my betta fish.”
- Tell students that this is an example of Stella being helpful.
- Ask students if it is an example of actions, thoughts, or dialogue.
  - » This is an example of Stella’s actions because she is completing the action of feeding her fish, not just thinking about feeding her fish.
- Model filling out the first row with the character trait *helpful*, the page number, text evidence, and circling the internal character trait category (thought, action, or dialogue) for Activity Page 1.1 (see answer key) and have students do the same.
- Have students silently read page 9.
- Guide students to the text on page 9: “I wouldn’t even dream of dancing at school, but with Mom it is so fun.”
- Ask, “What character trait would best describe Stella with this text detail?”
  - » Answers may vary, but may include that Stella is quiet or shy.
- Model filling out the second character trait in the next row on Activity Page 1.1 and have students do the same.
- Follow the same process to find the third character trait for Stella.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

<b>Entering/Emerging</b>	Have students draw an illustration or representation of Stella's character traits.
<b>Transitioning/Expanding</b>	Have students work with a partner to orally discuss an example they can relate to of Stella's character traits.
<b>Bridging</b>	Have students work with a partner to orally discuss other examples of evidence from the text that detail Stella's character traits.

End Lesson

## Lesson 1: Introduction to the Novel

# Take-Home Material

### TAKE-HOME LETTER

- Caregiver Letter: this overview can be found in the program's online resources.



## 2

# Identifying Character Traits

## PRIMARY FOCUS OF LESSON

### Reading

Students will retell an important event from chapter 2. [RL.3.5]

Students will use context clues to determine the meaning of words and phrases in the text. [L.3.4a]

Students will demonstrate an understanding of characters and key events in chapters 4 and 5. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *fascinating*. [L.3.4]

### Writing

Students will identify Stanley's character traits. [W.3.8, RL.3.3]

## FORMATIVE ASSESSMENT

### Exit Pass

What context clues does the author use to define *resident*? [L.3.4a]

### Activity Page 2.2

**Stanley's Internal Character Traits** Students will identify Stanley's character traits. [W.3.8, RL.3.3]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (80 min.)			
Lesson 1 Review	Whole Group	15 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> Activity Page 2.1 <input type="checkbox"/> glossary <input type="checkbox"/> index cards
Chapter 4	Whole Group	20 min.	
Chapter 5	Partner	25 min.	
Discuss and Reflect	Whole Group	15 min.	
Word Work: <i>Fascinating</i>	Whole Group	5 min.	
Writing (40 min.)			
Identifying Character Traits	Whole Group/ Partner	40 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> Visual Support 2.1 <input type="checkbox"/> Activity Pages 1.1, 2.2

## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Write the words *Somebody Wanted But So Then* on the board or chart paper as a list, leaving room to write student responses.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.
- Prepare enough index cards for students to complete the Exit Pass.
- Assign partners to read chapter 5.

### Writing

- Assign partners to complete Activity Page 2.2.

### ➤ Visual Support 2.1

- Prepare to display Visual Support 2.1 or create your own on the board/chart paper. You will be adding notes throughout the lesson, see sample answers below.

Stanley's Internal Character Traits	
Internal Character Trait	Evidence from Text (thoughts, actions, or dialogue)
kind	<ul style="list-style-type: none"><li>• Page 25: I look at Stanley. He looks like he wants to laugh, but he is holding it in. (action)</li><li>• Page 28: "Want a cookie? It has M&amp;M's in it, Stella. Do you like M&amp;M's?" (dialogue)</li></ul>
outgoing	<ul style="list-style-type: none"><li>• Page 22: The new boy waves at everyone, and says, "Howdy! I'm Stanley Mason. I just moved here from Dallas, Texas, or <i>Tejas en español</i>." (action/dialogue)</li><li>• Page 27: Stanley grins widely. (action)</li></ul>
curious	<ul style="list-style-type: none"><li>• Page 28: "Thanks, Stella. What are you drawing?" (dialogue)</li><li>• Page 28: He opens his mouth as if he is about to say something else. (action)</li></ul>

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words.
- Recreate a large version of Stanley's Internal Character Trait chart to post in the classroom for reference.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**spunk, n.** courage or determination

**etiquette, n.** showing respect and good manners, especially around others

**fascinating, adj.** extremely interesting or charming

**Alamo, n.** a fort in San Antonio, Texas, that was a site of a battle between a Mexican army and the Texas army

**paralyze, v.** becoming partly or wholly not able to move

**impolite, adj.** not having or showing good manners; rude

**klutz, n.** a clumsy, awkward person

**ceremony, n.** an activity performed at a special time that is important and often serious

**lice, n.** insect that can live on the skin of mammals

**honored, v.** regarded with great respect

**Vocabulary Chart for Chapters 4–5**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	Alamo ceremony	spunk etiquette fascinating paralyze impolite klutz lice honored	
Spanish Cognates	Álamo ceremonia	etiqueta fascinante paralizar honrado	
Multiple-Meaning			
Sayings and Phrases			

## Lesson 2: Identifying Character Traits

## Reading



## Primary Focus

Students will retell an important event from chapter 2. [RL.3.5]

Students will use context clues to determine the meaning of words and phrases in the text. [L.3.4a]

Students will demonstrate an understanding of characters and key events in chapters 4 and 5. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *fascinating*. [L.3.4]

## LESSON 1 REVIEW (15 MIN.)

- Tell students they will use Activity Page 2.1 to summarize an important part of chapter 3 when Stella is eager to meet the new student.
- Provide the words for *Somebody* and *Wanted* from the chart below and guide students and if needed, reframe their thinking to fill out the *But*, *So*, *Then* rows as a class.
- Write student responses on the Somebody Wanted But So Then chart on the board/chart paper, so that it looks similar to the chart below:

<b>Somebody</b>	In chapter 3, Stella
<b>Wanted</b>	to not be so lonely and make new friends.
<b>But</b>	a new student is joining her class.
<b>So</b>	Stella hopes they will be friends.
<b>Then</b>	she learns the new student will arrive soon.

- Students should reference the chapter(s) summarized in the chart.
- Have students use the responses from the chart to write a summary in complete sentences on the lines provided on Activity Page 2.1. See sample answer below:
  - » In chapter 3, Stella wanted to not be so lonely and make new friends. A new student is joining her class, so Stella hopes they will be friends. Then, she learns that the new student will arrive soon.

## Activity Page 2.1





### Check for Understanding

Ask students how the Somebody Wanted But So Then chart helped them summarize an event from chapter 3.

## CHAPTER 4 (20 MIN.)

- Tell students that you will read chapter 4 aloud and they will read chapter 5 with a partner.
- Explain that when they are partner or independently reading they may come across a word in English that they do not know.
- Ask students if they can recall what an author will do to help the reader when there is a challenging word in the text.
  - » Authors will leave clues in the text to help the reader figure out what the new word means, also called context clues.
- Tell students that the author, Angela Dominguez /do\*meen\*gehs/, leaves context clues throughout her novel and to look out for them while they are reading.
- Have students follow along in their copy of the novel as you read.
- During reading, pause at the end of page 25 to discuss the following:
  - **Think-Pair-Share:** Have students discuss strategies that can help Stella manage her embarrassment. Remind students to signal when both partners have contributed to the conversation. After students have time to discuss, have students share one idea from their partner. Confirm students responses by offering affirming feedback or encourage students to elaborate on their responses by asking a follow-up question.
    - » Answers may vary but could include remaining calm, using humor, focusing on the positive.

## CHAPTER 5 (25 MIN.)

- Prepare to have students read chapter 5 with assigned partners.
- Remind students to continue defining Spanish vocabulary, use context clues to define unfamiliar words, and continue to emphasize dialogue.

- Distribute blank index cards for this lesson's Exit Pass and allow students time to complete them after they read chapter 5. Collect for review.



### Exit Pass

What context clues does the author use to define *resident*? Write your words and page number of where you found the answer on an index card.

## DISCUSS AND REFLECT (15 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** Who is the new student, and what does Stella learn about him?
  - » His name is Stanley Mason. He's from Dallas, Texas, speaks Spanish, and has blue eyes, freckles, and a monkey shirt.
2. **Literal.** Why does Stella feel nervous around Jessica Anderson?
  - » She can be mean, she laughs at Stella for saying words incorrectly, and she told everyone Stella had lice, even though she didn't.
3. **Literal.** Why is the school having a special ceremony for Don?
  - » The school wanted to celebrate his becoming a United States citizen.
4. **Inferential.** Why does talking about how to become a citizen upset Stella?
  - » She finds out she is an alien, and she thinks this explains why she doesn't fit in.
5. **Inferential.** Stella remembers her mom being very nervous about getting the family's green cards. Think about what Stella learns about green cards. Why would her mom have felt nervous about them?
  - » Stella learns that once you have a green card, you do not have to leave the United States. Her mom probably realized how important this was to her family, so she felt nervous about it working out.
6. **Evaluative.** 🧑🧑 *Think-Pair-Share.* Stella only shares her drawings if "they are perfect." Is this a good policy? Why or why not? Remind students to signal when both partners have contributed to the conversation. As students finish discussing, have them share their partner's thinking.
  - » Answers may vary, but may include that no one is perfect and that is a good thing because being perfect is impossible.

## D Differentiation

### Challenge

Ask students to use evidence from the text to identify the three rights that a resident will get after they apply to be a citizen.

## D Differentiation

### Support

Explain that a *special ceremony* is when students and staff gather for an important school meeting or celebration.





## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

#### Entering/Emerging

Ask students simple *wh*- (who, what, where, when) questions and provide answer choices for students, such as “Who is the special ceremony for?”

» Don the custodian

#### Transitioning/ Expanding

Have students discuss with a partner why Stella feels nervous around Jessica Anderson. Encourage students to refer to the text.

#### Bridging

Encourage students to answer questions in complete sentences using vocabulary and evidence from the text.

### WORD WORK: *FASCINATING* (5 MIN.)

1. In chapter 4, you heard, “Sounds positively fascinating.”
2. Say the word *fascinating* with me.
3. *Fascinating* means extremely interesting or charming.
4. The gorillas are fascinating to watch.
5. What do you find fascinating? Be sure to use the word *fascinating* in your answer. Ask two or three students. If necessary, guide or rephrase student responses to make a complete sentence: “I find \_\_\_\_\_ fascinating.”
6. What’s the word we’ve been talking about? What part of speech is the word fascinating?  
» adjective

**Use a Synonyms and Antonyms activity for follow-up.** Ask students, “What does *fascinating* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *engaging*, *delightful*, *interesting*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *fascinating*?” Prompt students to provide words and phrases like *uninteresting*, *boring*, *dull*, etc.

## Lesson 2: Identifying Character Traits

# Writing



**Primary Focus:** Students will identify Stanley's character traits. [W.3.8, RL.3.3]

### IDENTIFYING CHARACTER TRAITS (40 MIN.)

- Review Activity Page 1.1 and the character traits identified for Stella.

#### > Visual Support 2.1

- Display Visual Support 2.1.
- Direct students to Activity Page 2.2.
- Remind students they were introduced to Stanley in chapter 4, so they will use both chapters 4 and 5 to identify the character traits for Stanley just as they did for Stella.
- Tell students that since the novel is from Stella's perspective, they will not identify internal character traits using Stanley's thoughts.
- Use the answer key for Activity Page 2.2, found in Advance Preparation and Teacher Resources, to guide students to text evidence to identify character traits. On Activity Page 2.2, students only need to identify one piece of text evidence for each character trait.
- Circulate to support students as they work on Activity Page 2.2 with partners.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing

Expanding on internal character traits

<b>Entering/Emerging</b>	Have students work in small groups to give their own example of Stanley's character traits, such as being kind, outgoing, and curious.
<b>Transitioning/Expanding</b>	Have students discuss another example of Stanley being outgoing, using evidence from the text, such as "Stanley grins widely."
<b>Bridging</b>	Have students work with a partner to describe their internal traits in complete sentences.

End Lesson

#### Activity Page 1.1



#### Activity Page 2.2



#### D Differentiation

#### Challenge

Have students independently complete Activity Page 2.2.

## 3

# Temporal Words

## PRIMARY FOCUS OF LESSON

### Reading

Students will retell an important event from chapter 5. [RL.3.5]

Students will identify a character trait for Stella's dad using evidence from the text. [RL.3.3]

Students will demonstrate an understanding of characters and key events in chapter 6. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *hesitantly*. [L.3.4]

### Writing

Students will recount events in chapter 6 using temporal words. [L.3.6, W.3.10]

## FORMATIVE ASSESSMENT

### Exit Pass

Describe one character trait of Stella's dad using evidence from the text. [RL.3.3]

### Activity Page 3.2

**Using Temporal Words to Recount Events from the Novel** Students will recount events in chapter 6 using temporal words. [L.3.6, W.3.10]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (75 min.)			
Lesson 2 Review	Whole Group	15 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> glossary <input type="checkbox"/> index cards
Chapter 6	Independent	40 min.	
Discuss and Reflect	Whole Group	15 min.	
Word Work: <i>Hesitantly</i>	Whole Group	5 min.	
Writing (45 min.)			
Temporal Words	Whole Group	45 min.	<input type="checkbox"/> Temporal Words and Phrases Chart <input type="checkbox"/> Visual Support 3.1 <input type="checkbox"/> Activity Page 3.2

## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez. Note that different editions may have different page numbers. If you are using a different edition of the text than the sourced text in our program, you may need to adjust the page numbers that are referenced in the lesson.
- Write the words *Somebody Wanted But So Then* on the board or chart paper as a list, leaving room to write student responses.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.
- Prepare enough index cards for students to complete the Exit Pass.

### Writing

- Write the following sentences on the board or chart paper. If using chart paper, write the temporal words on index cards so they can be manipulated to match the correct sentences.
  - **Last**, wet your toothbrush.
  - **First**, squeeze toothpaste onto your toothbrush.
  - **Next**, brush your teeth in a circle motion.

### ➤ Visual Support 3.1

- Prepare to display Visual Support 3.1 or create your own on the board/chart paper. You will be adding notes throughout the lesson, see sample answers below.

<p>Stella arrives at speech class, where Ms. Thompson tells her how to speak “properly.” Ms. Thompson asks Stella about her dad who lives in Colorado. She asks if Stella will see him over the holidays. The other students walk in, which means Stella can stop answering questions about her dad and start mouth exercises.</p>	<p>First, Stella arrives at speech class, where Ms. Thompson tells her how to speak “properly.” After that, Ms. Thompson asks Stella about her dad who lives in Colorado. She asks if Stella will see him over the holidays. Finally, the other students walk in, which means Stella can stop answering questions about her dad and start mouth exercises.</p>
<p>Stella sits at the table with Jessica and Ben, so Mrs. Bell can go over the directions for the math game. The questions start easy and then get more difficult with multiplication. A few kids get knocked out right away, but Stella gets all of the answers correct. Stanley and Stella are in the last round. Ms. Bell flips the card. Stanley yells out the correct answer and the class cheers for him. Stella turns <i>roja</i>!</p>	<p>It started when Stella sat at the table with Jessica and Ben, so Mrs. Bell could go over the directions for the math game. The questions start easy and then get more difficult with multiplication. Soon, a few kids get knocked out right away, but Stella gets all of the answers correct. Stanley and Stella are in the last round. In the end, Ms. Bell flips the card. Stanley yells out the correct answer and the class cheers for him. Stella turns <i>roja</i>!</p>

- Prepare a Temporal Word and Phrases chart on chart paper that can be posted in the classroom throughout the unit. Leave the row under beginning, middle, and end blank. Make sure there is enough space to write the temporal words and phrases with students.

Temporal Words and Phrases		
Beginning	Middle	Ending
First At first In the beginning Initially To begin To start It started when	Next Then Also Later In the middle Additionally Suddenly	Last Finally In the end In conclusion Eventually At last Lastly

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide example sentences using the vocabulary words prior to reading chapter 6.
- To ensure all students have the opportunity to contribute during Think-Write-Share and Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**properly, adv.** in an acceptable or formal way

**hesitantly, adv.** slow to act or proceed

**pronunciation, n.** the act of making sounds

**divorced, v.** the action of ending a marriage

**karaoke, n.** singing along to recorded music with a microphone

**inventory, n.** the number of goods or materials on hand

**professional, adj.** relating to a job that requires special training

**enunciate, v.** say or pronounce clearly

**jazzed, adj.** full of excitement

**Vocabulary Chart for Chapter 6**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	karaoke	properly hesitantly pronunciation inventory professional enunciate jazzed	divorced
Spanish Cognates	karaoke	pronunciación inventario profesional enunciar	divorciado
Multiple-Meaning			
Sayings and Phrases	for good measure the drill		

## Lesson 3: Temporal Words

## Reading



## Primary Focus

Students will retell an important event from chapter 5. [RL.3.5]

Students will identify a character trait for Stella's dad using evidence from the text. [RL.3.3]

Students will demonstrate an understanding of characters and key events in chapter 6. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *hesitantly*. [L.3.4]

## LESSON 2 REVIEW (15 MIN.)

- Explain that students are going to retell or summarize an important event from chapter 5.
- Tell students that they are going to summarize the scene when Stella thinks she finds the reason she doesn't fit in using Activity Page 3.1.
- Provide the starter words for *Somebody* and *Wanted* from the chart below and guide students and if needed, reframe their thinking to fill out the *But*, *So*, *Then* rows as a class.
- Write student responses on the Somebody Wanted But So Then chart on the board/chart paper, so that it looks similar to the chart below:

<b>Somebody</b>	In chapter 5, Ms. Bell
<b>Wanted</b>	to take the students to a special ceremony for Don.
<b>But</b>	she had to explain why there would be a ceremony.
<b>So</b>	Ms. Bell explained that Don had become a U.S. citizen.
<b>Then</b>	Stella begins to think she doesn't fit in because she's not a natural citizen.

- Students should reference the chapter(s) summarized in the chart.

## Activity Page 3.1





- Have students use the responses from the chart to write a summary in complete sentences on the lines provided on Activity Page 3.1. See sample answer below:

» In chapter 5, Ms. Bell wanted to take the students to a special ceremony for Don. She had to explain why there would be a ceremony. Ms. Bell explained that Don had become a U.S. citizen. Then, Stella begins to think she doesn't fit in because she's not a natural citizen.



### Check for Understanding

Why was there a special ceremony for Don the custodian?

## **D** Differentiation

### Challenge

Ms. Thompson says “for good measure” when Stella practices the alphabet. Why does Ms. Thompson say that during Stella’s lesson?

### Support

Explain that Stella says Roman graduated from ESL classes. ESL is an acronym that stands for English as a Second Language.

## **CHAPTER 6 (40 MIN.)**

- Prepare to have students read chapter 6 independently.
- Remind students that they can use their Spanish glossaries in the back of their Activity Book to define Spanish vocabulary and continue to emphasize dialogue when reading.
- Distribute blank index cards for this lesson’s Exit Pass and allow students time to complete them after they read chapter 6. Collect for review.



### Exit Pass

Describe one character trait of Stella’s dad using evidence from the text. Write at least one complete sentence for your response. Include the page number where you found the answer on an index card.

## DISCUSS AND REFLECT (15 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** Why does Stella say that speech class is a nice “escape” from her classroom?
  - » Speech class allows Stella to escape feeling embarrassed and like she doesn’t fit into her classroom. In speech class, she doesn’t have to see Stanley, whom she is avoiding. There are fewer people there.
2. **Literal.** Stella’s dad doesn’t live with her. Where is he, and what does he do?
  - » He’s in Colorado, works at Stella’s *tío*’s store, skis, and takes pictures.
3. **Inferential.** Why does Stella think speech class is annoying?
  - » She has practiced many of the same exercises for three years, and she must convince Ms. Thompson that she is saying the words correctly.
4. **Inferential.** Why is Stella excited to get back to class for math games?
  - » She is good at math and gets to show her classmates that she is smart. Numbers are easy for her to say.
5. **Inferential.** What happens in the last round of the math game?
  - » It’s between Stella and Stanley. Stella knows the answer, but she can’t get her mouth to say it, and Stanley wins.
6. **Evaluative.** During speech class, Stella thinks, “At least I sound better than Janelle.” When can it be good to compare yourself to others, and when might doing this cause problems?
  - » Answers may vary, but could include it could make you unhappy and you will not see why you are special.

## D Differentiation

### Support

Remind students that speech class is when a student gets help with pronouncing sounds and words when speaking.

ML/EL

### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Exchanging Information and Ideas

#### Entering/Emerging

Ask students simple *wh*- (who, what, where, when) questions and provide answer choices for students, such as “Who wins the math game?”

- » Stanley

#### Transitioning/ Expanding

Have students discuss with a partner why Stella thinks speech class is annoying.

#### Bridging

Encourage students to answer questions in complete sentences using vocabulary from the text.

### WORD WORK: *HESITANTLY* (5 MIN.)

1. In chapter 6, you heard, “‘Good morning Ms. Thompson,’ I say as I hesitantly sit down across from her.”
2. Say the word *hesitantly* with me.
3. *Hesitantly* means slow to act or proceed.
4. She stepped hesitantly into the cold lake.
5. Have you ever done something hesitantly? Ask a few students for an example. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I hesitantly . . . ”
6. What’s the word we’ve been talking about? What part of speech is the word *hesitantly*?
  - » adverb

**Follow up with a Making Choices activity.** Directions: I am going to say an action and if you would hesitantly do it, stand up and when standing, say “I would hesitantly . . .” If you would do the action without hesitating, stay seated.

- skate
  - » I would hesitantly skate.
- hold a frog
  - » I would hesitantly hold a frog.
- play basketball
  - » I would hesitantly play basketball.
- try a new food
  - » I would hesitantly try a new food.

### Lesson 3: Temporal Words

# Writing



**Primary Focus:** Students will recount events in chapter 6 using temporal words. [L.3.6, W.3.10]

#### TEMPORAL WORDS (45 MIN.)

- Ask students to think about brushing their teeth this morning.
- Show students the sentences that you wrote previously on the board or chart paper. Direct students to the sentences and say, "If you were teaching someone how to brush their teeth, would you say, 'Last, wet your toothbrush. First, squeeze toothpaste onto your toothbrush. Next, brush your teeth in a circle motion.'?"
- **Think-Write-Share:** On an available writing space, have students rewrite the directions, so they are in the correct order. After students finish writing, have them share their writing with a partner. Remind students to signal when both partners have shared. Encourage partners to discuss if their order is correct and if they disagree on the order. Have students physically act out the directions to check the correct order.
- Ask a partner group to explain how to put these directions in the correct order.
  - » They should reorder the temporal words so the sentences are "First, wet your toothbrush. Next, squeeze toothpaste onto your toothbrush. Last, brush your teeth in a circle motion."
- Explain that the words *First*, *Next*, and *Last* are called temporal words which are words related to time. Authors use these words to help the reader understand how time and events move along in the story.
- Tell students that there are special temporal words or phrases used in writing for the beginning, middle, and end. Note for students that a temporal phrase has more than one word. Bring students attention to phrases as they are added to the chart.
- Using the chart paper prepared in advance, brainstorm with students temporal words other than *First*, *Next*, and *Last*. Confirm and rephrase student answers to come up with a complete list similar to the one below. Keep this chart paper posted in the classroom for the duration of the unit.

Temporal Words and Phrases		
Beginning	Middle	Ending
First At first In the beginning Initially To begin To start It started when	Next Then Also Later In the middle Additionally Suddenly	Last Finally In the end In conclusion Eventually At last Lastly



### Check for Understanding

**Turn and Talk:** Why are temporal words important in writing? Remind students to signal when both partners have contributed to the conversation.

- » Temporal words help the reader understand the sequence of events and how they move along in the story.

- Tell students that they will practice using temporal words to recount events in chapter 6.

### ➤ Visual Support 3.1

- Display Visual Support 3.1.
- Direct students to Activity Page 3.2.
- Have students read the first summarized paragraph from the novel silently.
- Discuss which sentences belong with which temporal words to show the correct order of events. For example, **First**, Stella arrives at speech class, where Ms. Thompson tells her how to speak “properly.” **After that**, Ms. Thompson asks Stella about her dad who lives in Colorado and if she will see him over the holidays. **Finally**, the other students walk in which means Stella can stop answering questions about her dad and start her mouth exercises.
- Allow students time to rewrite the sentences with the correct temporal words.
- Have students read the second paragraph silently.
- Ask for a volunteer to read or underline the text on the projection that makes sense with the temporal words, *It started when*. Confirm or guide the student

### Activity Page 3.2



to the correct sentences: “Stella sat at the table with Jessica and Ben, so Mrs. Bell could go over the directions for the math game. The questions start with addition and then get more difficult with multiplication.”

- Continue modeling with student volunteers for the next two temporal words as follows: **Soon**, a few kids get knocked out right away, but Stella gets all of the answers correct. Stanley and Stella are in the last round. **In the end**, Ms. Bell flips the card and Stanley yells out the correct answer and the class cheers for him. Stella turns *roja*!
- Allow students time to rewrite the sentences for paragraph 2 with the correct temporal words.
- Tell students that they will use temporal words in their writing towards the end of the unit and as they continue reading the novel to look for temporal words that Angela Dominguez uses in her writing.



#### MULTILINGUAL/ENGLISH LEARNERS

##### Writing

Interacting via written English

##### Entering/Emerging

Assist students to number the beginning, middle, and ending temporal words with 1, 2, and 3 to reinforce the order. Provide support to complete Activity Page 3.2.

##### Transitioning/ Expanding

Have students work with a peer to complete Activity Page 3.2.

##### Bridging

Have students work independently and share their work with a peer reviewer and then practice retelling a real or imagined event using temporal words.

End Lesson



#### Differentiation

##### Support

Have students color code the paragraphs with a highlighter or colored pencil, identifying the first temporal word and the sentence(s) that goes with that temporal word. Continue for second and third temporal words.

## 4

# Dialogue

## PRIMARY FOCUS OF LESSON

### Reading

Students will retell an important event from chapter 6. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 7. [RL.3.3]

Students will recount an event in chapter 7 using temporal words. [L.3.6, W.3.3c]

Students will demonstrate an understanding of the Tier 2 word *reunion*. [L.3.4]

### Writing

Students will reimagine a scene from chapter 7 using dialogue with correct punctuation. [L.3.2c, W.3.3, W.3.3b, W.3.10]

## FORMATIVE ASSESSMENT

### Exit Pass

Students will recount an event in chapter 7 using temporal words. [L.3.6, W.3.3c]

### Activity Page 4.2

**Dialogue Practice** Students will reimagine a scene from chapter 7 using dialogue with correct punctuation. [L.3.2c, W.3.3, W.3.3b, W.3.10]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (65 min.)			
Lesson 3 Review	Whole Group	10 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> glossary <input type="checkbox"/> Temporal Words and Phrases Chart <input type="checkbox"/> lined paper <input type="checkbox"/> index cards
Chapter 7	Independent	40 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Reunion</i>	Whole Group	5 min.	
Writing (55 min.)			
Dialogue	Whole Group/ Partner	55 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> Visual Support 4.1 <input type="checkbox"/> Activity Pages 4.1, 4.2



## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Prepare to distribute one piece of lined paper if you choose to have students write their responses to the 5Ws for an event in chapter 6.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.
- Prepare to distribute index cards for students to complete the Exit Pass.
- Locate the Temporal Words and Phrases Chart (from Lesson 3) and post it in the classroom.

Temporal Words and Phrases		
Beginning	Middle	Ending
First At first In the beginning Initially To begin To start It started when	Next Then Also Later In the middle Additionally Suddenly	Last Finally In the end In conclusion Eventually At last Lastly

### Writing

- Assign partners to complete Activity Pages 4.1 and 4.2.

#### ➤ Visual Support 4.1

- Prepare to display Visual Support 4.1 or create your own on the board/chart paper. You will be adding notes throughout the lesson, see sample answers below.
1. "Do you need anything, Stella?" asks Ms. Green with a raised eyebrow.
  2. "Oh, how sweet. Good morning," she replies.
  3. "Boys versus girls," he says with his loud voice.
  4. Michelle yells, "Just kick, Stella!"
  5. Then Jessica Anderson shouts, "Stella stares. Stella stares!"
  6. I nervously reply, "Fishes . . ."

7. "You talk plenty around me," Jenny says as she takes a bite of her Vietnamese sandwich.
8. "Maybe we can write a whole list of things you can say," Jenny suggests after she takes another bite of the jicama stick.

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words for *tofu*, *lavender*, *jicama*.
- Provide an additional example of using temporal words to show the order of events.
  - » tying your shoe, going through the school lunch line
- Prepare index cards for the Exit Pass with beginning, middle, and ending temporal words as sentence starters.
- To ensure all students have the opportunity to contribute during Think-Pair-Write exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have shared their writing.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**lavender, n.** a plant with narrow leaves, purple flowers, and a pleasant scent

**scent, n.** power of smelling; sense of smell

**sophisticated, adj.** having a knowledge of the ways of the world, especially through wide experience

**mortified, adj.** feeling or showing strong shame or embarrassment

**tofu, n.** a soft food product made from soybean milk

**jicama** /hē\*kə\*mə/, **n.** a starchy tropical root related to the pea and eaten raw or cooked

**reunion, n.** a group of people coming together after a period of separation

**chopsticks, n.** a pair of small, thin, sticks held together in one hand and used for eating

**deduction, n.** a guess or inference based on known facts

**Vocabulary Chart for Chapter 7**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	lavender tofu jicama reunion chopsticks	scent sophisticated mortified deduction	
Spanish Cognates	lavanda tofu jícama reunión	sofisticado mortificado deducción	
Multiple-Meaning			
Sayings and Phrases	raised eyebrow the coast is clear the power of deduction		

## Lesson 4: Dialogue

# Reading

**Primary Focus**

Students will retell an important event from chapter 6. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 7. [RL.3.3]

Students will recount an event in chapter 7 using temporal words. [L.3.6, W.3.3c]

Students will demonstrate an understanding of the Tier 2 word *reunion*. [L.3.4]

**LESSON 3 REVIEW (10 MIN.)**

- Explain that students are going to retell, or summarize an important event from chapter 6 using the 5Ws.
- Write *Who, What, Where, When, Why* as a list on the board or chart paper.
- Tell students that using the 5Ws is another way to summarize the events of a story.

**Check for Understanding**

Ask students how they summarized an event in the last lesson.

- » Somebody Wanted But So Then chart

- **Think-Pair-Write:** Have partners brainstorm about Stanley's experience during the math game in chapter 6 using the 5Ws. On an available writing space, ask students to write ideas from their partner; *who*—Stanley in chapter 6, *what* he did, *where* it occurred, *when* it happened, and *why*. Remind students to signal when both partners have shared.
- Have partners share out and add suggested responses next to the question words, see the example below. Model referencing the chapter number to begin the 5Ws summary.

- In chapter 6,
- Who—Stanley
- What—wins the math game
- Where—in Ms. Bell’s class
- When—during math time
- Why—he answers the most math problems correctly
- If time allows, students can write their responses to the 5Ws in sentence form, see example below:
  - In chapter 6, Stanley wins the math game during math time in Ms. Bell’s class. He wins the math game because he answers the most math problems correctly.

## D Differentiation

### Support

Nancy Drew is a fictional character from a mystery book series.

## D Differentiation

### Challenge

Have students identify new temporal phrases, not on the class chart, to use in their sentences.

## CHAPTER 7 (40 MIN.)

- Prepare to have students read chapter 7 independently.
- Remind students that they can use their Spanish glossaries in the back of their Activity Book to define Spanish vocabulary and continue to emphasize dialogue when reading.
- Distribute blank index cards for this lesson’s Exit Pass and allow students time to complete them after they read chapter 7.
- Tell students their paragraph should be a minimum of three sentences to capture the beginning, middle, and ending of the event. Collect for review.

**Note:** Direct students to the Temporal Words and Phrases chart from the previous lesson to reference for their Exit Pass.



### Exit Pass

Use temporal words to summarize an important event from chapter 7.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** Stella smells like her mom after a hug. What does Stella's mom smell like, and how does that scent make Stella feel?
  - » She smells like lavender and fresh laundry and makes Stella feel safe, warm, and grown up.
2. **Literal.** Why does Stella keep hiding from Stanley?
  - » He's good at everything, including running, drumming, balancing a spoon on his nose, and making friends. She doesn't know what to say to him.
3. **Literal.** In gym, the class plays kickball. Why do the girls pick Stella to go first?
  - » Stella is the fastest runner on the girls' team.
4. **Literal.** How does Stella get the nickname "Stella stares"?
  - » When Stanley rolled the ball to her, she didn't kick it but stood there and stared as it went by.
5. **Literal.** What animal does Stella pick for her project, and what does Jessica have to say about it?
  - » Stella picks fishes, and Jessica says that fishes stare too, just like Stella.
6. **Inferential.** Stella states that she is "more mortified than usual" during class. What is a synonym for *mortified*?
  - » embarrassed, horrified, humiliated
7. **Evaluative.** When Stella and Stanley enter the school at the same time, she goes into the office to hide. Why?
  - » Answers may vary, but could include she doesn't know what to say, she gets embarrassed around Stanley.

## D Differentiation

### Support

Explain that kickball is a game that has the same rules as baseball, but the pitcher rolls a ball for the player on home base to kick the ball.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing

#### Writing

#### Entering/Emerging

Ask simple *wh*- (who, what, where, when) questions and provide answer choices for students, such as “Who kept hiding from Stanley? Stella or Jessica?”

» Stella

#### Transitioning/ Expanding

Provide an open-ended sentence frame (e.g., “Stella is picked to go first because . . .” “A synonym for mortified is \_\_\_\_.”).

#### Bridging

Encourage students to use key details, such as character names, vocabulary from the novel, and text evidence, in their answers.

### WORD WORK: REUNION (5 MIN.)

1. In chapter 7, you heard, “Jenny went to Vietnam last summer for a family reunion.”
2. Say the word *reunion* with me.
3. *Reunion* means to reunite or come together again.
4. They had a fun-filled reunion with their former neighbors.
5. Have you ever been to a family reunion? What happened? If not, can you imagine what a family reunion would look like? Ask a few students to share. Use the word *reunion* when you tell about it.
6. What’s the word we’ve been talking about? What part of speech is the word *reunion*?

» noun

**Use a Sharing activity for follow-up.** Directions: Turn to your partner and take turns sharing a person you would like to have a reunion with and why. This can be a former teacher, classmate, friend, or caregiver. Use the word *reunion* as you share.

## Lesson 4: Dialogue

# Writing



**Primary Focus:** Students will reimagine a scene from chapter 7 using dialogue with correct punctuation. [L.3.2c, W.3.3, W.3.3b, W.3.10]

### DIALOGUE (55 MIN.)

- Write the following sentence on the board or chart paper:
  - “And you have the greatest day, too!” I reply.
- Ask students what they notice about the punctuation in the sentence.
  - » Confirm or reframe student answers that this sentence contains dialogue.
- Ask a student volunteer to circle or highlight the quotation marks in the sentence.
- Remind students that quotation marks help the reader identify what the character is saying and distinguish dialogue from narration in stories.
- Tell students that the other punctuation in the dialogue also helps to identify the sentence type: declarative, interrogative, exclamatory, or imperative.
- Ask students to identify what the words *I reply* represent in this sentence.
  - » a dialogue tag
- Ask students to explain what a dialogue tag is.
  - » The dialogue tag lets the reader know who is speaking.
- Tell students they will practice placing the punctuation correctly in sentences with dialogue from chapter 7.

#### > Visual Support 4.1

- Display Visual Support 4.1.
- Direct students to Activity Page 4.1.
- Explain that you will do the example sentences together and then they will finish the remainder of the sentences with a partner.
- Have students read the Helpful Guidelines for Punctuating Dialogue at the top of Activity Page 4.1.
- Ask students if they have any questions and emphasize the tip to look for dialogue tags.

## D Differentiation

### Support

Explain that punctuation are marks, such as question marks, periods, exclamation points, commas, parentheses, and quotation marks, used in writing to separate sentences and clarify meaning.

### Activity Page 4.1





- Go through the first example and have student volunteers suggest the dialogue tag to underline (*asks*) and where to place the question mark and quotation marks.
  - “Do you need anything, Stella?” asks Ms. Green with a raised eyebrow.
- Ask students which of the four sentence types it is.
  - » interrogative
- Continue with the second example:
  - “Oh, how sweet. Good morning!” she replies.
- Ask students which of the four sentence types this is.
  - » exclamatory
- Have students complete the remaining sentences with a partner.
- When they are done, have students write sentences with dialogue on the back of Activity Page 4.1 in each of the four sentence types.
- If time permits, review answers as a whole group.



### Check for Understanding

Have students provide examples of dialogue tags found on Activity Page 4.1.

- » shouts, reply, replies, suggests

### Activity Page 4.2



## **D** Differentiation

### Challenge

Have students independently work on Activity Page 4.2.

- Tell students that they will be writing dialogue during our next activity and they may want to use one of the dialogue tags from Activity Page 4.1.
- Direct students to Activity Page 4.2.
- Tell students that in chapter 7, Jenny helps Stella think of and practice different strategies for dealing with Jessica. Reimagine the kickball game and the magic words Stella could say to Jessica. Use dialogue in the speech bubbles and illustrate the scene.
- Explain that students will reference Activity Page 4.1 and the guidelines for punctuating dialogue.
- Circulate to support students as needed.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing

#### Interacting via written English

<b>Entering/Emerging</b>	Have students dictate words and phrases and then indicate which punctuation should be used in the dictated sentence by asking yes or no questions, such as "Should quotation marks go here?"
<b>Transitioning/ Expanding</b>	Have students work with a partner to draw the scene and discuss dialogue for Stella and Jessica. Provide sentence frames: "I need you to _____," _____ Stella.
<b>Bridging</b>	Have students work independently and share their work with a peer reviewer.

End Lesson

## 5

# Mapping the Story, Part 1

**PRIMARY FOCUS OF LESSON****Reading**

Students will retell an important event from chapter 7. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 8 and 9. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *exotic*. [L.3.4]

**Writing**

Students will complete—with assistance—a blank story map identifying the characters and key events from chapter 8. [L.3.2c, RL.3.5, W.3.8]

**FORMATIVE ASSESSMENT****Activity Page 5.1**

**Blank Story Map** Students will complete—with assistance—a blank story map identifying the characters and key events from chapter 8. [L.3.2c, RL.3.5, W.3.8]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (80 min.)			
Lesson 4 Review	 Small Group	15 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i>  <input type="checkbox"/> glossary <input type="checkbox"/> Questions Parking Lot  <input type="checkbox"/> sticky notes <input type="checkbox"/> index cards
Chapter 8	Whole Group	20 min.	
Chapter 9	Partner	30 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Exotic</i>	Whole Group	5 min.	
Writing (40 min.)			
Mapping the Story, Part 1	Whole Group	40 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i>  <input type="checkbox"/> Visual Support 5.1  <input type="checkbox"/> Activity Page 5.1

## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Prepare to divide the class into small groups of five students; if numbers work out to groups of four students, give two index cards to one student in the group to complete.
- Prepare enough index cards for groups of five. On five index cards, write the number and question word leaving space for student responses as follows:

1. Who	2. What	3. Where	4. When	5. Why
--------	---------	----------	---------	--------

- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.
- Assign partners to read chapter 9.

### Writing

#### ➤ Visual Support 5.1

- Prepare to display Visual Support 5.1 or create your own on the board/chart paper. You will be adding notes throughout the lesson, see sample answers below.

<b>Title:</b> “Fantastic Time Machine is not so Fantastic”	
<b>Characters:</b> Mom, Stella, Nick, Jason (Nick’s friend), Jenny, Jessica, and Bridget (Jessica’s friend)	<b>Setting:</b> The restaurant, Fantastic Time Machine
<b>Beginning:</b> <u>In the beginning</u> , Mom, Stella, Nick, Jason, and Jenny arrive at the restaurant, Fantastic Time Machine. Right away, they see the coolest part of the restaurant, all of the waiters dressed up as famous people, like Elvis and Cinderella. When they finish dinner, Stella and Jenny decide to go dancing upstairs.	
<b>Middle:</b> <u>Soon</u> , Stella and Jenny begin having a fun time, dancing and making up silly dance moves. Jessica and her friend Bridget begin to tease Stella, which makes Stella turn <i>roja</i> . Stella and Jenny leave the dance floor and ask Stella’s mom to go home.	
<b>End:</b> <u>At last</u> , they arrive home, Nick sets up the tent for Stella and Jenny to sleep in the backyard. Jenny falls asleep right away, but Stella lies awake thinking about the perfect comeback she could have said to Jenny. She wishes she would have stayed home instead of going out.	
<b>Final thought:</b> Stella should be brave and stand up to Jessica.	
<b>Dialogue:</b> Stella hears Jessica say, “Hey, look, it’s Stella Stares.”	
<b>Character actions, thoughts, or feelings:</b> Stella turning <i>roja</i> and her thinking about the perfect comeback	

- Locate the Temporal Words and Phrases Chart (from Lesson 3) and post it in the classroom.

Temporal Words and Phrases		
Beginning	Middle	Ending
First At first In the beginning Initially To begin To start It started when	Next Then Also Later In the middle Additionally Suddenly	Last Finally In the end In conclusion Eventually At last Lastly

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *guava*, *jerky*, *papaya*, *pimentos*.
- Provide images of the famous people from chapter 8; Elvis, Batman, Cinderella, and Albert Einstein.
- Prepare 5Ws cards with simple icons that can be drawn to define question words, for example; Who (stick figure), When (clock), Where (house), etc.
- To ensure all students have the opportunity to contribute during Think-Pair-Share and Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**translator, n.** a person who changes one language into another

**slouching, v.** stooping of the head and shoulders or excessive relaxation of body muscles

**persuade, v.** to move by argument to change a belief, position, or course of action

**jerky, n.** meat that has been cut into long, thin strips and dried

**tropical, n.** a region or climate that is frost-free with temperatures high enough to support year-round plant growth

**exotic, adj.** characteristic of a distant foreign country

**Latin, adj.** relating to the peoples or countries of Latin America

**guava, /gwaa\*vah/ n.** tropical fruit with green skin and a pink inside of the guava tree

**papaya, /puh\*pai\*uh/ n.** a tropical fruit with yellow edible fruit with black seeds of the papaya tree

**pimientos, /puh\*men\*towz/ n.** large, red, heart-shaped chili pepper

**Vocabulary Chart for Chapters 8–9**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	tropical Latin guava papaya pimientos	translator slouching exotic persuade jerky	
Spanish Cognates	tropical latino guayaba papaya pimientos	traductor exótico persuadir	
Multiple-Meaning			
Sayings and Phrases	lying through my teeth sinking feeling in my stomach		

## Lesson 5: Mapping the Story, Part 1

# Reading

**Primary Focus**

Students will retell an important event from chapter 7. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 8 and 9. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *exotic*. [L.3.4]

**LESSON 4 REVIEW (15 MIN.)****Small Group**

- Review the 5Ws retell from the last lesson:
  - In chapter 6,
  - Who—Stanley
  - What—wins the game
  - Where—in Ms. Bell’s class
  - When—during math
  - Why—he answers the most math problems correctly
- Explain that students are going to retell, or summarize an important event from chapter 7 in a small group using the 5Ws.
- Tell students that each person in the assigned group of five will receive an index card with either, 1. *Who*, 2. *What*, 3. *Where*, 4. *When*, 5. *Why*, written on the card. The person with the *Who* index card will choose a main character from chapter 7. The students with the remaining 5Ws index cards will reference the text to answer the question about the character in a short phrase or sentence. Students will go in order to build on the previous student’s response.
- Assign previously determined small groups and distribute the 5Ws index cards.
- Allow students ten minutes to answer their index cards.



## D Differentiation

### Support

Sushi is a Japanese dish consisting of rolls of cold cooked rice and raw fish.

### Support

An eggroll is a snack of Chinese origin consisting of diced meat, shrimp, and/or shredded vegetables wrapped in a dough and deep fried.

### Support

$E=MC^2$  is a formula famously associated with the physicist Albert Einstein.

### Challenge

Ask students why Stella is “lying through her teeth” about having fun.

### Support

Explain that *rolling your r’s* occurs in many languages, such as Spanish. It happens when the tongue vibrates on the roof of the mouth as air is forced between the tiny gap.

### Challenge

Ask students why Stella’s family members view Thanksgiving foods as exotic.

### Challenge

Ask students what “like a warm blanket” means.

- Circulate to support students as needed and remind students to refer back to the specific chapter.
- Bring students back to a whole group setting and ask a few small groups to share, with each student reading their index card in number order.

## CHAPTER 8 (20 MIN.)

- Tell students that you will read aloud chapter 8 and they will read chapter 9 with a partner.
- Have students follow along in their copy of the novel as you read.
- Model referencing the Spanish glossary to define Spanish vocabulary, using context clues to define unfamiliar words, and emphasizing dialogue.

## CHAPTER 9 (30 MIN.)

- Prepare to have students read chapter 9 with assigned partners.
- Remind students to continue to define Spanish vocabulary, use context clues to define unfamiliar words, and continue to emphasize dialogue.
- Write the following directions on the board or chart paper as you explain them: Explain that after reading chapter 9, they will revisit their sticky notes from the Questions Parking Lot and discuss with their reading partner if their question has been answered. If it has, they will write the answer on the sticky note and repost it on the chart. Then, they will write a new question about the novel and post it on the chart. If their questions have not been answered, they should discuss with their partner if they should revise their question to one that can be answered or write a new question.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** What makes the Fantastic Time Machine more than just a regular restaurant?
  - » The waiters dress up, and there is dancing, an arcade, and a salad bar in an old car.
2. **Literal.** Why do Stella and her family leave the Fantastic Time Machine?
  - » Jessica and another girl tease Stella. Stella tells her mom that she’s tired.

3. **Inferential.** Why doesn't Stella tell her mom that Jessica was being mean to her at Fantastic Time Machine?

- » She's embarrassed and doesn't want her mom to worry. Her mom spent money for them to have a good time, and she doesn't want to ruin it.

4. **Literal.** Why do Stella's relatives from Mexico City want to visit at Thanksgiving, an American holiday?

- » They love to eat the American food Stella's mom cooks, because it is "exotic" and different.

5. **Inferential.** How does Stella feel about her *abuelo*, her mother's father?

- » She is close to him and enjoys spending time with him. He helped care for the family after Stella's mom and dad got divorced, and Stella feels like he really cares about what she has to say.

6. **Evaluative.** 👤👤 *Think-Pair-Share.* Of Jenny's mom, Stella says, "Ms. Le is strong like my mom. She takes care of Jenny all by herself, too." Why does Stella think of these two women as strong? Remind students to signal when both partners have contributed to the conversation. Have students share their partner's thinking.

- » Answers may vary, but they could include that they do the job of two parents.

7. Have students answer the following question words and use the answers to support expanding the sentence below:

- Stella and her family leave the restaurant.
  - What:
  - When:
  - Why:
- **Turn and Talk:** Have students share their expanded sentence with a partner. Remind students to signal when both partners have contributed to the conversation. Choose a few students to write their sentences on the board or chart paper. Then, have partners identify the What, When, and Why in the expanded sentences.

## **D** Differentiation

### Support

Explain that an unbirthday is an event celebrated on days of the year which are not a person's birthday.



## MULTILINGUAL/ENGLISH LEARNERS

### Speaking and Listening

#### Exchanging Information and Ideas

#### Entering/Emerging

Ask students simple *wh*- (who, what, where, when) questions and provide answer choices for students, such as "Who visits for Thanksgiving?"

» Stella's relatives from Mexico City

#### Transitioning/ Expanding

Provide students with key words, such as *unbirthday*, *waiters*, *exotic*, *store*, to use in their explanations or answers.

#### Bridging

Have students provide evidence to support their statements.

### WORD WORK: *EXOTIC* (5 MIN.)

1. In chapter 9, you heard, "American food is exotic to them!"
2. Say the word *exotic* with me.
3. *Exotic* means a characteristic of a distant foreign country.
4. They have many exotic plants in their home.
5. What are other things that can be described as exotic? Use the word *exotic* as you share.
  - » flowers and animals can be described as exotic
6. What's the word we've been talking about? What part of speech is the word *exotic*?
  - » adjective

**Use a Discussion activity for follow-up.** Directions: Have students share foods from chapter 9 that are exotic to them, using the word *exotic* as they share. Make a running grocery list on the board or chart paper as students share. *I think \_\_\_\_\_ is an exotic food.*

- » Answers may vary but may include guava, papaya, prickly pears, coconuts, yuca, pimientos.

## Lesson 5: Mapping the Story, Part 1


# Writing



**Primary Focus:** Students will complete—with assistance—a blank story map identifying the characters and key events from chapter 8. [L.3.2c, RL.3.5, W.3.8]

### MAPPING THE STORY, PART 1 (40 MIN.)

#### > Visual Support 5.1

- Display Visual Support 5.1.
- Ask students if they have ever seen a story map before.
  - » Allow students to share their experience with story maps or planning organizers from Grade 2 or Grade 3, Unit 1, *Timeless Tales: Classic Stories*.
- Tell students that later in this unit they will be using this story map to write their own narrative, or story.
-  **Think-Pair-Share:** Have partners discuss which event in chapter 8 is the most important. Remind students to signal when both partners have contributed to the conversation. As students finish discussing, ask them to share the main event their partner shared with them. If students do not share the main event, help students distinguish between the main event and supporting details by explaining that main events continue the plot forward, while supporting details provide additional information.
  - » Answers may vary but could include the interaction between Stella and Jessica Anderson at Fantastic Time Machine.
- Direct students to Activity Page 5.1.
- Explain that they will complete this story map based on the most important event from chapter 8.
- Ask volunteers to share responses for each part of the story map, see the answers below as a guide. Model continually referencing the text in chapter 8 while filling out the story map. Prompt students with questions to assist in completing the story map, such as *What happened next? Then what happened? Who was there? What did they say? Should we add more detail to this sentence?* etc.
- Explain that it is important to organize the sequence of events in a story in order so that they unfold naturally and make sense to the reader. Writers will often use temporal words to sequence the events to help guide the reader as the story progresses.

### Activity Page 5.1



## D Differentiation

### Challenge

Have students independently complete Activity Page 5.1.

### Support

Ask students to review the definition of *dialogue*.

### Support

Fold Activity Page 5.1 to only show the sections; Title, Characters, Setting, Beginning, Middle, and End. Then, unfold the remainder of the page for students to complete.

- Remind students they can reference the Temporal Words and Phrases Chart to include temporal words and two to three sentences for the Beginning, Middle, and End, or plot.
- Tell students the title can be added at the end based on the content of the story map.
- You may wish to use the sample answers below:
  - **Title:** “Fantastic Time Machine is not so Fantastic”
  - **Characters:** Mom, Stella, Nick, Jason (Nick’s friend), Jenny, Jessica, and Bridget (Jessica’s friend)
  - **Setting:** The restaurant, Fantastic Time Machine
  - **Beginning:** In the beginning, Mom, Stella, Nick, Jason, and Jenny arrive at the restaurant, Fantastic Time Machine. Right away, they see the coolest part of the restaurant, all of the waiters dressed up as famous people, like Elvis and Cinderella. When they finish dinner, Stella and Jenny decide to go dancing upstairs.
  - **Middle:** Soon, Stella and Jenny begin having a fun time, dancing and making up silly dance moves. Jessica and her friend Bridget begin to tease Stella, which makes Stella turn *roja*. Stella and Jenny leave the dance floor and ask Stella’s mom to go home.
  - **End:** At last, they arrive home, Nick sets up the tent for Stella and Jenny to sleep in the backyard. Jenny falls asleep right away, but Stella lies awake thinking about the perfect comeback she could have said to Jenny. She wishes she would have stayed home and instead of going out.
  - **Final thought:** Stella should be brave and stand up to Jessica.
  - **Dialogue:** Stella hears Jessica say, “Hey, look, it’s Stella Stares.”
  - **Character actions, thoughts, or feelings:** Stella turning *roja* and her thinking about the perfect comeback
- Tell students they will have more practice with story maps in the next lesson.
- Save the answers to Activity Page 5.1 to reference in the next lesson.



## Check for Understanding

**Turn and Talk:** What is the plot of a narrative? Remind students to signal when both partners have contributed to the conversation. After students have finished discussing, have them share their partner's thinking.

- » The beginning, middle, and end events in a story.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing

##### Interacting via Written English

<b>Entering/Emerging</b>	Review each section of the story map with students, pointing out the images to assist students in providing answers for each section.
<b>Transitioning/Expanding</b>	Have students review each section of the story map with a partner.
<b>Bridging</b>	Allow students to ask unanswered questions about the sections of the story map.

End Lesson

## 6

# Mapping the Story, Part 2

## PRIMARY FOCUS OF LESSON

### Reading

Students will review by retelling an important event from chapter 9. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 10. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *particular*. [L.3.4]

### Writing

Students will complete a blank story map identifying the characters and key events from chapter 10. [L.3.2c, RL.3.5, W.3.8]

## FORMATIVE ASSESSMENT


### Activity Page 6.1

**Blank Story Map** Students will complete a blank story map identifying the characters and key events from chapter 10. [L.3.2c, RL.3.5, W.3.8]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

	Grouping Recommendations	Time	Materials
Reading (70 min.)			
Lesson 5 Review	 Small Group	15 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> glossary <input type="checkbox"/> index cards
Chapter 10	Whole Group	40 min.	
Discuss and Reflect	Whole Group	10 min.	
Word Work: <i>Particular</i>	Whole Group	5 min.	
Writing (50 min.)			
Mapping the Story, Part 2	Whole Group/ Partner	50 min.	<input type="checkbox"/> <i>Stella Díaz Has Something to Say</i> <input type="checkbox"/> Visual Supports 5.1, 6.1 <input type="checkbox"/> Activity Page 6.1



## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Prepare to divide the class into small groups of five students; if numbers work out to groups of four students, give two index cards to one of the students in the group to complete.
- Prepare index cards for groups of five. Write on each index card the number and the question word as follows; 1. *Who*, 2. *What*, 3. *Where*, 4. *When*, 5. *Why*. Be sure to leave space for student responses.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.

### Writing

#### > Visual Support 5.1, 6.1

- Prepare to display Visual Support 5.1 or a version you previously created.
- Prepare to display Visual Support 6.1 or create your own on the board/chart paper. You will be adding notes throughout the lesson, see sample answers below.

<b>Title:</b> “Thanksgiving Day”	
<b>Characters:</b> Mom, Stella, Nick, their relatives from Mexico	<b>Setting:</b> Stella’s house
<b>Beginning:</b> <u>First</u> , Stella’s relatives arrive from Mexico, but Stella is nervous because they all speak Spanish and hers is not very good. They all freshen up and sit down for Thanksgiving dinner. There are a lot of different foods to eat, such as turkey, cornbread stuffing, mashed potatoes and foods that Stella says are not American, like <i>elote</i> , <i>aceitunas</i> , and <i>picadillo</i> .	
<b>Middle:</b> <u>Soon after dinner</u> , Stella’s mom has everyone look at family photos of relatives and Stella enjoys looking at photos of when she was a baby. When they are done looking at photos, they eat pecan, pumpkin, and apple pie for dessert.	
<b>End:</b> <u>After dessert</u> , Nick begs Abuelo to play the guitar and he plays the family’s favorite songs. Stella begins to think that it would be better if her family lived in Mexico, so they could be around family and her mom would have help. Abuelo starts to play Stella’s favorite song, so her mom starts dancing with her and she giggles. She notices that everyone is giggling and smiling, which makes her happy because smiling and giggling don’t have to be translated.	
<b>Final thought:</b> Stella feels more relaxed around her relatives by the end of their visit.	
<b>Dialogue:</b> “Happy Thanksgiving!” Stella says.	
<b>Character actions, thoughts, or feelings:</b> Stella is nervous about her relatives visiting. Stella’s family is giggling and smiling.	

- Assign partners to complete Activity Page 6.1.
- Locate the Temporal Words and Phrases Chart (from Lesson 3) and post it in the classroom.

Temporal Words and Phrases		
Beginning	Middle	Ending
First At first In the beginning Initially To begin To start It started when	Next Then Also Later In the middle Additionally Suddenly	Last Finally In the end In conclusion Eventually At last Lastly

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *manatee*, *pecan*, *pellet*, *relatives*.
- Prepare 5Ws cards with simple icons that can be drawn to define question words, for example; Who (stick figure), When (clock), Where (house), etc.
- To ensure all students have the opportunity to contribute during Think-Pair-Share and Turn and Talk exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**relatives, n.** people connected with another by blood

**illegal, adj.** not according to law or official rules

**particular, adj.** to pay attention to details or have very specific or individual preferences

**pellet, n.** a small, round compressed material, usually of food or medicine

**pecan, n.** the smooth oblong thin-shelled nut of the pecan tree

**manatee, n.** a large, plant-eating, mammal that lives in warm coastal and inland waters

**translates, v.** turns into one's own or another language

**strict, adj.** severe in discipline

**Vocabulary Chart for Chapter 10**

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Vocabulary	pellet pecan manatee translates	relatives illegal particular strict	
Spanish Cognates	pacana manatí	ilegal particular estricto	
Multiple-Meaning			
Sayings and Phrases			

## Lesson 6: Mapping the Story, Part 2

# Reading

**Primary Focus**

Students will review by retelling an important event from chapter 9. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 10. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *particular*. [L.3.4]

**LESSON 5 REVIEW (15 MIN.)****Small Group**

- Explain that students are going to retell, or summarize an important event from chapter 9 in a small group using the 5Ws, as they did in the previous lesson.
- Review the directions with students—each person in the assigned group of five will receive an index card with either, 1. *Who*, 2. *What*, 3. *Where*, 4. *When*, 5. *Why*, written on the card. The person with the *Who* index card will choose a main character from chapter 9 and identify a character trait. Students will continue in number order to reference the text to answer the question about the character in a short phrase or sentence.
- Remind students to refer to chapter 9 as they summarize the important event.
- Assign previously determined small groups and distribute the 5Ws index cards.
- Allow students ten minutes to answer their index card.
- Circulate to support students as needed.
- Bring students back to a whole group setting and ask a few small groups to share with each student reading their index card in number order.

## D Differentiation

### Support

Explain that “freshen up real quick” means to wash up or change into clean clothes.

### Challenge

Ask students to share other gestures, sounds, or actions that don’t need a translation—moments when you know what the person is thinking or feeling without words.



### Support

Explain that *illegal* means not following the law or official rules.

### Challenge

Ask students why Stella’s family included dishes that are not American in their Thanksgiving meal.

## CHAPTER 10 (40 MIN.)

- Tell students that you will read aloud chapter 10.
- Have students follow along in their copy of the novel as you read.
- Model referencing the Spanish glossary to define Spanish vocabulary, using context clues to define unfamiliar words, and emphasizing dialogue.
- During reading, pause at the top of page 83 to discuss the following:
  -  **Think-Pair-Share:** Stella says she would rather hide in bed with a book than do Thanksgiving with her relatives. Have students discuss with a partner why Stella feels this way. Remind students to signal when both partners have contributed to the conversation. After discussing, ask a few students to share the idea their partner shared with them.
- After reading chapter 10, pause to discuss the following:
  -  **Think-Pair-Share:** Have students discuss with a partner how Stella’s feelings about her relatives changed by the end of the chapter. Remind students to signal when both partners have contributed to the conversation. After discussing, ask a few students to share the idea their partner shared with them.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** Where are Stella’s relatives visiting from?
  - » Mexico City, Mexico
2. **Inferential.** Stella sets the table for Thanksgiving because she has an “artistic eye.” What does that mean?
  - » It means seeing something from a unique, creative perspective. Stella folds the napkins in fancy ways and makes turkey name tags for everyone.
3. **Inferential.** Stella’s brother “beams” when he greets Juanis. *Beams* means to have a big smile on their face because they are happy. Why is Nick happy?
  - » Juanis tells Nick he is good-looking, which he likes.

4. **Evaluative.** 👤👤 *Think-Pair-Share.* Why does Stella say everyone is wearing different-looking clothes and hairstyles in the photos before she was born? Remind students to signal when both partners have contributed to the conversation.

» Answers may vary, but could include that fashion, or what people wear and how they style their hair, changes over time.

5. Distribute paper and have students write the answers to the following question words before writing an expanded sentence:

- Stella hopes to be like her relative.
  - Who:
  - When:
  - Why:
- Ask two or three students to share an expanded sentence with the class.

<div><div><div>ML/EL</div></div><div>MULTILINGUAL/ENGLISH LEARNERS</div></div> <div>Speaking and Listening</div> <div>Exchanging Information and Ideas</div>	
Entering/Emerging	Ask simple <i>wh</i> - (who, what, where, when) questions; “Who is Tía Margarita?” “What did Stella add to the Thanksgiving table?”
Transitioning/Expanding	Provide an open-ended sentence frame (e.g., “Stella sets the table with . . .” “Customs are . . .”).
Bridging	Encourage students to answer in complete sentences using key details from the text.

### WORD WORK: PARTICULAR (5 MIN.)

1. In chapter 10, you heard, “Abuela rarely comes because she’s very particular and doesn’t like traveling anymore.”
2. Say the word *particular* with me.
3. *Particular* means to pay attention to details or have very specific or individual preferences.
4. He is very particular about what he eats.
5. What are other things that people might be particular about? Use the word *particular* when you share. (Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “He is particular about . . .” or “Our dog is particular about . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *particular*?
  - » adjective

**Use a Creating Sentences activity for follow-up.** Directions: Explain that the word *particular* can be used to describe people who like things to be a certain type of way. Tell students that they will create a complete sentence using the word *particular*, along with the words provided. You may wish to complete the first one for students as an example.

» Answers may vary. Sample answers provided.

1. grandmother, garden
  - » Her grandmother is particular about her garden.
2. baby sister, food
  - » Their baby sister is particular about her food.
3. teacher, punctuation
  - » The teacher is particular about her students using correct punctuation.
4. coach, listening
  - » My coach is particular about the team listening during practice.
5. hallway, walking
  - » Our principal is particular about walking in the hallway.

## Lesson 6: Mapping the Story, Part 2

# Writing



**Primary Focus:** Students will complete a blank story map identifying the characters and key events from chapter 10. [L.3.2c, RL.3.5, W.3.8]

### MAPPING THE STORY, PART 2 (50 MIN.)

#### > Visual Support 5.1

- Display Visual Support 5.1.
- Remind students that they completed a story map for an important event from chapter 8 in the last lesson.



#### Check for Understanding

**Turn and Talk:** What are the different sections that make up a story map? Remind students to signal when both partners have contributed to the conversation. As students finish their conversations, have them share their partner's response.

- » characters, setting, plot, final thought, dialogue, and concrete words to describe character details

#### > Visual Support 6.1

- Display Visual Support 6.1.
- Explain that they will complete this story map with a partner based on the most important event from chapter 10.
- Ask students what the most important event from chapter 10 was. You may wish to have students reference chapter 10 from the novel.
  - » Guide students to recall that Stella's relatives from Mexico visiting for Thanksgiving was the most important event in chapter 10.
- Direct students to Activity Page 6.1.
- Remind students it is important to organize the sequence of events in a story in order so that they unfold naturally and make sense to the reader. Tell students they can use temporal words to sequence the events.

### Activity Page 6.1





## D Differentiation

### Challenge

Have students independently complete Activity Page 6.1.

### Support

Fold Activity Page 6.1 to only show the sections; Title, Characters, Setting, Beginning, Middle, and End. Then, unfold the remainder of the page for students to complete.

- Tell students to reference the Temporal Words and Phrases chart to include temporal words and two to three sentences for the Beginning, Middle, and End, or plot.
- You may wish to pull a small group to model referencing the text in chapter 10 while filling out the story map using the answers below as a guide.
- Tell students the title can be added at the end based on the content of the story map.
  - **Title:** “Thanksgiving Day”
  - **Characters:** Mom, Stella, Nick, their relatives from Mexico
  - **Setting:** Stella’s house
  - **Beginning:** First, Stella’s relatives arrive from Mexico, but Stella is nervous because they all speak Spanish and hers is not very good. They all freshen up and sit down for Thanksgiving dinner. There are a lot of different foods to eat, such as turkey, cornbread stuffing, mashed potatoes and foods that Stella says are not American, like *elote*, *aceitunas*, and *picadillo*.
  - **Middle:** Soon after dinner, Stella’s mom has everyone look at family photos of relatives and Stella enjoys looking at photos of when she was a baby. When they are done looking at photos, they eat pecan, pumpkin, and apple pie for dessert.
  - **End:** After dessert, Nick begs Abuelo to play the guitar and he plays the family’s favorite songs. Stella begins to think that it would be better if her family lived in Mexico, so they could be around family and her mom would have help. Abuelo starts to play Stella’s favorite song, so her mom starts dancing with her and she giggles. She notices that everyone is giggling and smiling, which makes her happy because smiling and giggling don’t have to be translated.
  - **Final thought:** Stella feels more relaxed around her relatives by the end of their visit.
  - **Dialogue:** “Happy Thanksgiving!” Stella says.
  - **Character actions, thoughts, or feelings:** Stella is nervous about her relatives visiting. Stella’s family is giggling and smiling.
- Tell students in Lesson 11 they will use a blank story map to plan their own narrative.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

<b>Entering/Emerging</b>	Review the categories of the story map with heavy support by reviewing the icons and provide guidance as students work on the story map.
<b>Transitioning/ Expanding</b>	Review the categories of the story map with heavy support by reviewing the icons. Provide moderate support by providing sentence starters using temporal words.
<b>Bridging</b>	Provide light support as students work on the story map.

~~~~~ **End Lesson** ~~~~~

## 7

# Retelling Events in a Story

## PRIMARY FOCUS OF LESSON

### Reading

Students will retell an important event from chapter 10. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 11. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *cliffhanger*. [L.3.4]

### Writing

Students will record details from chapter 11 and write a summary of the chapter using temporal words. [RL.3.3, W.3.10]

## FORMATIVE ASSESSMENT

### Exit Pass

Write a list of the steps in order, using temporal words, that Stella uses to make her book. [RL.3.5, W.3.10]

### Activity Page 7.1

**Retelling Stella's First Experiences** Students will record details from chapter 11 and write a summary of the chapter using temporal words. [RL.3.3, W.3.10]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                               | Grouping Recommendations | Time    | Materials                                                                                                                                                                                                                  |
|-------------------------------|--------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (55 min.)             |                          |         |                                                                                                                                                                                                                            |
| Lesson 6 Review               | Partner                  | 10 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> glossary<br><input type="checkbox"/> Temporal Words and Phrases chart           |
| Chapter 11                    | Whole Group              | 30 min. |                                                                                                                                                                                                                            |
| Discuss and Reflect           | Whole Group              | 10 min. |                                                                                                                                                                                                                            |
| Word Work: <i>Cliffhanger</i> | Whole Group              | 5 min.  |                                                                                                                                                                                                                            |
| Writing (65 min.)             |                          |         |                                                                                                                                                                                                                            |
| Retelling Events in the Story | Whole Group/<br>Partner  | 65 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> Visual Support 7.1<br><input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Temporal Words and Phrases chart |

## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Assign partners to review Activity Page 6.1.
- Assign partners to read chapter 11.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.
- Locate the Temporal Words and Phrases Chart (from Lesson 3) and post it in the classroom.

### Writing

#### ➤ Visual Support 7.1

- Prepare to display Visual Support 7.1 or create your own on the board/chart paper. You will be adding notes throughout the lesson, seen below.

| Retelling Stella's First Experiences |                         |                      |                                                                                                                                                                                                                                                                       |                                                                 |                                                                                          |
|--------------------------------------|-------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Chapter Number                       | Characters in the scene | Setting of the scene | Brief Summary of the Scene (use temporal words/phrases; <i>At first, Next, Finally</i> )                                                                                                                                                                              | How does Stella <b>feel/act</b> during the scene?               | Dialogue from the scene (include punctuation)                                            |
| Chapter 11                           | Ms. Bell, Stella, class | classroom            | First, Stella tells Ms. Bell that she wrote a story, "Captain Rob and Monkey." Next, Ms. Bell reads the story in front of the class and asks Stella if she would like to read a paragraph. In the end, Stella reads the paragraph the whole time and doesn't look up. | Stella feels <i>roja</i> —is turning red because she's nervous. | "Thank you, Stella. I think you did a great job," she says as she hands me back my book. |
| Chapter 11                           | Ms. Bell, Stella, class | classroom            | First, Ms. Bell tells students they will present their animal research projects to the class. Next, the class asks questions and shares their ideas. Finally, Stella begins to ask herself questions and worry about her presentation.                                | Stella gets quiet.                                              | "Like costumes?" asks Ben.                                                               |

- Assign partners to complete Activity Page 7.1.
- Display the Temporal Words and Phrases Chart (from Lesson 3) in the classroom.

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *anemonefish*, *cubicle*, *equestrian*.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**anemonefish, n.** a tropical fish that cannot survive without a sea anemone, whose stinging tentacles protect them; the anemonefish, in turn, protects their sea anemone from other predators

**cubicle, n.** a small partitioned space usually with a desk used for work

**sidekick, n.** a person who is a partner, pal, or helper

**dedicate, v.** devote to a cause or purpose

**biography, n.** a written history of a person's life

**cliffhanger, n.** an event ending in suspense, or excitement

**photocopier, n.** a machine for making copies or duplicating

**equestrian, n.** a person who rides horseback

**carefree, adj.** having no worries or troubles

Vocabulary Chart for Chapter 11

| Vocabulary Type     | Tier 3<br>Domain-Specific Words                                 | Tier 2<br>General Academic Words                 | Tier 1<br>Everyday Speech Words |
|---------------------|-----------------------------------------------------------------|--------------------------------------------------|---------------------------------|
| Vocabulary          | anemonefish<br>cubicle<br>sidekick<br>photocopier<br>equestrian | dedicate<br>biography<br>cliffhanger<br>carefree |                                 |
| Spanish Cognates    | cubículo<br>fotocopiadora<br>ecuestre                           | dedicar<br>biografía                             |                                 |
| Multiple-Meaning    |                                                                 |                                                  |                                 |
| Sayings and Phrases |                                                                 |                                                  |                                 |

## Lesson 7: Retelling Events in a Story

# Reading

**Primary Focus**

Students will retell an important event from chapter 10. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 11. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *cliffhanger*. [L.3.4]

**LESSON 6 REVIEW (10 MIN.)**

- Explain they will review chapter 10 with an assigned partner.
- Have students locate Activity Page 6.1 from the previous lesson.
- Tell students they will take turns saying the heading in each story map section and the partner will give the answer, so Partner 1 will say, “title” and Partner 2 will say “Thanksgiving Day.” Then, Partner 2 will say the next heading “Characters” and Partner 1 will give the answer “Mom, Stella, Nick, their relatives from Mexico.” They will compare answers with their partner.
- Have students refer to the specific chapter number as they share.  
(*In chapter 10 . . .*)
- Circulate to provide support as needed.
- Bring students back to a whole group setting and discuss if Thanksgiving Day went as Stella predicted in chapter 9.
- Tell students they will fill out a blank story map after today’s reading of chapter 11.

**Activity Page 6.1****D Differentiation****Support**

Explain that Metra is the commuter rail and bus system in Chicago.

**Challenge**

Have students make a prediction about the outcome of Stella’s presentation.



## D Differentiation

### Support

Remind students that *bind* means to secure loose pages together inside a cover to make a book.

### Challenge

Ask students why the author included an illustration of Stella's book.

- » Answers may vary, but could include that it helps the reader understand what a bound book looks like.

## CHAPTER 11 (30 MIN.)

- Prepare to have students read chapter 11 with assigned partners.
- Remind students to continue to define Spanish vocabulary, use context clues to define unfamiliar words, and continue to emphasize dialogue.
- Distribute blank index cards for this lesson's Exit Pass and allow students time to complete them after they read chapter 5, collect for review.



### Exit Pass

Write a list of the steps in order, using temporal words, that Stella takes to make her book.

- » First, Stella has an idea to write about Captain Rob and Monkey. Next, she adds a title page and biography. To finish the book, Stella's mom binds the book with a front and back cover.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Inferential.** Why do you think Stella goes through her mom's drawers at work even though she knows she doesn't like it?
  - » Answers may vary, but could include that Stella is curious.
2. **Literal.** What does Stella's mom do for Stella before they leave work?
  - » She binds "Captain Rob and Monkey" so that it looks like a real book.
3. **Literal.** Ms. Bell states that the students will have to give a presentation of their animal report. How does Stella feel about this?
  - » At first she thought it might not be so bad. Then she looks at Jessica and thinks it could be terrible.
4. **Inferential.** 🧑🧑 *Think-Pair-Share.* Stella feels confident that she can do a good job on the presentation until she looks at Stanley and Jessica. Why does she change her mind? Remind students to signal when both partners have contributed to the conversation. As students finish their conversation, have them share their partner's thinking.

- » Answers may vary, but they could include that she cares about what Stanley thinks of her and fears Jessica might tease her about her presentation.

5. Have students answer the following question words and use the answers to support expanding the sentence below:

- Stella goes to work with her mom.
  - Where:
  - When:
  - Why:
- **Turn and Talk:** Have students share their expanded sentence with a partner. Remind students to signal when both partners have contributed to the conversation. Choose a few students to write their sentences on the board or chart paper. Then, have partners identify the Where, When, and Why in the expanded sentences.



### Check for Understanding

**Think-Pair-Share.** Have partners describe an internal character trait for Ms. Bell using evidence from the text. Remind students to signal when both partners have contributed to the conversation. After partners have finished discussing, have them share one idea from their partner.

- » Answers may vary but could include being supportive because she asks Stella to share her book by saying, “What if I help you, and we read only a little bit?”



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

##### Entering/Emerging

Ask simple *wh*- (who, what, where, when) questions and provide answer choices for students, such as “Who said that students will have to present their animal report?”

- » Ms. Bell

##### Transitioning/ Expanding

Provide an open-ended sentence frame (e.g., “Stella likes to go to work with her mom because . . .” “At school, Stella shows Ms. Bell her \_\_\_\_.”).

##### Bridging

Encourage students to use the word “because” to expand their answers.

### WORD WORK: *CLIFFHANGER* (5 MIN.)

1. In chapter 11, you heard, “The story ends with a cliffhanger because I plan on writing a sequel.”
2. Say the word *cliffhanger* with me.
3. *Cliffhanger* means an event ending in suspense, or excitement.
4. The game was a cliffhanger from start to finish.
5. Have you ever watched a movie with a cliffhanger? Can you describe the suspense or excitement? Ask two or three students to share. Use the word *cliffhanger* when you share.
6. What’s the word we’ve been talking about? What part of speech is the word *cliffhanger*?

» noun

**Use a Making Choices activity for follow-up.** Directions: Explain that the word *cliffhanger* can be used to describe an exciting part of a book when you don’t know the ending. Tell students that you will give examples from stories, and they will identify if it is a cliffhanger or not a cliffhanger. Answer the question in complete sentences, using the word *cliffhanger*.

- The story ends with a happy ending.
  - » A happy ending is not a cliffhanger.
- It is an unsolved mystery.
  - » An unsolved mystery is a cliffhanger.
- The story introduces a new villain.
  - » A new villain is a cliffhanger.
- The story feels complete.
  - » A complete story is not a cliffhanger.

## Lesson 7: Retelling Events in a Story

# Writing



**Primary Focus:** Students will record details from chapter 11 and write a summary of the chapter using temporal words. [RL.3.3, W.3.10]

### RETELLING EVENTS IN THE STORY (65 MIN.)

- **Think-Pair-Share:** Ask students to think of the first time they did something such as; ride a bike or swim in the ocean. Share with a partner using the 5Ws; Who, What, When, Where, Why. Remind students to signal when both partners have contributed to the conversation.
- Ask students to think back to chapter 11 and name a first that Stella had. You may wish to have students reference the text in chapter 11.
  - » Stella writes her first book. Stella learns about her first school presentation.
- Tell students that they will describe the scene of Stella's first using the chart on Activity Page 7.1.

#### ➤ Visual Support 7.1

- Display Visual Support 7.1.
- Direct students to Activity Page 7.1.
- Ask a student volunteer to read the headings at the top of the chart.
- Tell students that you will work together to complete the first row about Stella writing her first book.
- Model by adding student responses to the chart.
- Ask student volunteers for responses to complete the chart:
  - Chapter Number: 11
  - Characters: Stella, Ms. Bell, and the class
  - Setting: classroom
- Explain that in the brief summary of the scene, they will use temporal phrases to identify the beginning, middle, and end of the scene. A scene is when characters engage in action or dialogue.
- Direct students to the Temporal Words and Phrases Chart posted in the classroom.

### Activity Page 7.1




## D Differentiation

### Challenge

Have students independently complete Activity Page 7.1.

### Support

Have students place sticky tabs or notes identifying the beginning, middle, and end of the scene in chapter 11.

- Tell students that the summary needs to be at least three sentences long, so one sentence for the beginning, one for the middle, and one for the end. You may wish to guide and reframe student responses:
  - » First, Stella tells Ms. Bell that she wrote a story, Captain Rob and Monkey. Next, Ms. Bell reads the story in front of the class and asks Stella if she would like to read a paragraph. In the end, Stella reads the paragraph the whole time and doesn't look up.
-  **Think-Pair-Share:** Ask students how Stella feels or acts during the scene using text evidence to support their answer. Remind students to signal when both partners have contributed to the conversation. As students finish discussing, have them share the text evidence that their partner found to support their answer.
  - » Stella feels *roja*—is turning red because she's nervous.
- Ask students to identify dialogue that is important to the scene.
  - » Answers may vary, but could include "Thank you, Stella. I think you did a great job," she says as she hands me back my book.
- Discuss why the dialogue suggested is important to the scene.
  - » Answers may vary, but could include that Stella appreciates the reassurance of Ms. Bell telling Stella she did a great job.
- Tell students that they will work with a partner to describe the scene of another one of Stella's firsts from chapter 11, when Stella learns about her first school presentation.
- Circulate to support students as needed.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

#### Entering/Emerging

Ask simple *wh*- (who, what, when) questions. (e.g., "What happened first/next/last?")

#### Transitioning/ Expanding

Provide an open-ended sentence frame for brief summary temporal words (e.g., "*First/Then/Next/Last . . .*").

#### Bridging

Encourage students to use temporal phrases instead of temporal words in their summaries.

End Lesson



## 8

# Expanding Sentences with Conjunctions, Part 1

**PRIMARY FOCUS OF LESSON****Reading**

Students will recall events from chapter 11. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 12 and 13. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *intimidating*. [L.3.4]

**Writing**

Students will use conjunctions to expand sentences about events from the novel. [W.3.8, L.3.1h, L.3.1i]

**FORMATIVE ASSESSMENT****Exit Pass**

Nick gives Stella examples of how being an alien is a good thing. Name at least three examples from the text. [RL.3.1]

**Activity Page 8.1****Expanding Sentences with Conjunctions**

Students will use conjunctions to expand sentences about events from the novel. [W.3.8, L.3.1h, L.3.1i]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                       | Grouping Recommendations    | Time    | Materials                                                                                                                                                          |
|---------------------------------------|-----------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading (75 min.)                     |                             |         |                                                                                                                                                                    |
| Lesson 7 Review                       | Partner/<br>Whole Group     | 5 min.  | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><br><input type="checkbox"/> glossary<br><input type="checkbox"/> index cards                  |
| Chapter 12                            | Whole Group                 | 25 min. |                                                                                                                                                                    |
| Chapter 13                            | Partner                     | 30 min. |                                                                                                                                                                    |
| Discuss and Reflect                   | Whole Group                 | 10 min. |                                                                                                                                                                    |
| Word Work: <i>Intimidating</i>        | Whole Group                 | 5 min.  |                                                                                                                                                                    |
| Writing (45 min.)                     |                             |         |                                                                                                                                                                    |
| Expanding Sentences with Conjunctions | Whole Group/<br>Independent | 45 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><br><input type="checkbox"/> Conjunctions Poster<br><input type="checkbox"/> Activity Page 8.1 |



## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Please note that chapter 13 has a scene where a student calls Stella “stupid.” This language may be unsettling for some students, so you may wish to consider preparing students in advance by 1) warning them of the upcoming language and 2) reassuring them that, although a writer may use a word to show us how a character acts or feels, it doesn't mean we should use that word in our lives. You can also discuss with students the different ways to manage feelings around name-calling. Name-calling can be harmful to individuals, so it is essential to promote respectful language.
- Assign partners to read chapter 13.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.
- Prepare index cards for students to complete this lesson's Exit Pass.

### Writing

- If you previously prepared the conjunctions poster below, display it in the classroom. If not, create this poster on the board or chart paper to display for the duration of the unit.

#### Conjunctions

Conjunctions are words that connect other words or groups of words.

- The conjunction *and* connects words or groups of words. It means plus, along with, or also.
- The conjunction *but* is used to connect groups of words. It signals that something different, such as a different idea, is coming.
- The conjunction *because* is used to mean for this reason, and signals the answer to a why question. It signals the cause of something.
- The conjunction *so* means then this happened, and signals the effect in a cause and effect sentence.

- Write the following sentences on the board or chart paper to be revealed during the lesson.
  - Stella wants to live in Mexico and
  - Stella wants to live in Mexico but
  - Stella wants to live in Mexico because
  - Stella wants to live in Mexico so

### **Universal Access**

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *bleachers*, *humpback whales*, *Jamaica*.
- Provide students with images of novel references; *E.T.*, *Wizard of Oz*, *Bigfoot*.
- To ensure all students have the opportunity to contribute during Write-Share-Write and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**Jamaica, n.** island of the West Indies

**humpback whales, n.** large whales that are black on the top and white below and have very long flippers

**slowpoke, n.** a gently teasing word for someone taking their time or doing something slowly

**eerily, adv.** mysteriously, with a strange feeling

**intimidating, adj.** causing a loss of courage or self-confidence; feelings of fear

**chatty, adj.** someone who talks in a friendly and easy way

**bleachers, n.** tiered seats at a sports field or gym

**foreign, adj.** born in, belonging to, or characteristic of a country other than one's own

**confess, v.** admit or acknowledge something

**Vocabulary Chart for Chapters 12–13**

| Vocabulary Type     | Tier 3<br>Domain-Specific Words             | Tier 2<br>General Academic Words                                    | Tier 1<br>Everyday Speech Words |
|---------------------|---------------------------------------------|---------------------------------------------------------------------|---------------------------------|
| Vocabulary          | Jamaica<br>humpback whales<br>slowpoke      | eerily<br>intimidating<br>chatty<br>bleachers<br>foreign<br>confess |                                 |
| Spanish Cognates    | Jamaica                                     | intimidante<br>confesar                                             |                                 |
| Multiple-Meaning    |                                             |                                                                     |                                 |
|                     |                                             |                                                                     |                                 |
| Sayings and Phrases | rolls his eyes<br>heart pounding like drums |                                                                     |                                 |

## Lesson 8: Expanding Sentences with Conjunctions, Part 1

# Reading

**Primary Focus**

Students will recall events from chapter 11. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 12 and 13. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *intimidating*. [L.3.4]

**LESSON 7 REVIEW (5 MIN.)**

- Tell students they will review chapter 11.
- **Write-Share-Write.** On an available writing space, ask students to write a few sentences about what events happened throughout the chapter to help Stella gain the confidence she needed to read part of her book in front of the class.
  - Tell students to begin their answers with; In chapter 11 . . .
    - » Answers may vary, but could include: In chapter 11, Stella's mom helped her bind the book; Stella and her mom practiced reading the book together; Ms. Bell told her how wonderful the book was; and Ms. Bell told Stella she would help her read it aloud to the class.
  - When students are finished writing, have them share their thoughts with a partner. Remind students to signal when both partners have contributed to the conversation.
  - Have students complete writing their sentences based on any new insights.
- Bring students back together and discuss how the events that helped Stella gain confidence build on previous events in the chapter.

## D Differentiation

### Support

Show students where Wisconsin is on Visual Support 1.1.

Tell students that Bigfoot is a large, hairy, ape-like creature of legends in northwestern America.

Tell students *The Wizard of Oz* is a fictional novel with a wizard character that hides behind a curtain.

Explain that E.T. is an extraterrestrial, or alien, from a science fiction movie.

Tell students Albert Einstein was a famous and influential German-born physicist.

### Challenge

Ask students why Stella's heart was pounding like drums in her chest when Bridget called her stupid.

Have students predict whether or not Stella will be brave enough to stand up to Jessica.

## CHAPTER 12 (25 MIN.)

- Tell students that you will read chapter 12 aloud and they will read chapter 13 with an assigned partner.
- Have students follow along in their copy of the novel as you read.
- Continue to model referencing the Spanish glossary to define Spanish vocabulary, using context clues to define unfamiliar words, and emphasizing dialogue.
- Ask students the following discussion questions to review the chapter:
  - **Inferential.** Why doesn't Stella want to think about her presentation or school?
    - » Answers may vary, but could include that Stella is having a challenging time at school with being teased and worrying about her presentation.
  - **Inferential.** Why doesn't Stella feel any better when her mom tells her that talking in front of crowds doesn't make her nervous and that her *abuelo* /ah\*bweh\*loh/ was a performer?
    - » Stella was seeking advice or to relate to her mom, but her mom does not have the same challenges as Stella.

## CHAPTER 13 (30 MIN.)

- Prepare to have students read chapter 13 with assigned partners.
- Remind students that they can use their Spanish glossaries in the back of their Activity Book to define Spanish vocabulary and continue to emphasize dialogue when reading.
- Distribute blank index cards for this lesson's Exit Pass and allow students time to complete them after they read chapter 13, collect for review.
- Circulate and support students as needed.



## Exit Pass

Nick gives Stella examples of how being an alien is a good thing. Name at least three examples from the text.

- » Answers may vary, but could include: aliens are smart people; Albert Einstein was an alien; Jenny's mom is an alien; aliens are people from different places and different places can be awesome. If Stella's family weren't from Mexico, their Mom wouldn't know how to make *albóndigas* /ahl\*bohn\*dee\*gahz/.


## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** What does Stella's family do on New Year's Day? Where?
  - » They go to the Wisconsin Dells. They snowshoe, eat lunch, and walk around downtown.
2. **Literal.** Why doesn't Stella's mom celebrate Three Kings Day with her children?
  - » It is a holiday celebrated more in Mexico than in the United States, and she wants Nick and Stella to fit in.
3. **Literal.** What Christmas presents does Stella's dad send for her and Nick?
  - » Her dad sends socks and gloves from her *tío's* store.
4. **Literal.** What idea does Nick have about Stella's presentation?
  - » He suggests they go to Shedd Aquarium for research and presentation ideas.
5. **Inferential.** Why does Stella eat with Lauren? How does she get to know her?
  - » Stella eats lunch with Lauren because Jenny is sick. She tries asking Lauren questions to get to know her better.
6. **Inferential.** What is the turning point, or moment, when Stella starts to feel brave?
  - » Answers may vary, but could include that Stella starts to feel brave when she stands up without thinking and says in a loud voice that she isn't stupid.

7. **Evaluative.** 👤👤 *Think-Pair-Share.* Stella stays quiet when Jessica teases her at indoor recess, but she reacts when Bridget says, “Maybe she’s stupid.” Why does she stand up for herself at this point? Remind students to signal when both partners have contributed to the conversation. After students are finished with their conversations, have them share their partner’s ideas.
- » Answers may vary, but could include that it upsets Stella most when someone calls her stupid. She might not have been ready to stand up to Jessica, but it felt easier to stand up to Bridget.

| <div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Speaking and Listening</b><br/>           Exchanging Information and Ideas         </div> |                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>                                                                                                                                                                                                       | Ask simple <i>wh</i> – (who, what, where, when) questions and provide answer choices for students, such as “Where does Stella’s family go on New Year’s Day?”<br>» Wisconsin Dells |
| <b>Transitioning/Expanding</b>                                                                                                                                                                                                 | Provide an open-ended sentence frame (e.g., “Nick explains that being an alien is . . .” “Stella’s dad sends . . .”).                                                              |
| <b>Bridging</b>                                                                                                                                                                                                                | Encourage students to use the word “because” to expand their answers.                                                                                                              |

### WORD WORK: *INTIMIDATING* (5 MIN.)

- In chapter 12, you heard, “I’m only doing this because we look bigger and more intimidating to Bigfoot.”
- Say the word *intimidating* with me.
- Intimidating* means causing a loss of courage or producing feelings of fear.
- Speaking in front of a large group of people can be intimidating.
- What are some things that people might find intimidating? Think of a time you experienced something intimidating. Where were you? Use the word *intimidating* when you share. Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “. . . felt intimidating because . . .”
- What’s the word we’ve been talking about? What part of speech is the word intimidating?
  - » adjective

**Use a Synonyms and Antonyms activity for follow-up.** Use a Synonyms and Antonyms activity for follow-up. Ask, “What does *intimidating* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *frightening*, *scary*, *alarming*, *terrifying*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *intimidating*?” Prompt students to provide words and phrases like *calming*, *comforting*, *encouraging*, *helpful*, etc.

## Lesson 8: Expanding Sentences with Conjunctions, Part 1

# Writing



**Primary Focus:** Students will use conjunctions to expand sentences about events from the novel. [W.3.8, L.3.1h, L.3.1i]

### EXPANDING SENTENCES WITH CONJUNCTIONS (45 MIN.)

- Write the words *and*, *but*, *because*, and *so* on the board.
- Ask students if they can remember what type of words they are and why we use them in our language.
- Remind students that conjunctions join words or groups of words.
- Review the Conjunctions Poster with students:

Conjunctions are words that connect other words or groups of words.


- The conjunction *and* connects words or groups of words. It means plus, along with, or also.
- The conjunction *but* is used to connect groups of words. It signals that something different, such as a different idea, is coming.
- The conjunction *because* is used to mean for this reason, and signals the answer to a *why* question. It signals the cause of something.
- The conjunction *so* means then this happened, and signals the effect in a cause and effect sentence.
- Tell students that good writers will expand or add onto simple sentences with conjunctions to improve the flow and clarity of their writing.



## D Differentiation

### Support

Provide additional examples of sentences and model combining the sentences with the conjunctions *and*, *but*, *because*, and *so*.

- Direct students to the previously prepared sentences on the board or chart paper.
  - Stella wants to live in Mexico and
  - Stella wants to live in Mexico but
  - Stella wants to live in Mexico because
  - Stella wants to live in Mexico so
-  **Think-Pair-Share:** Ask students to discuss with a partner how to expand the first sentence using details from the text. Remind students to signal when both partners have contributed to the conversation. After students have finished their conversation, have them share their ideas about expanding the first sentence.
  - » Answers may vary, but could include Stella wants to live in Mexico and in Chicago.
- Have a few student volunteers share their sentences with the class. Add one of the responses to the first sentence on the board.
- Remind students that a complete sentence begins with a capital letter and has correct ending punctuation, such as a period.
- Continue with the next three sentences using the conjunctions *but*, *because*, *so* to expand the sentences.
- Guide students to use evidence from the text to expand their sentences.



### Check for Understanding

Ask students why writers use conjunctions in their writing.

- » They use conjunctions to expand sentences and improve the flow and clarity of their writing.

### Activity Page 8.1



- Direct students to Activity Page 8.1.
- Tell students that they will work independently to complete Activity Page 8.1 by using conjunctions to expand sentences.
- Circulate and support students as needed.
- Explain that they will use conjunctions to expand their sentences for their narrative writing toward the end of the unit.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing Writing

|                                     |                                                                                       |
|-------------------------------------|---------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Have students dictate sentences to complete Activity Page 8.1.                        |
| <b>Transitioning/<br/>Expanding</b> | Have students complete Activity Page 8.1 with a partner.                              |
| <b>Bridging</b>                     | Encourage students to use content-specific vocabulary words when expanding sentences. |

~~~~~ **End Lesson** ~~~~~

## 9

# Expanding Sentences with Conjunctions, Part 2

## PRIMARY FOCUS OF LESSON

### Reading

Students will recall important events from chapters 12 and 13. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 14 and 15. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *gregarious*. [L.3.4]

### Writing

Students will use conjunctions to expand sentences about events from chapters 14 and 15. [W.3.8, L.3.1h, L.3.1i]

Students will describe a scene in chapter 15 that details a first experience for Stella. [RL.3.3, RL.3.5, W.3.10]

## FORMATIVE ASSESSMENT

### Exit Pass

Why does Stella say to herself that “maybe the presentation won’t be so bad?” [RL.3.3]

### Activity Page 9.1

#### Expanding Sentences with Conjunctions

Students will use conjunctions to expand sentences about events from chapters 14 and 15. [W.3.8, L.3.1h, L.3.1i]

### Activity Page 7.1

**Retelling Stella’s First Experiences** Students will describe a scene in chapter 15 that details a first experience for Stella. [RL.3.3, RL.3.5, W.3.10]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                       | Grouping Recommendations    | Time    | Materials  |
|---------------------------------------|-----------------------------|---------|--|
| Reading (70 min.)                     |                             |         |  |
| Lesson 8 Review                       | Partner                     | 5 min.  | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> glossary<br><input type="checkbox"/> index cards  |
| Chapter 14                            | Whole Group                 | 20 min. |  |
| Chapter 15                            | Independent                 | 30 min. |  |
| Discuss and Reflect                   | Whole Group                 | 10 min. |  |
| Word Work: <i>Gregarious</i>          | Whole Group                 | 5 min.  |  |
| Writing (50 min.)                     |                             |         |  |
| Expanding Sentences with Conjunctions | Whole Group/<br>Independent | 25 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> Conjunctions Poster<br><input type="checkbox"/> Visual Support 7.1<br><input type="checkbox"/> Activity Pages 7.1, 9.1<br><input type="checkbox"/> Temporal Words and Phrases chart |
| Retelling Events in the Story         | Whole Group/<br>Partner     | 25 min. |  |

## ADVANCE PREPARATION

### Reading

- Write the following sentence stems on the board or chart paper to review Lesson 8.
- In chapter 13, Nick's solutions for Stella's presentation related to events in chapter 12.
- Nick's explanation that being an alien is a good thing related to events in chapter 12.
- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.
- Prepare index cards for students to complete the Exit Pass.

### Writing

- Display the Conjunctions Poster (from Lesson 8) in the classroom.
- Assign partners to complete Activity Page 7.1.

### ➤ Visual Support 7.1

- Prepare to display Visual Support 7.1 or create your own on the board/chart paper. See sample answer below.

| Retelling Stella's First Experiences |   |                      |  |  |   |
|--------------------------------------|---|----------------------|--|--|---|
| Chapter Number                       | Characters in the scene                         | Setting of the scene | Brief Summary of the Scene<br>(use temporal words/phrases;<br><i>At first, Next, Finally</i> )   | How does Stella <b>feel/</b><br><b>act</b> during the scene?   | Dialogue from the scene<br>(include punctuation)  |
| Chapter 15                           | 3rd grade students and teachers, Ms. Richardson | cafeteria            | One day, Stella's school was having a third grade spelling bee. Ms. Richardson calls Stella to the microphone to spell her first word and she gets it correct. Before long, Stella spells her second word and gets it correct and she makes it all the way to the third round until she spells a word incorrectly. Lastly, Stella proudly wears a pink ribbon that says "semifinalist". She begins to gain confidence for her upcoming presentation. | Stella has clammy hands and a sweaty forehead and her stomach starts to hurt. She begins to gain confidence and enjoys the spelling bee. | "Maybe the presentation won't be so bad." -Stella |

- Display the Temporal Words and Phrases Chart (from Lesson 3) in the classroom.

### **Universal Access**

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *mural*, *pouts*, *rearview mirror*.
- To ensure all students have the opportunity to contribute during Write-Share-Write and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**pouts, v.** to show displeasure by thrusting out the lips or having a sad expression

**beam, v.** to smile with joy

**rearview mirror, n.** a mirror in an automobile that gives the driver a view of the area behind a vehicle

**mural, n.** a work of art, painting

**twosome, n.** in a pair

**clammy, adj.** being damp, soft, sticky, and usually cool

**semifinalist, adj.** a person or team that is one game away from winning or losing a competition

**gregarious, adj.** seeking or enjoying the company of others

**Vocabulary Chart for Chapters 14–15**

| Vocabulary Type     | Tier 3 Domain-Specific Words | Tier 2 General Academic Words                     | Tier 1 Everyday Speech Words |
|---------------------|------------------------------|---|------------------------------|
| Vocabulary          | review mirror mural          | pouts beam twosome clammy semifinalist gregarious |                              |
| Spanish Cognates    | mural                        | semifinalista gregario                            |                              |
| Multiple-Meaning    |                              |   |                              |
| Sayings and Phrases | sigh of relief               |   |                              |

## Lesson 9: Expanding Sentences with Conjunctions, Part 2

# Reading

**Primary Focus**

Students will recall important events from chapters 12 and 13. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 14 and 15. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *gregarious*. [L.3.4]

**LESSON 8 REVIEW (5 MIN.)**

- Tell students they will review parts of chapters 12 and 13 using conjunctions.
- **Turn and Talk:** Ask students what conjunctions they used to expand sentences in Lesson 8.
  - » *and, but, because, so*
- Tell students they will use the conjunction *because* to expand sentences to review chapters 12 and 13.
- **Think-Pair-Share.** Direct students to the sentence stems you prepared in advance. Have students use the sentence stems and the conjunction *because* to verbally complete the sentences with a partner. Remind students to signal when both partners have contributed to the conversation. Have students share their partner's complete sentences.
  - In chapter 13, Nick's solutions for Stella's presentation related to events in chapter 12...
    - » Answers may vary, but could include ...because Stella is concerned about her presentation.
  - Nick's explanation that being an alien is a good thing related to events in chapter 12...
    - » Answers may vary, but could include ...because Stella thinks she doesn't fit in because she is an alien.



## D Differentiation

### Support

Tell students that a simile compares two things using *like* or *as*. Stella uses a simile when she says her “legs wobble like *flan* /flahn/” as she walks on the stage, which means she was nervous. *Flan* is a type of custard that wobbles like pudding, and your body can shake or wobble when you’re nervous.

### Challenge

Tell students that *ding* and *errrrr* are examples of onomatopoeia, a word they may remember from chapter 15 that refers to words that sound like the sound they’re describing. Ask, “what is an example of onomatopoeia from chapter 4?”

» crash

## CHAPTER 14 (20 MIN.)

- Tell students that you read chapter 14 aloud and they will read chapter 15 independently.
- Have students follow along in their copy of the novel as you read chapter 14 aloud.
- Continue to model referencing the Spanish glossary to define Spanish vocabulary, using context clues to define unfamiliar words, and emphasizing dialogue.
- Ask students the following discussion questions to review the chapter:
  - **Literal.** Stella says she can see why Jenny is friends with Anna. Why?
    - » She has a cat, a goldfish, and is pretty funny.
  - **Inferential.** Why do you think Stella follows her mom everywhere she walks in the classroom?
    - » Answers may vary, but could include that Stella feels comfortable around her mom.
  - **Evaluative.** *Write-Share-Write.* On an available writing space, have students write a sentence expressing if they agree with the advice that Stella’s mom gives her in the car about letting other people’s words bother you. After writing, have students share their thoughts with a partner. Remind students to signal when both partners have contributed to the conversation. While sharing, the other partner will write down their partner’s thoughts. Students can expand on their own writing based on insights gained during sharing.
    - » Answers may vary, but could include that they agree because what other people say is only their opinion.

## CHAPTER 15 (30 MIN.)

- Prepare to have students read chapter 15 independently.
- Remind students that they can use their Spanish glossaries in the back of their Activity Book to define Spanish vocabulary.
- Distribute blank index cards for this lesson’s Exit Pass and allow students time to complete them after they read chapter 15, collect for review.
- Have students think about how Stella felt after receiving a ribbon for being a semifinalist in the Spelling Bee to help them answer the Exit Pass.
- Remind students that they will answer their Exit Pass in a complete sentence.
- Circulate around the classroom and support students as needed.



## Exit Pass

Why does Stella say to herself that “maybe the presentation won’t be so bad?”

- » Answers may vary, but could include that the Spelling Bee gave her confidence to do other things.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** Why does Anna sit with Stella and Jenny at lunch?
  - » Her best friend, Isabel, is absent.
2. **Literal.** Why is Stanley embarrassed at the Valentine’s Day party, and how can Stella tell he feels this way?
  - » Stella’s mom feels his hair and says it is as soft as a teddy bear. Stanley’s face gets red.
3. **Literal.** What is Stella’s real name, and what does her mom say it means?
  - » Estrella, which means star. Her mom says she can “light up the dark.”
4. **Literal.** How does Pancho react to Stella’s spelling bee poster?
  - » He “zips around his fishbowl,” which, to Stella, means he likes it.
5. **Inferential.** After Stella spells her first word correctly, she grows excited for the next round. Why does she like the spelling bee so much?
  - » She loves to show how smart she is, and she is good at spelling.
6. **Evaluative.** While Stella eats lunch with Jenny and Lauren, Jessica comes over and tries to tease her. Stella chooses to ignore her at first. Why?
  - » Answers may vary, but could include that ignoring is a strategy to handle someone who is teasing you.

## D Differentiation

### Support

Tell students “you can light up the dark” is a metaphor.

7. **Evaluative.** 👤👤 *Think-Pair-Share.* Stella begins to realize that hiding from problems is not as effective at facing them. How has she changed from the beginning of the book to now? Remind students to signal when both partners have contributed to the conversation.

- » Answers may vary, but could include that hiding from her problems is not working and she is gaining more confidence and learning to stand up for herself.



### Check for Understanding



*Think-Pair-Share.* Describe an internal character trait for Jenny using evidence from the text. Remind students to signal when both partners have contributed to the conversation. As students finish their conversations, have them share their partner's thinking.

- » Answers may vary, but could include caring because Jenny cares when she says, "You'll be great, Stella. You got this." while patting Stella on the back.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

##### Exchanging Information and Ideas

#### Entering/Emerging

Ask simple *wh*- (who, what, where, when) questions and provide answer choices for students, such as "What is Stella's real name?"

- » Estrella

#### Transitioning/ Expanding

Provide an open-ended sentence frame (e.g., "Stella's real name means . . ." "Stella ignores Jessica when . . .").

#### Bridging

Encourage students to reference the Conjunctions Poster displayed in the classroom and use conjunctions to expand their answers.

### WORD WORK: *GREGARIOUS* (5 MIN.)

1. In chapter 15, you heard, “Chris Pollard ends up winning it all with the word ‘gregarious.’”
2. Say the word *gregarious* with me.
3. *Gregarious* means seeking or enjoying the company of others.
4. I am extremely gregarious and friendly.
5. Animals can also be gregarious. What animal groups have you observed enjoying the company of each other?
  - » Answers may vary but could include dogs, elephants, ants, bees, wolves, sheep, horses, meerkats, gorillas.
6. What’s the word we’ve been talking about? What part of speech is the word *gregarious*?
  - » adjective

**Use a Synonyms and Antonyms activity for follow-up.** Ask students, “What does *gregarious* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *social*, *outgoing*, *friendly*, *welcoming*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *gregarious*?” Prompt students to provide words and phrases like *unsocial*, *distant*, *introvert*, etc.

## Lesson 9: Expanding Sentences with Conjunctions, Part 2

# Writing



### Primary Focus

Students will use conjunctions to expand sentences about events from chapters 14 and 15. [W.3.8, L.3.1h, L.3.1i]

Students will describe a scene in chapter 15 that details a first experience for Stella. [RL.3.3, RL.3.5, W.3.10]

### EXPANDING SENTENCES WITH CONJUNCTIONS (25 MIN.)

- Review the Conjunctions Poster displayed in the classroom with students: Conjunctions are words that connect other words or groups of words.
  - The conjunction *and* connects words or groups of words. It means plus, along with, or also.
  - The conjunction *but* is used to connect groups of words. It signals that something different, such as a different idea, is coming.
  - The conjunction *because* is used to mean for this reason, and signals the answer to a *why* question. It signals the cause of something.
  - The conjunction *so* means then this happened, and signals the effect in a cause and effect sentence.
- Tell students that they will continue to practice expanding simple sentences with conjunctions.
- Direct students to Activity Page 9.1.
- Explain that they will independently complete Activity Page 9.1.
- Circulate and support students as needed.
- Collect and review Activity Page 9.1.

### Activity Page 9.1



## RETELLING EVENTS IN THE STORY (25 MIN.)

- Ask students if they can identify another first for Stella in chapter 15.
  - » Stella wins semifinalist in the Spelling Bee.
- Tell students that on Activity Page 7.1, they will work with a partner to complete the next row based on Stella's first experience in chapter 15.

### > Visual Support 7.1

- Display Visual Support 7.1.
- Direct students to Activity Page 7.1.
- Remind students to reference the Temporal Words and Phrases Chart to include either temporal words or phrases in their summary of Stella's first experience.
- Circulate and support students as needed.
- Collect and review Activity Page 7.1.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

|                                     |   |
|-------------------------------------|---|
| <b>Entering/Emerging</b>            | Ask simple <i>wh</i> - (who, what, where, when) questions (e.g., "What happened first/next/last?").         |
| <b>Transitioning/<br/>Expanding</b> | Provide an open-ended sentence frame for brief summary temporal words (e.g., "First/Then/Next/Last . . ."). |
| <b>Bridging</b>                     | Encourage students to use temporal words in their summaries.  |

End Lesson

## Activity Page 7.1



## D Differentiation

### Challenge

Have students independently complete Activity Page 7.1.

### Support

Have students place sticky tabs or notes identifying the beginning, middle, and end of the scene in chapter 15.

## 10

# Expanding Sentences with Question Words

## PRIMARY FOCUS OF LESSON

### Reading

Students will recall important events from chapters 14 and 15. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 16 and 17. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *valuable*. [L.3.4]

### Writing

Students will describe a scene in chapter 17 that details a first experience for Stella. [W.3.10, RL.3.3, RL.3.5, W.3.3c]

Students will use question words to expand sentences about events from chapters 16 and 17. [W.3.8, L.3.1i]

## FORMATIVE ASSESSMENT

### Activity Page 7.1

**Retelling Stella's First Experiences** Students will describe a scene in chapter 17 that details a first experience for Stella. [W.3.10, RL.3.3, RL.3.5]

### Activity Page 10.1

### Expanding Sentences with Question Words

Students will use question words to expand sentences about events from chapters 16 and 17. [W.3.8, L.3.1i]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|   | Grouping Recommendations    | Time    | Materials   |
|---|-----------------------------|---------|---|
| Reading (65 min.)                       |                             |         |   |
| Lesson 9 Review                         | Whole Group                 | 5 min.  | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> glossary<br><input type="checkbox"/> Questions Parking Lot   |
| Chapter 16                              | Whole Group                 | 20 min. |   |
| Chapter 17                              | Independent/<br>Whole Group | 25 min. |   |
| Discuss and Reflect                     | Whole Group                 | 10 min. |   |
| Word Work: <i>Valuable</i>              | Whole Group                 | 5 min.  |   |
| Writing (55 min.)                       |                             |         |   |
| Retelling Events in the Story           | Whole Group/<br>Partner     | 25 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> Visual Support 7.1<br><input type="checkbox"/> Activity Pages 7.1, 10.1<br><input type="checkbox"/> Temporal Words and Phrases Chart |
| Expanding Sentences with Question Words | Whole Group/<br>Partner     | 30 min. |   |



## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.

### Writing

- Assign partners to complete Activity Pages 7.1 and 10.1.

### ➤ Visual Support 7.1

- Prepare to display Visual Support 7.1, or create your own on the board/chart paper. See sample answer below.

| Retelling Stella's First Experiences |                         |                      |  |   |   |
|--------------------------------------|-------------------------|----------------------|--|---|---|
| Chapter Number                       | Characters in the scene | Setting of the scene | Brief Summary of the Scene<br>(use temporal words/phrases;<br><i>At first, Next, Finally</i> )   | How does Stella <b>feel/</b><br><b>act</b> during the scene?            | Dialogue from the scene (include punctuation)             |
| Chapter 17                           | Stella, Nick, Dad       | bowling alley        | In the beginning, Stella, Nick, and their dad go bowling. Stella has never been before, so she enjoys the fun shoes and feels nervous when she lifts the heavy ball. Next, Stella's dad teaches her how to bowl better. In the end, Stella's ball goes down the middle of the lane and she knocks down almost all of the pins. | Stella feels excited and nervous and thinks that she will like bowling. | "It's not rocket science. Just roll the ball," says Nick. |

- Display the Temporal Words and Phrases Chart (from Lesson 3) in the classroom.
- Prepare the following on the board for modeling expanding sentences with question words:
  - Sentence: She is in the Spelling Bee.
    - Who:
    - Where:
    - Why:
  - Expanded Sentence:

- Sentence: They go bowling.
  - Who:
  - Where:
  - Why:
- Expanded Sentence:

### **Universal Access**

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *auditorium*, *exhibits*, *passport*, *register*.
- To ensure all students have the opportunity to contribute about the image on page 159 in chapter 17, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**public, n.** for the people, not private

**reference, n.** a source of information

**marine, adj.** about the ocean or sea

**exhibits, n.** to show things on display, especially in a museum or art gallery

**valuable, adj.** of great worth

**auditorium, n.** a room where a meeting or performance takes place in front of an audience or group of people

**captivity, n.** the state of being trapped, imprisoned

**convention, n.** a large meeting

**register, n.** a machine found in stores and restaurants that holds and records money received

**passport, n.** a document that identifies the person that owns it, used when arriving or leaving a country

**Vocabulary Chart for Chapters 16–17**

| Vocabulary Type     | Tier 3<br>Domain-Specific Words                                | Tier 2<br>General Academic Words                         | Tier 1<br>Everyday Speech Words |
|---------------------|--|--|---------------------------------|
| Vocabulary          | marine<br>exhibits<br>auditorium<br>convention<br>passport     | public<br>reference<br>valuable<br>captivity<br>register |                                 |
| Spanish Cognates    | marino<br>exhibiciones<br>auditorio<br>convención<br>pasaporte | público<br>referencia<br>registro                        |                                 |
| Multiple-Meaning    |  | register   |                                 |
| Sayings and Phrases |  |  |                                 |

## Lesson 10: Expanding Sentences with Question Words

# Reading

**Primary Focus**

Students will recall important events from chapters 14 and 15. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 16 and 17. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *valuable*. [L.3.4]

**LESSON 9 REVIEW (5 MIN.)**

- Tell students they will review parts of chapters 14 and 15 with discussion questions.
- Tell students they should refer to the chapter numbers as they share.
- Ask students which scene from chapter 14 may have helped Stella stand up to Jessica's teasing in chapter 15.
  - » Answers may vary, but could include that in chapter 14, Stella's mom tells Stella that she is stronger than she realizes.
- Ask students why does Stella stop herself from turning away from Stanley and tells him thank you in chapter 15.
  - » Answers may vary, but could include that in chapter 14, Stella saw Stanley turn *roja* and get embarrassed at the Valentine's Day party, and she didn't want him to feel embarrassed this time.

**CHAPTER 16 (20 MIN.)**

- Tell students that you will be reading chapter 16 aloud and they will read chapter 17 independently.
- Have students follow along in their copy of the novel as you read.
- Continue to model referencing the Spanish glossary to define Spanish vocabulary, using context clues to define unfamiliar words, and emphasizing dialogue.

## D Differentiation

### Support

Tell students that graphic novels are similar to comic books and tell a story.

Tell students the Empire State Building is a skyscraper in New York City.

### Support

Tell students that sometimes people compare things to “rocket science” when they think it is not difficult to do or to understand.

- Ask students the following discussion questions to review the chapter:
  - **Literal.** How does Stella’s family celebrate her performance at the third grade spelling bee?
    - » They go to the local library, listen to an author, and get frozen yogurt.
  - **Inferential.** What details from the book show how Stella connects with the author at the library?
    - » The author is a girl, she writes children’s books, she writes some in English and Spanish, she had trouble with her speech as a child, people didn’t think she was smart, and she reads a lot.
  - **Literal.** Stella tells Pancho a secret after her visit to the library. What does she tell him?
    - » Stella tells Pancho that she may want to be an author one day.

## CHAPTER 17 (25 MIN.)

- Prepare to have students read chapter 17 independently.
- Remind students that they can use their Spanish glossaries in the back of their Activity Book to define Spanish vocabulary.
- Write the following questions on the board while students are reading:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- After reading, have students view the image from chapter 17 on page 159 of the novel and write a one sentence response to each question you wrote on the board.
- Have students share their writing with a partner. Remind students to signal when both partners have contributed to the conversation. Bring students back together to discuss how images can help a reader’s understanding of a text, such as; reinforcing main ideas, engaging the reader, drawing out emotions, and improving reader comprehension.
- Have students revisit their questions from the Questions Parking Lot to confirm if the novel has provided answers. You may wish to address unanswered questions as a whole group. Some questions may resolve themselves over the course of the story.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** Why is Stella's dad in town?
  - » He and his brother, Stella's *tío*, are there for a conference.
2. **Literal.** When Stella and Nick come home, what is their mom doing?
  - » She is making *albóndigas* for dinner.
3. **Inferential.** What does Stella's dad teach her on their visit?
  - » He teaches her how to bowl better.
4. **Inferential.** Why does Stella say her dad is not all terrible and he just doesn't know any better?
  - » Answers may vary, but could include that Stella thinks he doesn't know how to be a good parent because her dad told her he wasn't close with his parents and they weren't around much.
5. **Evaluative.** Why do you think Stella runs into the house and hugs her mom?
  - » Answers may vary, but could include that Stella misses her mom. Also, Stella smells *albóndigas* and she feels loved when her mom makes it.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

|                                |   |
|--------------------------------|---|
| <b>Entering/Emerging</b>       | Ask simple <i>wh</i> - (who, what, where, when) questions and provide answer choices for students, such as "What is Stella's mom making for dinner?"<br><br>» <i>albóndigas</i> |
| <b>Transitioning/Expanding</b> | Provide an open-ended sentence frame (e.g., "Stella tells Pancho that she wants to be an ____." "Stella's dad teaches her how to ____.").                                       |
| <b>Bridging</b>                | Encourage students to reference the Conjunctions Poster displayed in the classroom and use conjunctions to expand their answers.  |

### WORD WORK: VALUABLE (5 MIN.)

1. In chapter 16, you heard, “Mom framed it at home and always says that one day it will be very valuable.”
2. Say the word *valuable* with me.
3. *Valuable* means something of great worth.
4. My time is valuable.
5. Life lessons can be valuable. Can you name a valuable lesson that you have learned? Be sure to use the word *valuable* in your answer. Ask two or three students. If necessary, guide or rephrase student responses to make a complete sentence: “A valuable lesson I learned is . . .”
6. What’s the word we’ve been talking about? What part of speech is the word *valuable*?
  - » adjective

**Use a Synonyms and Antonyms activity for follow-up.** Ask students, “What does *valuable* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *important*, *precious*, *worthwhile*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *valuable*?” Prompt students to provide words and phrases like *useless*, *worthless*, *unimportant*, etc.

## Lesson 10: Expanding Sentences with Question Words

# Writing



### Primary Focus

Students will describe a scene in chapter 17 that details a first experience for Stella. [W.3.10, RL.3.3, RL.3.5, W.3.3c]

Students will use question words to expand sentences about events from chapters 16 and 17. [W.3.8, L.3.1i]

### RETELLING EVENTS IN THE STORY (25 MIN.)

- Ask students if they can identify another first for Stella in chapter 17.
  - » Stella goes bowling for the first time.

### ➤ Visual Support 7.1

- You may wish to review Stella's first experiences on Visual Support 7.1.
- Tell students that on Activity Page 7.1, they will work with a partner to complete the next row based on Stella's first experience in chapter 17.
- Direct students to Activity Page 7.1.
- Remind students to reference the Temporal Words and Phrases Chart to include either temporal words or phrases in their brief summary of Stella's first experience.
- Circulate and support students as needed.
- Collect and review Activity Page 7.1.

### EXPANDING SENTENCES WITH QUESTION WORDS (30 MIN.)

- Explain there are more ways to expand sentences than using conjunctions.
- Tell students that question words are an excellent way to expand simple sentences.
- Ask students to share examples of question words and write them on the board.
  - » who, what, where, when, why, how, etc.
- Explain that good writers include expanded sentences in their writing because it makes their writing more detailed and interesting to read.

### Activity Page 7.1





- Display the example sentence and question words on the board:
  - Sentence: She is in the Spelling Bee.
    - Who:
    - Where:
    - Why:
  - Expanded Sentence:
- Tell students the example sentences for today's lesson are all based on the novel *Stella Díaz Has Something to Say*.
- Ask a student volunteer to read the sentence and the question words.
- Ask other student volunteers for answers to the Who, Where, and Why questions.
- Ask another student volunteer to combine the simple sentence with the answers to the question words to write an expanded sentence. Guide or reframe students' responses as needed.
  - Sentence: She is in the Spelling Bee.
    - Who: Stella
    - Where: at school
    - Why: because she is good at spelling
  - Expanded Sentence: Stella is in the school Spelling Bee because she is good at spelling.
- Repeat the same process as above for the next sentence.
  - Sentence: They go bowling.
    - Who: Stella, Nick, their dad
    - Where: bowling alley
    - Why: to spend time with their dad
  - Expanded Sentence: Stella, Nick, and their dad go bowling at the bowling alley to spend time together.



## Check for Understanding

Ask students why good writers use expanded sentences in their writing.

- » Their writing has more details and is more interesting to read.

- Direct students to Activity Page 10.1.
- Review the directions at the top of Activity Page 10.1 as a whole group.
- Tell students they will complete Activity Page 10.1 with a partner.
- Circulate and support students as needed.
- Collect and review Activity Page 10.1.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

##### Entering/Emerging

Add simple icons to Activity Page 10.1, such as a person for *Who*, a house for *Where*, a clock for *When* to help students have a visual of what they will include in their expanded sentences.

##### Transitioning/ Expanding

Provide student choices for the answers to the question words, such as *Who: Stella or Nick?*

##### Bridging

Encourage students to reference the novel when answering the question words.

End Lesson

## Activity Page 10.1



## Differentiation

### Challenge

Have students add an additional question word to further expand their sentences.

### Support

Provide 1:1 support for completing Activity Page 10.1.

## 11

# Planning a Narrative

## PRIMARY FOCUS OF LESSON

### Reading

Students will recall important events from chapters 16 and 17. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 18. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *courage*. [L.3.4]

### Writing

Students will describe a scene in chapter 18 that details a first experience for Stella. [W.3.10, RL.3.3, RL.3.5]

Students will plan narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]

## FORMATIVE ASSESSMENT

### Activity Page 7.1

**Retelling Stella's First Experiences** Students will describe a scene in chapter 18 that details a first experience for Stella. [W.3.10, RL.3.3, RL.3.5]


### Activity Page 11.2

**Blank Story Map** Students will plan narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                               | Grouping Recommendations   | Time    | Materials  |
|-------------------------------|--|---------|--|
| Reading (40 min.)             |  |         |  |
| Lesson 10 Review              | Whole Group  | 5 min.  | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><br><input type="checkbox"/> glossary  |
| Chapter 18                    | Independent  | 20 min. |  |
| Discuss and Reflect           | Whole Group  | 10 min. |  |
| Word Work: <i>Courage</i>     | Whole Group  | 5 min.  |  |
| Writing (80 min.)             |  |         |  |
| Retelling Events in the Story | Whole Group/<br>Partner  | 25 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><br><input type="checkbox"/> Activity Pages 7.1, 11.1, 11.2<br><br><input type="checkbox"/> Temporal Words and Phrases Chart<br><br><input type="checkbox"/> Visual Supports 7.1, 11.1<br><br><input type="checkbox"/> blank piece of paper<br><br><input type="checkbox"/> board or chart paper |
| Planning a Narrative          |  <b>Small Group</b><br>/Whole Group<br>/Independent | 55 min. |  |

## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.

### Writing

- Assign partners to complete Activity Page 7.1.
- Assign small groups to brainstorm ideas for their narrative.

### ➤ Visual Support 7.1

- Prepare to display Visual Support 7.1 or create your own on the board/chart paper. See sample answer below.

| Retelling Stella's First Experiences |                         |                      |  |  |  |
|--------------------------------------|-------------------------|----------------------|--|--|--|
| Chapter Number                       | Characters in the scene | Setting of the scene | Brief Summary of the Scene<br>(use temporal words/phrases;<br><i>At first, Next, Finally</i> )   | How does Stella <b>feel/</b><br><b>act</b> during the scene? | Dialogue from the scene (include punctuation)                    |
| Chapter 18                           | Stella, Nick, Mom       | park                 | First of all, Stella sees a red bicycle without training wheels in the garage and wants to ride it. After that, Nick, mom, and Stella go across the street to the park to ride bikes. Nick and Mom help a scared Stella learn how to ride. Eventually, Stella learns to ride after ten tries and Stella is doing loops around the playground without any help. She grows stronger and more confident as she practices and thinks about riding her bike with friends. | Stella feels scared, but grows more confident with practice. | "No, I'll try. I am stronger than I think. Right, Mom?" - Stella |

- Display the Temporal Words and Phrases Chart (from Lesson 3) in the classroom.

## ➤ Visual Support 11.1

- Prepare to display Visual Support 11.1 or create your own on the board/chart paper. See sample answers below.

|  |                                       |
|--|---------------------------------------|
| <b>Title:</b> "The Lemonade Stand"   |                                       |
| <b>Characters:</b> Stella, Jenny, Stanley  | <b>Setting:</b> Stella's neighborhood |
| <b>New character's name:</b> Leo<br><b>New character external traits:</b> tall, black hair, brown eyes<br><b>New character internal traits:</b> excited, adventurous, funny  |                                       |
| <b>Beginning:</b> Stella, Jenny, and Stanley decide to have their first ever lemonade stand. They want to raise money to purchase supplies for a new fish tank at school. They decide to set up their lemonade stand down the street from Stella's house near a busy park.             |                                       |
| <b>Middle:</b> Stella, Jenny, and Stanley are setting up their lemonade stand. They notice a new family moved into the townhouse across the street. There is a tall boy that looks about their age sitting on the front steps looking sad.   |                                       |
| <b>End:</b> Stella decides that she is braver than she thinks, so she approaches the boy to introduce herself and her friends. She uses the power of deduction to ask him questions. She then asks if he would like to join their lemonade stand. Leo gladly agrees and fits right in. |                                       |
| <b>Final thought:</b> Stella, Jenny, Stanley, and Leo ride bikes and find new adventures all summer.   |                                       |
| <b>Three temporal words or phrases you will use in your narrative:</b><br><i>In the beginning, Soon, At last</i>   |                                       |
| <b>Place where you will add dialogue:</b> when Stella speaks to Leo for the first time   |                                       |
| <b>Example of character actions, thoughts, or feelings:</b> when Leo is sitting on the steps of his townhouse  |                                       |

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *caramel*, *metallic*, *fortune cookie*, *coconut*, *mangoes*.
- To ensure all students have the opportunity to contribute during Think-Pair-Write exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the writing.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**Chinese, adj.** having to do with China, such as the food or people

**fortune cookie, n.** a folded treat with a slip of paper inside that makes a prediction, often served in Chinese restaurants in the United States

**coconut, n.** a large hard seed with a white flesh inside that can be shredded and used in cooking

**caramel, n.** a soft, brown-colored candy made with sugar

**mangoes, n.** oval-shaped tropical fruit with a sweet, juicy inside

**metallic, n.** paint, fabric, or color with a surface that shines like silver, gold, or copper

**courage, n.** having the strength to do something even though it is scary

**Vocabulary Chart for Chapter 18**

| Vocabulary Type     | Tier 3<br>Domain-Specific Words                            | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------|--|----------------------------------|---------------------------------|
| Vocabulary          | Chinese<br>fortune cookie<br>coconut<br>caramel<br>mangoes | metallic<br>courage              |                                 |
| Spanish Cognates    | chino<br>fortuna<br>coco<br>caramelo<br>mangos             | metálico<br>coraje               |                                 |
| Multiple-Meaning    |  |                                  |                                 |
| Sayings and Phrases |  |                                  |                                 |

## Lesson 11: Planning a Narrative

# Reading

**Primary Focus**

Students will recall important events from chapters 16 and 17. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 18. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *courage*. [L.3.4]

**LESSON 10 REVIEW (5 MIN.)**

- Tell students they will review parts of chapters 16 and 17 with discussion questions.
- Remind students they should refer to the chapter numbers as they share.
- In chapter 16, Stella says she can't wait to draw a starfish and Nicks calls Stella little Miss Frida Kahlo. Ask students what happened in an earlier scene in chapter 16 that helps the reader understand what he means.
  - » Answers may vary, but could include that in chapter 16, Stella's mom tells Nick and Stella about Frida Kahlo and how she was a beautiful painter/artist.
- In chapter 17, Stella says she wishes she was a narwhal to poke Nick with her giant tooth. Ask students what happens in an earlier scene that helps you understand what she means.
  - » Answers may vary, but could that at the beginning of chapter 16, Stella is reading about narwhals and how they have a giant tooth.

**CHAPTER 18 (20 MIN.)**

- Prepare to have students read chapter 18 independently.
- Remind students that they can use their Spanish glossaries in the back of their Activity Book to define Spanish vocabulary.

## D Differentiation

**Support**

Tell students that training wheels are a supportive pair of small wheels that are attached to the back of the bike on either side of the back wheel.



- **Think-Pair-Write.** After students finish reading chapter 18, on an available writing space, have partners write a sentence in each one of these sentence types; declarative, interrogative, exclamatory, imperative, that describe Stella’s birthday. Remind students to signal when both partners have contributed to the writing. Have students share their sentences with the class, and write the sentence examples on a board or chart paper.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** What are the four presents Stella gets for her birthday?
  - » tickets to Shedd Aquarium, a book, colored pencils, bike
2. **Literal.** Who does Stella imagine riding her bike with?
  - » Nick, Jenny, Stanley
3. **Inferential.** Stella decides that Stanley may not always be the best at everything after all. What makes her believe this?
  - » Stanley only made it as far as she did in the spelling bee. She was as good as he was.
4. **Evaluative.** Why do you think Stella pedals faster and faster when she imagines riding her bike with Stanley?
  - » Answers may vary, but could include that it makes Stella excited because she wants to be friends with Stanley.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

|                                |  |
|--------------------------------|--|
| <b>Entering/Emerging</b>       | Ask simple <i>wh</i> - (who, what, where, when) questions and provide answer choices for students, such as “What tickets did Stella get for her birthday?” <ul style="list-style-type: none"> <li>» tickets to Shedd Aquarium</li> </ul> |
| <b>Transitioning/Expanding</b> | Provide an open-ended sentence frame (e.g., “On Stella’s birthday, she turns ____.” “Stella’s birthday presents were ____.”).  |
| <b>Bridging</b>                | Encourage students to use question words (who, what, where, when, etc.) to expand their answers.   |

## WORD WORK: *COURAGE* (5 MIN.)

1. In chapter 18, you heard, “It takes all of my courage, but I say, ‘No, I’ll try. I am stronger than I think.’”
2. Say the word *courage* with me.
3. *Courage* means having the strength to do something even though it is scary.
4. She had the courage to stand up for herself.
5. Sometimes it takes courage to do the right thing. Can you think of a time when you or someone you know had the courage to do the right thing? Be sure to use the word *courage* in your answer. Ask two or three students. If necessary, guide or rephrase student responses to make a complete sentence: “\_\_\_ had the courage to do the right thing when . . .”
6. What’s the word we’ve been talking about? What part of speech is the word *courage*? (*noun*)

**Use a Creating Sentences activity for follow-up.** Tell students that they will create a complete sentence using the word *courage*, along with the words provided. You may wish to complete the first one for students as an example.

» Answers may vary. Sample answers provided.

1. first day, school

» The girl had courage on the first day of school.

2. mountain, climb

» He had courage to climb to the top of the mountain.

3. Stella, bike

» Stella had the courage to ride her bike without training wheels.

4. try, new

» I had the courage to try something new.

5. apologize, responsibility

» They had the courage to take responsibility and apologize.

## Lesson 11: Planning a Narrative

# Writing



### Primary Focus

Students will describe a scene in chapter 18 that details a first experience for Stella.  
[W.3.10, RL.3.3, RL.3.5]

Students will plan narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]

### RETELLING EVENTS IN THE STORY (25 MIN.)

- Direct students to Activity Page 7.1.
- Ask students if they can identify another first for Stella in chapter 18.
  - » Stella rides a bike without training wheels for the first time.

#### > Visual Support 7.1

- You may wish to review Stella's first experiences on Visual Support 7.1.
- Tell students that on Activity Page 7.1, they will work with a partner to complete the next row based on Stella's first experience in chapter 18.
- Remind students to reference the Temporal Words and Phrases Chart to include either temporal words or phrases in their brief summary of Stella's first experience.
- Circulate and support students as needed.
- Collect and review Activity Page 7.1.

### PLANNING A NARRATIVE (55 MIN.)



#### Small Group

- Ask students what they know about narratives.
  - » Answers may vary, but students should understand that a narrative is a story.
- Ask students what are the elements or parts of a narrative story. They may draw on their knowledge of story maps from earlier in the unit, if they wish. Write students' answers on the board as they share.
  - » title, characters, setting, plot—beginning, middle, end, final thought or closing, dialogue
- Explain that good narrative writers think about all of the above elements when they write, because it makes the story more enjoyable for the reader.

### Activity Page 7.1





- Tell students that they will begin planning a fictional narrative in this lesson.
- Remind students that fiction means created from the imagination.
- Direct students to Activity Page 11.1.
- Tell students to silently read the Writing Prompt listed at the top of the rubric.
- Read the Writing Prompt aloud:
  - **Writing prompt:** Stella experiences many firsts in the novel *Stella Díaz Has Something to Say*. Imagine Stella has a new first experience over her summer break. Write a fictional narrative describing Stella's new first experience that introduces at least one new, interesting character. Your narrative should establish new and interesting ideas, be organized, and include grade-level conventions.
- Explain that this is the rubric that will be used to score their writing. Read over the categories with students.



### Check for Understanding

Ask students what the elements or parts of a fictional narrative are.

- » title, characters, setting, plot—beginning, middle, end, final thought or closing, dialogue

- Tell students they will brainstorm ideas about firsts that Stella could experience over summer break.
- Divide students into their small groups.
- Distribute a blank piece of paper for each group to write their ideas.
- Give students about five minutes to brainstorm.
- Circulate and support students as needed.
- Bring students back together as a whole group.
- Ask the small groups to share their ideas and record their responses on the board or chart paper.
- Guide students on their ideas as needed. For example, if a student says sledding, guide students that would not be a summer activity.
- Tell students they can choose to use an idea listed on the board or chart paper or they may have their own original idea for Stella's new first experience over summer break.

- Explain students that the summer activity will most likely be directly related to the setting of their narrative.

### ➤ Visual Support 11.1

- Display Visual Support 11.1.
- Use the think-aloud strategy to model completing a story map to help you plan a narrative. A sample follows; however you may wish to customize it using student input.
- Say, “I know I am going to write my narrative about Stella’s first lemonade stand. The first element on the story map is the title. I am going to call my narrative ‘The Lemonade Stand’ because I want my title to describe what the story is mainly about. [Write *The Lemonade Stand* by Title.] I know I can change my mind, but I will write that for now.”
- Continue using the think-aloud strategy to complete the story map. If you would like to use the model text, a completed story map follows:

|  |                                       |
|--|---------------------------------------|
| <b>Title:</b> “The Lemonade Stand”   |                                       |
| <b>Characters:</b> Stella, Jenny, Stanley  | <b>Setting:</b> Stella’s neighborhood |
| <b>New character’s name:</b> Leo<br><b>New character external traits:</b> tall, black hair, brown eyes<br><b>New character internal traits:</b> excited, adventurous, funny  |                                       |
| <b>Beginning:</b> Stella, Jenny, and Stanley decide to have their first ever lemonade stand. They want to raise money to purchase supplies for a new fish tank at school. They decide to set up their lemonade stand down the street from Stella’s house near a busy park.             |                                       |
| <b>Middle:</b> Stella, Jenny, and Stanley are setting up their lemonade stand. They notice a new family moved into the townhouse across the street. There is a tall boy that looks about their age sitting on the front steps looking sad.   |                                       |
| <b>End:</b> Stella decides that she is braver than she thinks, so she approaches the boy to introduce herself and her friends. She uses the power of deduction to ask him questions. She then asks if he would like to join their lemonade stand. Leo gladly agrees and fits right in. |                                       |
| <b>Final thought:</b> Stella, Jenny, Stanley, and Leo ride bikes and find new adventures all summer.   |                                       |
| <b>Temporal words or phrases:</b> <i>In the beginning, Soon, At last</i>   |                                       |
| <b>Dialogue:</b> when Stella speaks to Leo for the first time  |                                       |
| <b>Character actions, thoughts, or feelings:</b> when Leo is sitting on the steps of his townhouse   |                                       |



## Check for Understanding

Ask students to suggest Leo's external and internal character traits.

- » Answers may vary. External character traits are what people can see on the outside, such as hair color, eye color, clothing, etc. Internal character traits are what we learn about the character's feelings, words, thoughts, etc.

- Direct students to Activity Page 11.2.
- Explain that students can use this plan to help them write their narrative. Save the example for students to reference and to use in the next lesson.
- Remind students it is important to organize the sequence of events in a story in order so that they unfold naturally and make sense to the reader. Tell students they can use temporal words from the Temporal Words and Phrases Chart posted in the classroom for their beginning, middle, and end to sequence the events.
- Tell students that writing complete sentences in the plot in their story maps is helpful because they can just transfer those complete sentences into their narrative draft.
- You may wish to allocate the time students should spend on each section for time management purposes.
- Circulate and support students as needed.
- Bring students back together as a whole group.
- Ask two or three students to share with the class their new character's name and character traits.
- Have two or three students provide specific feedback about the new character and their traits. Model giving feedback using the following sentence starters:
  - The new character is interesting because their character traits are \_\_\_\_.
  - I can visualize your character because \_\_\_\_.
  - The new character's traits show that Stella and the new character will have a \_\_\_\_ relationship.
- Tell students that in the next lesson, they will finish planning and start drafting their narratives.

## Activity Page 11.2



## D Differentiation

### Challenge

Encourage students to include two new characters in their narrative.

### Support

Fold Activity Page 11.2 to only show the sections; Title, Characters, Setting, Beginning, Middle, and End. Then, unfold the remainder of the page for students to complete.



## MULTILINGUAL/ENGLISH LEARNERS

### Writing

#### Writing

|                                     |  |
|-------------------------------------|--|
| <b>Entering/Emerging</b>            | Ask simple questions about characters to help students add detail to their narratives.       |
| <b>Transitioning/<br/>Expanding</b> | Ask short answer questions about characters to help students add detail to their narratives. |
| <b>Bridging</b>                     | Ask open-ended questions about characters to help students add detail to their narratives.   |

End Lesson





## 12

# Drafting a Narrative

## PRIMARY FOCUS OF LESSON

### Reading

Students will recall important events from chapter 18. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 19. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *gracefully*. [L.3.4]

### Writing

Students will plan narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]

Students will draft narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]

## FORMATIVE ASSESSMENT

**Activity Page 11.2** **Blank Story Map** Students will plan narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]

**Activity Page 12.1** **Drafting Paper** Students will draft narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                | Grouping Recommendations | Time    | Materials  |
|--------------------------------|--------------------------|---------|--|
| Reading (40 min.)              |                          |         |  |
| Lesson 11 Review               | Whole Group              | 5 min.  | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> glossary  |
| Chapter 19                     | Whole Group              | 20 min. |  |
| Discuss and Reflect            | Whole Group              | 10 min. |  |
| Word Work: <i>Gracefully</i>   | Whole Group              | 5 min.  |  |
| Writing (80 min.)              |                          |         |  |
| Modeling: Drafting a Narrative | Whole Group              | 25 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> Temporal Words and Phrases Chart<br><input type="checkbox"/> Visual Support 11.1<br><input type="checkbox"/> Activity Pages 11.1, 11.2, 12.1<br><input type="checkbox"/> board or chart paper |
| Drafting a Narrative           | Independent              | 55 min. |  |

## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.

### Writing

#### ➤ Visual Support 11.1

- Prepare to display Visual Support 11.1 or create your own on the board/chart paper. See sample answers below.

|  |                                       |
|--|---------------------------------------|
| <b>Title:</b> “The Lemonade Stand”   |                                       |
| <b>Characters:</b> Stella, Jenny, Stanley  | <b>Setting:</b> Stella’s neighborhood |
| <b>New character’s name:</b> Leo<br><b>New character external traits:</b> tall, black hair, brown eyes<br><b>New character internal traits:</b> excited, adventurous, funny  |                                       |
| <b>Beginning:</b> Stella, Jenny, and Stanley decide to have their first ever lemonade stand. They want to raise money to purchase supplies for a new fish tank at school. They decide to set up their lemonade stand down the street from Stella’s house near a busy park.             |                                       |
| <b>Middle:</b> Stella, Jenny, and Stanley are setting up their lemonade stand. They notice a new family moved into the townhouse across the street. There is a tall boy that looks about their age sitting on the front steps looking sad.   |                                       |
| <b>End:</b> Stella decides that she is braver than she thinks, so she approaches the boy to introduce herself and her friends. She uses the power of deduction to ask him questions. She then asks if he would like to join their lemonade stand. Leo gladly agrees and fits right in. |                                       |
| <b>Final thought:</b> Stella, Jenny, Stanley, and Leo ride bikes and find new adventures all summer.   |                                       |
| <b>Temporal words or phrases:</b> <i>In the beginning, Soon, At last</i>   |                                       |
| <b>Dialogue:</b> When Stella approaches Leo  |                                       |
| <b>Character actions, thoughts, or feelings:</b> when Leo is sitting on the steps of his townhouse   |                                       |

- Display the Temporal Words and Phrases Chart (from Lesson 3) in the classroom.

## Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *chandeliers*, *Amazon*, *piranha*, *tai chi*, *sherbet*, *mobile*, *peacocks*.
- Provide sentence frames for students to introduce the characters, setting, and plot using temporal words in their narrative (e.g. “ \_\_\_\_ (characters) is/are \_\_\_\_ at \_\_\_\_.”).
- To ensure all students have the opportunity to contribute about the image on page 177 in chapter 19 and Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**chandeliers, n.** a fancy ceiling fixture that holds light bulbs or candles

**Amazon, n.** the world's largest rainforest located in South America

**humid, adj.** damp or wet climate that is usually hot

**piranha, n.** a South American fish with strong jaws and sharp teeth known to bite

**gracefully, adj.** moving smoothly with a pleasing shape or style

**tai chi, n.** a Chinese exercise with slow movements

**sherbet, n.** a cold dessert similar to ice cream, but made with fruit flavors

**mobile, n.** weighted objects hanging by a rod that balance each other

**bribe, v.** to offer something, usually money, to get someone to do what you want

**peacocks, n.** a type of male bird that has long feathers with an eye-like pattern

**Vocabulary Chart for Chapter 19**

| Vocabulary Type     | Tier 3<br>Domain-Specific Words                     | Tier 2<br>General Academic Words                      | Tier 1<br>Everyday Speech Words |
|---------------------|---|---|---------------------------------|
| Vocabulary          | Amazon<br>piranha<br>tai chi<br>sherbet<br>peacocks | chandeliers<br>humid<br>gracefully<br>mobile<br>bribe |                                 |
| Spanish Cognates    | Amazonia<br>piraña<br>taichi<br>sorbete             | húmedo<br>móvil                                       |                                 |
| Multiple-Meaning    |   | mobile  |                                 |
| Sayings and Phrases | cool as a cucumber                                  |   |                                 |

## Lesson 12: Drafting a Narrative

# Reading

**Primary Focus**

Students will recall important events from chapter 18. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapter 19. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *gracefully*. [L.3.4]

**LESSON 11 REVIEW (5 MIN.)**

- Tell students they will review parts of chapter 18 with discussion questions.
- Remind students they should refer to the chapter numbers as they share.
- At the beginning of chapter 18, Stella eats birthday cake for breakfast and opens presents. Ask students what happened in an earlier scene in chapter 18 that lets Stella know that Nick and her mom didn't forget about her birthday.
  - » Answers may vary, but could include that in chapter 18, Stella could smell cake being baked and the sound of presents being wrapped in the middle of the night.
- In chapter 18, Stella receives four birthday presents. Ask students what birthday presents Stella receives in chapter 18 that relate to previous events in the novel.
  - » She receives tickets to Shedd Aquarium (Stella has wanted to go to the aquarium to research her presentation), *James and the Giant Peach* is Stella's favorite book.

**CHAPTER 19 (20 MIN.)**

- Write the following questions on the board before you begin reading:
  - What do you see?
  - What do you think about it?
  - What does it make you wonder?
- Tell students that you will read chapter 19 aloud.
- Have students follow along in their copy of the novel as you read.

## D Differentiation

**Support**

Tell students that “cool as a cucumber” is an idiom that means to be relaxed and calm in a situation.


- Continue to model referencing the Spanish glossary to define Spanish vocabulary, using context clues to define unfamiliar words, and emphasizing dialogue.
- During reading, pause on page 177 and have students view the image and write a one sentence response to each question you wrote on the board.
- Have students share their writing with a partner. Remind students to signal when both partners have contributed to the conversation. Bring students back together to discuss how images can help a reader's understanding of a text, such as; reinforcing main ideas, engaging the reader, drawing out emotions, and improving reader comprehension. When students answer what about this image makes them wonder, they may notice that this image extends beyond its visible boundary. An illustrator may do this so the reader can imagine what might be happening beyond the framed area. You may wish to include this in the discussion with students and they may imagine that it's Stanley's hand and him saying "Awesome!" causing Stella to run away.


### DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Inferential.** How does Stella feel when she walks into Shedd Aquarium?
  - » Answers may vary, but could include, Stella is impressed because she says "wow" and her mouth drops open.
2. **Literal.** Who does Stella see at the aquarium, and how does she respond?
  - » She sees Stanley and tries to hide from him.
3. **Literal.** When Stella's mom asks what's wrong, how does she know that her mom is serious?
  - » She speaks only Spanish.
4. **Inferential.** What do you think of Stella's strategy to finally talk to Stanley at the aquarium?
  - » Answers may vary, but could include, it was successful because Stella uses her own power of deduction and asks Stanley a question.
5. **Literal.** Why does Stanley think Stella is hiding from him?
  - » He thinks it is because she doesn't like him.

6. **Inferential.** Why does Nick whisper in Stella's ear that they will practice riding bikes more?
- » Answers may vary, but could include that she just started riding a bike without training wheels.
7. **Literal.** What idea does Stella get for her presentation, and who suggests it?
- » Stanley suggested she dress up as Jacques Cousteau.
8. **Evaluative.**  *Think-Pair-Share.* How would Stella's visit to the aquarium have been different had Stanley not been there on the same day? Remind students to signal when both partners have contributed to the conversation. As students finish their conversation, have them share their partner's thinking.
- » Answers may vary, but could include that she would have been more focused on the aquarium exhibits instead of being distracted trying to avoid Stanley.

| <div>  <b>MULTILINGUAL/ENGLISH LEARNERS</b><br/> <b>Speaking and Listening</b><br/>           Exchanging Information and Ideas         </div> |  |
|--|--|
| <b>Entering/Emerging</b>   | Ask simple <i>wh</i> - (who, what, where, when) questions and provide answer choices for students, such as "Who does Stella see at the aquarium?"<br>» Stanley |
| <b>Transitioning/Expanding</b>   | Provide an open-ended sentence frame (e.g., "At the aquarium, Stella wants to see ____." "Stella sees ____.").   |
| <b>Bridging</b>  | Encourage students to use question words (who, what, where, when, etc.) to expand their answers.   |

### WORD WORK: *GRACEFULLY* (5 MIN.)

- In chapter 19, you heard, "I relax and watch the sea turtles gracefully swim."
- Say the word *gracefully* with me.
- Gracefully* means moving smoothly with a pleasing shape or style.
- The sailboat moves gracefully through the water.
- Stella described animals moving gracefully at the aquarium. What other animals can you think of that move gracefully? Be sure to use the word *gracefully* in your answer. Ask two or three students. If necessary, guide or rephrase student responses to make a complete sentence: "\_\_\_\_ moves gracefully when it . . ."



6. What's the word we've been talking about? What part of speech is the word *gracefully*?

» adjective

**Use a Synonyms and Antonyms activity for follow-up.** Ask students, "What does *gracefully* mean? What are some synonyms, or words that have a similar meaning?" Prompt students to provide words like *beautifully*, *elegantly*, *smoothly*, etc. Then ask, "What are some words or phrases you know that are antonyms, or opposites, of *gracefully*?"

» Prompt students to provide words and phrases like *awkwardly*, *clumsily*, *rigidly*, etc.

## Lesson 12: Drafting a Narrative

# Writing



### Primary Focus

Students will plan narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]

Students will draft narratives about Stella having a new first experience over her summer break. [W.3.3a–d, W.3.5]

### MODELING: DRAFTING A NARRATIVE (25 MIN.)

#### Activity Page 11.1



#### Activity Page 11.2



- Review the writing prompt and rubric categories with students as needed on Activity Page 11.1.

#### > Visual Support 11.1

- Direct students to Visual Support 11.1 and the story map completed in the previous lesson on Activity Page 11.2.
- Use the think-aloud strategy to model writing a story based on the story map. (An example story appears below, but you may customize this as needed for your class.)
- As you talk, model composing your narrative draft on the board or chart paper.
- Say, "I see on my story map that I want to call it 'The Lemonade Stand'. [Add "The Lemonade Stand" to the top of the board or chart paper.] Next, I will add the first part of the plot, the beginning. Use the information from the story map to fill out the beginning section. [Write *In the beginning, Stella, Jenny, and Stanley decide to have their first ever lemonade stand. They want*

*to raise money to purchase supplies for a new fish tank at school.*] Notice that I included the temporal phase, *In the beginning*. I will add more detail and dialogue about the fish tank supplies to make the story more interesting. [Write, *“On the last day of school, Ms. Bell mentioned they will need a new filter to clean the water in the tank,” Stella says. “Ms. Bell also said the fish would enjoy a treasure chest to hide in,” Jenny adds.*] Notice the quotation marks are placed around the words being said and I included dialogue tags for Stella and Jenny, so the reader knows who is speaking.”

- Use the think-aloud strategy to complete the remaining parts of the narrative draft and discuss adding details about how the characters think, act, and feel.
- As you model writing the narrative draft, draw students attention to using conjunctions to add more detail.
- Remind students of the conjunctions they worked with earlier in the unit and write them on the board: *but, so, because, and*. See sample sentences below.
  - *“That sounds fun, **but** let me ask my mom first,” Leo replies.*
  - *It’s the weekend and a warm, sunny day, **so** they think the park will be extra busy.*
  - *Their first lemonade stand turns out to be a success **because** they raised money and made a new friend.*
  - *They make a sign for their lemonade stand that includes the price of the lemonade **and** why they are raising money.*
- Tell students that a good writer reads their writing when they are finished to hear how it sounds and to make sure their writing makes sense.
- Read your narrative aloud. (A sample appears below.)

---

### The Lemonade Stand

In the beginning, Stella, Jenny, and Stanley decide to have their first ever lemonade stand. They want to raise money to purchase supplies for a new fish tank at school.

“On the last day of school, Ms. Bell mentioned they will need a new filter to clean the water in the tank,” Stella says. “Ms. Bell also said the fish would enjoy a treasure chest to hide in,” Jenny adds.

They make a sign for their lemonade stand that includes the price of the lemonade and why they are raising money. Stella has the idea to add drawings of lemons for decoration.

They decide to set up their lemonade stand down the street from Stella's house near a busy park. It's the weekend and a warm, sunny day, so they think the park will be extra busy.

Soon, Stella, Jenny, and Stanley are setting up their lemonade stand. In the distance, they notice a moving truck in the street. A new family moved into the townhouse across the street. There is a tall boy that looks about their age sitting on the front steps looking lonely.

At last, Stella decides that she is braver than she thinks, so she approaches the boy to introduce herself and her friends. She uses the power of deduction to ask him questions. Jenny's idea to ask questions works again and it gets the new boy talking. Stella learns he had a fish tank where he used to live and he knows a lot about fish tank supplies. His name is Leo and he just moved here from the other side of Chicago. Stella asks, "would you like to join our lemonade stand."

"That sounds fun, but let me ask my mom first," Leo replies.

A few minutes later, Leo comes running out of his house with a big smile and a book about fish tank supplies. Their first lemonade stand turns out to be a success because they raised money and made a new friend. For the rest of the summer, Stella, Jenny, Stanley, and Leo ride bikes and find new adventures.

---

### **DRAFTING A NARRATIVE (55 MIN.)**

- Explain that all students are at a different place with their writing. Some will need to finish their story maps and others are ready to begin drafting their narratives.
- Remind students to reference the Temporal Words and Phrases Chart to include the temporal words or phrases to the beginning, middle, and end of their plot.



## Check for Understanding

Ask students to give an example of a temporal word or phrase they could use instead of *first*.

» In the beginning, At first, It started when

- Direct students to Activity Page 12.1 and to begin drafting their narratives.
- Tell students they will use Activity Page 11.2, the story map, to begin writing their narratives.
- Explain that if their story map has brief notes of their ideas, they will transfer those ideas into complete sentences.
- Review students' story maps for completion and cohesiveness before they begin drafting.
- You may wish to suggest times for students to spend on each section.
- Circulate and support students as needed.
- Tell students that in the next lesson, they will finish drafting and and/or begin revising their drafts.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

|                                     |  |
|-------------------------------------|--|
| <b>Entering/Emerging</b>            | Provide sentence frames for students to introduce the characters, setting, and plot using temporal words. Ask students what the characters do at the beginning, middle, and end. |
| <b>Transitioning/<br/>Expanding</b> | Ask open-ended questions (e.g., How . . . ?; Why . . . ? What caused ____?) to help students elaborate.  |
| <b>Bridging</b>                     | Encourage students to vary sentence length by expanding and/or condensing their sentences using conjunctions or question words.  |

End Lesson

## Activity Page 12.1



## D Differentiation

### Challenge

Encourage students to include additional character dialogue in their narrative.

### Challenge

Encourage students to use new vocabulary words from the novel in their narrative.

### Support

Remind students they can add more detail by including how characters think and act.

## 13

# Peer Feedback and Revisions

## PRIMARY FOCUS OF LESSON

### Reading

Students will recall important events from chapter 19. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 20 and 21. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *nerves*. [L.3.4]

### Writing

Students will draft narratives about Stella having a new first experience over her summer break. [W.3.3, W.3.3a–d, W.3.5, W.3.10]

Students will share their narratives with peers, offering and receiving feedback. [W.3.5, SL.3.1]

Students will respond to peer feedback by revising their narratives. [W.3.3, W.3.3a–d, W.3.5, W.3.10]

## FORMATIVE ASSESSMENT

**Activity Page 12.1 Drafting Paper** Students will draft narratives about Stella having a new first experience over her summer break. [W.3.3, W.3.3a–d, W.3.5, W.3.10]

**Activity Page 13.1 Peer Feedback** Students will share their narratives with peers, offering and receiving feedback. [W.3.5, SL.3.1]

**Activity Page 13.2 Revision Draft Paper** Students will respond to peer feedback by revising their narratives. [W.3.3, W.3.3a–d, W.3.5, W.3.10]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                          | Grouping Recommendations                | Time    | Materials  |
|--------------------------|---|---------|--|
| Reading (40 min.)        |   |         |  |
| Lesson 12 Review         | Whole Group                             | 5 min.  | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> glossary  |
| Chapters 20–21           | Partner                                 | 20 min. |  |
| Discuss and Reflect      | Whole Group                             | 10 min. |  |
| Word Work: <i>Nerves</i> | Whole Group                             | 5 min.  |  |
| Writing (80 min.)        |   |         |  |
| Drafting a Narrative     | Independent                             | 20 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> Temporal Words and Phrases Chart<br><input type="checkbox"/> Visual Support 13.1<br><input type="checkbox"/> Activity Pages 11.2, 12.1, 13.1, 13.2<br><input type="checkbox"/> board or chart paper |
| Peer Feedback            | Whole Group                             | 30 min. |  |
| Peer Feedback Revisions  | Whole Group/<br>Partner/<br>Independent | 30 min. |  |

## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Be sure students have access to the glossary from their Activity Books to define Spanish vocabulary.

### Writing

- Assign partners for peer feedback.
- Display the Temporal Words and Phrases Chart (from Lesson 3) in the classroom.
- Write the following on the board or chart paper for modeling incorporating peer feedback:
  - What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.

### ➤ Visual Support 13.1

- Prepare to display Visual Support 13.1 or create your own on the board/chart paper. See sample answers below.
1. Write down the narrative's title.
    - » "The Lemonade Stand"
  2. Write down the narrative's new character.
    - » Leo
  3. Write down the narrative's other main characters.
    - » Stella, Jenny, Stanley
  4. Write down the narrative's setting.
    - » Stella's neighborhood
  5. Write down Stella's new first experience over her summer break.
    - » having a lemonade stand
  6. What is the best detail in this narrative? Give a reason for your choice.
    - » Stella uses the power of deduction to ask Leo questions.

7. What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.
  - » more detail about Leo's internal character traits
8. Underline any place the author of the narrative includes temporal words.
  - » noted in text
9. Put a star next to any place that dialogue appears in the narrative.
  - » noted in text
10. Name the narrative's final thought.
  - » For the rest of the summer, Stella, Jenny, Stanley, and Leo ride bikes and find new adventures.

### Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Provide students with images of vocabulary words, such as *portholes*, *boa constrictor*, *blobfish*, *wahoo*, *Russia*.
- Provide sentence frames and/or starters for students to use in discussing partner feedback.
- To ensure all students have the opportunity to contribute during Think-Pair-Write exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.



## VOCABULARY

- You may choose to preview the vocabulary words before reading the text. In addition to the preview, you may wish to add vocabulary to a bulletin board so that students can review as needed throughout the unit.

**portholes, n.** a window type opening with a cover usually in a ship or submarine

**nerves, n.** worrying when something is about to happen

**boa constrictor, n.** a large, tropical, non-venomous snake that can grow over six feet long

**blobfish, n.** a pink, deep-sea fish found off the coast of Australia

**Russia, n.** the largest country in the world by land and stretches across the continents of Europe and Asia

**ruffles, v.** to run your hand through someone's hair and mess it up

**howl, n.** to yell or cheer

**Vocabulary Chart for Chapters 20–21**

| Vocabulary Type     | Tier 3<br>Domain-Specific Words                    | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------|--|----------------------------------|---------------------------------|
| Vocabulary          | portholes<br>boa constrictor<br>blobfish<br>Russia | nerves<br>ruffles<br>howl        |                                 |
| Spanish Cognates    | boa constrictora<br>Rusia                          | nervios                          |                                 |
| Multiple-Meaning    |  | nerves<br>ruffles<br>howl        |                                 |
| Sayings and Phrases |  |                                  |                                 |

## Lesson 13: Peer Feedback and Revisions

## Reading



## Primary Focus

Students will recall important events from chapter 19. [RL.3.5]

Students will demonstrate an understanding of characters and key events in chapters 20 and 21. [RL.3.3]

Students will demonstrate an understanding of the Tier 2 word *nerves*. [L.3.4]

## LESSON 12 REVIEW (5 MIN.)

- Tell students they will review parts of chapter 19 with discussion questions.
- Remind students they should refer to the scene or chapter numbers as they share.
- Ask students why Stella uses the power of deduction to talk to Stanley in chapter 19.
  - » Answers may vary, but could include that in an early chapter, Stella's friend Jenny teaches her about the power of deduction, or asking questions, to talk to someone.
- Refer students to the end of chapter 19, when Stella sees the lionfish exhibit at the aquarium. Ask them what happens earlier in chapter 19 that lets the readers know she wants to see that exhibit.
  - » Answers may vary, but could include that earlier in chapter 19, Stella wants to see the lionfish because it's the last fish in her animal project.

## CHAPTERS 20–21 (20 MIN.)

- Prepare to have students read chapters 20 and 21 with assigned partners.
- Remind students that they can use their Spanish glossaries in the back of their Activity Book to define Spanish vocabulary.
- **Think-Pair-Write.** After students have finished reading chapter 21, have students discuss with a partner how Stella changes from the beginning of the book to the end. Remind students to signal when both partners have contributed to the conversation. Have students individually write their response in complete sentences on an available writing space.
  - » Answers may vary, but could include that Stella became more confident, Stella made more friends, graduated from her speech class.

## D Differentiation

## Support

Tell students the “Barrel of Monkeys game” is a game that uses plastic monkeys with arms used as hooks to pick up as many monkeys as you can, creating a chain of monkeys.

## DISCUSS AND REFLECT (10 MIN.)

- Tell students to answer the following questions using evidence from the text.

### Comprehension Questions

1. **Literal.** What news does Ms. Thompson have for Stella and her mom?
  - » She tells them that Stella has graduated and no longer needs to go to speech class.
2. **Inferential.** How can Stella tell her presentation is going well?
  - » People smile at her, nod, and applaud at the end.
3. **Inferential.** Why does Stella's mom wish Jessica good luck on her presentation?
  - » Answers may vary, but could include that Jessica is staring at Stella and her mom, so her mom says something positive to Jessica.
4. **Evaluative.** Write a sentence in each one of these sentence types; declarative, interrogative, exclamatory, imperative, that describe how Stella feels at the end of the novel. If time allows, have students share with the class.



#### MULTILINGUAL/ENGLISH LEARNERS

#### Speaking and Listening

#### Exchanging Information and Ideas

##### Entering/Emerging

Ask simple *wh*- (who, what, where, when) questions and provide answer choices for students, such as "Who wished Jessica good luck on her presentation?"

» Stella's mom

##### Transitioning/ Expanding

Provide an open-ended sentence frame (e.g., "Stella graduates from \_\_\_\_." "The last day of school, Stella's family get \_\_\_\_.").

##### Bridging

Encourage students to use conjunctions to expand their answers.

## WORD WORK: *NERVES* (5 MIN.)

1. In chapter 20, you heard, “To shake off the nerves, we do some more jumping jacks.”
2. Say the word *nerves* with me.
3. When someone has nerves it means to feel anxious or worried before something is about to happen.
4. The actor’s nerves were obvious when he misread his lines.
5. Can you think of situations that would give someone *nerves*? Be sure to use the word *nerves* in your answer. Ask two or three students. If necessary, guide or rephrase student responses to make a complete sentence: “\_\_\_ would give someone nerves because . . .”
6. What’s the word we’ve been talking about? What part of speech is the word *nerves*?
  - » noun

**Use a Brainstorm and Discussion activity for follow-up.** Stella and her mom do jumping jacks to help calm her *nerves*. Have students discuss other ways than exercise to calm one’s nerves. Make a list as students share.

- » Answers may vary but could include listening to music, taking deep breaths, getting fresh air, counting back from ten to one, or drawing/coloring.

## Lesson 13: Peer Feedback and Revisions



# Writing

### Primary Focus

Students will draft narratives about Stella having a new first experience over her summer break. [W.3.3, W.3.3a–d, W.3.5, W.3.10]

Students will share their narratives with peers, offering and receiving feedback. [W.3.5, SL.3.1]

Students will respond to peer feedback by revising their narratives. [W.3.3, W.3.3a–d, W.3.5, W.3.10]

### DRAFTING A NARRATIVE (20 MIN.)

- Explain that students are all at a different place with their writing.
- Have students take this time to finish drafting their narratives. If students have completed drafting their narratives, they should reread their narrative and make necessary changes and add details.
- Ensure students have Activity Page 11.2 (Story Map) and Activity page 12.1 (Drafting Paper).
- Circulate and provide support as needed.

### PEER FEEDBACK (30 MIN.)

- Explain that writers often revise many, many times before they are able to call their final writing “finished.” Explain that revising is somewhat different from editing: Revising is often making changes to the content and/or the order of the content, whereas editing is often making corrections to grammar, punctuation, and spelling according to the rules of standard English.
- Tell students that they will work on revising today and complete the editing step in the next lesson.

### ➤ Visual Support 13.1

- Display Visual Support 13.1.
- Direct students to Activity Page 13.1.
- Review Activity Page 13.1 with students and model how to complete it using the sample narrative from the previous lesson as needed.

Activity Pages  
11.2, 12.1



Activity Pages  
12.1, 13.1



- Ensure students have their narrative draft, Activity Page 12.1.
- Remind students that they should read their partner's work all the way through one time before starting to give feedback.
- Circulate and provide support as needed.
- Have students exchange their copies of Activity Page 13.1 at the end of the lesson so that each student has feedback of their work.
- Although answers may vary, see sample responses below.

---

Peer Feedback Instructions: Read your partner's work all the way through at least one time before answering any questions on this page. After you have read your partner's narrative all the way through, you may start answering the following questions. Make sure to answer based on what is written in your partner's narrative. If you need help, raise your hand to let your teacher know.

1. Write down the narrative's title.
  - » "The Lemonade Stand"
2. Write down the narrative's new character.
  - » Leo
3. Write down the narrative's other main characters.
  - » Stella, Jenny, Stanley
4. Write down the narrative's setting.
  - » Stella's neighborhood
5. Write down Stella's new first experience over her summer break.
  - » having a lemonade stand
6. What is the best detail in this narrative? Give a reason for your choice.
  - » Stella uses the power of deduction to ask Leo questions. This is the best detail because Stella learns about the power of deduction and uses it to make friends in the novel.
7. What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.
  - » more detail about Leo's internal character traits
8. Underline any place the author of the narrative includes temporal words.
  - » noted in text

## Differentiation

### Challenge

Encourage students to add more detail to their narrative about internal character traits to develop their new character.

### Support

Allow students to work with one portion of the peer feedback at a time, such as focusing on the responses to questions 1–5 only and then moving on to questions 6–10.

9. Put a star next to any place that dialogue appears in the narrative.

» noted in text

10. Name the narrative's final thought.

» For the rest of the summer, Stella, Jenny, Stanley, and Leo ride bikes and find new adventures.



### Check for Understanding

Ask students why is it important to get feedback on your writing.

» Answers may vary, but should include an understanding that review and feedback improve a writer's work, because they help writers see things they are doing well and things they can improve.



#### MULTILINGUAL/ENGLISH LEARNERS

##### **Writing** Writing

###### **Entering/Emerging**

Ask simple *wh*- (who, what, where, when) questions and provide answer choices for students, such as "Where is the setting?"

###### **Transitioning/ Expanding**

Provide students with sentence frames to respond to peer feedback (e.g. "The new character is . . .," "Stella's summer break experience is . . .").

###### **Bridging**

Encourage students to use key details from their partner's narrative to respond to the peer feedback questions.

---

## PEER FEEDBACK REVISIONS (30 MIN.)

- Tell students they will revise their narratives to incorporate the peer feedback they received.

- Display the Peer feedback:

What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.

» more detail about Leo's internal character traits

- Review the example, demonstrating how to complete it as needed. A sample follows, but you may customize it for your students.
- Say, "In the original draft of my narrative I say that Leo joins the lemonade stand, but my peer reviewer mentioned that I don't really describe Leo's internal character traits with much detail. I think I might add to the last paragraph and add more detail about Leo's internal character traits. If I develop Leo as a character, the reader will find my narrative more interesting and connect to the characters. In my story map, I list Leo's character traits as *excited, adventurous, funny*, so I think I will add something funny that Leo does. I'm going to include that Leo tells fish jokes. After the line, 'A few minutes later, Leo comes running out of his house with a big smile and a book about fish tank supplies,' I'm going to add *Leo kept Stella, Stanley, and Jenny laughing all day telling fish jokes, like Why are fish so smart? Because they swim in schools. The lemonade customers were also enjoying Leo's jokes because they were getting extra tips.* I think this helps let the reader know that one of Leo's character traits is that he is funny. I will also add that the group laughs a lot in the last line of my narrative. *For the rest of the summer, Stella, Jenny, Stanley, and Leo ride bikes, laugh a lot, and find new adventures.*"
- A sample of the revised narrative is below.

---

### The Lemonade Stand

In the beginning, Stella, Jenny, and Stanley decide to have their first ever lemonade stand. They want to raise money to purchase supplies for a new fish tank at school.

"On the last day of school, Ms. Bell mentioned they will need a new filter to clean the water in the tank," Stella says. "Ms. Bell also said the fish would enjoy a treasure chest to hide in," Jenny adds.



They make a sign for their lemonade stand that includes the price of the lemonade and why they are raising money. Stella has the idea to add drawings of lemons for decoration.

They decide to set up their lemonade stand down the street from Stella's house near a busy park. It's the weekend and a warm, sunny day, so they think the park will be extra busy.

Soon, Stella, Jenny, and Stanley are setting up their lemonade stand. In the distance, they notice a moving truck in the street. A new family moved into the townhouse across the street. There is a tall boy that looks about their age sitting on the front steps looking lonely.

At last, Stella decides that she is braver than she thinks, so she approaches the boy to introduce herself and her friends. She uses the power of deduction to ask him questions. Jenny's idea to ask questions works again and it gets the new boy talking. Stella learns he had a fish tank where he used to live and he knows a lot about fish tank supplies. His name is Leo and he just moved here from the other side of Chicago. Stella asks, "would you like to join our lemonade stand."

"That sounds fun, but let me ask my mom first," Leo replies.

A few minutes later, Leo comes running out of his house with a big smile and a book about fish tank supplies. Leo kept Stella, Stanley, and Jenny laughing all day telling fish jokes, like "Why are fish so smart? Because they swim in schools." The lemonade customers were also enjoying Leo's jokes because they were getting extra tips.

It was getting late, so they decided to close the stand. Their first lemonade stand turns out to be a success because they raised money and made a new friend. For the rest of the summer, Stella, Jenny, Stanley, and Leo ride bikes, laugh a lot, and find new adventures.

### Activity Pages 13.1, 13.2



- Ensure that students have Activity Page 13.1 on which their peers reviewed their work.
- Ask students to read their peer's feedback and carefully consider how it might help them write a better narrative.

- Direct students to Activity Page 13.2 and have students write the revised draft incorporating peer feedback.
- Circulate and provide support as needed.
- Bring students back to a whole group and tell them they will have time to finish revisions and learn how to edit their writing in the next lesson.

~~~~~ **End Lesson** ~~~~~

## 14

# Editing and Publishing a Narrative

## PRIMARY FOCUS OF LESSON

### Reading

Students will recall important events from chapters 20 and 21. [RL.3.5]

### Writing

Students will respond to peer feedback by revising their narratives.

[W.3.3a–d, W.3.5, W.3.10]

Students will edit and write a final copy of their narratives.

[W.3.3, W.3.3a–d, W.3.5, W.3.10]

## FORMATIVE ASSESSMENT

### Activity Page 13.2

**Revision Draft Paper** Students will respond to peer feedback by revising their narratives. [W.3.3a–d, W.3.5, W.3.10]

### Activity Page 14.2

**Final Copy Paper** Students will edit and write a final copy of their narratives. [W.3.3, W.3.3a–d, W.3.5, W.3.10]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                                    | Grouping Recommendations    | Time    | Materials                                                                                                                     |
|------------------------------------|-----------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (15 min.)</b>           |                             |         |                                                                                                                               |
| Lesson 13 Review                   | Whole Group                 | 15 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> lined paper                      |
| <b>Writing (105 min.)</b>          |                             |         |                                                                                                                               |
| Peer Feedback Revisions            | Independent                 | 40 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> Temporal Words and Phrases Chart |
| Editing and Publishing a Narrative | Whole Group/<br>Independent | 65 min. | <input type="checkbox"/> Activity Pages 13.1, 14.1, 14.2                                                                      |

## ADVANCE PREPARATION

### Reading

- Ensure that each student has a copy of the novel *Stella Díaz Has Something to Say* by Angela Dominguez.
- Prepare to distribute lined paper for students to write an expanded sentence.

### Writing

- Display the Temporal Words and Phrases Chart (from Lesson 3) in the classroom.

### Universal Access

- Provide sentence frames and/or starters for students to use when discussing a partner feedback.
- To ensure all students have the opportunity to contribute during Think-Write-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 14: Editing and Publishing a Narrative

# Reading



**Primary Focus:** Students will recall important events from chapters 20 and 21.  
[RL.3.5]

**LESSON 13 REVIEW (15 MIN.)**

- Tell students they will review parts of chapters 20 and 21 with discussion questions.
- Remind students they should refer to scenes or chapter numbers as they share.
- In chapter 20, Stella says that she has become a professional at ignoring Jessica. Ask students how this scene relates to an earlier scene in the novel.
  - » Answers may vary, but could include that in an earlier scene in the novel, Stella practices ignoring Jessica because her mom told her that Stella can decide that other people won't make her feel bad.
- At the end of chapter 21, Stella, Jenny, and Stanley ride bikes together. Ask students how this scene relates to an earlier scene in the novel.
  - » Answers may vary, but could include that in an earlier scene in the novel, Stella gets a bike for her birthday and imagines riding bikes with Stanley and Jenny in the future.
- Distribute paper and have students write the answers to the following question words before writing an expanded sentence:
  - Stella and her friends ride bikes.
    - Where:
    - When:
    - Why:
- Have students share their expanded sentence with a partner.
- **Think-Write-Share.** On an available writing space, have students write at least one complete sentence explaining if they like how the author ended the novel and why. After students are finished writing, they can share their sentence with a partner. Remind students to signal when both partners have contributed to the conversation. Then, have students share their partners' responses.
  - » Answers may vary but should include an opinion and why students liked or did not like how the author ended the novel.

## Lesson 14: Editing and Publishing a Narrative

# Writing



### Primary Focus

Students will respond to peer feedback by revising their narratives.

[W.3.3a–d, W.3.5, W.3.10]

Students will edit and write a final copy of their narratives.

[W.3.3, W.3.3a–d, W.3.5, W.3.10]

### PEER FEEDBACK REVISIONS (40 MIN.)

- Have students finish revising their narratives on Activity Page 13.2 using peer feedback from Activity page 13.1.
- Circulate and provide support as needed.

Activity Pages  
13.1, 13.2



### D Differentiation

#### Support

Ask students to explain why making the recommended change will strengthen their narratives.

### MULTILINGUAL/ENGLISH LEARNERS

ML/EL

#### Writing Writing

#### Entering/Emerging

Ask simple *wh*– (who, what, where, when) questions and provide answer choices for students, such as “What dialogue did you include?” “What details did you add about the new character in your narrative?”

#### Transitioning/Expanding

Ask open-ended questions (e.g., How . . . ?; Why . . . ? What caused \_\_?) to help students incorporate peer feedback.

#### Bridging

Encourage students to clarify any questions with their peer feedback partner while incorporating their feedback.

## EDITING AND PUBLISHING A NARRATIVE (65 MIN.)

- Direct students to Activity Page 14.1 and review the editing checklist together.
- Explain they will now edit their narratives and remind students that editing is often making corrections to grammar, punctuation, and spelling according to the rules of standard English.
- Have students refer to the most recent draft and discuss any necessary edits to grammar, punctuation, and spelling. As you make corrections to the draft and check off the items on the checklist, you may wish to model basic proofreading marks for students.
- Direct students to write a final copy using Activity Page 14.2.
- Tell students that after editing and finalizing a title, you will create a final copy.
- If students are using technology to publish, they will do their editing on the computer.
- Circulate and support students as needed.
- Bring students back together and tell them they will have time to complete finalizing their narrative and will have an opportunity to present their narrative to a small group in the next lesson.

End Lesson

### Activity Page 14.1



### Activity Page 14.2



## D Differentiation

### Challenge

Challenge students to include a saying or phrase from the novel or one that they know into their narrative revisions.



## 15

# Presenting Narratives

**PRIMARY FOCUS OF LESSON****Writing**

Students will edit and write a final copy of their narratives.

[W.3.3, W.3.3a–d, W.3.5, W.3.10]

Students will share their narratives with a small group. [SL.3.4]

**FORMATIVE ASSESSMENT**


**Activity Page 14.2**

**Final Copy Paper** Students will edit and write a final copy of their narratives. [W.3.3, W.3.3a–d, W.3.5, W.3.10]



**Teacher Presentation Screens:**  
all lessons include slides

## LESSON AT A GLANCE

|                             | Grouping Recommendations                                                                                             | Time    | Materials                                                                                                                          |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Writing (120 min.)</b>   |                                                                                                                      |         |                                                                                                                                    |
| Finalizing Narratives       | Independent                                                                                                          | 50 min. | <input type="checkbox"/> <i>Stella Díaz Has Something to Say</i><br><input type="checkbox"/> Activity Pages 11.1, 13.1, 14.1, 14.2 |
| Discussing Listening Skills | Whole Group                                                                                                          | 10 min. |                                                                                                                                    |
| Presenting Narratives       |  <b>Small Group</b><br>/Independent | 60 min. |                                                                                                                                    |

## ADVANCE PREPARATION

### Writing

- Prepare to divide students into small groups to share their narratives.

### Universal Access

- Provide sentence frames and/or starters for students to use for sharing feedback in small groups.
- To ensure all students have the opportunity to contribute during Think-Pair-Share exchanges, provide students with a signal such as folding their hands or raising a hand to indicate when both partners have added to the conversation.

## Lesson 15: Presenting Narratives

## Writing



## Primary Focus

Students will edit and write a final copy of their narratives.

[W.3.3, W.3.3a–d, W.3.5, W.3.10]

Students will present their narratives to a small group. [SL.3.4]

## FINALIZING NARRATIVES (50 MIN.)

- Tell students that for today's lesson, they will finish editing narratives, publishing final copies, and have an opportunity to present their narratives to a small group.
- Direct students to the editing checklist on Activity Page 14.1 and the final copy paper on Activity Page 14.2.
- Have students use this time to finish editing and finalize their narratives. If students are finished, you may wish to have them create a cover for their narratives similar to when Stella created a cover for her story in the novel.
- If students are using technology to publish, they will do their editing on the computer.
- Circulate and support students as needed.

## DISCUSSING LISTENING SKILLS (10 MIN.)

- Explain that students will present their narratives to a small group.
- Take a few minutes to set some norms for behavior when a classmate presents a story. Norms could include:
  - Listen silently when the presenter is speaking.
  - Watch the presenter.
  - Be a respectful listener.
- Tell students that after each presentation, each small group member will orally share one piece of positive feedback to the presenter. Tell them that their feedback should be as specific as possible.
- Read the following examples of positive feedback aloud and ask students to give a thumbs-up if the feedback is effective and a thumbs-down if feedback is too general. Call on some students to explain why they responded the way they did.

## Activity Page 14.1



## Activity Page 14.2



- I like your story.
  - » This is too general and therefore not effective. It doesn't tell the author what they did well.
- The introduction makes me want to keep reading because you create an interesting character.
  - » This comment is effective because it tells the writer why the reader wants to keep reading.
- The conclusion made me keep thinking about the story because I wondered what happened to the main character.
  - » This comment is effective because it tells the author what they did well, and why the reader continues to think about the story.
- Explain students that the last two examples of positive feedback were more detailed because they both include the conjunction *because*. Using a conjunction when sharing feedback will provide the reader with more specific and effective feedback.
- Ask students for examples of conjunctions and write them on the board as they share.
  - » but, so, because, and



### Check for Understanding

**Think-Pair-Share.** Tell students to practice sharing feedback by choosing one of the conjunctions written on the board to expand a sentence in order to provide more detailed feedback. Have students share their sentence with a partner, and then ask them to share a sentence their partner shared with them. Remind students to signal when both partners have contributed to the conversation. After students have finished their conversation, have them share their partner's sentence.

## D Differentiation

### Challenge

Challenge students to suggest other strong examples of positive feedback.

- Remind students when sharing their narrative to speak clearly and at an understandable pace.

## PRESENTING NARRATIVES (60 MIN.)

### Small Group

- Divide students into predetermined small groups to share their narratives.
- Circulate and support students as needed.
- Bring the whole group together and congratulate students for their work on reading a novel and writing a narrative based on the novel.
- Collect final copies of students' narratives and use the Grade 3 Narrative Rubric on Activity Page 11.1 to score their narratives.



### MULTILINGUAL/ENGLISH LEARNERS

#### Writing Writing

|                                     |                                                                                                                                       |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Entering/Emerging</b>            | Provide heavy support and allow students to practice reading their narrative aloud to a teacher before sharing with a small group.    |
| <b>Transitioning/<br/>Expanding</b> | Provide moderate support and allow students to practice reading their narrative aloud to a partner before sharing with a small group. |
| <b>Bridging</b>                     | Provide light support and allow students to practice reading their narrative before sharing with a small group.                       |

End Lesson

## Differentiation

### Challenge

Challenge students to emphasize dialogue when presenting their narrative.

### Activity Page 11.1





## 16

# Unit Assessment

**LESSON AT A GLANCE**

|                                   | Grouping Recommendations | Time    | Materials                   |
|-----------------------------------|--------------------------|---------|-----------------------------|
| <b>Unit Assessment (120 min.)</b> |                          |         |                             |
| Reading and Language              | Independent              | 60 min. | □ Unit Assessment Page 16.1 |
| Writing                           | Independent              | 60 min. |                             |

**Digital Assessment**

To access the digital assessment, please log on to Amplify and assign the assessment to your students.

## ADVANCE PREPARATION

### Unit Assessment

**Note:** The time provided for this assessment is 120 minutes, but if students finish early, you may wish to ask them to use the additional time to reread excerpts or draw accompanying illustrations for their unit writing project once they have completed the assessment.

- Ensure each student has a copy of Unit Assessment Page 16.1.



## Lesson 16: Unit Assessment

## Unit Assessment

Unit Assessment  
Page 16.1

## READING AND LANGUAGE (60 MIN.)

- Inform students that they will work independently to answer questions about *Stella Díaz Has Something to Say*.
- Distribute Unit Assessment Page 16.1.
- Inform them that they will have 60 minutes to work on this task. Write the time on the board.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually. Assist students as needed, but do not provide them with answers.

## WRITING (60 MIN.)

- Inform students that they will continue working on Unit Assessment Page 16.1 independently to answer a writing prompt about *Stella Díaz Has Something to Say*.
- Inform them that they will have 60 minutes to work on this task. Write the time on the board.
- Once students have finished their writing task, encourage them to review their papers quietly, rereading and checking their writing carefully.
- Circulate around the room as students complete the assessment to ensure that everyone is working individually.

## ASSESSMENT ANALYSIS

### Correct Answers and Rationales—Reading and Language

| Items | Correct Answers                                                                                                                                                                                                        | Points   | Standard(s)   |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------|
| 1     | b. Don just became an American citizen.                                                                                                                                                                                | 1 point  | RL.3.5        |
| 2     | Answers may vary, but could include that Stella is good with numbers, whereas she has trouble speaking out loud.                                                                                                       | 1 point  | RL.3.3        |
| 3     | Answers may vary, but should include that “turning <i>roja</i> ” means Stella is blushing, which she does when she is feeling shy or embarrassed.                                                                      | 1 point  | RL.3.5        |
| 4     | a. fishes                                                                                                                                                                                                              | 1 point  | RL.3.5        |
| 5     | Answers may vary, but should include that they would be around family and her mother would have help.                                                                                                                  | 1 point  | RL.3.3        |
| 6     | Answers may vary, but should include that she is nervous about presenting and speaking in front of the class.                                                                                                          | 1 point  | RL.3.3        |
| 7     | Answers may vary, but could include that Stella’s mom knew Three Kings Day isn’t celebrated as much in the United States as it is in Mexico and she wanted Stella and Nick to fit in.                                  | 1 point  | RL.3.3        |
| 8     | Answers may vary, but should include that she is excited to hear the author and her life story, and the talk inspires her to become an author herself.                                                                 | 1 point  | RL.3.3        |
| 9     | a. Stella loves fish and can get ideas for her project there.                                                                                                                                                          | 1 point  | RL.3.5        |
| 10    | Answers may vary, but could include that she brainstorms ideas and does research in the library and at the aquarium.                                                                                                   | 1 point  | RL.3.5        |
| 11    | c. Riding her bicycle without training wheels even though she is scared                                                                                                                                                | 1 point  | RL.3.3, L.3.4 |
| 12    | Answers may vary, but could include that the power of deduction is a tactic used by Sherlock Holmes—asking questions in order to find out more about a person or situation.                                            | 1 point  | RL.3.5        |
| 13    | Answers may vary, but could include that even though the new student was not who Stella pictured and even though it took a long time for her to gain the courage to speak with him, they did become friends after all. | 2 points | RL.3.5        |
| 14    | Answers may vary, but could include that Stella has become more confident in speaking in front of other people, trying new things, making friends, and interacting with the other students at school.                  | 1 point  | RL.3.3        |
| 15    | 5, 4, 2, 3, 1                                                                                                                                                                                                          | 1 point  | RL.3.5        |
| 16    | External character traits are what people can see on the outside such as hair color, eye color, clothing, etc. Internal character traits are what we learn about the character’s feelings, words, thoughts, etc.       | 1 point  | RL.3.3        |
| 17    | a. attentive to details or difficult to please                                                                                                                                                                         | 1 point  | L.3.4         |
| 18    | Answers may vary but should include a complete, expanded sentence using one of the listed conjunctions.                                                                                                                | 1 point  | L.3.1h        |
| 19    | First, Next, Finally                                                                                                                                                                                                   | 3 points | L.3.6         |
| 20    | Meaning 2                                                                                                                                                                                                              | 1 point  | L.3.4         |

**Total:** \_\_\_\_\_/23 points

## Writing Scoring

### Third Grade Writing Rubric: Narrative Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.3.3]**

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.3.3a]**
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[W.3.3b]**
- Use temporal words and phrases to signal event order. **[W.3.3c]**
- Provide a sense of closure. **[W.3.3d]**

Produce simple, compound, and complex sentences. **[L.3.1i]**

|                     | <b>Advanced (5 points)</b>                                                                                                                                                                                                                                                                                             | <b>Proficient (4 points)</b>                                                                                                                                                          | <b>Basic (0 points)</b>                                                                                                                                                                                                      |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ideas</b>        | The composition <ul style="list-style-type: none"> <li>establishes a situation</li> <li>introduces a narrator and/or characters</li> <li>demonstrates awareness of audience and purpose</li> </ul>                                                                                                                     | The composition <ul style="list-style-type: none"> <li>establishes a situation</li> <li>introduces a narrator and/or characters</li> </ul>                                            | The composition does not do one or more of the following: <ul style="list-style-type: none"> <li>establish a situation</li> <li>introduce a narrator and/or characters</li> </ul>                                            |
| <b>Organization</b> | The composition <ul style="list-style-type: none"> <li>organizes an event sequence that unfolds naturally</li> <li>uses dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</li> <li>provides a sense of closure</li> </ul> | The composition <ul style="list-style-type: none"> <li>includes an event sequence</li> <li>includes relevant dialogue and description</li> <li>provides a sense of closure</li> </ul> | The composition does not do one or more of the following: <ul style="list-style-type: none"> <li>include an event sequence</li> <li>include relevant dialogue and description</li> <li>provide a sense of closure</li> </ul> |
| <b>Conventions</b>  | The composition <ul style="list-style-type: none"> <li>uses temporal words to signal event order</li> <li>uses language to add subtlety through connotative meanings</li> </ul>                                                                                                                                        | The composition uses temporal words to signal event order.                                                                                                                            | The composition does not use temporal words to signal event order.                                                                                                                                                           |

**Total: \_\_\_\_\_/15 points**

~~~~~ **End Lesson** ~~~~~



# Pausing Point

## NOTE TO TEACHER

You have now completed the novel unit *Stella Díaz Has Something to Say*. Before completing the end of unit assessment, it is recommended that you pause here and spend two days reviewing, reinforcing, or extending the material taught.

You may wish to do the activities in any order or combination, using whole class or small groups to meet the needs of the students.

## ACTIVITIES

### Key Vocabulary Brainstorming

**Materials:** chart paper or white board

- Give students a key domain concept or vocabulary word such as *marine*. Have them brainstorm everything that comes to mind when they hear the word, such as *sea, ocean, salt water, reef*, etc. Record students' responses on a piece of chart paper, a chalkboard, or a whiteboard for reference.

### Compare and Contrast

**Materials:** copy of the novel, paper, pencils

- In the Author's Note section of the novel, the author shares the things that she has in common with her character, Stella. Have students use a Venn diagram to compare and contrast the similarities and differences between them.

### Relationship Web

**Materials:** copy of the novel, paper, pencils

- Ask students which characters in the book had an influence on Stella and in what way. Draw a web to show these connections and write a sentence for each character explaining their impact on Stella.

## Comic Strip

**Materials:** blank paper, markers, colored pencils

- Have students create a comic strip that explains the plot of the story. Remind students to think of the events that occur at the beginning, middle, and end of the novel. Have students create the boxes for their comic strip by folding a blank piece of paper in half long ways and then into thirds, creating six boxes. Students can plan their comic strip by using two boxes for each part of the plot: beginning, middle, and end.

## Sayings and Phrases Class Book

**Materials:** copy of the novel, paper, pencils

- Angela Dominguez uses many sayings and phrases in her novel, such as “my stomach was in knots,” “the coast is clear,” “sinking feeling in my stomach,” “lying through my teeth,” “a sigh of relief,” etc. Have students create a sayings and phrases class book with examples from the novel or other frequently used examples that includes the saying or phrase, a silly illustration, an explanation of the saying or phrase, and the category (e.g., idiom, metaphor, simile, etc.).

## Fictional Story

**Materials:** paper, pencils

- In the novel, Stella creates a fictional book about pirates. Ask students to think about what topic they would write about if they were to write their own fictional story. Have them write that story and include characters, setting, and a plot with a beginning, middle, and end. Provide time for students to share their stories with the class.

## On Stage

**Materials:** Activity Page 7.1, copy of the novel, paper, pencils

- Have a group of students choose one of Stella’s first experiences from Activity Page 7.1, then plan and then act out a scene depicting that experience.

## Writing Prompts

**Materials:** copies of the novel, paper, pencils

- Give students an additional writing prompt such as the following:
  - My favorite character in the novel was \_\_\_\_\_ because . . .
  - My favorite scene in the novel was \_\_\_\_\_ because . . .
  - The best piece of advice Stella received was \_\_\_\_\_ because . . .
  - Stella's brother supported her by . . .

## US Citizenship Test

**Materials:** copies of US citizenship test questions, pencils

- Remind students that in chapter 5, the school had a celebration for Don, the school custodian, because he became an American citizen. Ms. Bell explains that Don and all immigrants take a test to become an American citizen. Have students work in small groups to answer the US citizenship test questions. You may wish to only give students questions that are based on previously learned social studies content.

## Library Learners

**Materials:** computer access, paper, pencils

- Stella loves going to the library. With all of its books, speakers, and contests, it's a treat for her to go there. Have students learn more about their community library. Have students explore the programs it offers and how they can take advantage of its services.

## Informational Poster

**Materials:** poster board or paper, pencils, drawing tools

- Remind students that Stella is from Mexico, Don the school custodian is from the Philippines, and Stella's best friend Jenny is from Vietnam. Have students choose one of the countries listed and create an informational poster about the country to share with the class. The poster can include a map of the country, an illustration of the country's flag, the population, continent, capital city, the country's leader/government, holidays and traditions, and interesting facts.

# Teacher Resources

**In this section you will find:**

- Spanish Glossary
- Activity Book Answer Key



# Spanish Glossary

## A

- abuela** /ah\*bweh\*lah/—grandmother
- abuelo** /ah\*bweh\*loh/—grandfather
- abuelos** /ah\*bweh\*lohz/—grandparents
- aceitunas** /ah\*sey\*too\*nahs/—olives
- adiós** /ah\*dyohs/—goodbye
- ahora** /ah\*oh\*rah/—now
- albóndigas** /ahl\*bohn\*dee\*gahz/—meatballs
- alebrije** /ah\*leh\*bree\*heh/—sculpture of an imaginary animal
- amigos** /ah\*mee\*gohz/—friends
- apretado** /ah\*preh\*tah\*doh/—tight
- artista** /ahr\*tees\*tah/—artist
- ayi** /ah\*yee/—oh
- ayi, mi favorito** /ah\*yee mee fah\*boh\*ree\*toh/—oh, my favorite

## B

- biblioteca** /bee\*blyoh\*teh\*kah/—library
- buenísimo** /bweh\*nee\*see\*moh/—really good
- buenos días** /bweh\*nohs dee\*ahs/—good morning
- buenos días, señora** /bweh\*nohs dee\*ahs, seh\*nyoh\*rah/—good morning madam

## C

- café** /kah\*fah/—coffee
- cajeta** /kah\*heh\*tah/—coconut cake with a type of caramel
- casi** /kah\*see/—almost
- claro que sí, mi amor** /klah\*roh keh see mee ah\*mohr/—of course, my love

## D

- Dónde está la comida** /dohn\*deh ehs\*tah lah koh\*mee\*dah/—Where is the food

## E

- El Corrido de Chihuahua** /ehl koh\*rree\*doh deh chee\*wah\*wah/—The Song of Chihuahua
- elote** /eh\*loh\*teh/—corn
- español** /ehs\*pah\*nyohl/—Spanish
- está listo** /ehs\*tah lees\*toh/—ready
- estrella** /ehs\*treh\*yah/—star

## F

- fantástico** /fahn\*tahs\*tee\*koh/—fantastic
- flan** /flahn/—a dessert made with custard and a caramel topping, which is similar to pudding
- frijoles** /free\*hoh\*lehs/—beans
- fútbol** /foot\*bohl/—soccer

## G

- gracias** /grah\*syahs/—thank you
- grande** /grahn\*deh/—big

## H

- hasta luego** /ahs\*tah lweh\*goh/—see you later
- hermana** /ehr\*mah\*nah/—sister
- hermano** /ehr\*mah\*noh/—brother
- hola** /oh\*lah/—hello
- hola mi amor** /oh\*lah mee ah\*mohr/—hello my love
- hola, qué guapo** /oh\*lah keh gwah-poh/—hello good looking
- hola, qué preciosa está Stella** /oh\*lah keh preh\*syoh\*sah ehs\*tah/—hello, how beautiful Stella is

---

**L**

**la bebé** /lah beh\*beh/—the baby  
**la mejor hija** /lah meh\*hohr ee\*hah/—best daughter  
**La Sorpresa** /lah sohr\*preh\*sah/—The Surprise  
**limón** /lee\*mohn/—lemon  
**loca** /loh\*kah/—crazy

---

**M**

**mande** /mahn\*deh/—what  
**manitas** /mah\*nee\*tahs/—handyman  
**más pavo** /mahs pah\*boh/—more turkey  
**matrimonios** /mah\*tree\*moh\*nyohs/—marriage  
**me llamo** /meh yah\*moh/—my name is  
**mi bebé** /mee beh\*beh/—my baby  
**mi chiquita** /mee chee\*kee\*tah/—my little girl  
**mi familia** /mee fah\*mee\*lyah/—my family  
**mi hermana** /mee ehr\*mah\*nah/—my sister  
**mi ropa** /mee rroh\*pah/—my clothes  
**mis bebés** /mees beh\*behs/—my babies  
**mucho gusto** /moo\*choh goos\*toh/—nice to meet you

---

**N**

**Nacho, ella es mi hija** /nah\*choh eh\*yah ehs mee ee\*hah/—Nacho, this is my daughter  
**nada** /nah\*dah/—nothing  
**nana** /nah\*nah/—nanny  
**niños** /nee\*nyohz/—children  
**no problema** /noh proh\*bleh\*mah/—no problem  
**nopales** /noh\*pah\*lehs/—cactus  
**nos vamos** /nohs bah\*mohs/—let's go

---

**P**

**pan tostado** /pahn tohs\*tah\*doh/—toasted bread  
**pavos** /pah\*bohz/—turkeys  
**perfecto** /pehr\*feh\*k\*toh/—perfect  
**picadillo** /pee\*kah\*dee\*yoh/—a traditional Latin American dish often made with ground meat, tomatoes, and olives  
**picosito** /pee\*koh\*see\*toh/—sweet-spicy powder  
**piñata** /pee\*nyah\*tah/—a decorated figure of an animal containing toys and candy  
**platos, por favor** /plah\*tohz pohr fah\*bohr/—plates, please  
**por favor** /pohr fah\*bohr/—please

---

**Q**

**que bueno** /keh bweh\*noh/—excellent  
**que tengas un buen día** /keh tain\*gahs oon byehn dee\*ah/ that you have a good day  
**quesadilla** /keh\*sah\*dee\*yah/—a tortilla filled with cheese and meat, or vegetables that is folded and pan-fried  
**quiero** /kyeh\*roh/—I want

---

**R**

**rápido** /rrah\*pee\*doh/—quick  
**regalo** /rreh\*gah\*loh/—gift/present  
**roja** /rrroh\*hah/—red

---

**S**

**sabor** /sah\*bohr/—flavor  
**señoritas primero** /seh\*nyoh\*ree\*tahs pree\*meh\*roh/—ladies first  
**sí** /see/—yes  
**sí, igualmente** /see ee\*gwahl\*mehn\*teh/—yes, also

**sin sabor** /seen sah\*bohr/—no flavor

**todo está bien** /toh\*doh ehs\*ta byehn/—Is everything okay

---

## T

**Tejas** /tay\*has/—Texas

**Tejas en español** /tay\*has en ehs\*pah\*nyohl/—Texas in Spanish

**tía** /tee\*ah/—aunt

**tío** /tee\*oh/—uncle

**tú sabes que soy tu segunda madre** /too sahboys keh soy too seh\*goon\*dah mah\*dreh/—you know that I am your second mother

**tú y tu hermano** /too ee too ehr\*mah\*noh/ —you and your brother

---

## V

**vamos** /bah\*mohs/—let's go

**vamos a mirar fotos de la familia** /bah\*mohs uh mee\*rahr foh\*tohs deh lah fah\*mee\*lyah/—let's look at family photos

---

## Z




**zapatos** /sah\*pah\*tohz/—shoes







## ACTIVITY BOOK ANSWER KEY

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

1.1 Activity Page




### Stella's Internal Character Traits

Use text evidence to find three internal character traits for Stella. Be sure to include the character trait, page number, text evidence, and circle if the text evidence is a thought , action , or dialogue .

| Character Trait | Evidence from Text  |
|-----------------|---|
| helpful         | Page _____<br>• Page 5: "Can I help, Mom?" I ask, wiping lipstick off my cheek. (dialogue)<br>• Page 6: I'll show her the tricks around the school, like which lunch lady gives extra French fries or which bathrooms aren't as nice. (thought)<br>• Page 10: Before bed, I feed my betta fish. (action)<br>         |
| hopeful         | Page _____<br>• Page 10: As I close my eyes, I start picturing the new student and my future friend. (thought)<br>• Page 10: "I hope she speaks Spanish," I say as I drift off to sleep. (dialogue)<br>• Page 15: Then I add a sixth item to my schedule and draw a smiley face: "Make a New Friend." (action)<br>   |

Unit 7 Novel Study: Stella Diaz Has Something to Say

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|         |  |
|---------|--|
| curious | Page _____   |
|         | • Page 1: My mouth starts to water as I follow him toward the sound of sizzling food. (action)   |
|         | • Page 10: "Next week, I'm going to learn everything about you and your relatives, Pancho," I say. (dialogue)  |
|         | • Page 13: <i>Who is this Anna?</i> (thought)  |
|         |    |

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Unit 7 Novel Study: Stella Diaz Has Something to Say

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.1 Activity Page

### Somebody Wanted But So Then Chart

|          |  |
|----------|--|
| Somebody | In chapter 3, Stella                         |
| Wanted   | to not be so lonely and make new friends.    |
| But      | a new student is joining her class.          |
| So       | Stella hopes they will be friends.           |
| Then     | she learns the new student will arrive soon. |




Unit 7 Novel Study: Stella Diaz Has Something to Say







5

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

2.2 Activity Page

### Stanley's Internal Character Traits

Use text evidence to find three internal character traits for Stanley. Be sure to include the character trait, page number, text evidence, and circle if the text evidence is a thought , action , or dialogue .

| Character Trait | Evidence from Text   |
|-----------------|--|
| kind            | Page _____<br>• Page 25: I look at Stanley. He looks like he wants to laugh, but he is holding it in. (action)<br>• Page 28: "Want a cookie? It has M&M's in it, Stella. Do you like M&M's?" (dialogue)<br>                           |
| outgoing        | Page _____<br>• Page 22: The new boy waves at everyone, and says, "Howdy! I'm Stanley Mason. I just moved here from Dallas, Texas, or <i>Tejas en español</i> ." (action/dialogue)<br>• Page 27: Stanley grins widely. (action)<br>   |

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

3.1

Activity Page

Somebody

In chapter 5, Ms. Bell

Wanted

to take the students to a special ceremony for Don.

But

she had to explain why there would be a ceremony.

So

Ms. Bell explained that Don had become a citizen.

Then

Stella begins to think she doesn't fit in because she's not a natural citizen.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8

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3.2

Activity Page

Using Temporal Words to Recount Events from the Novel

Stella arrives at speech class, where Ms. Thompson tells her how to speak "properly." Ms. Thompson asks Stella about her dad who lives in Colorado. She asks if Stella will see him over the holidays. The other students walk in, which means Stella can stop answering questions about her dad and start mouth exercises.

First, Stella arrives at speech class, where Ms. Thompson tells her how to speak "properly."  
After that, Ms. Thompson asks Stella about her dad who lives in Colorado. She asks if Stella will see him over the holidays.  
Finally, the other students walk in, which means Stella can stop answering questions about her dad and start mouth exercises.

Stella sits at the table with Jessica and Ben, so Mrs. Bell can go over the directions for the math game. The questions start easy and then get more difficult with multiplication. A few kids get knocked out right away, but Stella gets all of the answers correct. Stanley and Stella are in the last round. Ms. Bell flips the card. Stanley yells out the correct answer and the class cheers for him. Stella turns *roja*!

It started when Stella sat at the table with Jessica and Ben, so Mrs. Bell could go over the directions for the math game. The questions start easy and then get more difficult with multiplication.  
Soon, a few kids get knocked out right away, but Stella gets all of the answers correct. Stanley and Stella are in the last round.  
In the end, Ms. Bell flips the card. Stanley yells out the correct answer and the class cheers for him. Stella turns *roja*!

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4.1

Activity Page

Punctuating Dialogue

Helpful Guidelines for Punctuating Dialogue:

Use a comma to introduce text (They said, "...").

Use a comma when a dialogue tag follows a quote ("...", they said.).

Periods and commas should be placed within a closing quotation mark ("...").

Question marks (?) and exclamation marks (!) should be inside a closing quotation mark ("...?").

**Tip:** Look for dialogue tags (*said, asks, replies*) to help you determine who is speaking.

Example Sentences:

1. "Do you need anything, Stella?" asks Ms. Green with a raised eyebrow.

2. "Oh, how sweet. Good morning," she replies.

Underline the dialogue tag and revise the sentence below using quotation marks, punctuation, and/or commas.

3. "Boys versus girls," he says with his loud voice.

4. Michelle says, "Stella's really good at running. She should go first"

5. Then Jessica Anderson shouts, "Stella stares. Stella stares!"

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6. I nervously reply, “Fishes . . .”
7. “You talk plenty around me,” Jenny says as she takes a bite of her Vietnamese sandwich.
8. “Maybe we can write a whole list of things you can say,” Jenny suggests after she takes another bite of the jicama stick.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

5.1 Activity Page

### Blank Story Map

|  |  |
|--|--|
| <b>Title:</b> “Fantastic Time Machine is not so Fantastic”   |  |
| <b>Characters:</b> Mom, Stella, Nick, Jason (Nick’s friend), Jenny, Jessica, and Bridget (Jessica’s friend)  | <b>Setting:</b> The restaurant, Fantastic Time Machine |
| <b>Beginning:</b> <u>In the beginning</u> , Mom, Stella, Nick, Jason, and Jenny arrive at the restaurant, Fantastic Time Machine. Right away, they see the coolest part of the restaurant, all of the waiters dressed up as famous people, like Elvis and Cinderella. When they finish dinner, Stella and Jenny decide to go dancing upstairs. |  |
| <b>Middle:</b> <u>Soon</u> , Stella and Jenny begin having a fun time, dancing and making up silly dance moves. Jessica and her friend Bridget begin to tease Stella, which makes Stella turn <i>roja</i> . Stella and Jenny leave the dance floor and ask Stella’s mom to go home.  |  |
| <b>End:</b> <u>At last</u> , they arrive home, Nick sets up the tent for Stella and Jenny to sleep in the backyard. Jenny falls asleep right away, but Stella lies awake thinking about the perfect comeback she could have said to Jenny. She wishes she would have stayed home instead of going out.   |  |
| <b>Final thought:</b> Stella should be brave and stand up to Jessica.  |  |
| <b>Dialogue:</b> Stella hears Jessica say, “Hey, look, it’s Stella Stares.”  |  |
| <b>Character actions, thoughts, or feelings:</b> Stella turning <i>roja</i> and her thinking about the perfect comeback  |  |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

6.1 Activity Page

### Blank Story Map

|   |                                |
|---|--------------------------------|
| <b>Title:</b> “Thanksgiving Day”  |                                |
| <b>Characters:</b> Mom, Stella, Nick, their relatives from Mexico   | <b>Setting:</b> Stella’s house |
| <b>Beginning:</b> <u>First</u> , Stella’s relatives arrive from Mexico, but Stella is nervous because they all speak Spanish and hers is not very good. They all freshen up and sit down for Thanksgiving dinner. There are a lot of different foods to eat, such as turkey, cornbread stuffing, mashed potatoes and foods that Stella says are not American, like <i>elote</i> , <i>aceitunas</i> , and <i>picadillo</i> .   |                                |
| <b>Middle:</b> <u>Soon after dinner</u> , Stella’s mom has everyone look at family photos of relatives and Stella enjoys looking at photos of when she was a baby. When they are done looking at photos, they eat pecan, pumpkin, and apple pie for dessert.  |                                |
| <b>End:</b> <u>After dessert</u> , Nick begs Abuelo to play the guitar and he plays the family’s favorite songs. Stella begins to think that it would be better if her family lived in Mexico, so they could be around family and her mom would have help. Abuelo starts to play Stella’s favorite song, so her mom starts dancing with her and she giggles. She notices that everyone is giggling and smiling, which makes her happy because smiling and giggling don’t have to be translated. |                                |
| <b>Final thought:</b> Stella feels more relaxed around her relatives by the end of their visit.   |                                |
| <b>Dialogue:</b> “Happy Thanksgiving!” Stella says.   |                                |
| <b>Character actions, thoughts, or feelings:</b> Stella is nervous about her relatives visiting. Stella’s family is giggling and smiling.   |                                |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

7.1 Activity Page

### Retelling Stella’s First Experiences

| Chapter #  | Characters in the scene | Setting of the scene | Brief Summary of the Scene (use temporal words/phrases: <i>At first</i> , <i>Next</i> , <i>Finally</i> )  | How does Stella feel/act during the scene?                       | Dialogue from the scene (include punctuation)  |
|------------|-------------------------|----------------------|---|--|--|
| Chapter 11 | Ms. Bell, Stella, class | classroom            | First, Stella tells Ms. Bell that she wrote a story: “Captain Rob and Monkey.” Next, Ms. Bell reads the story in front of the class and asks Stella if she would like to read a paragraph. In the end, Stella reads the paragraph the whole time and doesn’t look up. | Stella feels <i>roja</i> —is turning red because she is nervous. | “Thank you, Stella. I think you did a great job,” she says as she hands me back my book. |
| Chapter 11 | Ms. Bell, Stella, class | classroom            | First, Ms. Bell tells students they will present their animal research projects to the class. Next, the class asks questions and shares their ideas. Finally, Stella begins to ask herself questions and worry about her presentation.                                | Stella gets quiet.   | “Like costumes?” asks Ben.   |

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| Chapter #  | Characters in the scene                         | Setting of the scene | Brief Summary of the Scene (use temporal words/phrases; <i>At first, Next, Finally</i> )  | How does Stella feel/act during the scene?   | Dialogue from the scene (include punctuation)             |
|------------|---|----------------------|---|--|---|
| Chapter 15 | 3rd grade students and teachers, Ms. Richardson | cafeteria            | One day, Stella's school was having a third grade spelling bee. Ms. Richardson calls Stella to the microphone to spell her first word long. Stella spells her second word and gets it correct. Before it all the way to the third round until she spells a word incorrectly. Ms. Richardson gives Stella a pink ribbon that says semiprofessional. She begins to gain confidence for her upcoming presentation. | Stella has clammy hands and a sweaty forehead and her stomach starts to hurt. She begins to gain confidence and enjoys the spelling bee. | "Maybe the presentation won't be so bad!" -Stella         |
| Chapter 17 | Stella, Nick, Dad                               | bowling alley        | In the beginning, Stella, Nick, and their dad go bowling. Stella has never been before, so she enjoys the fun shoes and feels nervous when she lifts the heavy ball. Next, Stella's dad teaches her how to bowl better. In the end, Stella's ball goes down the middle of the lane and she knocks down almost all of the pins.  | Stella feels excited and nervous and thinks that she will like bowling.  | "It's not rocket science. Just roll the ball," says Nick. |

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Unit 7 Novel Study: Stella Diaz Has Something to Say

| NAME: _____       |                         |                      |  |  |  |
|-------------------|-------------------------|----------------------|--|--|--|
| DATE: _____       |                         |                      |  |  |  |
| 7.1 Activity Page |                         |                      |  |  |  |
| CONTINUED         |                         |                      |  |  |  |
| Chapter #         | Characters in the scene | Setting of the scene | Brief Summary of the Scene (use temporal words/phrases; <i>At first, Next, Finally</i> )   | How does Stella feel/act during the scene?                   | Dialogue from the scene (include punctuation)                    |
| Chapter 18        | Stella, Nick, Mom       | park                 | First of all, Stella sees a red bike hanging in the garage and wants to ride it. After that, Nick, mom, and Stella go across the street to the park to ride bikes. Nick and Mom help a scared Stella learn how to ride. Eventually, Stella learns to ride after ten tries and Stella is doing loops around the playground with many help. Stella becomes stronger and more confident as she practices and thinks about riding her bike with friends. | Stella feels scared, but grows more confident with practice. | "No, I'll try. I am stronger than I think. Right? Mom?" - Stella |

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NAME: \_\_\_\_\_
DATE: \_\_\_\_\_
8.1 Activity Page

### Expanding Sentences with Conjunctions

Conjunctions are connecting words that help us expand sentences in our writing. Expand the sentences below using evidence from the text.

- The conjunction *and* means plus, along with, or also.
- The conjunction *but* signals that something different, such as a different idea, will come after *but*.
- The conjunction *because* means for this reason, and answers a why question or the cause of something.
- The conjunction *so* means then this happened, and signals the effect in a cause and effect sentence.

- Nick is a good brother and Answers may vary.  
Nick is a good brother but Answers may vary.  
Nick is a good brother because Answers may vary.  
Nick is a good brother so Answers may vary.
- Stella's family visits and Answers may vary.  
Stella's family visits but Answers may vary.  
Stella's family visits because Answers may vary.  
Stella's family visits so Answers may vary.

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- Stanley is the new student and Answers may vary.  
Stanley is the new student but Answers may vary.  
Stanley is the new student because Answers may vary.  
Stanley is the new student so Answers may vary.
- Jessica teases Stella and Answers may vary.  
Jessica teases Stella but Answers may vary.  
Jessica teases Stella because Answers may vary.  
Jessica teases Stella so Answers may vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 9.1 Activity Page

### Expanding Sentences with Conjunctions

*Conjunctions are connecting words that help us expand sentences in our writing. Expand the sentences below using evidence from the text.*

- The conjunction *and* means plus, along with, or also.
- The conjunction *but* signals that something different, such as a different idea, will come after *but*.
- The conjunction *because* means for this reason, and answers a why question or the cause of something.
- The conjunction *so* means then this happened, and signals the effect in a cause and effect sentence.

1. Stanley wins a pink ribbon and Answers may vary.  
Stanley wins a pink ribbon but Answers may vary.  
Stanley wins a pink ribbon because Answers may vary.  
Stanley wins a pink ribbon so Answers may vary.
2. Nick gives advice to Stella and Answers may vary.  
Nick gives advice to Stella but Answers may vary.  
Nick gives advice to Stella because Answers may vary.  
Nick gives advice to Stella so Answers may vary.

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3. Stella's mom volunteers at the class party and Answers may vary.  
Stella's mom volunteers at the class party but Answers may vary.  
Stella's mom volunteers at the class party because Answers may vary.  
Stella's mom volunteers at the class party so Answers may vary.
4. Ms. Bell asks Stella to make a poster and Answers may vary.  
Ms. Bell asks Stella to make a poster but Answers may vary.  
Ms. Bell asks Stella to make a poster because Answers may vary.  
Ms. Bell asks Stella to make a poster so Answers may vary.

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

## 10.1 Activity Page

### Expanding Sentences with Question Words

*Expand the simple sentences below by answering the question words and combining the new information with the simple sentence to create an expanded sentence. Be sure to use the novel when answering the question words. Remember to capitalize and punctuate your expanded sentences.*

1. **Sentence:** She makes albóndigas.
  - **Who:** Answers may vary.
  - **Where:** Answers may vary.
  - **Why:** Answers may vary.

**Expanded Sentence:**

Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_

2. **Sentence:** They go get a book.
  - **Who:** Answers may vary.
  - **Where:** Answers may vary.
  - **Why:** Answers may vary.

**Expanded Sentence:**

Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_

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3. **Sentence:** She reads aloud a few books.
  - **Who:** Answers may vary.
  - **Where:** Answers may vary.
  - **Why:** Answers may vary.

**Expanded Sentence:**

Answers may vary.  
\_\_\_\_\_  
\_\_\_\_\_

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Unit 7 Novel Study: Stella Diaz Has Something to Say



NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

11.2 Activity Page

### Blank Story Map

|   |                                |
|---|--------------------------------|
| Title: "The Lemonade Stand"   |                                |
| Characters: Stella, Jenny, Stanley  | Setting: Stella's neighborhood |
| New character's name: Leo<br>New character external traits: tall, black hair, brown eyes<br>New character internal traits: excited, adventurous, funny  |                                |
| Beginning: Stella, Jenny, and Stanley decide to have their first ever lemonade stand. They want to raise money to purchase supplies for a new fish tank at school. They decide to set up their lemonade stand down the street from Stella's house near a busy park.             |                                |
| Middle: Stella, Jenny, and Stanley are setting up their lemonade stand. They notice a new family moved into the townhouse across the street. There is a tall boy that looks about their age sitting on the front steps looking sad.   |                                |
| End: Stella decides that she is braver than she thinks, so she approaches the boy to introduce herself and her friends. She uses the power of deduction to ask him questions. She then asks if he would like to join their lemonade stand. Leo gladly agrees and fits right in. |                                |
| Final thought: Stella, Jenny, Stanley, and Leo ride bikes and find new adventures all summer.   |                                |
| Fill in the blank with three temporal words or phrases you will use in your narrative: <i>In the beginning, Soon, At last</i>   |                                |
| Place where you will add dialogue: when Stella speaks to Leo for the first time   |                                |
| Example of character actions, thoughts, or feelings: when Leo is sitting on the steps of his townhouse  |                                |

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NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

13.1 Activity Page

### Peer Feedback

*Peer Feedback Instructions: Read your partner's work all the way through at least one time before answering any questions on this page. After you have read your partner's narrative all the way through, you may start answering the following questions. Make sure to answer based on what is written in your partner's narrative. If you need help, raise your hand to let your teacher know.*

1. Write down the narrative's title. "The Lemonade Stand"
2. Write down the narrative's new character. Leo
3. Write down the narrative's other main characters. Stella, Jenny, Stanley
4. Write down the narrative's setting. Stella's neighborhood
5. Write down Stella's new first experience over her summer break.  
having a lemonade stand
6. What is the best detail in this narrative? Give a reason for your choice.  
when Stella uses the power of deduction to ask Leo questions
7. What is one place that could use more detail in this narrative? Write down something else you would like to know about this part of the narrative.  
more detail about Leo's internal character traits

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8. Underline any place the author of the narrative includes temporal words.  
noted in text
9. Put a star next to any place that dialogue appears in the narrative. noted in text
10. Name the narrative's final thought. For the rest of the summer, Stella, Jenny, Stanley, and Leo ride bikes and find new adventures.

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