

Lesson Exemplar for English Language Learners/Multilingual Language Learners

Grade 9 Module 1, Unit 1, Lesson 1: St Lucy's Home for Girls Raised by Wolves

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Grade 9 Module 1, Unit 1, Lesson 1 St Lucy’s Home for Girls Raised by Wolves

<https://www.engageny.org/resource/grade-9-ela-module-1-unit-1-lesson-1>

Overview

The first lesson of Unit 1 introduces students to close reading and learning vocabulary from context. Students are introduced to the purposes of close reading and being learning to read closely as they examine an excerpt from Karen Russell’s short story, “St Lucy’s Home for Girls Raised by Wolves”. Because this is the first lesson of the curriculum students are introduced to Accountable Independent Reading and assigned the homework task of selecting a text. In lessons 2 and 3, students will experience the text in its entirety through a teacher read-aloud.

This is the first lesson in Unit 1. As noted in the introduction, AIR provides scaffolding differentiated for ELL/MLL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., [EN]). Where [ALL] is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as student become more proficient in English.

The following table displays the Public Consulting Group lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support ELLs/MLLs.

St Lucy’s Home for Girls Raised by Wolves

| Public Consulting Group Lesson Component | AIR Additional Supports | AIR New Activities |
|---|--|---|
| Introduction of Unit and Lesson Agenda | | |
| Students review the agenda and lesson standards | Prepare student friendly versions of the standards; briefly explain standards to students and give them opportunities to practice the standards with an easier text Define acculturation and culture shock. | |
| Introduction to Close Reading | | |
| Discussion about close reading | Help students understand what the title means by clarifying unfamiliar vocabulary through questions about particular words. | |
| Initial Read-Aloud | | |
| Students listen and read along as the first section of the text is read aloud; students share thoughts with a partner | Pre-assess comprehension; use guiding and supplementary questions and provide glossaries. | Enhance background knowledge and develop vocabulary |

| Public Consulting Group Lesson Component | AIR Additional Supports | AIR New Activities |
|---|--|--|
| Close Reading of the Text | | |
| Students reread the text, identify words they don't know and answer questions about the text. | Provide more direct instruction and provide a reading response chart. | Engage students in scaffolded close reading, annotating text for key ideas and details, and revisiting the text to meet other standards. |
| Quick Write | | |
| Students briefly write to a prompt. | Provide a graphic organizer and sentence frames for ELLs/MLLs at the entering, emerging, and transitioning levels of proficiency. Give ELLs/MLLs proficient in a language other than English an opportunity to elaborate ideas in their home language and then work with a partner to translate them into English. | Prepare to Write |
| Closing | | |
| Students review homework assignment. | Help ELLs/MLLs locate text at their independent reading level and encourage reading in home languages. | |

Text

St. Lucy's Home for Girls Raised by Wolves

by Karen Russell

Stage 1: the initial period is one in which everything is new, exciting, and interesting for your students. It is fun for your students to explore their new environment. From the Jesuit handbook on Lycanthropic culture shock.

At first, our back was all hair and snarl and floor-thumping joy. We forgot the barked cautions of our mothers and fathers, all the promises we'd made to be civilized and lady-like, couth and kempt. We tore through the austere rooms, overturning dresser drawers, pawing through the neat piles of the stage 3 girls' starched underwear, smashing light bulbs with our bare fists. Things felt less foreign in the dark. The dim bedroom was windowless and odorless. We remedied this by spraying exuberant yellow streams all over the bunks. We jumped from bunk to bunk spraying. We nosed each other midair, our bodies buckling in kinetic laughter. The nuns watched us from the corner of the bedroom, their tiny faces pinched with displeasure.

1. Introduction of Unit and Lesson Agenda

Public Consulting Group Teacher and Student Actions

Review the agenda for the lesson; explain to students that they will learn to read closely and use evidence from their reading for discussion and writing; pass out copies of the tool containing the standards; introduce the standards by reading them aloud while students listen; ask students to reread standards on their own and talk with a partner about the standards; and help students define words that might be challenging.

AIR Additional Supports

Prepare student objectives for the standards that are displayed next to the standards. Student-friendly language is modeled in the example following. The standards should be explained briefly to students, and students should have opportunities to practice the standards with an easier text.

Instructions for Students

In this lesson, you will learn about close reading and learning vocabulary from context. You also will have a chance to practice meeting these standards with an easier text.

RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Student Objective RL.9-10.1: I will answer questions about the text by using information that is stated in the text (explicit information) and by drawing inferences from the text (coming up with answers that are not stated in the text).

RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

Student Objective RL.9-10.4: I will figure out the meanings of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out.

2. Introduction to Close Reading

Public Consulting Group Teacher and Student Actions

Distribute copies of the text; ensure that students note the author, title, and type of text; lead a discussion about close reading.

AIR Additional Supports

Introduce the book, author, and genre and help students understand what the title means by clarifying unfamiliar vocabulary through questions about particular words.

Instructions for Teachers

The title of this piece is “Saint Lucy’s Home for Girls Raised by Wolves.”

The author is Karen Russell. This is a short story, and it is fiction. [Explain *fiction*, *short story*.]

What is a home for girls? [Use student responses to guide them to the right definition.]

Look at the title carefully. What does it tell us about the girls? [They were raised by wolves.]

What does the word *raised* mean?

Think about girls raised by wolves. How do you think they might behave or act? [Accept all reasonable responses.]

Today we will read the first page of this story to find out.

3. Initial Read-Aloud

Public Consulting Group Teacher and Student Actions

Students listen and read along as the first section of the text is read aloud; students share thoughts with a partner; and pairs report to the class what they have understood from the text.

AIR Additional Supports

Assess cold-read comprehension with small chunks of text. Prior to reading, a guiding question should be posed to the students. After the reading, have students answer several questions in writing about the text to assess comprehension. Important words in the questions are defined in context.

Air Instructions for Teachers

Give the students a small piece of text to read and ask them questions about it.

Air Instructions for Students

Answer the questions below.

Guiding Question

The initial, or first, stage of acculturation is new, exciting, and interesting. What details in the text illustrate, or show, this?

Word Bank

| | | | |
|-----------|-------|-----------------|-----------|
| joy | couth | dresser drawers | kempt |
| civilized | tore | pawed | lady-like |

Supplementary Questions (pre-reading assessment)

What word describes the pack's initial, or first, feeling? [ALL]

The pack felt full of _____. [EN, EM, TR]

How did the pack's parents tell them to behave? [ALL]

They were told to be _____ and _____, _____, and _____. [EN, EM]

They were told to be _____. [TR]

What two actions showed they were excited? [ALL]

They _____ through the rooms. They overturned _____. They _____ through neat piles of underwear. [EN, EM]

They _____. They also _____. [TR]

Guiding Question

The initial, or first, stage of acculturation is new, exciting, and interesting. What details in the text illustrate, or show, this? [ALL]

Enhancing Background Knowledge (AIR New Activity1 for Initial Read Aloud)**AIR Additional Supports**

This activity is additional for all ELLs/MLLs to provide them with the background knowledge they need to comprehend the text. It occurs prior to the close reading. It may be historical background knowledge presented through text or multimedia, graphics that help display context related to a reading (e.g., map of the home of Anne Frank; diagram of the Washington Mall), or concept words needed to make sense of the text. What follows is a model of a background lesson for culture shock. In this passage, a brief activity is provided to familiarize students with the phrase “culture shock” by using a brief text in English.

Other activities to enhance background knowledge might include providing a translation of the text in students’ home language for ELLs/MLLs (at the Entering and Emerging levels.) In doing this, teach the meaning of the word *stage* as it is used in this context. Students might also learn about wolves (they live as packs) and the actions they might engage in (e.g., snarl, bark, paw, spray, and nose). Finally, explain the meaning of epigraph and ask about it. In [literature](#), an epigraph is a phrase, [quotation](#), or [poem](#) that comes at the beginning of a document or part of a document. Some uses of epigraphs are as introductions or prefaces or as summaries. (In this passage, what text is the epigraph?)

AIR Instructions for Teachers

Ask students: What is the passage about? [Anticipated response: The passage is about a home for girls raised by wolves.]

Say to students: In the story, we will be reading about the different stages of culture shock.

Review student instructions.

Present background materials to students.

Have students work in pairs to answer the supplementary questions.

Review answers with students.

AIR Instructions for Students

Read the text.

The underlined words are defined for you.

Work with a partner to answer the supplementary questions.

We will discuss your responses as a class when you finish.

[If applicable: Use the word bank and sentence frames to complete the sentences after the text.]

Word Bank

confusion

immigrates

excitement

mastery

Guiding Question(s)

Note: Usually, guiding questions are important, but they are not necessary for this text.

Text**Glossary****Background Information Text**

stages—steps in a process

excitement—strong feelings

| | |
|--|--|
| <p>Culture shock is the disorientation or confusion a person may feel when experiencing an unfamiliar way of life. Culture shock can occur, or happen, when a person immigrates, or moves to a new country. Culture shock can consist of four distinct, or different, <u>stages</u>: <u>excitement</u>, <u>confusion</u>, <u>adjustment</u>, and mastery, or success at getting used to a new country.</p> | <p><i>confusion</i>—poor understanding <i>adjustment</i>—getting used to something</p> |
|--|--|

Supplementary Questions

What is culture shock? [ALL]

Culture shock is _____ when experiencing an unfamiliar way of life. [EN, EM]

Culture shock is _____. [TR]

When can culture shock occur? [ALL]

Culture shock can occur when a person _____ to a new country. [EN, EM]

Culture shock can occur when _____. [TR]

What is the first stage of culture shock? [ALL]

The first stage of culture shock is _____. [EN, EM, TR]

What is the last stage of culture shock? [ALL]

The last stage of culture shock is _____. [EN, EM, TR]

Partner Talk: If you have immigrated to the United States or have parents who immigrated to the United States, discuss what it was like to experience an unfamiliar way of life. Do you think the experiences might be classified as culture shock? If so, at what stages might you classify them? [ALL]

Building Vocabulary (AIR New Activity 2 for Initial Read Aloud)

AIR Additional Supports

Students are pre-taught words that are important for understanding the text, frequent across content areas, and abstract. The words that should be pre-taught in this lesson are based on text analysis using the academic word list analyzer: *period*, *environment*, and *culture*. Extended instructional techniques are used to teach these words. Other words are identified for instruction because they are frequent in the text and important for understanding the text but tend to be less abstract. A glossary for these words is provided to students. During a teacher read aloud of the text, target words can be defined using definitions from the glossary. As students encounter the words during close reading, they rewrite them in their journal. For homework, they are asked to find examples from the text, draw pictures or provide brief definitions, and indicate whether the words are cognates (for students whose home language shares cognates with English). It is helpful if students have versions of the text with glossed words underlined.

AIR Instructions for Teachers

Review student instructions.

Pre-teach vocabulary selected for extended instruction. This vocabulary will be important for understanding the text and abstract.

During an oral read-aloud define target words that are challenging.
Familiarize students with their glossary and tell them they will be using it during close reading.

AIR Instructions for Students

Your teacher will pre-teach several key words.

Your teacher will define other words as he or she reads the text aloud.

The glossary will help you during your close reading of the text. As you encounter a word in the text, rewrite it in the space provided.

If your home language shares cognates with English, note whether the word is a cognate.

| Word/Translation | Rewrite the Word | English Definition | Example From Text | Picture or Phrase | Cognate? |
|-------------------------|-------------------------|---------------------------|--------------------------|--------------------------|-----------------|
| | | | | | |

4. Close Reading of the Text

Public Consulting Group Teacher and Student Actions

Students are instructed to reread the text and epigraph and draw boxes around unfamiliar words; students are asked to find clues to the meanings of the words they have identified; students share words, and classmates provide definitions; students write words on sticky notes or their text; students are asked to define *lycanthropic culture shock* on the basis of the clues in the title and epigraph; students answer scaffolding questions to help them figure out its meaning and share their responses with the class; students are asked to define *initial*; students are asked to work in pairs to answer text-dependent questions; they report their answers; to summarize the close reading, students are asked to report on something that was unclear during the first read but is clearer now.

AIR Additional Supports

In working with ELLs/MLLs, more direct instruction and support is provided to enable students to make sense of the text. A reading response chart that lists questions and provides spaces for answers also is provided. During the first close read, students read for key ideas and details. During the second close read, students annotate for key ideas and details. During the third read, students read to meet other standards.

Engaging in Scaffolded Close Reading: (AIR New Activity 1 for Close Reading of Text)

AIR Additional Supports

Engage students in a scaffolded close reading.

Air Instructions for Teachers

First, pose a guiding question or questions about the text that aligns with reading standards 1–3. Have students work together to answer supplementary questions that will lead them to a fuller comprehension of the text and to the answer to the guiding question(s). Discuss student responses to the supplementary questions, and ask students correct their answers. Prior to answering the guiding question in writing, have the class discuss their answers as a group. After the discussion, have students enter their responses.

Air Instructions for Students

In this first close reading, you will be answering questions about the key ideas and details in the text. Your teacher will read the guiding question. Read the guiding question to yourself but don't try to answer it yet. Work with a partner to answer the supplementary questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question(s) with your teacher and the class. Finally, you will complete the response to the guiding question(s).

Guiding Question

Stage 1 is new, interesting, and exciting. What details in the text reveal, or show, this?

Word Bank

| | | | |
|-------------|-----------------|-------------|-------|
| new | lady-like | explore | nuns |
| environment | joy | kempt | no |
| displeasure | dresser drawers | interesting | couth |
| exciting | pawed | civilized | tore |
| jumped | interesting | | |

| Text | Glossary (Suggestions) |
|--|--|
| <p>“Stage 1: the initial period is one in which everything is new, exciting, and interesting for your students. It is fun for your students to explore their new environment.”—From the Jesuit handbook on lycanthropic culture shock. At first, our back was all hair and snarl and floor-thumping joy. We forgot the barked cautions of our mothers and fathers, all the promises we'd made to be civilized and lady-like, couth and kempt. We tore through the austere rooms, overturning dresser drawers, pawing through the neat piles of the stage 3 girls' starched underwear, smashing light bulbs with our bare fists. Things felt less foreign in the dark. The dim bedroom was windowless and odorless. We remedied this by spraying exuberant yellow streams all over the bunks. We jumped from bunk to bunk spraying. We nosed each other midair, our bodies buckling in kinetic laughter. The nuns watched us from the corner of the bedroom, their tiny faces pinched with displeasure.</p> | <p>epigraph, joy, cautions, couth, kempt, overturn, smash, foreign, remedy, bunks, displeasure</p> |

Supplementary Questions

What words describe the initial, or first, stage of culture shock? [ALL]

The words that describe the initial phase of culture shock are _____, _____, and _____

_____ . [EN, EM]

The words that describe the initial phase of culture shock are _____ .
[TR]

During the initial stage, what is fun for students? [ALL]

It is fun for them to _____ their new _____. [EN, EM]

It is fun for them to _____. [TR]

What word describes the pack's initial feeling? [ALL]

The pack felt full of _____. [EN, EM, TR]

How did the pack's parents tell them to behave? [ALL]

They were told to be _____ and _____, _____, and _____. [EN, EM]

They were told to _____. [TR]

Name five actions that showed that they behaved differently. [ALL]

They _____ through the rooms. They overturned _____. They _____ through neat piles of underwear. They _____ light bulbs. They _____ from bunk to bunk. [EN, EM]

The first action was _____. The second action was _____. The third action was _____. The fourth action was _____. The fifth action was _____. [TR]

Who was watching them? [ALL]

The _____ were watching them. [EN, EM]

_____ were watching them. [TR]

What word describes how the people watching them felt? [ALL]

The word is _____. [EN, EM, TR]

Guiding Question(s)

Stage 1 is new, exciting, and interesting. What details in the text illustrate, or show, this?

Annotating the Text for Key Ideas and Details (AIR New Activity 2 for Close Reading)

AIR Additional Supports

After the scaffolded close reading, students should be asked to read the portion of the text on their own, locate any other words they would like to understand, and create any additional questions they might have about the text. Debrief the class and have students help one another to define words and clarify passages. Support students as necessary.

Air Instructions for Teachers

Review student instructions for annotating text.

After students annotate, have students work together to define unknown words and answer questions.

Provide definitions for unknown words and answers to questions, as necessary.

Air Instructions for Students

Now reread the passage once more.

Star up to five words you still do not understand and write them in the spaces below.

Underline sections of the text that still confuse you and prepare questions about these sections.

After a few minutes, your classmates and teacher will help you define the words you do not know and answer the questions you have.

Write up to five words or phrases you still do not know.

Write questions for the sections of the text you still do not understand.

Revisiting the Text to Meet Other Standards (AIR New Activity 3 for Close Reading)

AIR Additional Supports

After students engaged in a scaffolded close reading to understand the main idea and details, the text is revisited to help build their knowledge and skills related to other reading standards as well as to listening, speaking, and language standards.

Revisiting the text to meet other standards can be accomplished in different ways. For example, explain and model a new skill, and have students then practice their new skill by answering questions related to the target text. ELLs/MLLs at the Entering, Emerging, and Transitioning levels of proficiency should use sentence frames and word banks to answer the supplementary questions. ELLs/MLLs at the Transitioning level should use sentence starters and word banks to answer the supplementary questions.

Instructions for Students

Sometimes you can use context to figure out word meanings. That means you can look at the words and phrases that come before or after the word you do not know to help you figure out the unknown word's meaning. Look at the sentence: Tom is exhausted every day after work. As soon as he comes home, he takes a nap. What words or phrases might help you understand what the word *exhausted* means? [Anticipated response: As soon as he comes home, he takes a nap.] What do you think it means?

Now you will practice using context to figure out words you might not know. Work with a partner to answer the questions. Your teacher will review the answers with the class.

Guiding Question

Use context to figure out what *lycanthropic* means.

Word Bank

The girls
think

Nose

wolves

paw

Supplementary Questions

Who in the text is experiencing culture shock? [ALL] [The girls]
_____ are _____ culture shock. [EN, EM]

The girls are _____. [TR]

Are the girls ordinary girls? [ALL] [No]

How do you know? [ALL] [They nose and paw, etc.]

I know because they _____ and _____. [EN, EM]

I know because _____. [TR]

What are they? [ALL] [girls who think they are wolves]

They are girls who _____ they are _____. [EN, EM]

They are _____. [TR]

So what do you think *lycanthropic* might mean? [ALL]

I think *lycanthropic* might mean _____. [EN, EM, TR]

5. Quick Write: Independent Writing

Public Consulting Group Teacher and Student Actions

The teacher introduces the quick write, shares the quick write question, and considers sharing a model response that indicates how to cite evidence from the text; students work together to complete the quick write.

AIR Additional Supports

Provide a graphic organizer and sentence frames for ELLs/MLLs at the Entering, Emerging, and Transitioning levels of proficiency. For ELLs/MLLs at the Expanding level, there may be sentence starters for each section (introduction, evidence, and conclusion). ELLs/MLLs proficient in a home language other than English and at the Entering and Emerging levels of proficiency might be given an opportunity to elaborate ideas in their home language and then work with a partner to translate them into English prior to writing.

AIR Instructions for Teachers

Review student instructions with the whole class.

AIR Instructions for Students

Work independently to write a response to the essay prompt in the space provided. Be sure to use evidence from the text to support your thoughts. Use your graphic organizer to help you fill in the spaces.

Writing Prompt

What specific phrases and words reveal the connection between the epigraph and first paragraph of the story? [ALL]

Introduction

There are specific words and phrases _____] [EX]

There are specific words and phrases in the _____ that connect it to the _____ . [EN, EM, TR]

Evidence

In the epigraph the author _____ . [EX]

In the epigraph, the author uses the following words to describe the first stage:
_____ . [EN, EM, TR]

Evidence

In the first paragraph _____ . [EX]

In the first paragraph, the author uses the following words and phrases to show excitement:
_____ . [EN, EM, TR]

Conclusion

There is a connection _____ . [EX]

There is a connection between these sets of words because both sets of words show _____ . [EN, EM, TR]

Preparing to Write (AIR new activity for Quick Write)

AIR Additional Supports

An opportunity for students to complete a graphic organizer with a partner should be included to help them write independently. To complete the graphic organizer, students will have to find evidence from the text. For students at the entering, emerging, and transitioning levels of proficiency, sentence frames such as those given here might be used. For students at the expanding level of language development, graphic organizers such as double webs or T-charts that target connections between the epigraph and the first paragraph might be used.

AIR Instructions for Teachers

Review student instructions with the whole class.

AIR Instructions for Students

Work with a partner to fill in the graphic organizer. It will help you prepare for the quick write. Refer to the text you have read to find the answers. Then, review your organizer with your teacher.

Writing Prompt

What specific phrases and words reveal the connection between the epigraph and first paragraph of the story?

Graphic Organizer

Reread the epigraph

1. What words does the author use in the epigraph to describe the initial period? The author uses the words _____, _____, and _____. [EN, EM, TR]

Reread the first paragraph

One phrase that describes the initial period is _____ . [EN, EM, TR]

The students do things that indicate excitement. Name some of them.

They _____ through the rooms. They _____ the dressers. They _____ from bunk to bunk. [EN, EM, TR]

6. Closing

Public Consulting Group Teacher and Student Actions

The teacher explains to students that homework is part of the daily routine and that students are expected to participate in accountable independent reading. Students are expected to read at their independent reading level and to read things that interest them. Ideas for holding students accountable include reading logs, reading journals, wiki postings, peer-teacher conferencing, and blogging.

AIR Additional Supports

Accountable independent reading is incredibly important for all students, including ELLs/MLLs. Guidance should be provided to students to help them locate text at their independent reading level. ELLs/MLLs at the Entering and Emerging levels who are literate in their home language might be encouraged to read a text in their home language, especially if the selections are themed to those of the mainstream English reading selections.