

## Unit 2/Week 2

Title: La Bamba

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.6, L.5.4, L.5.5; RF.5.3, RF.5.4; W.5.2, W.5.4, SL.5.1, SL.5.6, L.5.1, L.5.2, L.5.4, L.5.5

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

##### Big Ideas and Key Understandings

Sometimes in life, things don't go as planned, but it's not the end of the world.

##### Synopsis

Manuel, a fifth grader, feels average and lacks confidence in himself. He has doubts about volunteering for the elementary school talent show, but he performs anyway, and things don't go as he plans. However, it actually works out better than his original plan.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

**Text Dependent Questions**

| <b>Text Dependent Questions</b>   | <b>Answers</b>   |
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| On page 164, the author describes why Manuel volunteered for the talent show. Why does Manuel think he volunteered?   | To impress the girls, he yearned for the limelight, he wanted applause, to impress his friends   |
| On page 164, the story states that he “yearns for the limelight.” What does it mean to be in the limelight?   | To call attention to yourself  |
| Manuel is described as average. Average means not great, not awful, just regular, like everyone else. What makes him think that he is average?  | Manuel looks like the other kids in the neighborhood; not very good looking like his friend Ernie- just average looking.   |
| Reread the section that begins with “And he wanted to impress the girls...” and stop at the end of the paragraph. What does Manuel mean when he says he should be “reasonable”? Why does he want to impress the second prettiest girl in class? | He feels like an average kid, so he doesn’t want to set his sights too high. Plus, since the prettiest girl is already taken by his best friend, he will settle for impressing the second prettiest. |
| On page 166, the author describes Manuel as he pantomimes the song. Why did he pantomime the song for Benny?  | No words came out, just a hiss that sounded like a snake, flailing his arms, opening his eyes wide. He wanted to practice his song and get Benny’s opinion.  |

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| What does the author say Benny suggests to Manuel to help him improve his performance?  | He suggested that he dance (like a rock star)   |
| On page 166, the rehearsal for the talent show is taking place. What happens to Manuel's record during the rehearsal?   | First, he can't practice because the record player is broken. While Benny is playing, he blows the horn so hard that it startles Manuel. Manuel drops his record on the floor and it rolls until it hits the wall. He is relieved that it isn't broken.   |
| Reread the last two paragraphs on page 166. What are Manuel's hopes for the talent show?  | He hoped that the entire school would be amazed, his mother and father proud, and brothers and sisters jealous.   |
| On page 168, the author wrote "But Manuel fell asleep confident that nothing would go wrong this time." Explain this sentence.  | Manuel is worried about his performance because he had an embarrassing experience in front of his classmates in first grade, <b>but</b> he is confident that things will go better this time. (Teacher may choose to teach the purpose of the word "but" as it is placed in this sentence; also call attention to the word <i>confident</i> and its meaning). |
| On page 170, Mr. Royal, the school's talent coordinator, says, "I'm sure that you'll be both pleased and amazed that our little school houses so much talent." What does this mean? | There are many talented kids at the school and the audience will enjoy the show.  |
| p.170-171 How is the start of the talent show going so far?   | People are entertained; funny tooth song; laughter and applause from the audience   |
| p. 171 What words in the story describe the emotions Manuel has experienced so far in the story? How is he feeling moments before he steps on stage?                                | He is amazed that he had volunteered, but yearned for the limelight; he was so pleased with himself, and fell asleep confident. Before going on stage he is shivering with fear.  |
| How did the author describe the audience's reaction and how it changes throughout Manuel's performance?   | In the beginning they were inattentive, most watched him like they would watch a monkey at the zoo. But, when he did a fancy dance step they applauded and screamed. When the record got stuck they began to laugh and stand up, and applauded wildly as he scooted off the stage.  |

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| <p>Go back and reread the flashlight incident on page 168 and compare it with the talent show incident on page 173. Compare and contrast those two situations.</p>  | <p>Neither incident went as expected. The audience snickered after the flashlight incident, and they laughed at the talent show. He felt worse after this incident. He was prepared for the flashlight demo, but wasn't so prepared for the talent show.</p> |
| <p>After the performance, why was Manuel confused? He said he was "beyond caring." What does that phrase mean?</p>  | <p>Manuel was embarrassed about what happened, but the audience thought he was funny and thought he made the needle stick on purpose. He suddenly didn't care about the embarrassment. He moved beyond, or had gone past that feeling.</p>                   |
| <p>Reread the incident at the talent show on pages 174 – 175. Did the record skip by accident or did Manuel make it skip on purpose? What did the audience think? What did Manuel let his father believe?</p> | <p>It skipped by accident, but the audience thought it was purposeful. He let his father believe he did it on purpose using a confusing scientific explanation of laser tracking with high optics and low functional decibels per channel.</p>               |
| <p>Reread the final paragraph of the story. What is the significance of ending the story with the word <i>probably</i>? What parts of the story support your thinking?</p>                                    | <p>The story leaves the reader hanging . Now Manuel has had two embarrassing situations, BUT he enjoyed the instant popularity after the talent show, and he's willing to risk embarrassment again. Maybe...</p>   |

Vocabulary

|  | KEY WORDS ESSENTIAL TO UNDERSTANDING  | WORDS WORTH KNOWING<br>General teaching suggestions are provided in the Introduction   |
|--|---|--|
| TEACHER PROVIDES DEFINITION<br>not enough contextual clues provided in the text      | Page 168 confident  |  |
| STUDENTS FIGURE OUT THE MEANING<br>sufficient context clues are provided in the text | Page 164 - yearned, limelight, average<br>Page 166 - amazed, "school houses so much talent", suggest, suggested, suggestion | Page 164 - second prettiest, impress, realized<br>Page 166 - pantomime, record player/record<br>Page 168 - discovered, dimmed<br>Page 170 - dashed<br>Page 171 - remained<br>Page 172 - announced, roared<br>Page 173 - ripped, snickered<br>Page 174 - recalled<br>Page 174, 175 - confused |

## Culminating Task

- Re-Read, Think, Discuss, Write

*Sometimes in life, things don't go as planned, but it's not the end of the world. Explain how several situations from the story demonstrate this idea.*

Answer: In first grade, Manuel had demonstrated how a flashlight worked by attaching a battery to a light bulb. He practiced so often and showed so many people that when it was time to get up in front of his class, it didn't work because the battery was dead and some of the kids laughed at him. Even though Manuel had an embarrassing experience in first grade, he doesn't let it stop him from taking a risk in a new situation (the talent show). When the record stuck, he continued to dance and lip sync, even though he was embarrassed. Once he realized people thought it was part of the act, he turned the situation in his favor and made up a story to look like it was planned. He may even perform again.