



**Text Talk**  
***Wen-meí and Her Clay Pot***

<b>Big Ideas</b>	<p>People make exchanges to obtain the goods and services they need and want.</p> <p>Places have different resources.</p>
<b>Weekly Question</b>	What happens at a market?
<b>Content Objective</b>	I can use key details in illustrations to retell a folktale and determine its central message (R.5.1.a, R.8.1.a)
<b>Language Objective</b>	I can build off the ideas of my peer’s by agreeing, disagreeing and adding on in a group discussion. (SL.1.1b)
<b>Vocabulary</b>	<p><b>clever:</b> quick to learn and understand</p> <p><b>supplies:</b> resources that can be used as needed</p> <p><b>emperor:</b> a kind of leader or ruler with great power</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Wen-meí and Her Clay Pot</i>, Grace Lin                      Note: the big book calls the text a “fable,” although it does not feature animals with human characteristics. In this lesson it is used and referred to as a folktale.</li> <li>● Sentences Frames for Discussion Parts 1 and 2</li> <li>● Elements of a Folktale chart, from Unit 2                      Before the lesson, add the title and complete the “Beginning” column.</li> </ul>

		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>How Chipmunk Got His Stripes</i>					
		“The Story of the Chicken and the Eagle”					
		<i>Wen-mei and Her Clay Pot</i>	Wen-mei, mother, a rural village in ancient China				
		<ul style="list-style-type: none"> <li>• Week 1 Weekly Question Chart</li> </ul>					
<b>Opening</b> 1 minute	<p><i>Today we will read a story called Wen-mei and Her Clay Pot, told by Grace Lin. This folktale takes place long ago in China.</i></p> <p>Refer to the map on page 3.</p> <p><i>We can see that China is a huge country in Asia. This folktale takes place in a rural village; it doesn't tell us in which province or area of China.</i></p> <p>Set a purpose for reading.</p> <p><i>This story has some of the same elements as other folktales we have read. After we read, we'll retell the story and determine its lesson, or moral. We'll add our ideas to this chart.</i></p>						
<b>Text and Discussion</b> 7 minutes	<p><b>Vinegar</b> is a sour-tasting liquid that can be used for many purposes—especially in cooking, but also for cleaning.</p>						
page 4							
page 5	<p><i>I wonder if Wen-mei will be careful with that big container of vinegar! Let's read to find out.</i></p>						

page 9	<i>What’s happening here? Why is there a cloud around the people holding out the money?</i>
page 13	<i>Are these events really happening? How do we know?</i>  <i>Wen-mei is imagining things that could happen after she sells the vinegar, but she hasn’t even gotten to the market yet!</i>
page 15	<b>Clever</b> means smart, or quick to learn. What is making Wen-mei feel clever?
page 17	What <b>supplies</b> do you see in the illustration?
page 22	What does this mean: “All of her dreams were gone.”?
<b>Key Discussion</b> 10 min	Think, Pair, Share. <i>What was the problem in the story?</i>  Refer to the Sentence Frames for Discussion. <i>Wen-mei’s mother tells her, “Wen-mei you must learn to not count your ducks before they hatch.” What do you think she means by this? Why is she giving Wen-mei this advice?</i> As needed, support children’s understanding with further prompts: <i>What do you know about what can happen to an egg? [eggs are fragile, they can break]</i> <i>How did Wen-mei’s actions show that she “counted her ducks before they hatched?”</i> As needed, offer an explanation: <i>In this story, Wen-mei’s ideas about what would happen after she sold the vinegar are like ducks. She was thinking so much about what might happen after she sold the vinegar that she was not paying attention to the “eggs”—the vinegar in the clay pot!</i>  Complete the Elements of a Folktale chart, including the folktale’s lesson.
<b>Closing</b> 1 minute	<i>Besides learning an important lesson from this folktale, we also got some ideas about how people might have used markets long ago in rural China.</i>
<b>Weekly Question Chart</b> 5 minutes	Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What happens at a market?</i> Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge.

<b>Standards</b>	<p><b>R.5.1.a</b> Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.</p> <p><b>R.8.1.a</b> Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p> <p><b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
<b>Ongoing assessment</b>	<p>Notice how children listen and engage, responding directly to the images.</p> <p>Are children able to use key details from the thought-bubble illustrations to make meaning of the story?</p> <p>Are children able to use the events from the story to determine the folktale's lesson?</p> <p>Do children build off each other's ideas using the Sentence Frames for Discussion?</p>

**Notes**