



WEEK 1 Day 4

Text Talk
Mango, Abuela, and Me
 Read 1 of 2

Big Idea	Caring for each other builds community.
Weekly Question	Who am I, and who are we together?
Content Objectives	I can use key details from the text to explain how the characters develop across the story. (R.4.1.a, R.6.1.a)
	I can answer questions about key details in order to understand the gist of the story. (R.4.1.a)
Language Objective	I can listen to and speak respectfully about a text being read aloud. (SL.1.1.a)
Vocabulary	<p>shy: quiet and a little nervous about new things</p> <p>unlock: open</p> <p>snapshot: photograph</p> <p>practice: trying something multiple times</p> <p>coins: metal money</p> <p>weave: braid together</p> <p>communicate: to share ideas with each other</p>
Materials and Preparation	<ul style="list-style-type: none"> <i>Mango, Abuela, and Me</i>, Meg Medina Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the first illustrated page.
Opening 1 minute	<i>Today we will read Mango, Abuela, and Me by Meg Medina. In this story, two characters learn to care for each other, developing</i>

	<p><i>understanding of each other and building the community within their family.</i></p> <p>Set a purpose for reading.</p> <p><i>As we read today, we'll answer key questions to help us get the gist of the story, or what the story is mostly about, noting how the characters develop. Tomorrow we'll read to think about the characters' experience and our own.</i></p>
<p>Text and Discussion 16 minutes</p> <p>page 2</p>	<p>Check for understanding of key details.</p> <p><i>Who is the narrator in the story? Who is coming to stay?</i></p>
<p>page 9</p>	<p><i>What does it mean that the characters' "mouths were as empty as our bread baskets?"</i></p> <p>Elicit a few responses.</p> <p><i>Yes—Mia and Abuela are quiet because Mia's Spanish is limited and Abuela's English is limited.</i></p> <p><i>Turn and talk to a partner. How do Mia and Abuela communicate?</i></p>
<p>page 25</p>	<p><i>How does Mia use what she learns in school to teach Abuela?</i></p>
<p>page 29</p>	<p><i>A jungle filled with birds makes me imagine that the store has many colorful birds all together.</i></p>
<p>page 32</p>	<p><i>Act out bobbing your head like a parrot.</i></p>
<p>page 33</p>	<p><i>Who are the characters who have to practice in the book? What different ways do the characters practice?</i></p> <p>Elicit ideas.</p>
<p>Key Discussion 7 minutes</p>	<p>Think, Pair, Share.</p> <p><i>Toward the end of the book, the author writes, "our mouths are full of things to say." This is very different from the beginning of the book, when we read that their mouths were empty.</i></p> <p><i>What has changed for Mia and Abuela throughout the book? Use key details to support your ideas.</i></p> <p>If children have difficulty, refer to specific events. For example, have children consider how the characters are relating on page 8, versus how they are relating on page 37.</p>
<p>Closing 1 minute</p>	<p><i>Today we answered key questions to help us get the gist of the story, explaining how Mia and Abuela change. Tomorrow we'll read to</i></p>

	<i>consider the kind of experiences people have when learning something new.</i>
Standards	<p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Can children use key details when answering questions about the story?</p> <p>How do children describe the ways that Mia and Abuela change over the course of the book?</p>

Notes



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