



ArtsforLearning Online Curriculum

Unit 3 **Everyday Heroes**

Part 1 Learning

Unit 3: Lesson 2

Begin Roberto Clemente: The Pride of the

Pittsburgh Pirates

Unit 3: Lesson 2

Begin *Roberto Clemente: The Pride Of The Pittsburgh Pirates*

LITERACY OBJECTIVE

By the end of this lesson students will be able to use evidence from the text to determine if Clemente has the qualities of an everyday hero.

LITERACY "I CAN" STATEMENT

"I can use evidence from the text to determine if Clemente has the qualities of an everyday hero."

LESSON OVERVIEW

Steps	Pacing: 60 Minutes
Step 1: Introduce Lesson 2 Step 2: Share Everyday Hero Homework Assignment	10 Minutes
Step 3: Put Students in "Collage Communities" Step 4: Set the Purpose for Research & Engage in a Pre-Reading Discussion of Roberto Clemente: Pride of the Pittsburgh Pirates by Jonah Winter	10 Minutes
Step 5: Read Aloud Excerpt 1 & Discuss Poetic Structure of the Text Step 6: Excerpt 1: Take Notes & Examine Clemente as an Everyday Hero	20 Minutes
Step 7: Excerpt 2: Read, Take Notes, & Examine Clemente as an Everyday Hero	20

Step 8: Excerpt 3: Read, Take Notes, & Examine Clemente as an Everyday Hero
Step 9: Close Lesson 2

Minutes

STANDARDS ALIGNMENT

TARGETED CCSS

Reading Standards

RI 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 4.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI 5.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing & Language

W 3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W 3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W 3.1b: Provide reasons that support the opinion.

W 3.1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W 3.1d: Provide a concluding statement or section.

W 4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W 4.1b: Provide reasons that are supported by facts and details.

W 4.1c: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W 4.1d: Provide a concluding statement or section related to the opinion presented.

W 5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W 5.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W 5.1b: Provide logically ordered reasons that are supported by facts and details.

W 5.1c: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W 5.1d: Provide a concluding statement or section related to the opinion presented.

Speaking & Listening

SL 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL 3.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL 3.1d: Explain their own ideas and understanding in light of the discussion.

SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL 4.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 4.1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL 4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL 5.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL 5.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL 5.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL 5.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SECONDARY CCSS

Reading Standards

RI 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI 3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI 3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI 5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI 5.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Writing & Language

W 3.4: With guidance and support from adults, produce writing in which the development and

organization are appropriate to task and purpose.

W 4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W 5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Speaking & Listening

SL 3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL 3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL 3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL 4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 4.3: Identify the reasons and evidence a speaker provides to support particular points.

SL 4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL 5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL 5.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL 5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

TEACHING RESOURCES

A4L TEXTS

-Roberto Clemente: Pride of the Pittsburgh Pirates

A4L STUDENT NOTEBOOK

-Explore Everyday Heroes at Home

-Using Evidence to Determine if Roberto Clemente has the Qualities of an Everyday Hero: Excerpts 1, 2 & 3

CLASSROOM CHARTS

-Roberto Clemente Photographs

-Vocabulary Words and Icons: Lesson 2

-Sample Evidence Chart, Excerpts 1-3

-Qualities of an Everyday Hero Chart (created in class)

LIFE & LEARNING SKILLS

Unit 3 includes the following Life & Learning Skills:

-Reflective thinking

-Creative problem-solving

-Critical and analytic thinking

-Collaboration Communication



DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 2

Process: Give an overview of the lesson objectives: Read Excerpt 1, Excerpt 2, and Excerpt 3 of *Roberto Clemente: The Pride of the Pittsburgh Pirates*. Build background knowledge and read to determine if Clemente has qualities of an everyday hero.

ALTERNATIVES: EXPLORE A DIFFERENT EVERYDAY HERO

In lieu of exploring Roberto Clemente, select a different figure to research. To maintain the literacy objectives and instructional flow of the unit, gather a range (5-7) of nonfiction texts for students to read.

If possible, begin with a narrative biography and incorporate collage instruction while reading the text. The texts should offer information on different facets of the person's life so that students can see the benefits of reading across multiple texts. Include several texts with informational text features (headings, charts, timelines, photos, and captions).

The ultimate goal of the unit is for students to synthesize the information they gather across multiple texts and then decide if they can make a compelling argument why that person can be called an "everyday hero." Students will make that decision by weighing the evidence they gather with their own ideas about what makes someone an everyday hero.

Suggested Dialogue

INTRODUCE LESSON 2

"Today we are going to begin reading about a baseball player named Roberto Clemente. Throughout the unit, we'll read to determine if he has the qualities of an everyday hero."

"By the end of today's lesson, you will be able to say, 'I can use evidence from the text to determine if Clemente has the qualities of an everyday hero.'"

STEP 2: SHARE EVERYDAY HERO HOMEWORK ASSIGNMENT

Process: Students take out their A4L Notebooks and open to page 3. Students pair-share their findings. Guide a whole-class discussion and add to the Qualities of an Everyday Hero Chart.

CLASSROOM CHARTS & GRAPHIC ORGANIZERS: QUALITIES OF AN EVERYDAY HERO

Generate a list of qualities of everyday heroes and post them in the classroom for the duration of the unit. Guide students from general descriptors like "smart" or "nice" to more sophisticated qualities like "curious" or "compassionate." If many of the following words are new to students, consider introducing 2-3 words at a time.

A potential list of qualities may include the following. Add student-friendly definitions for all words. Add to the list as the unit progresses.

Caring: thinks of others and wants to help them

Compassionate: deeply caring

Courageous: someone who is brave

Creative: someone who works hard on problems and comes up with smart, effective, and unusual solutions

Hard-working: does things that take a great deal of time and effort

Helps others: understands the important problems that other people are having and finds ways to solve them

Hopeful: believes that things can get better

Passionate: has very strong feelings and interests in something

Patient: willing to wait for something desired

Persistent/Perseveres: doesn't give up: keeps working on something, even when it's hard or unpleasant, and many other people would have given up

Resourceful: able to invent or find what is needed (tools, objects, or people) to succeed, especially in times when most others would have given up

Selfless: someone who does things just to help others, even when it means doing things he or she doesn't really like doing

Suggested Dialogue

SHARE EVERYDAY HERO HOMEWORK ASSIGNMENT

"Before we start with Roberto Clemente, let's see what you learned about everyday heroes in your explorations at home."

"An everyday hero is a real person who goes to great lengths to help people in unselfish ways. Take out your A4L Notebook and turn to page 3. Share with a partner what you learned. (Students pair-share.) Let's share out. (2 - 3 students share.) Now that you have some real life examples of everyday heroes, let's look at our Qualities of an Everyday Hero Chart. Does your everyday hero have any of these qualities? Are there qualities we can add to our chart?"

(Whole-class discussion. Add to chart.)

STEP 3: PUT STUDENTS IN "COLLAGE COMMUNITIES"

Process: Put students into reading and collage groups, called Collage Communities. See sidebar Grouping Students for Reading & Collage: Collage Communities for guidance.

TEACHING TIP: GROUP STUDENTS FOR READING & COLLAGE

It is recommended that students work in groups of 3-5 throughout the unit. The purpose of these groups is to support students as they read, plan for, and reflect on collages. When developing the Collage Communities, consider the following factors that will support the students when reading and creating art:

- Balance leaders and followers.
- Balance boys and girls.
- Be sure to include both native English Language speakers and ELLs at different stages of language acquisition. This will facilitate modeling correct use of language and increase participation.
- Take into consideration the nature of support students will need when reading the text.

Suggested Dialogue**CREATE COLLAGE COMMUNITIES**

"Now we will create groups for reading and creating collages. We will call our groups Collage Communities. These groups will support you as you read, plan, create, and then reflect on your collages. I'll assign your Collage Communities. Take your A4L Notebook, Texts, and a pencil with you."
(Tell students where to move.)

STEP 4: SET THE PURPOSE FOR RESEARCH & ENGAGE IN PRE-READING DISCUSSION OF ROBERTO CLEMENTE: THE PRIDE OF THE PITTSBURGH PIRATES BY JONAH WINTER

Process: Give students the charge of becoming researchers to investigate Roberto Clemente as an everyday hero. Engage in a pre-reading discussion of *Roberto Clemente: The Pride of the Pittsburgh Pirates*, by Jonah Winter. Show students the cover, discuss what they know about baseball, and show photos of Clemente.

ELL SUPPORT COMPREHENSIBLE INPUT

Support ELL language development and comprehension by starting with a short vocabulary lesson using Vocabulary Snapshots to provide multi-sensory pre-learning for words that may be unfamiliar to culturally diverse students. [Click here for a sample lesson plan.](#)

Recommended vocabulary from Roberto Clemente to pre-teach with Vocabulary Snapshots:

EXCERPT 1

- Baseball Bat - Tropical Flowers
- Guava Tree - Little League
- Soup Can - Minor League
- Coffee-Bean Sack - Winter League
- Puerto Rico - Baseball Hall of Fame
- Guava Tree

EXCERPT 2

- Steel Mill - Palm Trees
- Smokestacks - Pittsburgh, Pennsylvania

EXCERPT 3

- Smacked - Glove - Bunt
- Ran Like Lightning - Leaping - Grand Slam
- Scorecards - Diving - Baseball
- Home Run - Crashing - Rolling
- Sacrifice Flies - Pop Fly - Line Drive

Sample Visual Icons for Roberto Clemente

See Unit 3 Texts, pages 10-20 (students) and Resources (teachers) for Vocabulary Snapshot activities for Roberto Clemente

**DIFFERENTIATION OPTIONS: READING & TAKING NOTES**

Select one of the options listed below or structure the reading in a way that appropriately meets students' needs and fosters engagement.

ELL Support: For all options, allow ELLs to use native language and/or picture dictionaries as vocabulary and concept clarifiers. Students may also benefit from listening to an audio recording of the story to build understanding before reading and annotating on their own.



Read aloud and guide note taking in Excerpts 1, 2, and 3. Guide the class through reading and taking notes on all 3 excerpts, helping students find and record evidence and draw conclusions.



Read aloud and guide note taking in Excerpts 1 and 2. Students read and take notes on Excerpt 3 in pairs or independently. Guide students to read and take notes on Excerpts 1 & 2. Then have students work in pairs for Excerpt 3 with class discussion following. Some students can read in pairs while others read with more support from the teacher.



Students work independently to read and take notes on all excerpts.

Suggested Dialogue**SET THE PURPOSE FOR RESEARCH.**

"We now have a good understanding of what makes someone an everyday hero and are ready to begin our investigation of Roberto Clemente."

"Researchers gather evidence from multiple sources; we'll conduct research by reading several different texts. Our charge is to learn as much as we can about Clemente and then to see if we have strong enough evidence to call him an everyday hero."

ENGAGE IN A PRE-READING DISCUSSION.

"We're going to start our research with a narrative biography called, Roberto Clemente: The Pride of the Pittsburgh Pirates, by Jonah Winter. Then, we will read a series of articles about Clemente to add to our knowledge. A narrative biography is a nonfiction account of a real person's life, told in the form of a story. Nonfiction means that the information in the story is true. The title of the book is Roberto Clemente: The Pride of the Pittsburgh Pirates. Clemente played for the Pittsburgh Pirates. What are some other baseball team names you know? (Students respond.)"

"What do you see on the cover? (Students respond.)"

"Here are some photos of Clemente. (Show images on the document camera from Resources.)"

"Clemente was famous; but just because he was famous, it doesn't mean he's an everyday hero. There are many famous sports stars who are not everyday heroes. (If appropriate, distinguish between athletes who embody everyday hero qualities and those who do not.)"

STEP 5: READ ALOUD EXCERPT 1 & DISCUSS POETIC STRUCTURE OF THE TEXT

Process: Read aloud Excerpt 1 (Texts, page 27). Pause to clarify terms, and to show a map of Puerto Rico and other icons (baseball, guava tree, etc.) using this resource as needed. After reading, talk to students about the structure of the narrative biography - the text is not written in typical prose, but rather like a poem with descriptive words and short phrases. Tell students the structure of the text impacts the way it is read by telling the reader when to pause and what to emphasize. Model reading aloud with expression. Show text and illustrations on document camera and/or have students follow along in their A4L Texts on page 27.

Suggested Dialogue

READ ALOUD, CLARIFY TERMS, AND DISCUSS STRUCTURE

Read aloud Excerpt 1. Clarify terms and show images as needed. Discuss the structure of the text.

"Jonah Winters chose to tell the story of Roberto Clemente through a picture book. He did not write it like many nonfiction texts we see. What do you notice about the text? (Students respond. Guide students to notice the descriptive words and poetic nature of the prose.) Winters chose his words carefully, both to help us make pictures in our minds about Roberto and his life, but also to tell us how we should read. Each line was carefully written to tell us about Clemente, so we should read slowly and thoughtfully."

(Reread several lines to emphasize pauses and to discuss the structure.)

STEP 6: EXCERPT 1: TAKE NOTES & EXAMINE CLEMENTE AS AN EVERYDAY HERO

Process: Engage students in a discussion of Excerpt 1 (Texts, page 27) to examine Clemente as an everyday hero. Students open their A4L Notebooks to page 4. After reading each excerpt, they will engage in a process to help them move from recording what they learn about Clemente, to identifying his personal qualities, and then to determining importance, by considering whether what they learned might justify Clemente as an everyday hero. Guide students to take succinct notes in their own words. When recording evidence, some students may go directly to a personal quality. If this happens, ask them to provide text-based evidence to support that conclusion. For example, if a student writes, "he is hard working" in the evidence column, ask that student to provide the specific evidence that led to that conclusion. For a sample of student note taking see the Sample Evidence Chart here.

PROCESS TO EXAMINE CLEMENTE AS AN EVERYDAY HERO

Step 1: Students take notes on what they learned about Clemente

Ask students, "What have you learned about Clemente from this text?" Guide students to underline or highlight evidence in the text, take notes by paraphrasing the text, recording in the "Evidence" column the specific information they learned.

Step 2: Students identify Clemente's personal qualities

Ask students, "Think about this evidence. What conclusions can you draw? What words can you use to describe the kind of person he was? What personal qualities did he have?" Guide students to use the evidence to draw conclusions and record those in the "Personal Qualities" column.

Step 3: Students determine importance based on the purpose for reading

Ask students, "Let's take a step back and think: of all the interesting things we've learned, what will help us determine if Clemente is an everyday hero? Compare what you wrote in the 'Personal Qualities' column to the definition of an everyday hero and the Qualities of an Everyday Hero Chart. Do you see any similarities?" Guide students to circle qualities they think might make Clemente an everyday hero. Add to the Qualities of an Everyday Hero Chart.

Suggested Dialogue

RECORD WHAT STUDENTS HAVE LEARNED & GUIDE NOTE TAKING

"Let's talk about what we just read. We're going to identify what we've learned about Clemente and as we go, we'll take notes."

"Open your A4L Notebook to page 4. (Display page on document camera.) On one half of the chart, it says, 'Evidence: What have you learned about Clemente so far?' Let's look back at the beginning of the story. What did we learn about Clemente? Let's underline or highlight parts of the text where we think we learned something important. For example, we learned he's from an island called Puerto Rico. I'll underline 'an island called Puerto Rico.' "

(Display text and model underlining text under document camera.)

"When we take notes, we write down key things we've learned, using our own words. We don't copy what it says in the text or include all the details. Instead, we have to decide which things we want to write down."

"I'm not going to copy the entire first sentence, 'On an island called Puerto Rico, where baseball players are as plentiful as tropical flowers in a rain forest.' There are some details in this sentence that I don't think are important: like 'flowers' and 'rainforest.' But what is important is that Clemente is from Puerto Rico. I'm going to write, 'From Puerto Rico'--a short note in my own words. (Display chart on document camera and write 'From Puerto Rico.')

"Now you try. Look at the excerpt we just read and underline or highlight another place you think you learned something important. (Students underline.) Pair-share what you underlined with a partner. Then make notes, using your own words, in the "Evidence" column. (Students pair-share and record evidence. Guide students to paraphrase evidence as needed.) Let's share out. As we hear from our classmates, we'll record the evidence. (Students share. Record on document camera to model paraphrasing.)"

GUIDE STUDENTS TO DRAW CONCLUSIONS BASED ON EVIDENCE

"Now that we've recorded what we learned about Clemente, let's think about what this evidence tells us about the kind of person he was."

"Look back at your A4L Notebook. On the other half of your page, it says, 'Personal Qualities: What words describe him?' Let's look through the notes we took and see if anything tells us about Clemente and the kind of person he was. For example, I learned that Clemente made his own glove and baseball bat, so I might use the word creative to describe him. I'm going to write this down. (Write 'creative.')

"Now you try. Look at the notes you recorded. What can you conclude about Clemente? What words or phrases can you use to describe him? You don't have to write down a conclusion for all of your notes - just where you think you learned something about the kind of person he is. Pair-share with your partner and write both ideas down in the "Personal Qualities: What words describe him?" column. (Students pair-share and record conclusions.)"

"Let's share out. First tell the class the word or phrase you used to describe Clemente and then the evidence from the text that supports that conclusion. (2 - 3 students share. Record on document camera. After each student shares, ask the class if they agree with the conclusion, and if there is good evidence in the text to support it. Record conclusions.)"

COMPARE CLEMENTE'S QUALITIES TO THE QUALITIES OF AN EVERYDAY HERO CHART

"Now that we have made a list of his personal qualities, we need to take a step back. Of all the things we learned, think about what is most important for our research. Our purpose for reading about Clemente is to gather evidence and decide if we can call him an everyday hero. We talked about an everyday hero being someone who goes to great lengths to help people in unselfish ways. We also made a list of qualities, based on our explorations of several everyday heroes. We'll use these to help us determine what is most important from our reading."

"Let's look at what we wrote in our 'Personal Qualities' list about Clemente. Is there anything we wrote that makes you think that he has the qualities of an everyday hero? (Students respond.) I see the word 'creative.' We wrote this because he made a glove out of a coffee-bean sack. This word is on our Qualities of an Everyday Hero Chart, so this evidence might help us decide later if he is an everyday hero. Let's circle 'creative.' (Model circling "creative" on document camera.)"

"Are there any other qualities on your list that make Clemente a candidate for an everyday hero? Let's share out. (Whole-class discussion.)"

"Are there any qualities you think we should add to Qualities of an Everyday Hero Chart? (Students respond. Ask class if they agree.)"

STEP 7: EXCERPT 2: READ, TAKE NOTES, & EXAMINE CLEMENTE AS AN EVERYDAY HERO

Process: Read Excerpt 2 (Texts, page 28). Make decisions on how to structure the reading and note taking. See sidebar Differentiation Options: Reading and Note Taking (by Step 4) for ways to scaffold the reading. Engage students in note taking and discussion of Excerpt 2 to examine Clemente as an everyday hero. Guide students through the same process used previously.

[Click here for Excerpt 2 icons.](#)

PROCESS TO EXAMINE CLEMENTE AS AN EVERYDAY HERO

Step 1: Students take notes on what they learned about Clemente.

Ask students, "What have you learned about Clemente from this text?" Guide students to underline or highlight evidence in the text, take notes by paraphrasing the text, recording in the "Evidence" column the specific information they learned.

Step 2: Students identify Clemente's personal qualities.

Ask students, "Think about this evidence. What conclusions can you draw? What words can you use to describe the kind of person he was? What personal qualities did he have?" Guide students to use the evidence to draw conclusions and record those in the "Personal Qualities" column.

Step 3: Students determine importance based on the purpose for reading.

Ask students, "Let's take a step back and think: of all the interesting things we've learned, what will help us determine if Clemente is an everyday hero? Compare what you wrote in the 'Personal Qualities' column to the definition of an everyday hero and the Qualities of an Everyday Hero Chart. Do you see any similarities?" Guide students to circle qualities they think might make Clemente an everyday hero. Add to the Qualities of an Everyday Hero Chart.

STEP 8: EXCERPT 3: READ, TAKE NOTES, & EXAMINE CLEMENTE AS AN EVERYDAY HERO

Process: Read Excerpt 3 (Texts, page 28-29). Make decisions on how to structure the reading and note taking. See sidebar Differentiation Options: Reading and Note Taking (by Step 4) for ways to scaffold the reading. Engage students in note taking and discussion of Excerpt 3 to examine Clemente as an everyday hero. Guide students through the same process used previously.

Click here for Excerpt 3 icons.

PROCESS TO EXAMINE CLEMENTE AS AN EVERYDAY HERO

Step 1: Students take notes on what they learned about Clemente.

Ask students, "What have you learned about Clemente from this text?" Guide students to underline or highlight evidence in the text, take notes by paraphrasing the text, recording in the "Evidence" column the specific information they learned.

Step 2: Students identify Clemente's personal qualities.

Ask students, "Think about this evidence. What conclusions can you draw? What words can you use to describe the kind of person he was? What personal qualities did he have?" Guide students to use the evidence to draw conclusions and record those in the "Personal Qualities" column.

Step 3: Students determine importance based on the purpose for reading.

Ask students, "Let's take a step back and think: of all the interesting things we've learned, what will help us determine if Clemente is an everyday hero? Compare what you wrote in the 'Personal Qualities' column to the definition of an everyday hero and the Qualities of an Everyday Hero Chart. Do you see any similarities?" Guide students to circle qualities they think might make Clemente an everyday hero. Add to the Qualities of an Everyday Hero Chart.

STEP 9: CLOSE LESSON 2

Process: Close the lesson with a "looking forward" describing the next lesson.

Suggested Dialogue

LOOKING FORWARD

"In our next lesson, we'll learn about collage, play with collage materials, and then use art to show what you've learned about Clemente."

PERFORMING THE CLOSING RITUAL (OPTIONAL)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 2! YOU ARE NOW READY TO MOVE ONTO LESSON 3 OF UNIT 3.

Is this Lesson Public or Members only?:
Members Only