
✓ Lesson Objectives

Core Content Objectives

Students will:

- ✓ Identify Sonia Sotomayor as a Supreme Court justice called Justice Sotomayor
- ✓ State that Sonia Sotomayor speaks both Spanish and English
- ✓ State that Sonia Sotomayor had to work hard to become a justice/judge

Language Arts Objectives

Students will:

- ✓ With prompting and support, actively engage in group reading activities with purpose and understanding. (RI.P.10)
- ✓ With prompting and support, identify a previously read book by the title and cover (RI.P.10)
- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
- ✓ Describe an illustration and how it relates to the text (RI.P.7)
- ✓ With prompting and support, ask and answer *who*, *what*, *where*, *when*, and *why* questions about “Sonia Sotomayor” (RI.P.1, SL.P.2, SL.P.3)
- ✓ Describe an illustration or text “Sonia Sotomayor” and make connections to self and the world around them (RL.P. 11)
- ✓ With prompting and support, retell important facts and information from “Sonia Sotomayor” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about unknown words in “Sonia Sotomayor” (RI.P.4)
- ✓ With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to “Sonia Sotomayor” (L.P.6)

- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)
- ✓ Assume a different role or perspective and express different possibilities, imaginary or realistic (SL.P.6)
- ✓ Express a personal opinion (SL.P.6)

Core Vocabulary

bilingual, *adj.* Able to speak two languages

Example: Sonia is bilingual; she speaks both English and Spanish.

Variation(s): none

ceremony, *n.* A special event where something important happens

Example: At the end of Preschool, we will have a special ceremony before you get ready to go to Kindergarten.

Variation(s): ceremonies

hard, *adv.* With a lot of effort

Example: It is important to work hard in school so that you can learn many things.

Variation(s): harder, hardest

helpful, *adj.* Giving help to people

Example: My friend was being helpful when he carried my heavy backpack for me.

Variation(s): none

judge, *n.* A person who works in a court room and decides what the laws mean in order to help people follow them

Example: The judge wore a long dark robe and banged her gavel when she made a decision.

Variation(s): none

obey, *v.* To follow the rules

Example: When you are in school, you must obey the rules so that you remain safe.


Variation(s): obeys, obeyed, obeying

robe, *n.* Long black coat that judges wear

Example: When you are a judge, you wear a long black robe to work every day.

Variation(s): robes

At a Glance

	Exercise	Materials	Minutes
Introducing the Read-Aloud	W What Do We Already Know?	<i>Career Day</i> by Anne Rockwell	5
	W Purpose for Listening		
Presenting the Read-Aloud	W Sonia Sotomayor		10
Discussing the Read-Aloud	W What's the Big Idea?	Video player with internet access	10
 Complete remainder of lesson later in the day			
Extension Activity	S Count to Ten in Spanish		20

Take-Home Material

Important People in American History: Sonia Sotomayor

Give students the following material to take home to their family:

- **Activity Page 7A-1: Important People in American History: Sonia Sotomayor**

Advance Preparation

Listening & Learning

Practice delivering the read-aloud text while looking at the Flip Book, making notes as to how you plan to make the read-aloud interactive for students. Write your notes in the boxes provided.

Extension Activity

Read the Extension Activity and practice counting to ten in Spanish with correct pronunciation. Consider inviting a Spanish speaker to read a Spanish language book or teach students to say a simple phrase in Spanish such as “Hello, my name is _____. (Hola, me llamo _____.)”

Whole Group

What Do We Already Know?

- Show students the cover of the book *Career Day* by Anne Rockwell. Remind students that you read it and talked about different jobs people could have.

“Earlier this year we read this book called Career Day. It told us all about different jobs people can have.”

- Show students Page 9 in the book *Career Day* by Anne Rockwell. Tell students one of the jobs you learned about was being a judge.

“One of the jobs we learned about was being a judge.”

- Remind students that this is a judge. Reread the text on page 8 to remind students what a judge does.
- Compare the role of a teacher helping students follow rules to the role of a judge helping people follow laws.

“We have a rule in our class that everyone plays nicely, but sometimes not everyone knows that this means sharing your toys. Sometimes, I act like a judge and help everyone understand what playing nicely means.”

Purpose for Listening

- Tell students they are going to learn about a very special judge named Sonia Sotomayor. She is one of the most important judges in our country. Tell students to listen to find out more about this important woman, Sonia Sotomayor.

“Today we are going to read about a very important judge named Sonia Sotomayor. Sonia Sotomayor is one of the most important judges in our country. Listen to find out more about how Sonia Sotomayor became an important judge.”

- Give a brief definition of *judge*.

“A judge’s job is to listen to different people and help make decisions about rules and laws.”

Sonia Sotomayor



◀ SHOW FLIP BOOK PAGE 7A-1: Sonia Sotomayor portrait

Sonia Sotomayor is an important woman in the United States. She knows all about the **laws**, or rules, that people in the United States have to follow. Her job is to think about what the laws mean and the best way to help people **obey** those laws. Sonia Sotomayor works as a **judge** in a special court called the Supreme Court of the United States. A judge in the Supreme Court is called a justice, so she is called Justice Sotomayor. When she is working, Justice Sotomayor wears a long black **robe** and a white collar.

- Explain what OBEY LAWS means.

Justice Sotomayor helps people obey laws. Laws are special rules that our whole country follows. Justice Sotomayor helps people follow the rules of our country, the United States of America."

- Describe how Justice Sotomayor uses the books shown in the image.

"Look at all of the books behind Justice Sotomayor. These books have all of the laws or rules for the United States written in them. If Justice Sotomayor needs to remember the laws or rules, she can read these books."



← **SHOW FLIP BOOK PAGE 7A-2: Supreme Court justices**

Nine justices work together on the Supreme Court. They all wear long black robes. When they are at work, the nine Supreme Court justices listen to what different people have to say. Each person has a different opinion and the justices have to decide who is right according to the laws of the United States.

- *Explain that Supreme Court justices are the most important judges, point out Sonia Sotomayor, and count how many there are.*

"Supreme Court justices are the most important judges in our country. There are only nine justices in the Supreme Court and they all wear black robes. Here is Sonia Sotomayor. Let's count the Supreme Court justices together."

- *Ask students to find Sonia Sotomayor.*

"Can you find Justice Sonia Sotomayor in this picture?"

- *Call on a few students to come forward and point to Justice Sotomayor.*

Note: Back row of **Flip Book Page 7A-2:** (left to right): Sonia Sotomayor, Stephen G. Breyer, Samuel A. Alito, and Elena Kagan. Front row (left to right): Clarence Thomas, Antonin Scalia, Chief Justice John G. Roberts, Anthony Kennedy, and Ruth Bader Ginsburg.



◀ **SHOW FLIP BOOK PAGE 7A-3: Sonia as a student working hard**

When Sonia Sotomayor was a little girl, she lived in the Bronx in New York. Everyone in her family spoke Spanish, but everyone in her school spoke English! She had to learn quickly to speak English, even though she still spoke Spanish at home every day. Sonia Sotomayor was proud to be a **bilingual** student.

- Discuss being bilingual.

"**BILINGUAL** means you can speak two different languages. Sonia Sotomayor is bilingual because she speaks both English, the language we speak in our class, and Spanish. Do you know anyone who speaks a different language at home?"

- If relevant to your class, invite a Spanish-speaking student to say a few things in Spanish so students can experience the sound of another language.

"_____ speaks Spanish just like Justice Sotomayor. In our class we speak English but _____ sometimes speaks Spanish with his/her family at home. It sounds different from English. _____, will you tell the class 'hello' in Spanish?"



◀ **SHOW FLIP BOOK PAGE 7A-4: Sonia as a child and her mom**

As a child, Sonia's mother told her that if she worked **hard** in school, she could be anything she wanted to be.

"I don't care what work you do when you grow up," her mother said.

"Just do it well."

- *Explain what Sonia Sotomayor's mother told her.*

"Sonia's mother told her that it is very important to work hard in school. She also told Sonia she could be whatever she wanted to be when she grows up."

- *Ask students about their own experiences talking about the future with family members.*

"Just like Sonia, you can be whatever you want to be when you grow up! What do you want to be when you grow up? Why?"

- *Call on a few students to respond.*



◀ **SHOW FLIP BOOK PAGE 7A-5: Sonia Sotomayor as a judge in a courtroom**

Sonia Sotomayor went to school for many years so she could become a judge. She studied English, she read many books, and she learned the laws of the United States. After many years of studying and working hard, Sonia Sotomayor finally became a judge. When Judge Sotomayor would come into the courtroom, someone would call out, “Order in the court! All rise! Judge Sotomayor is here.” Everyone would stand up and listen to what Judge Sotomayor had to say.

- *Explain why everyone gets quiet and stands up when a judge enters a courtroom.*

“Whenever a judge comes into a courtroom, everyone gets quiet and stands up. That is because the judge is a very important person and everyone wants to show the judge that they are going to listen to what she has to say.”

- *Help students act out the entry of Judge Sotomayor.*

“Let’s pretend we are in a courtroom and Judge Sotomayor is about to come in. I am going to say, ‘Order in the court! All rise!’ When I say ‘order in the court,’ everyone has to be very quiet. When I say ‘all rise,’ everyone stands up. Ready? ‘Order in the court! All rise! Judge Sotomayor is here.’”



◀ **SHOW FLIP BOOK PAGE 7A-6: Sonia Sotomayor shakes president's hand**

Sonia Sotomayor was a smart and **helpful** judge. She was so good at her job as a judge that President Obama asked her to become a justice on the Supreme Court of the United States of America.

- *Remind students that Supreme Court justices are the most important judges.*

"Supreme Court justices are the most important judges in our country. The president of the United States chooses who gets to be a Supreme Court justice. President Obama thought Sonia Sotomayor was a good and smart judge, so he chose her to be a justice on the Supreme Court."



◀ **SHOW FLIP BOOK PAGE 7A-7: Sonia Sotomayor sworn into office by Chief Justice Roberts with Mrs. Sotomayor attending**

When Sonia Sotomayor found out she was going to become a judge on the Supreme Court, her mother, Mrs. Sotomayor, was very proud. There was a special **ceremony** held where Sonia became one of the most important judges in the whole country! Sonia Sotomayor asked her mother to watch her become a Supreme Court Justice at that ceremony. With her mother watching, Sonia Sotomayor put her left hand on the Bible and held her right hand in the air and swore to be the best judge she could be.

- Define the word *swore*.

"SWORE means she promised."

- Describe the swearing-in ceremony of a judge.

"Whenever anyone becomes a judge, that person has to put one hand on a book called a Bible and put the other hand in the air and promise to be the best judge she can be. In this picture, Sonia Sotomayor is swearing that she will be the best justice she can be."

- Have students pretend to be sworn in.

"Let's pretend we are being sworn in as justices on the Supreme Court. Put one hand out like this and put your right hand up like this. Now repeat after me. I promise. To be. The best justice. I can be. And to help everyone. Follow the laws. Of the United States. Of America."



◀ **SHOW FLIP BOOK PAGE 7A-8: Sonia Sotomayor in robe**

Now Sonia Sotomayor goes to work every day at the Supreme Court. She puts on her black robe, and everyone calls her Justice Sotomayor.



◀ **SHOW FLIP BOOK PAGE 7A-9: Sonia Sotomayor with her mother**

When she goes home to the Bronx for a visit, she takes off her black robe and everyone calls her Sonia, she enjoys being with her family, and she enjoys speaking Spanish with them again. Her mother remembers how hard little Sonia worked to learn English, to do well in school, and to become a judge. She is proud of her daughter, Supreme Court Justice Sonia Sotomayor.

- *Remind students that even people with special jobs and special uniforms still like to spend time with family.*

"Even Supreme Court justices who wear black robes at work have families that they love and care about. When they are not working, they wear regular clothes just like us. They go home and spend time with their families. Does anyone have a family member who has to wear a special outfit when they go to work?"



Teaching Tip

If you do not have a screen on which to project the video large enough that all students can see, conduct this activity in a small group and call a few students over at a time to view and discuss the video. Make sure that all students can see the screen.

Teaching Tip

Prior to watching the video, reread "Goldilocks and the Three Bears" from the Big Book in the *Classic Tales* domain.

What's the Big Idea?

Watch Sesame Street: "The Justice Hears a Case"

- Load the Sesame Street video "The Justice Hears a Case": <http://www.youtube.com/watch?v=FizspmlJbAw&list=SP2B2086066FDE393B>
- Tell students they are going to watch Justice Sotomayor help Goldilocks and Baby Bear by being a judge for them.

"We are going to watch a video of Justice Sotomayor. In the video, she helps Goldilocks and Baby Bear. Remember, Goldilocks went into the three bears' house and ate some of their food, sat in their chairs, and slept in their beds while they were gone. The Bears were really surprised to find Goldilocks in their house when they got home. Watch to find out what happens when Justice Sotomayor talks to Baby Bear and Goldilocks."

- Tell students that this video is kind of silly. Justice Sotomayor doesn't really talk to Goldilocks and Baby Bear when she is doing her job.
- Show students the video "The Justice Hears a Case" from Sesame Street.

Discuss: "The Justice Hears a Case"

- Ask students what Justice Sotomayor was wearing in the video.

"In the video, Justice Sotomayor puts on special clothes before she hears Goldilocks and Baby Bear's case. What does she put on?" (a robe)

- Show students **Flip Book Page 7A-8: Sonia Sotomayor in robe** and tell them she is wearing her robe in this picture too.
- Ask students if they heard anyone speaking Spanish in the video. Replay the beginning of the video so students can hear some Spanish.
- Remind students what Justice Sotomayor told Goldilocks to do. Ask them if they think it is fair by having students raise their hands in agreement.

“Baby Bear was upset because Goldilocks broke his chair. Justice Sotomayor helped Baby Bear and Goldilocks get along again by asking Goldilocks to help Baby Bear fix his chair with glue. Do you think this was a fair thing to do? Raise your hand if you think that it is fair that Goldilocks helps Baby Bear fix his chair.”

- Have a discussion about why this is fair. Remind students that a judge helps decide what’s fair and helps people get along and follow the rules.
- Remind students that Sonia Sotomayor is a judge in real life and in this video.

“Remember, we have been learning all about what it means to be a judge. Sonia Sotomayor is a judge in real life and she was a judge in our video, too!”



Teaching Tip

If there is a Spanish speaker in your class or school, invite that person to help lead the Extension Activity and model correct pronunciation. You might also have a Spanish speaker read a Spanish-language book or teach students to say a simple phrase in Spanish such as, "Hello, my name is _____."

Count to Ten in Spanish

Students will learn to count to ten in Spanish to reinforce their understanding that some people speak two languages.

- Show students **Flip Book Page 7A-3: Sonia as a student working hard** and reread the text.

When Sonia Sotomayor was a little girl, she lived in the Bronx in New York. Everyone in her family spoke Spanish, but everyone in her school spoke English! She had to learn quickly to speak English, even though she still spoke Spanish at home every day. Sonia Sotomayor was proud to be a bilingual student.

- Remind students what the word *bilingual* means and ask students to count to ten while holding up their fingers.

"Sonia Sotomayor is bilingual. That means that she speaks two languages. She speaks both English and Spanish. Today, we are going to learn some words in Spanish. You already know these words in English but you are going to learn them in a different language. When we count to ten in our class in English we say: one, two, three, etc. Count to ten in English with me and hold up your fingers as you count."

- Tell students that now they are going to learn to count to ten in Spanish, the language Sonia Sotomayor speaks at home with her mother.
- Introduce the Spanish number words one through ten one at a time, counting slowly.

Note: Please see supplemental resources located in the **Introduction** for a video clip of counting to Spanish with correct pronunciation, if needed.

"This is how you count to ten in the Spanish language. This is how Sonia Sotomayor counts to ten with her mother in Spanish. Listen carefully, it sounds different from how we count to ten in English."

- Uno [oo-NOH]
- Dos [DOHS]
- Tres [TRACE]

- Cuatro [CWAH-troh]
 - Cinco [SEEN-coh]
 - Seis [SAYCE]
 - Siete [see-ET-eh]
 - Ocho [AUCH-oh]
 - Nueve [noo-EV-eh]
 - Diez [DEE-aith, or DEE-ace]
- Have students count to ten in Spanish using the echo technique. Each time you say a number in Spanish, have students repeat after you in chorus. Repeat this process together. If students are ready, try to count together as a group.

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- ✓ Find the illustration, or object within the illustration, of a book that is being described (RI.P.7)
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- ✓ With prompting and support, retell important facts and information from “Sonia Sotomayor” (RI.P.2)
- ✓ With prompting and support, ask and answer questions about the word *hard* in “Sonia Sotomayor” (RI.P.4)
- ✓ With prompting and support, use the word *hard* acquired through conversations, reading and being read to, and responding to “Sonia Sotomayor” (L.P.6)
- ✓ Demonstrate understanding and use the multiple-meaning word *hard* (L.P.4a)
- ✓ Communicate with individuals from different cultural backgrounds (SL.P.1c)

At a Glance

	Exercise	Materials	Minutes
Picture Talk	W Sonia Sotomayor		15
Deepening Understanding	W Deepening Understanding: <i>Hard</i>		10
 Complete remainder of lesson later in the day			
Extension Activity	S Count to Ten in Spanish		10

Picture Talk

15 minutes

Whole Group

Sonia Sotomayor

Note: Not every Flip Book page is shown during the Picture Talk. You might find it helpful to use sticky notes to flag the pages of the Flip Book that are shown.

The Picture Talk is an opportunity for students to remember and practice using the language and vocabulary they heard during the previous read-aloud. As you show the Flip Book pages and read the prompts below, encourage students to talk about the pictures and share information. Remember the following Language Support Techniques (see **General Overview**) as you support students in participating in the Picture Talk: Comments, Self-Talk, Labels and Object Descriptions, Open Questions, Parallel Talk, Expansion, and Expansion Plus.



← SHOW FLIP BOOK PAGE 7A-1: Sonia Sotomayor portrait

- Remind students of Sonia Sotomayor's title as Supreme Court Justice Sonia Sotomayor.

"The other day we learned about a very important woman named Sonia Sotomayor. She is a judge on the Supreme Court. She is a special kind of judge. Does anyone remember what we call her when she is wearing her robes and working in the Supreme Court?"

- Call on a few students to respond. (Justice Sotomayor)
- Tell students you want to talk about when Sonia Sotomayor was a little girl.

"Today we are going to talk about what Sonia Sotomayor was like when she was a little girl, before she became Justice Sotomayor."



◀ **SHOW FLIP BOOK PAGE 7A-4: Sonia as a child with her mom**

- Ask students to identify who is shown in the illustration.

“Who is the little girl in this picture?”

- Call on a few students to respond. (Sonia Sotomayor)

“Who is the woman who is holding her hand?”

- Call on a few students to respond. (Sonia’s mother, Mrs. Sotomayor)
- Ask students what language Sonia and her mother spoke at home.

“Remember, Mrs. Sotomayor and Sonia did not speak English when they were together. Do you remember what language Sonia and her mom spoke to each other?”

- Call on a few students to respond. (Spanish)
- Remind students that Sonia and her mother often talked about what kind of job Sonia wanted to have when she grew up.

“When Sonia was little, she and her mom talked in Spanish about what it would be like to be a grown-up. Sonia’s mom told Sonia that she could do anything she wanted when she grew up if she worked hard in school.”

- Ask students how they work hard in school.

“How do we work hard in school each day?”

- Call on a few students to respond. (Spanish)

“We work hard in school so that you can learn everything you need to learn and you can be whatever you want to be when you grow up.”



◀ **SHOW FLIP BOOK PAGE 7A-3: Sonia as a student working hard**

- Ask students to describe what Sonia is doing in the illustration.

“What is Sonia doing in this picture?”

- Recast students’ answers to include the phrase *working hard*. Ask students what kinds of things she did in school while she was working hard.

“She is working hard at school in this picture. She read many books in school, learned to speak English well, and listened carefully to her teacher and her classmates.”

- Ask students what language Sonia spoke in school versus at home.

“What language did Sonia learn to speak in school? Sonia learned to speak English in school. And what language did she speak at home? She spoke Spanish at home with her mom.”

- Explain to students why this was difficult for Sonia using the phrase *work hard*.

“Sonia had to work hard to learn to speak English at school and to learn to read, but she remembered that her mom told her she had to work hard at school. She listened to her mom, worked hard in school, and learned to speak and read in English.”

Deepening Understanding

10 minutes

Whole
Group

Deepening Understanding: *Hard*

Defining Hard

- Reread the part of the read-aloud text that contains the word *hard*.

“Remember, in our read-aloud, we heard the word hard. Listen for the word hard while I read part of the read-aloud you heard before.”



◀ SHOW FLIP BOOK PAGE 7A-4: Sonia as a child with her mom

*As a child, Sonia’s mother told her that if she worked **hard** in school, she could be anything she wanted to be.*

- Define the word *hard*.

“Worked hard means you put in a lot of effort, you did your very best work, and you spent a lot of time on something.”

- Have students say the word with you.

“Say that word with me—hard.”

Reviewing Hard

- Thinking of some examples of hard work students have done in the classroom

“Let’s remember a time we have worked hard in our classroom. When we made books at art center, we had to work very hard to staple them correctly so the pages were straight. We paid close attention and tried our best to make sure the pages were straight. Can you remember a time you had to work hard in Preschool?”

- Call on a few students to respond, confirming and recasting their answers to include the phrase *worked hard*.

Expanding Hard: Multiple Meanings

“The word hard also means something else. Sometimes we use the word hard to describe something that is difficult to do.”

- Give students some examples of things that were hard or difficult to do at the beginning of the year but that are now easy for them to do.
- Have students share examples of things that used to be hard to do and things that are now easy to do.

“It used to be hard for us to stay quiet and sit still during circle time. Now it is easy for us to sit still during circle time.”

- Review the multiple meanings of the word *hard*.

“The word hard can mean many different things. Sometimes we say we are working hard when we try our very best at something. What do we work hard to do in this classroom?”

“Sometimes we say that something is really hard to do. What is something that is hard for you to do?”

Extension Activity

10 minutes

Small
Group

Count to Ten in Spanish

Continue this activity in Small Groups. See **Day 7A: Count to Ten in Spanish** for detailed instructions on this Extension Activity.



Reflect on student progress using the Domain Assessment