



Teaching with *Cesar Chavez: Friend to Farm Workers*

CONNECTION TO STANDARDS

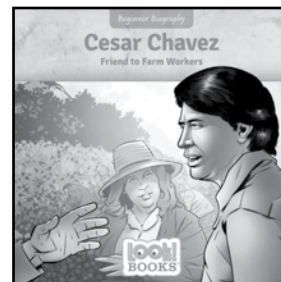
Students will identify and understand the events in a text.
(CCSS.ELA-LITERACY.RI.1.3; 2.3; 3.3)

BEFORE READING

- Allow students to scan through the book without reading any of the information.
- Discuss the various text features that the students see (e.g., table of contents, pictures, timeline, glossary). Discuss these features as needed. (Example: Ask students why they think the author added “Good to Know” features.)
- Look at the vocabulary words on page 23. Discuss these words, giving special attention to any words that students are struggling to understand.

Differentiation: For ESL students, preview the main ideas of the text and the vocabulary in a small group before discussing as a class.

- Discuss with the class that people have not always been treated equally because of their race.
- Ask the class how they would feel if they were not treated equally and what things they could do to change it.



Lexile: 550 GRL: O
Words: 553

DURING READING

- Read aloud *Cesar Chavez: Friend to Farm Workers* to the class.

Differentiation: Break the book into smaller chunks for younger/struggling students. Read the book over a period of days rather than in one session.

- Pause when you reach the vocabulary words in order to ensure students understand them.
- Pause as needed to clarify ideas and meaning.
- Ask text-dependent questions as you read to check for understanding.

Text-Dependent Questions:

- p. 4, *What were some of Cesar's favorite things to do as a child?* (ride horses, play in the lake, help in the garden)

- p. 6, *Were Cesar and his family treated equally in their new home?* (no, people were unkind)
- p. 8, *Why couldn't the Chavez family keep their farm?* (the land got too dry and crops died)
- p. 10, *What type of work did Cesar's family get in California?* (they picked crops from farm to farm)
- p. 12, *What were some of the problems with the place the Chavez family lived?* (dirt floors, no water to drink, shared a toilet with others)
- p. 17, *How did Cesar Chavez show people that he did not like fighting?* (he stopped eating)
- p. 18, *Where did the grape pickers march to during their strike?* (the California state capitol)
- p. 20, *Did the grape pickers strike work? Explain.* (yes, they got a contract for more money and better work conditions)
- p. 21, *Name one way that Cesar Chavez has been honored.* (given the Medal of Freedom by the president after he died; a stamp was made to honor him)

AFTER READING

- Write the word *Events* on chart paper and have a class discussion on the definition.
Events= things that happen in a story
- Give examples from your students' school day of events that take place (e.g., lunch, recess, computer time).
- Explain to the class that all stories, like *Cesar Chavez: Friend to Farm Workers*, have *events* that help us understand the story.

I Do

- Read the first page of the story again.
- Stop and model for the class how to find the first event in the text.
- Write this event on the chart paper.

We Do

- Read page 6 to the class.
- Ask students to help you find another event from the text on this page.
- Have students turn and talk with a partner about any events they see.
- After discussing, add this event to your list.

Differentiation: If students are struggling to find events from the text, go sentence by sentence through page 6. Stop after every sentence to determine if it fits the definition of an event.



You Do

- Read page 8 to the class.
- Pass out a sticky note to all students. Have each student write out one event on their sticky note, that they see on page 8. It might be helpful to have the book projected for all students to see.
- Have students bring their written events and post them on the chart paper.
- When all students have finished, discuss the events they selected.

Differentiation: For students with limited writing skills, have them draw a picture on the sticky note. For struggling students, ask them to use events only in the first paragraph of page 8.

Independent/Extension Activities:

- For older or more advanced students, continue adding events to the list.
- Type and print out all events from the text. Cut them out and have pairs of students sort them in chronological order.
- Write cause and effect sentences with the events the students produced.

Event B happened because of Event A.

Event D caused Event E.

