**Reading Lesson: The Grandfather**

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| **Focus Standard** | **Determine the theme or central idea of a text and how it is conveyed through particular details.** |
| **Teaching Point** | **Close readers can determine the theme of a story by analyzing how the author uses particular details to convey the theme.** |
| **Focus Question** | **What is the theme of The Grandfather? How does Gary Soto use symbolism to develop the theme?** |
| **Agenda** | * Framing - 5 minutes * Independent Work - 10 minutes * Comprehension Check - 5 minutes * Partner Work & Whole Class Discussion - 20 minutes * Revision of Independent Work - 5 minutes * Close - 5 minutes * Exit Ticket - 10 minutes |
| **Materials** | 1. Student Text 2. Teaching Point and Focus Question on the board 3. Student Notebooks & pencils 4. Computers (Focus Question should have already been sent to scholars /   posted on Google Classroom.   1. Exit Ticket |

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| **Opening/**  **Framing - 5 minutes** | **Say:** *We know that the theme of a story is the main idea that pervades the entire story and is developed across the entire text.*  **Leave the definition of Theme on the board - (definition sheet below)**  *Authors of fiction use various story elements to develop the theme in their story. We already know that the characters, the setting, the problem, and the solution and lesson are always very important in fiction. Another key element that is sometimes used in fiction is symbolism.*  **Define symbolism and leave the definition on the board - (definition sheet below).**  *Our Focus Question for today’s lesson is:* **What is the theme of The Grandfather and how does Gary Soto use symbolism to develop the theme?** |
| **Independent Work**   * + **10 minutes**   **Add notes on scholars’**  **independent work here:** | **Scholars will use the text to attempt to answer the FQ on their own. Have scholars answer this question on their computers.**  **Circulate and collect data on students who are:**   1. Struggling to write a thematic statement that is correct.   Scholars should be able to state that the theme of The Grandfather is:  Your family is your wealth, your legacy and investment live on in them, even after struggles and challenges.  **You do not need to help scholars edit this now. They will have a chance to build on their ideas with a partner later in the lesson. Just make a note of students who did not initially have access.**   1. Able to identify the theme but cannot identify how symbolism is used to convey the theme.   Symbolism - The avocado tree.  **You do not need to help scholars edit this now. They will have a chance to build on their ideas with a partner later in the lesson and revise their work by the end of the lesson. Just make a note of students who did not initially have access.** |
| **Comprehension Check**  **- 5 minutes**  **Do not go over time!**  **This is not** **the focus of the lesson.**  **If scholars** **are struggling,**  **make a note and check in**  **with them during your**  **next T&T.**  **Scholars who struggled**  **during Comprehension Check:** | **Check that your scholars understand these key details from the story before diving into the use of symbolism.**  **You can ask scholars to say what the key details/ events are from each paragraph.**  **Use a T&T or a cold call:**  **Key events:**   * The grandfather moves to San Fresno from Mexico to start a new life. * He starts working in a raisin factory as a packer, and later as a watchman. * He had a small garden with fruit trees in it; to him " A Tree was Money". * His favorite tree was the Avocado Tree, which came with him in a small jar as a small seed. * The tree offered him hope and promise of more money. * The grandfather’s family grew; so did the avocado tree. |
| **Partner Work &**  **Whole Class Discussion**   * + **20 minutes**     **Add notes on scholars’ discussion**  **here:**    **Add notes for scholars’**  **partner work here:** | **What is the theme of The Grandfather and how does Gary Soto use symbolism to develop the theme?**  **Use T&T to have scholars first look at the symbolism they have identified in the story. Listen in to the conversation to identify scholars who are naming the Avocado Tree as the symbol in the story AND recognizing how it is used throughout the story.**  **The avocado tree is used as a symbol in the story and this develops throughout the story:**   * The tree represents grandfather since it moves from one place to another, as he did, and grows with him.   Evidence: Paragraph 2. “His favorite tree was an avocado tree which had started in a jam jar as a seed...”   * It also symbolizes wealth/ money and the accumulation of this over time (finally bearing fruit).   Evidence: Paragraph 5. “A tree was money.”, paragraph 11. “...he had to haggle over the price of avocados, he loved that tree.”   * The tree is used to represent the family – the family changes and grows over time just as the tree does.   Evidence: Paragraph 3. “By the third year, the tree was as tall as I…”, paragraph 10.  “By then, the tree was tall enough for me to climb to look into the neighbor’s yard…” paragraph 11. “It grew as did his family…”   * The tree, by the end, represents grandfather. The trunk of the tree remains solid in the ground just as grandfather’s legacy/ memory remains with his family after he passes.   Evidence: Paragraph 11. From, “It grew as did his family…”  **Have scholars share out the above ideas and build on these ideas by calling on other scholars whose ideas connect. Make sure scholars are able to back up their ideas about the Avocado Tree with evidence from the text!**    **Say:**  *We know that the central idea of a story is the subject of the text, it is the recurring idea that pervades the entire story. We just looked at the key details and symbolism within the story. Discuss now with your friends, based on the close analysis of the details and the symbolism used in this story, what is the theme of this story?  In other words, what is the point? What is Gary Soto trying to say?*  **Have scholars work with partners to write a thematic statement. Scholars may not say the exact sentence you have but should get to the idea of family, challenges, and legacy.**  **The central idea of this story is:**  -          Your family is your wealth, your legacy and investment live on in them, even after struggles and challenges. |
| **Revision of independent**  **work on FQ - 5 minutes**  **As you give feedback to**  **Your** **scholars**  **(during revision and**  **later while grading) keep**  **your feedback focused on**  **their thesis,**  **assertions/ argument,**  **analysis, and connection**  **to the** **overall theme of the story.** | **Exemplary Answer:**  **Thesis with assertions:** The author uses the symbol of the avocado tree to represent the grandfather’s history, legacy, and his family: his struggles as he moved, his personal growth and the growth of his family, and the legacy he leaves behind.  **Analysis:** The grandfather worked hard and took care of his family. Each branch represents a family member. Each avocado that grew represented a new member to the family. ‘‘It grew, as did my family”. Families are like trees in many different ways. They all stick together and grow as a family. The storm may always try to knock the tree down but in the end, it will continue to stand. A branch may fall off but a new one will always grow back. The trunk of the tree, or the roots of a family, can never be moved. The grandfather planted this tree and he represents the strong trunk, a legacy that he left behind for his family. “The wind could move the branches, but the trunk, thicker than any waist, hugged the ground.” The avocado tree “offered hope and the promise of more years.”  This symbolism allows Gary Soto to develop the theme. Gary Soto is trying to say that life comes with its struggles and obstacles, but your sacrifices and hard work will be rewarded and benefit generations that come after you. **Symbolism connected to the thematic statement.**  **Best evidence scholars should use (they can include others):**  Second paragraph: “His favorite tree, the avocado, barely bore fruit.”  Last paragraph: “After twenty years, the tree began to bear… It grew, as did his family, and when he died, all his sons standing on each other’s shoulders could not reach the highest branches.” |
| **Close** | **Key takeaway your scholars must walk away with:**  **Have scholars say this themselves. You can add these bullet points on the board.**  **Ask:** *What is the key takeaway for today’s lesson/ what should close readers know after this lesson?*  A theme is developed by the key elements and details used in a story. Sometimes symbolism is used to convey the theme.  Symbols are used to convey a deeper meaning. They are usually words, actions, objects, etc. that are given added meaning in the text to convey meaning.  As readers, when we recognize symbolism in a story, we pay close attention to how the author uses this story element to convey the theme of the story. |
| **Exit Ticket** | **MC practice appended.** |

**Teaching Point:**

**Determine the theme or central idea of a text and how it is conveyed through particular details.**

**Focus Question:**

**What is the theme of The Grandfather? How does Gary Soto use symbolism to develop the theme?**

**Theme:**

**The main idea that pervades the entire story and is developed across the entire text.**

**Symbolism:**

**Attaching additional meaning to an action, object, or name. Symbolism takes something that is usually concrete and associates or affixes it to something else in order to give it a new and more significant meaning.**

Exit Ticket: **The Grandfather**

Scholar: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Directions:** Use your text to answer the following questions.

1. Part A: Which of the following is the best summary of the selection?

1. The author’s grandfather arrived in Fresno from Mexico. He worked at the Sun Maid Raisin plant. In his spare time, he tended his backyard garden.
2. The author jumped over a small avocado tree. The tree grew, and then the author could sit in its shade. Later the author tasted an avocado from the tree.
3. The author remembers his grandfather. He traces their relationship by recalling the growth of his grandfather’s avocado tree.
4. The author’s grandfather was careful about money. He grew much of his own food. To save money, he also traded fruit with friends and family.

Part B: Select the detail that best supports the answer to Part A.

1. “His money he kept hidden behind portraits of sons and daughters or taped behind the calendar of an Aztec warrior.”
2. “From the kitchen chair he brought out in the evening, Grandpa would scold, ‘Hijo, what’s the matta with you? You gonna break it.’”
3. “The chile plants, which also saved him from giving up his hot, sweaty quarters, were propped up with sticks to support an abundance of red fruit.”
4. “After work, Grandpa sat in the back yard, shirtless, tired of flagging trucks loaded with crates of raisins, and sipped glasses of ice water.”
5. “It grew, as did his family, and when he died, all his sons standing on each other’s shoulders, oldest to youngest, could not reach the highest branches.”

2. Part A: From what the author writes in paragraph 2, the reader can conclude that —

1. the author’s grandfather refused to vote for the mayor
2. the author’s grandfather missed his home in Mexico
3. California and Mexico are very much alike
4. the moon and stars aren’t visible over Fresno

Part B: Select two details that support the answer to Part A.

1. “…watching the water gurgle in the rose bushes that ran along the fence.”
2. “A lemon tree hovered over the clothesline. Two orange trees stood near the alley.”
3. “He said it was the wind’s fault...”
4. “You could see the moon at night…”
5. “…unlike the oily water sloshing against the San Francisco pier.”

3. Part A: Which definition of cast best fits the word ***casting*** as it is used in paragraph 4?

1. to give off, to project
2. to direct the eye
3. to deposit a ballot to vote
4. to assign a role to

Part B: Which detail best supports the answer to Part A?

1. “…the tree was as tall as I…”
2. “…shadow on the ground”
3. “I sat beneath…”
4. “…scratching words in the hard dirt…”

4. Part A: Select the sentence that conveys a theme of the selection.

1. It is often less expensive to grow your own food.
2. Children soon outgrow the love of playing outdoors.
3. A neat yard reveals something about a person’s character.
4. Sometimes a person must be patient in order to see results.

Part B: Which detail best supports the answer to Part A?

1. “Grandfather believed a well-rooted tree was the color of money.”
2. “But his favorite tree was the avocado because it offered hope and the promise of more years.”
3. “His yard was neat: five trees, seven rose bushes, whose fruit were the red and white flowers he floated in bowls…”
4. “By then, the tree was tall enough for me to climb to look into the neighbor’s yard.”

5. Choose one instance of imagery in the story and explain why Gary Soto included it.

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6. Describe the relationship between the narrator and Grandfather. How does it change over the course of the story?

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Exit Ticket: **The Grandfather** **TEACHER KEY**

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3. **The author remembers his grandfather. He traces their relationship by recalling the growth of his grandfather’s avocado tree.**
4. The author’s grandfather was careful about money. He grew much of his own food. To save money, he also traded fruit with friends and family.

Part B: Select the detail that best supports the answer to Part A.

1. “His money he kept hidden behind portraits of sons and daughters or taped behind the calendar of an Aztec warrior.”
2. “From the kitchen chair he brought out in the evening, Grandpa would scold, ‘Hijo, what’s the matta with you? You gonna break it.’”
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5. Choose two instances of imagery in the story, name the type of imagery used and explain why Gary Soto included it.

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**Personification:**

“tight-lipped pockets”

“Ate the smile of a watermelon”

“the trunk hugged the ground”

“garden hose gurgling in the rose garden”

**Metaphor:**

“A tree was money”

**Simile:**

“Shades dark as oil”

“Oranges large as softballs