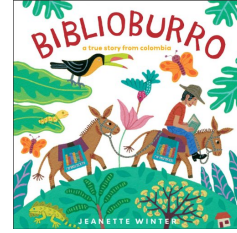


Unit 1: Building Strong Communities



WEEK 6 Day 2

Text Talk
Biblioburro

Big Ideas	<p>Leaders help guide and support their communities.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
Weekly Question	How can we create positive change in our communities?
Content Objectives	<p>Using key details from the text, I can describe how Luis Soriano creates positive change in the communities he visits. (R.6.1.a)</p> <p>I can use key details to describe Luis Soriano as a leader. (R.6.1.a, Civics 4)</p>
Language Objectives	<p>I can answer questions about key details in <i>Biblioburro</i>. (SL.2.1.a)</p> <p>I can build on the comments of others. (SL.1.1b)</p>
Vocabulary	<p>impact: to have a strong effect on</p> <p>access: being able to get</p> <p>crates: boxes</p> <p>budge: move</p> <p>balk: hesitate</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Biblioburro</i>, Jeanette Winter Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustration preceding “Deep in the jungles...” ● Projector, screen and speakers to play the video on Luis Soriano. (https://www.youtube.com/watch?v=FNmgDZe-1F4&list=PLf7wpvI4jLqM083STebU4qGQGfHcVMbpT&index=4) ● chart paper On the paper, write these sentence frames to use for discussion:

	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Sentence Frames for Discussion Part 1</p> <p>I think ____ because (in the book) ____.</p> <p>I agree with you about ____, and I also think ____.</p> <p>I disagree with you about ____, because I think ____.</p> </div> <p>Save this chart for future discussions.</p> <p>On the whiteboard, write: How do the Biblioburro and Luis make positive change for the communities they visit? Is Luis a leader? What in the text makes you think so?</p>
<p>Opening 4 minutes</p>	<p><i>Today we will read Biblioburro, by Jeanette Winter. This is a story based on the life of Luis Soriano, a man who wanted to share his love of books with children who had little book access. Book access means being able to get books.</i></p> <p><i>Let's watch a short video about him!</i></p> <p>Play the video.</p> <p><i>What's one thing that interested you from the video?</i></p> <p>Elicit a few responses.</p> <p>Set a purpose for reading. <i>As we read today, we will identify key details about the character of Luis and use these details to explain how he created positive change in the villages he visited.</i></p>
<p>Text and Discussion 10 minutes</p> <p>page 3</p>	<p>Check for understanding of the depiction of Luis thus far. <i>What do we find out about Luis? What does he like to do?</i></p>
<p>page 8</p>	<p>Crates are boxes you can carry things in.</p>
<p>pages 9-10</p>	<p><i>The burro Beto balks and won't budge. What do you think is happening?</i></p>
<p>page 12</p>	<p><i>What's important to Luis? What does he want to protect?</i></p>

page 14	<i>Why do the children run to Luis?</i>
pages 17-18	<i>What do the illustrations show you about this scene?</i>
page 20	<i>Why do the children hold their books close? How does Luis impact the lives of these children?</i> Finish reading.
Key Discussion 10 minutes	<p>Think, Pair, Share. <i>How do the Biblioburro and Luis make positive change for the communities they visit?</i> Elicit a few responses.</p> <p>Next, arrange the class in such a way that children can have a group discussion, directing their comments to their classmates instead of raising hands and directing their comments to the teacher. A circle on the rug works well for this. The class will discuss a key question, using the prepared sentence frames for discussion.</p> <p><i>Now we are going to have a group discussion about an important question. We can use the sentence frames posted here. First, we will practice using the sentence frames with a sample question.</i></p> <p>Read the frames aloud. Model using the sentence frames with this sample prompt: Is Beto afraid of crossing the stream? What in the text makes you think so?</p> <p><i>I think Beto is afraid of crossing the stream because in the book it said he balks and won't budge. He must not be moving because he doesn't want to get wet.</i></p> <p><i>Does anyone agree or disagree? Use the sentence frames to respond.</i></p> <p>Choose 1-2 students to model responding using the discussion prompts.</p> <p><i>Now we are going to have our first group discussion using these prompts. Everyone can have a turn to speak, but you can also be an alert listener! Our question for this discussion is: Is Luis a leader? What in the text makes you think so?</i></p> <p>Engage the class in a group discussion. Take notes of how children are responding using the sentence frames.</p>
Closing 1 minute	<i>It's clear that Luis Soriano is an important leader where he lives. Learning about Luis Soriano shows us how one person can create positive change for a community.</i>
Standards	R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.

	<p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</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>Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>How do children understand Luis as a character?</p> <p>Do children go beyond that understanding to identify him as a certain kind of leader?</p> <p>Are children able to agree and disagree with classmates in a kind and productive way, directing comments to each other?</p>

Notes