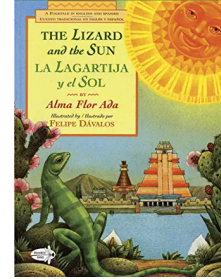


Unit 4: Communicating with Sound and Light

WEEK 7 Day 5



Text Talk
The Lizard and the Sun
 Read 1 of 3

Big Ideas	<p>People innovate and invent to solve problems.</p> <p>People and other animals communicate with light and sound.</p>
Weekly Question	How do inventors and innovators make a difference?
Content Objective	I can identify and retell the major events of the folktale. (R.5.1.a, R.6.1.a)
Language Objective	I can discuss the major events of a folktale by referring to details from the text. (SL.2.1.a, SL.1.1.b)
Vocabulary	<p>anxiously: with worry</p> <p>barge: a flat-bottomed boat</p> <p>budge: to move</p> <p>discovery: the act of finding out or revealing</p> <p>scampering: to run with quick, light steps</p> <p>vendor: someone who sells goods or services</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>The Lizard and the Sun</i>, Alma Flor Ada ● Pre-mark page numbers in the book so that page 1 begins, “The whole world knows...” ● <i>The Lizard and the Sun</i> slides <p>Assign children to small groups of three for discussion during all three lessons with this text.</p> <p>On the whiteboard write:</p>

	<p>How did the lizard respond to the problem differently than other animals?</p> <p>How did the community work together to respond to the problem?</p>
<p>Opening 1 minute</p>	<p>Introduce the text.</p> <p><i>Today we will read a folktale titled The Lizard and the Sun, written by Alma Flor Ada and illustrated by Felipe Davalos. The book is written in both English and Spanish. The author and illustrator were inspired by the Aztec people in ancient Mexico who told many stories about the power and value of the sun. The Aztec contributed many innovations to our world today, such as the sundial, an early tool for marking the time of day.</i></p> <p><i>As we near the end of our unit about sound and light, we will read this folktale as a reminder of the importance of the sun—our most important source of light.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today you will retell the most important events in the story with a partner. We'll also pay close attention to how the lizard character responds when the community faces a challenge. Finally, you'll work in groups of three to discuss these two questions. [Refer to the whiteboard.]</i></p>
<p>Text and Discussion 12 minutes</p> <p>page 3</p>	<p><i>How are the people and animals feeling, if they are waiting anxiously? Can you show this with your face or body?</i></p> <p>Reread the last sentence as children act out the meaning of the word.</p>
<p>page 7</p>	<p><i>What have we learned about the lizard?</i></p> <p>Harvest responses, rereading the second paragraph as needed.</p>
<p>page 9</p>	<p><i>What do you predict the glowing rock might be? What makes you think so? Turn and talk with a partner.</i></p>
<p>pages 11</p>	<p>Barges are boats like the one pictured here [point to page 12].</p> <p><i>Mexico City has canals, like streets made of water, where barges float and carry goods and people. The canals are one of many innovations built by the Aztec people, who built a city thousands of years ago with pyramids and canals.</i></p>
<p>page 21</p>	<p><i>Why did the Emperor thank the Lizard and the Woodpecker?</i></p> <p>Harvest a few responses. Highlight her perseverance and working with others.</p>

	Read to the end of the story with minimal stopping.
Key Discussion and Activity 6 minutes	<p><i>With your partner, take turns retelling the most important events in the story. Make sure to name the problem and tell how it is resolved.</i></p> <p>To support children’s retelling, refer to the book and slides.</p> <p>Group the children in triads. Assign a reporter for each group. Read the prompts with time in between for children to think and discuss. Remind children to cite evidence for their thinking. Return to the whole group to share after children have discussed both prompts.</p> <p>Prompt 1: <i>How did the lizard respond to the problem differently than other animals?</i> [She persevered and sought help from her community.]</p> <p>Prompt 2: <i>How did the community end up working together to respond to the problem?</i> [sun dance, Emperor’s help, woodpeckers help]</p> <p>As reporters share for each group, ask them to support their thinking with evidence from the text. Turn back to specific pages as children refer to them.</p>
Closing 1 minute	<i>Tomorrow we’ll revisit this story to identify the elements that make it a folktale.</i>
Weekly Question Chart 5 minutes	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: How do inventors and innovators make a difference?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: inventors can make inventions that make people’s daily’s lives easier, like the square-bottom bag and the long-lasting light bulb; Innovators think of ideas that no one before them thought of; Innovators show persistence and perseverance.</p>
Standards	<p>R.5.1.a Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</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.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
Ongoing assessment	<p>Listen to children’s responses during whole and small group conversations.</p> <p>Do children retell the major events, including the problem and resolution?</p>

	<p>How do children work with their partners for joint retelling? What do children communicate about the character traits and actions of the lizard? Do children cite evidence from the text in response to the prompts?</p>
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Notes

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