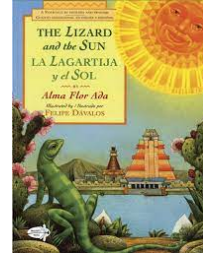


Unit 4: Communicating with Sound and Light

WEEK 8 Day 2



Text Talk
The Lizard and the Sun
 Read 3 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 Objective	<p>I can use key details to determine the central message of a folktale. (R.5.1.a)</p> <p>I can communicate an argument about a text through discussion and writing. (W.3.1.b, W.2)</p>
Language Objective	I can express my ideas about a text through an oral argument and a collaborative writing and drawing task. (SL.3.1.a, SL.3.1.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	<p>Children will work in the same groups of three from the previous lessons.</p> <ul style="list-style-type: none"> ● <i>The Lizard and the Sun</i>, Alma Flor Ada ● <i>The Lizard and the Sun</i> digital text with audio ● technology to play digital text, one for each small group <p>Cue up the story on each device.</p>

	<ul style="list-style-type: none"> ● Elements of a Folktale Chart from Day 1, completed for this text except the “Central message” ● large paper, such as half sheet of chart paper, one for each small group ● markers, 3 different colors for each small group <p>On the whiteboard or on chart paper write: What is the message in <u>The Lizard and the Sun</u>?</p> <p>Below this question write: Make a poster.</p> <ul style="list-style-type: none"> ● Use words, drawings, or both. ● Write your argument as a complete sentence. ● Include two examples to support your argument. <p>Decide how to present your poster.</p>
<p>Opening 2 minutes</p>	<p>Review the text and set a purpose. <i>We’ve been reading the folktale The Lizard in the Sun. Yesterday we began discussing the folktale’s message.</i></p> <p><i>Today, you will work in your small groups to determine what message you think this folktale teaches. Then you’ll craft an argument to convince others that the message you come up with is really what Alma Flor Ada intended.</i></p> <p><i>You’ll communicate your argument in the form of a poster.</i></p> <p>Refer to and read the guidelines on the board.</p> <p><i>How can each member of your group contribute to the poster?</i></p> <p>Harvest children’s ideas, and provide some suggestions such as: Every person can contribute ideas during the discussion. Each person shows their participation by drawing and writing in their specific color maker. Each person can take on a role such as Reporter, Writer, Illustrator.</p>
<p>Text and Discussion 4 minutes</p>	<p>Refer to the Elements of a Folktale Chart. <i>Before you begin working in your groups, let’s review the elements of this folktale that we’ve already identified.</i></p> <p>Invite children to read aloud each completed part of the chart.</p>
<p>Key Discussion and Activity 18 minutes</p>	<p>Move children to their small groups. Distribute technology so children can reference the text directly.</p> <p>After five minutes, prompt children to determine and agree on a central message if they have not yet done so. Invite them to begin working on their posters. Circulate with the book and help children navigate digitally to the</p>

	<p>examples that support their arguments. Encourage all children to participate equitably in discussion and in making posters.</p> <p>In the final five minutes, even if posters are not complete, pair groups to present their posters and arguments to each other.</p>
<p>Closing 1 minute</p>	<p>Refer again to the Elements of a Folktale Chart. <i>Your posters show several different messages in this folktale.</i></p> <p>Highlight the various messages children identified and themes that emerge among them, especially those that feature perseverance, teamwork, and the importance of the sun.</p> <p>If time permits, or during another time of day, provide opportunities for children to explore inventions and innovations from the Aztec Empire.</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>W.3.1.b Use a combination of drawing and writing to communicate a topic with details</p> <p>W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group discussion and to their conversations as they work in small groups.</p> <p>Do children use key details from the text to determine the central message?</p> <p>Do children provide examples that support their argument?</p> <p>How do children work together to determine a central message? Do they listen to each other’s ideas?</p> <p>Review children’s posters and listen to their oral arguments.</p> <p>Do children communicate the central message in a complete sentence?</p> <p>Do children participate equitably in creating posters?</p> <p>Do children support their arguments with drawings and/or written examples from the text?</p> <p>Do children present their ideas clearly?</p>

Notes

