

# The Doll's House Days 1-2

## (Lessons 17-20)

# Standard:

**What must be taught in order for students to meet the expectations of the standard?**

- 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

# Bellwork

Up to 5 minutes

**Standard:** 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance

**Seventeen months after I moved off the reservation, and on the second plane flight of my life, I traveled to London to promote my first internationally published book. A native American in England! I imagined the last Indian in England was Maria Tall Chief, the Osage ballerina who was once married to Balanchine. An Indian married Balanchine (the father of American ballet).**

**Part A--According to the text, what conclusion can be drawn based upon the textual evidence.**

- A. Flying internationally is rare for all Native Americans.**
- B. The author is feeling isolated by his ethnicity in another country.**
- C. Many writers experience anxiety when they are far from their home country.**
- D. The origins of American ballet's influence upon the world is complex.**

**Part B-What piece of textual evidence supports your answer to Part A?**

- A. A Native American in England!**
- B. An Indian married Ballanchine.**
- C. ...and on the second plane flight of my life,...**
- D. ...I moved off the reservation, ...**

# Bellwork Breakdown

Up to 5 minutes

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**Part B-What piece of textual evidence supports your answer to Part A?**

- A. **A Native American in England!**
- B. An Indian married Balanchine.
- C. ...and on the second plane flight of my life,...
- D. ...I moved off the reservation, ...

Up to 4 minutes

# Connection/Hook

**Standard:**9-10.RI.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary  
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Classism video link:

Based off the video, what is Classism?

# I Do and CFU

Up to 10 minutes

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*Symbolism Think aloud*

**Look on page 202, paragraph 6. Notice the words used to describe the doll house. What does the doll house symbolize?**

The doll's house symbolizes..... **high social status.**

According to the text, the house had a **“red plushy carpet and real bed sheets”(202 )**

This toy has better furnishings than some people's homes and **shows that the doll house symbolizes high social status.**

# Check for Understanding

Up to 4 minutes

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Aggressive monitoring:

# We Do

Up to 9 minutes

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As a class, we will read paragraphs 1-16 together. After we read, you will complete the following:

Fill in the Symbolism portion of your chart with these symbols:

**The lamp(paragraph 6)**



<div> <div>You Do In Pairs</div> <div> <div>Standard:</div> <div>Write standard here. 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. ESL Scaffolds: Sentence Stems, Word Bank, Highlight vocab/unfamiliar terms, Class Buddy, Provide Bilingual Google Translate assistance, Shortened questions, Graphic Organizers, IXL, Quill, and ESL Teacher Assistance</div> </div> </div> <div>Up to 18 minutes</div>					
Tier	Time Allotted	Blended Learning	Which students will complete each tier? What skill did they demonstrate they needed to practice?	Task Explanation  The task MUST cause students to interact with the others in the group. What student outputs do you expect to see during this phase of the lesson?	What should students do once they have completed the task?
3	6 minutes	Teacher Facilitated	Based on data, students who begin working in this tier need to practice pre-requisite skill before working on today’s learning target	Read paragraphs 1-16  Make annotations and use your context clues to receive a better understanding of the text.	Tier 2
2	6 minutes	Off-line	Based on data, students who begin working in this tier need to practice the SKILL from today’s learning target	After reading paragraphs complete the RP Analyze Craft and Structure Worksheet	Tier 1
1	6 minutes	Off-line	Based on data, students who begin working in this tier need to practice the SKILL and CONCEPT from today’s learning target	Analyze the symbol of the Kelvey’s clothing (paragraph 16)	How do these symbols help you infer the possible themes of the text? (Fill in the <b>Theme</b> portion of your organizer)

# You Do Alone... (task of the day)

Up to 8 minutes

**Standard:** 9-10.RI.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary  
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Complete the **Theme** portion of your graphic organizer.

Analyze how the symbols help you infer the author's message about classism?

# The Doll's House

## Days 3-4

# Bellwork

Up to 5 minutes

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RL.KID.2 TN Ready style  
question or CFA 1 most  
missed question

# I Do and CFU

Up to 10 minutes

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I DO: Look at **paragraph 16 on pg. 203**, analyze the narrator's **tone** towards the Kelvey's working class position. How does the narrator feel about the Kelvey parents?

CFU: In **paragraph 16 on page, 204**, read the description of the Kelvey sisters, Else and Lil, then fill in the **INFER** portion of your graphic organizer using textual evidence. (Identify key words that help you infer the narrator's tone towards the sisters.)

# We Do

Up to 9 minutes

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As a class, we will read **paragraphs 17-42** together. After we read, you will complete the following:

**Infer In paragraphs 25-28**, what does Kezia ask her mother that shows Kezia does not view the Kelvey girls in the same way that Isabel and others view them? What does this interaction show about Kezia's character?

# You Do In Pairs

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**Up to 18 minutes**

Tier	Time Allotted	Which students will complete each tier? What skill did they demonstrate they needed to practice?	Task Explanation  The task <b>MUST</b> cause students to interact with the others in the group. What student outputs do you expect to see during this phase of the lesson?	What should students do once they have completed the task?
3	6 minutes	Based on data, students who begin working in this tier need to practice pre-requisite skill before working on today’s learning target	Re-read paragraphs 17-42.  Make annotations and use your context clues to receive a better understanding of the text.	Tier 2
2	6 minutes	Based on data, students who begin working in this tier need to practice the SKILL from today’s learning target	. Re-read paragraph 16, use the inference graphic organizer and infer what Kevia’s question says about her character and how she views the Kelveys.	Tier 1
1	6 minutes	Based on data, students who begin working in this tier need to practice the SKILL and CONCEPT from today’s learning target	<b>Infer</b> In paragraph 42, what does the author mean when she describes Kezia slipping off the gate as if “she was going to run away”?  <b>Analyze</b> At the end of paragraph 42, what has Kezia decided to do?	Read paragraphs 43-68

# You Do Alone... (task of the day)

Up to 8 minutes

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1. Read **paragraphs 43-68** and complete the following:
2. Complete the Plot portion of your graphic organizer.
3. Complete the EXPLAIN written response. Use the A.C.E model.



# The Doll's House

## Day 5 CFA 2

# You Do Alone... (task of the day)

Up to 20 minutes

**Standard:** 9-10.RI.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary  
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Complete CFA 2

Use your textbook. You have 20 minutes.