



WEEK 5 Day 4

Text Talk
“The Vain Bat” (folktale)

Big Ideas	Organisms in an ecosystem are interdependent. The parts of an organism have specific functions.
Weekly Question	What makes a plant and a pollinator a good match?
Content Objective	I can retell the story and explain its central message. (R.5.2.a)
Language Objective	I can explain the meaning of figurative language in a text. (L.5)
SEL Objective	I can appreciate other cultures and my own. (Social Awareness)
Vocabulary	<p>admiration: a feeling of wonder and approval</p> <p>cardinal: a species of red bird</p> <p>cradle: a small rocking bed for a baby</p> <p>disdainful: showing scorn or displeasure</p> <p>enemy: someone or something that harms or threatens</p> <p>insulting: offensive, acting in a way that hurts feelings</p> <p>iridescent: full of shiny colors</p> <p>kingfisher: a brilliant-colored bird with a big head</p> <p>luxuriant: having more than enough</p> <p>pursuit: seeking to get</p> <p>shame: to make feel embarrassed</p> <p>toucan: a tropical, brightly colored bird</p> <p>tuft: a bunch of feathers sticking together</p>

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● “The Vain Bat, a Taíno Legend,” one copy for each child ● clipboards or other writing surfaces ● pencils ● “The Vain Bat” slides ● Elements of a Folktale chart, from Weeks 1 and 4 (including <i>Cuckoo/Cucú</i> and <i>The Little Hummingbird</i>) <p>Add “The Vain Bat” in the title column.</p> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">“The text says... but I think the author really means...”</p> <p>Before the lesson, make sense of the figures of speech:</p> <p style="padding-left: 40px;">when time was yet in the cradle the sun feather that burns in the breast of the toucan dumb with admiration rainbow was born of the echo of his flight enemy of the light</p> <p>During this lesson, the text is presented on slides while children simultaneously follow along on and annotate their own copies of the text. Consider children’s facility with moving between the two texts while also managing materials and stopping to annotate and discuss. Some children may work most successfully in pairs, while others will best focus solely on the slides, for example.</p>
<p>Opening 5 minutes</p> <p>slide 2</p>	<p>Distribute writing tools, clipboards, and copies of the text to each child. Project the text.</p> <p>Introduce the text. Read the brief introduction about the Taíno people. <i>Thumbs up if you have a connection to the Taíno people. What connection do you have to this introduction?</i></p> <p>Introduce the folktale. <i>Today we will read another folktale. It’s called “The Vain Bat.” We will read it first to consider all the figurative language in this version of the legend. Figurative language is language that uses special groups of words, or figures of speech, so that the text has more of an impact. Figures of speech go beyond the basic meanings of the words to help us imagine the story in our minds.</i></p> <p><i>After we look at this special language, we’ll read the folktale a second time to identify what happens at the beginning, middle, and end of the story, and whether or not there are mystical characters. We will read and analyze the book’s central message, or what the</i></p>

	<p><i>folktale is trying to tell us. We'll add to our folktales chart as we collect our thoughts.</i></p>
<p>Text and Discussion 26 minutes</p> <p>slides 3-4, paragraphs 1-3</p>	<p><i>As we read and look for figurative language, let's underline phrases we are not sure of. We can try to understand their meanings together. They might make more sense as we read the folktale a second time.</i></p> <p>Show slide 3. Read the first sentence, and pause. <i>The second half of this sentence is about the bat being ugly. But the meaning of "time to be in its cradle" is less clear—it definitely doesn't mean that time is actually sitting in a baby's bed! We'll have to read the story more to figure it out. Let's underline it.</i></p> <p>Show slide 4 to show this phrase underlined. Here and at other pauses to underline text, invite children to underline the phrase on their own sheets.</p> <p>Continue reading. Pause after paragraph 2 to check for comprehension. <i>What is wrong with the bat? What does he want?</i></p> <p>Read the third paragraph (one sentence).</p>
<p>slides 5-7, paragraphs 4-5</p>	<p>Continue reading through "the sun feather that burns in the breast of the toucan." Pause. <i>Here is another bit of figurative language. We can tell that it isn't literal, or straightforward—the words don't say what they usually mean.</i></p> <p>Show slide 6 to show this phrase underlined. Invite children to underline the phrase on their own sheets. <i>Because of the context of this phrase, we might be able to figure it out.</i> <i>The bat has received a lot of colorful feathers. What do you imagine this "sun feather" could look like?</i></p> <p>Turn and Talk. Refer to the prompt on the board. <i>You might say to your partner, "The text says 'the sun feather that burns in the breast of the toucan,' but I think the author really means..."</i></p> <p>Read paragraph 5. Show slide 7 to show two phrases underlined ("dumb with admiration" and "rainbow was born of the echo of his flight"). <i>Let's come back to these two.</i></p>
<p>slides 8-10, paragraphs 6-9</p>	<p>Read paragraph 6, and pause. <i>How is the bat acting now?</i></p>

	<p>Read through the end of the text (marked by illustration). Turn and Talk. <i>What happens to the bat at the end of the tale?</i></p> <p>Show slide 10 to show the phrase ““enemy of the light” underlined. Ask children to think about this, connecting to their knowledge of bats’ behavior: <i>From what we already have learned about bats, what do you think it means that the bat is naked? What does it mean that the bat is the “enemy of the light?”</i></p> <p>Harvest a few responses.</p>
slides 11-16 Full text	<p><i>Let’s go back to the beginning and read the folktale again. This time we’ll see if we can complete our chart, and we’ll see if any of the other figures of speech become more clear. Reading a text multiple times helps get to all of the levels of meaning.</i></p> <p>Read the full text through, stopping to fill out the class chart and individual sheets. As needed, pause to explain and discuss figures of speech not explained during the first read.</p>
Key Discussion 8 minutes	<p>Think, Pair, Share, and Write. <i>What is the central message of the Vain Bat?</i> [explains why bats live in caves and come out at night.]</p> <p>Have children fill out this section on their sheets.</p> <p>As a group, review the chart and add anything that is missing.</p>
Closing 1 minute	<p><i>Today we read and re-read to understand some of the figurative language in this folktale, to make the text come alive for us. We also identified the folktale’s central message and other elements.</i></p>
Standards	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening. SEL. Social Awareness</p>
Ongoing assessment	<p>Note children’s responses to encountering figurative language. Pay attention to participation in the discussion. How do children explain the central message of the text?</p>