

WEEK 1 Day 3

**Text Talk**  
***Mirror***

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| <b>Big Ideas</b>               | <p>People make exchanges to obtain the goods and services they need and want.</p> <p>Places have different resources.</p> <p>Many jobs that people do are connected to the resources found in the places where they live.</p>   |
| <b>Weekly Question</b>         | What happens at a market?   |
| <b>Content Objectives</b>      | <p>I can use key details in illustrations to compare markets in different places in the world. (R.11.1.a, R.11.1.b, Geography 15)</p> <p>I can use key details in illustrations to explain why markets are important to people around the world. (R.5.1.a, R.11.1.a, R.11.1.b)</p>    |
| <b>Language Objective</b>      | I can talk with my classmates about key details in a book and about our own experiences. (SL.1.1, SL.2.1.a)   |
| <b>SEL Objectives (Boston)</b> | <p>I can identify the different personal, cultural, and linguistic assets that people have. (SA 4.1)</p> <p>I can build relationships with the diverse group of people in my classroom. (SR 3.2)</p>  |
| <b>Vocabulary</b>              | <p><b>urban:</b> having to do with a city</p> <p><b>rural:</b> having to do with the countryside</p> <p><b>market:</b> a place where people gather to buy and sell goods and services</p> <p><b>goods:</b> things people buy or own</p> <p><b>resource:</b> something people need</p> |

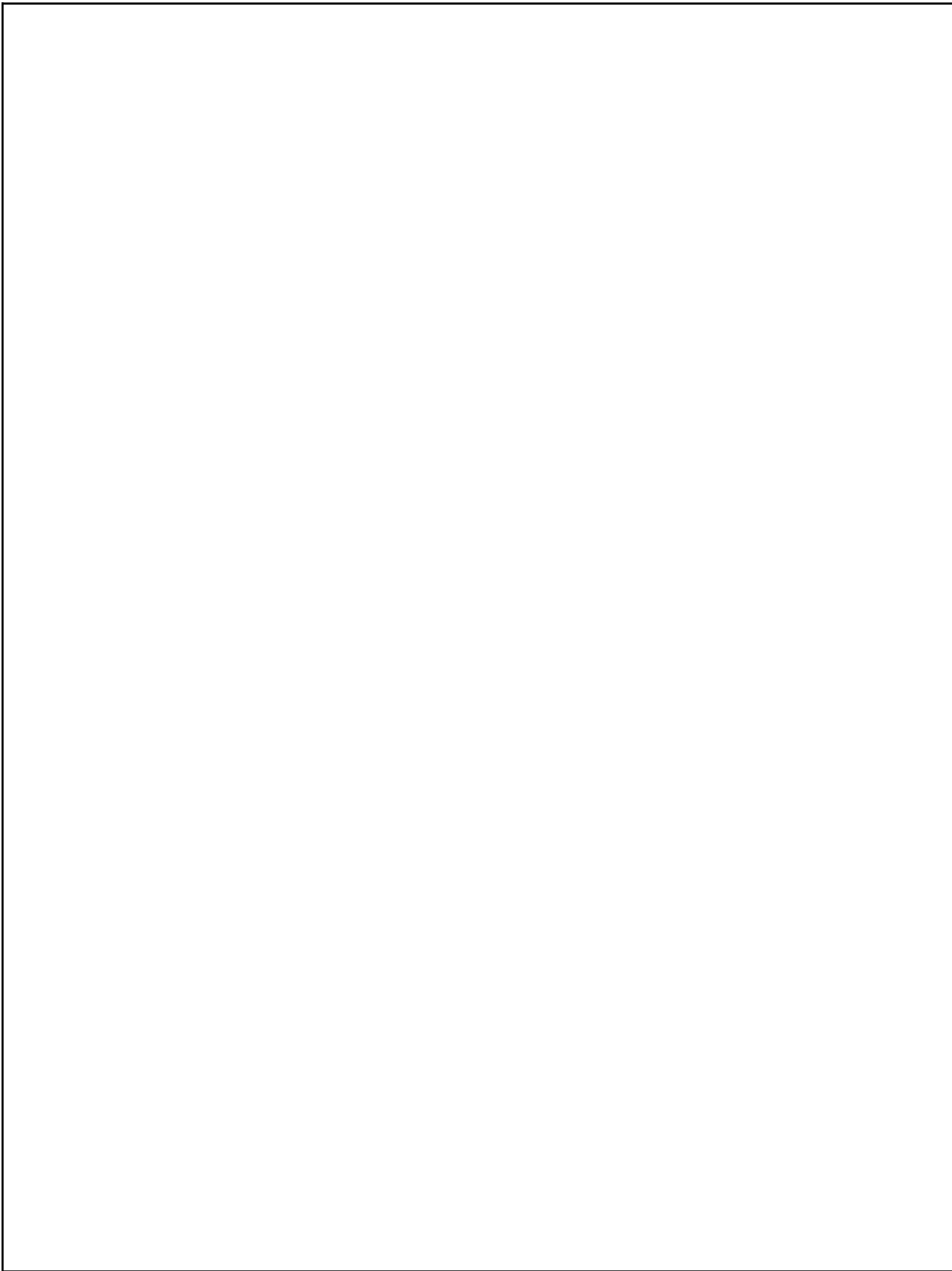
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| <p><b>Materials and Preparation</b></p>          | <ul style="list-style-type: none"> <li>● <i>Mirror</i>, Jeannie Baker<br/>Pre-mark page numbers in the book to correspond with the lesson, in this way:<br/>page 1a: child sits up in bed with full moon outside;<br/>page 1b: full moon and woman praying before weaving;<br/>page 2a: the two-page spread including baby in yellow sweater and bridges;<br/>page 2b: the two-page spread including mounting a donkey and sharing a meal</li> <li>● world map</li> </ul> <p>On the whiteboard, write:<br/>What happens at a market in Morocco? What happens at a market in Australia?<br/>How are they the same, and how are they different?</p>  |
| <p><b>Opening</b><br/>1 minute</p>               | <p>Introduce the text and set a purpose for reading.<br/><i>Today we will read Mirror by Jeannie Baker. Through illustrations, this book tells two stories at the same time. One side of the book tells the story of one family's day in a rural part of Morocco. The other side of the book tells the story of one family's day in a city in Australia.</i></p> <p>Indicate the two countries on the world map.<br/><i>Each of these countries has both urban areas (cities) and rural areas (countryside). Through this book, we are seeing just one experience in each place.</i></p> <p><i>As we read today, we'll gather key details from the illustrations in order to describe why and how the families use and exchange goods at a market. We'll compare what is the same and what is different in each story.</i></p> <p>Open the book to a pair of center pages, and orient the children to its format.<br/><i>This is an unusual book! We will read the two stories at the same time, crossing back and forth across the pages, while we also follow what's happening in each separate story. Let's try it!</i></p> <p>Read the initial text.</p> |
| <p><b>Text and Discussion</b><br/>15 minutes</p> | <p>Model using illustrations to analyze key details.<br/><i>Let's look closely at the illustrations on this page. I see the child moving from his bed to his parents' bed while the moon is still up in</i></p>  |

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| <p>pages 1a, 1b</p> | <p><i>the sky; then I see a baby waking up when the sky is lighter. I can tell it's early morning.</i></p> <p>Model using the illustrations to consider key details that depict the morning in Morocco.</p> <p><i>Now let's look closely at the illustrations on this page. Here the moon is moving through the sky—it's becoming morning. A light is on in the building. Now we see what's happening inside that room—a person is praying and then getting to work weaving this rug.</i></p> <p><i>The position of the moon in each story gives us information about when the story is beginning.</i></p> <p><i>Throughout the book, we'll keep looking very closely at key details in the illustrations.</i></p> |
| <p>page 2b</p>      | <p><i>From this top row of small illustrations, what do we learn about where this family gets food for breakfast? [making break, collecting eggs, milking cow]</i></p>   |
| <p>pages 3a, 3b</p> | <p><i>We can tell that one family lives in a <b>rural</b> area—in the countryside, where there are not a lot of buildings. We can also tell that the other family lives in an <b>urban</b> area, because we see lots of buildings and big bridges.</i></p> <p>Continue slowly through the next two pages, allowing children to notice details and share interpretations, and thinking aloud to support comprehension.</p>  |
| <p>Pages 5a, 5b</p> | <p><i>Where have both families arrived? [at a market, a place to buy things and sell things]</i></p> <p><i>As we keep reading, notice what is the same and what is different about each family's experience at a market. Notice what kinds of goods each family buys.</i></p>  |
| <p>page 5a, 5b</p>  | <p>Discuss both sides simultaneously.</p> <p>Think, Pair, Share. Emphasize finding key details in the illustrations.</p> <p>Prompt 1: <i>What is happening on these pages? What do you see?</i></p> <p>Prompt 2: <i>What is the same and what is different about the two markets?</i></p>  |

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|                                | <i>As we look at the rest of the book, notice the kinds of goods the two families have purchased at their markets.</i>  |
| pages 6a, 6b to end            | <p>Slowly page through the remainder of the text, pausing to gather details from the illustrations that show how and why the families get various resources for their daily lives.</p> <p>At the end of the text, invite children to recall some of the goods the two families purchased and used. Refer to specific illustrations to support the conversation.</p> <p><i>Why did each family buy the goods that they did?</i></p>  |
| <b>Key Discussion</b><br>6 min | <p>Move children into a circle for the whole group discussion.</p> <p><i>Jeannie Baker, the author of this book, wants us to know that markets are important to families all over the world. How is a market important to each family in this book?</i></p> <p><i>Why do you think the author titled this book, Mirror?</i></p>   |
| <b>Closing</b><br>1 minute     | <i>Today we examined the key details in the illustrations of Mirror to think about what can happen at a market. As we saw in this book, markets are important to families all over the world.</i>   |
| <b>Standards</b>               | <p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p><b>R.11.1.a</b> Use illustrations and words in a text to describe its characters, setting, or events.</p> <p><b>R.11.1.b</b> Compare and contrast the experiences of characters in various texts.</p> <p><b>Geography 15.</b> Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.</p> <p><b>Economics 25.</b> Give examples of choices people have to make about buying goods and services (e.g., food for the family or a video game; bus fare to get to work or a movie ticket for entertainment) and why they have to make choices (e.g., because they have only enough money for one purchase, not two).</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.1.a</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SEL SA 4.1 (BOSTON)</b> Identify personal, cultural and linguistic assets.</p> <p><b>SEL SR 3.2 (BOSTON)</b> Cultivate relationships, cooperation and respect with</p> |

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|                           | individuals of diverse backgrounds, identities and ability.   |
| <b>Ongoing assessment</b> | Listen to children’s responses during whole group conversation and Think, Pair, Share.<br>Do children effectively draw on key details in the illustrations and words?<br>Can children identify the central message and explain why it’s important?<br>How are children beginning to think about what happens at a market? |

**Notes**



Text Talk U3 W1 D3