

# Lesson 1

## PARTNER DISCUSSIONS USING THE POEM FOR TWO VOICES, “WHAT WAS SHE THINKING?”

**Purpose:** To have students use their recall of details to reflect on what causes people to make decisions that affect the path of their lives. Students read this poem for two voices with their partner—each reading one of the voices.

### Day 1: About 20 minutes

#### Part 1. Teacher Prepares Students to Read

- Organize students in partners.
- With students, watch the short video, “First Look at Jane/National Geographic” (2:51).
- Have students turn-and-talk and discuss what they learned about Jane and chimpanzees from the video, asking, *Why do you think a photographer was sent to photograph what Jane had seen?* Invite volunteers to share what they learned.
- Ask students to jot what they recall in their notebooks.
- Circulate to observe, listen, support, and take notes.



#### Reading the Poem

- Give students a copy of the poem and their file folders for storing the poem.
- Read the poem out loud as students follow silently.
- Ask partners to choose which voice they’ll read. Have students read their voice with their partner.

### Day 2: About 15–20 minutes

#### Focus on Word Building

- Reread both voices and stop after “searching to catch a glimpse.” Think aloud and explain that Jane’s situation—watching chimps in the jungle—helped you understand that “catching a glimpse” means a quick look. Invite students to ask questions.
- Ask students to choral read with you beginning with the words “decades passed” and ending with “Back to the world.” Ask, *What do you think is passing and what clues helped you figure that out?* Next, ask if anyone knows what a decade is? If not, introduce the Latin root *deca*, meaning 10, and see if they can figure out the meaning of *decade* and *decades*.

#### Model Cold Writing in Your Teacher’s Notebook

- Use this prompt to jot notes and cold write in front of students: *Connect the video you watched to Jane’s decision to stay at Gombe.* (Notes: chimps made and used tools to eat termites; wants to learn what else chimps can do)
- Cold write in front of students turning notes into sentences.

### Day 3: 20–30 minutes

#### Part 2. Partner Work: Recall and Evaluate Decisions

Pairs discuss recall questions. Then choose two open-ended questions to discuss. Ask students to offer details in the poem they used to answer questions.

### Prompts for Paired Discussions

- What did Jane do in the jungle? (recall)
- How did Jane teach the world what she learned? (recall)
- What does Jane’s decision to stay in the jungle show about her personality?
- Why does the poet close the poem with “and it all began with a glimpse?”
- Why do you think Jane studied chimps for decades?

### Notebook Writing

*Take a few minutes to review the cold writing you modeled for students. Remind them to head a page in their notebook with name, date, and the title of the poem.*

- Draw an illustration for this poem and write a caption.
- Ask students to select two prompts they discussed. For each one, have them jot a few notes and use the notes to write complete sentences.

- Watch another video about Jane Goodall on YouTube. Then, write a list of all you recalled and learned. Jot notes and turn these into sentences.
- Circulate among students to support, observe, and jot notes.

### Day 4: 15–20 minutes

#### Part 3. Teacher Assesses

- Use your observations and notes along with students’ notebook writing.
- Talk to students when you need to clarify your thoughts.

#### Reflect and Intervene

- On sticky notes, jot what students did well and areas they need support, and then store these in your loose-leaf notebook.
- Scaffold notebook writing using this poem by supporting students as they turn notes into sentences.
- Help students set a goal for the next guided practice and jot it in their notebook.



## **Jorge Muñoz: An American Hero**

<sup>1</sup>Jorge Muñoz was born in 1964 in Colombia, South America. When he was nine, his father was killed by a flying rock from a passing truck. His mother, Doris, did her best to care for her son and daughter but times were hard. After ten years, she finally made her way into the country without acceptable documentation. Without the legal papers, she had to be very careful in order to remain in the United States and go to New York to find better work. There she became a live-in nanny. When she had saved enough money, she sent for Jorge and his sister Luz, who also came as illegal immigrants.

<sup>2</sup>Doris and her children made new lives in New York. By the time Jorge was 23, he, his mother, and his sister had all become American citizens. Luz went to work for the Social Security Administration. Jorge found work as a school bus driver. Their incomes helped when Doris developed painful arthritis and had to retire.

<sup>3</sup>Then something happened the year Jorge was 40 that would change his life and the lives of others. He saw hunger in the eyes and faces of a group of men gathered near the corner of Roosevelt Avenue and 73rd Street in Jackson Heights, Queens. When he stopped to talk, he learned they were looking for work, any kind of work. Some were homeless and slept nights under a nearby bridge. Jorge figured that many of these men were undocumented immigrants as he had once been. When he learned that some restaurants threw away leftover food, he formed a plan.

<sup>4</sup>One evening after work, Jorge put food into paper sacks and took them to the hungry men. They were amazed. Jorge began taking them something to eat three nights a week. As the line of grateful men grew, cold snacks became hot meals. As more and more men counted on Jorge for one good meal each night, he was soon providing food seven nights a week. His mother began helping him cook in their tiny kitchen. His sister helped. Friends pitched in. Jorge climbed out of bed early to plan his day before he went to work so he would be ready to deliver meals each night at 9:30. By 2010, Jorge guessed he had served 70,000 meals. To serve even more hungry people, Jorge Muñoz created a foundation to raise money for more food.

<sup>5</sup>As word spread about the quiet hero in Queens, New York, his story attracted so much attention that he was presented with the Presidential Citizen's Medal, the second-highest civilian honor in the land. President Obama said, "These honorees' lives stand as shining examples of what it means to be an American." Jorge's mother tells of a day when he was seven and a hungry man came by their house. They had no food to spare so Jorge gave the man his plate and ate bread for his own meal.

The poet William Wordsworth wrote, "The child is father of the man." In Jorge's case, both the child and the man are heroes.