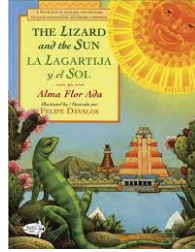


Unit 4: Communicating with Sound and Light



WEEK 8 Day 1

Text Talk
The Lizard and the Sun
 Read 2 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 new ideas contribute to our community?
Content Objectives	<p>I can identify the elements of a folktale and determine the natural phenomenon it explains. (R.1.8.a, R.5.1.a)</p> <p>I can distinguish narration from dialogue and demonstrate my understanding by acting out parts of the story. (R.1.9.a)</p>
Language Objective	I can demonstrate understanding of key verbs and adjectives by acting out their meaning. (L.5.1.d)
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	<p>Children will work in the same groups of three from the previous lesson.</p> <ul style="list-style-type: none"> ● <i>The Lizard and the Sun</i>, Alma Flor Ada ● Elements of a Folktale chart, from Unit 3, Week 8 <p>If this chart is no longer available, create a new one, as follows.</p>

Elements of a Folktale					
Title	Beginning Setting, Characters, and Events	Middle Problem	End Solution	Presence of Magical or Mystical Beings?	Central Message, Lesson, or Explanation of Phenomena
<i>The Lizard and the Sun</i>					

On the whiteboard write:
 How did the lack of sun affect the community?
 What natural phenomenon does this folktale explain?

Opening
5 minutes

Review the text and set a purpose.
Today we will reread our new folktale, The Lizard and the Sun, written by Alma Flor Ada and illustrated by Felipe Dávalos.

We have read folktales before. Which ones do you remember?

We know that folktales have certain elements. Do you remember any of them?

Refer to the Elements of Folktale chart. Recap the discussion from the previous lesson to identify the Beginning, Middle, and End of the story.

Set a purpose for the lesson.
We agreed that the problem was that the sun was hiding. When we reread today, we'll think carefully about how the lack of sun impacted the community.

We'll also reread to identify these other important elements of folktales: the presence of magic and explanation of natural phenomena. When you think we come to an element of magic as we are reading, put your thumb up.

We're also going to act out the story as I read it; that will be fun and help you understand it more deeply.

<p>Text and Discussion 13 minutes</p> <p>page 1</p>	<p>As for Story Acting, have children sit in a circle so that the center of the area functions as a stage. At key events, move around the circle to invite children to act them out and extend the dialogue in the text.</p> <p><i>Sometimes stories are told in the first person by a character in the story. Here, the story is told by a narrator or storyteller. As we keep reading, notice when the story switches from the narrator’s voice to dialogue between the characters.</i></p>
<p>page 3</p>	<p>Invite children to act out how the birds, the adults, and the children are feeling.</p> <p><i>Who is telling the story here? The narrator, or characters inside the story?</i></p>
<p>pages 5-7</p>	<p>Invite children to act out the animals searching.</p>
<p>pages 9-11</p>	<p>Invite a child to act out the lizard’s journey.</p> <p><i>Who is telling the story here?</i></p>
<p>page 13</p>	<p><i>How does the lack of sun affect the people in the community? How are they acting, and why?</i></p> <p>Harvest a few responses, and then invite children to act out the people.</p>
<p>pages 15-27</p>	<p>Continue to invite children to act out key events.</p> <p><i>Throughout this folktale, the narrator is telling us the events. However, we hear the voices of the characters in the dialogue. At these points, their own words move the story along.</i></p> <p>When dialogue appears, pause to see if children notice, and model expressive reading with voice changes for different characters. Invite children to read or to create additional dialogue.</p>
<p>page 29</p>	<p><i>How does the lack of sun affect the community?</i></p> <p>Harvest responses, prompting children to refer to key details from the first paragraph. Then invite children to act out the exchange between the emperor and the sun.</p>
<p>page 33</p>	<p>After reading the page, invite a child to play the part of the emperor. Invite other children to suggest dialogue for the character based on the details in the text.</p> <p><i>Have you heard of La Danza del Sol, the Sun Dance? This folktale explains both a natural phenomenon and a cultural tradition. This dance that honors the sun and the traditions of the Aztec is still practiced by many people today!</i></p>

page 35	<p>Refer back to the Elements of a Folktale chart.</p> <p><i>What natural phenomenon does this folktale explain?</i></p> <p>Facilitate a brief discussion and record the phenomenon on the chart. [why lizards lie in the sun]</p>
<p>Key Discussion and Activity</p> <p>6 minutes</p>	<p>Continue working with the Elements of a Folktale chart.</p> <p><i>What were some elements of magic in this story?</i></p> <p>Harvest children’s ideas. Help children differentiate between magical elements, such as a sun hiding under a rock, from historical elements, such as the Aztec pyramids.</p> <p>Review how the story’s problem was resolved.</p> <p>Assign reporters, and send children back to their established groups of three.</p> <p><i>What do you think is the lesson or message of this folktale?</i></p> <p>As children share in the whole group, affirm multiple perspectives and evidence from the text without hinting at or naming a “correct” answer. This will be the focus of the next lesson.</p>
<p>Closing</p> <p>1 minute</p>	<p><i>Tomorrow we will continue to think about the message in this folktale.</i></p>
<p>Standards</p>	<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.8.1.a Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p> <p>R.9.1.a Identify who is telling the story at various points in a text.</p> <p>L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group conversations and Think, Triad, Share.</p> <p>Do children identify magic and the natural phenomenon that the tale explains?</p> <p>How do children demonstrate understanding through story acting?</p> <p>How do children demonstrate understanding of vocabulary in the story?</p> <p>Do children use key details to describe the ways the community was impacted by the hiding sun?</p> <p>How do children work collaboratively in triads?</p>