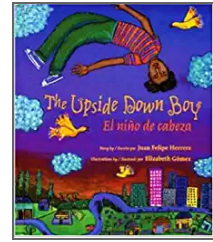


Unit 1: How We Learn in Our School Communities

WEEK 2 Day 1



Text Talk *The Upside Down Boy* Read 1 of 3

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	What do we understand about ourselves and each other as learners?
Content Objective	I can describe how the main character responds to major events in the story using key details. (R.4.2, R.6.2.a)
Language Objective	I can describe key ideas from a text read aloud. (SL.2.2.a)
SEL Objective	I can consider the perspectives of others, including those from diverse backgrounds and cultures. (Social Awareness)
Vocabulary	<ul style="list-style-type: none">* admire: to like very muchconductor: a person who leads a group of musicianscrash (waves): to rise up and fall back downfloat: to move on top of air or waterfade: to lose color, to disappearlanguage: a set of words and gestures people use to communicatepoem: words arranged in an artistic way, sometimes with rhythm and rhymepronounce: to say each sound slowlysombrero: a kind of tall hat with a large rimtumble: to roll down or onto

Text Talk U1 W2 D1

Words in Spanish (not defined in the text)	<p>chico: son</p> <p>Papi: Father</p> <p>campesinos: people who work on a farm or in fields</p> <p>Pio, pio, piii: chirp chirp (a sound from a bird)</p> <p>campo: countryside</p> <p>uno, dos: one, two</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>The Upside Down Boy</i>, Juan Felipe Herrera • Text Talk notebooks • writing tools • chart paper and markers <p>Prepare the Weekly Question chart. Post it in the whole group meeting area.</p> <ul style="list-style-type: none"> • Writing Station Response: <i>The Upside Down Boy</i>, 1 copy for teacher <p>On the whiteboard, write the Writing Station prompt.</p>
Opening 5 minutes pages 2-3	<p>Introduce the book and purpose for reading.</p> <p><i>We will start a new book today! The title of the book is The Upside Down Boy, written by Juan Felipe Herrera and illustrated by Elizabeth Gomez. Just like we did with A Letter to my Teacher, we will read this book several times. Today we will read to identify key details that show how the main character, Juanito, reacts to events over the course of the story.</i></p> <p>Give children time to look at the cover.</p> <p>Turn to the first two pages that include the message from the author. Make connections with the children.</p> <p><i>Raise your hand if you speak another language, in addition to English. Some of you might speak or understand Spanish. This book is written in two languages, English and Spanish.</i></p> <p>Open to any page of the story, showing children that one side is written in Spanish and one in English.</p> <p><i>Why might the author choose to include both languages?</i></p> <p>Read the message from the author, and show the illustrations on pages 2 and 3.</p> <p><i>What do the author's message and these illustrations make you think the book may be about? Take some time to think about this as we prepare for a Note Break.</i></p> <p><i>Remember, when we take a Note Break, I'll ask you a question, and you'll first take a moment to think about it. Then, in your notebook, you will write down a note—just a few words—or do a quick sketch</i></p>

	<p><i>to help yourself remember what you were thinking. Then we will put our notebooks aside. I'm going to take a Note Break with you.</i></p> <p>Distribute Text Talk notebooks and writing tools, according to the particular classroom routine.</p> <p><i>Given the information from the title, the front cover, the author's message, and the illustrations we saw on those pages, take two minutes to sketch or write a prediction of what you think the story is about.</i></p> <p>After about two minutes, have children put aside their notebooks and writing tools.</p>
<p>Text and Discussion 22 minutes</p> <p>Page 7</p>	<p>Read the text through with minimal stops. Pause briefly only on the indicated pages to explore vocabulary words or to initiate discussion.</p> <p>Discuss Juanito's feelings.</p> <p><i>Here in the beginning of the book, Juanito is starting school for maybe the first time. What details from the text show you how Juanito is feeling?</i></p> <p><i>Turn and talk to a partner. What might it be like to arrive in a brand new school? What about if you are starting school in a place where most people speak a different language than you?</i></p>
page 18	<p>Juanito shakes when in front of the class. Model thinking aloud.</p> <p><i>I am making a text connection to the character's experience in A Letter to My Teacher, when she was called on to read in front of the class. She also was feeling very unsteady or nervous.</i></p>
page 23	<p>Invite children to turn and talk.</p> <p><i>In the middle of the story, we learn more details about Juanito's family. What information did you learn about Juanito's parents?</i></p>
page 27	<p><i>Beethoven, Mozart, and Bach are composers of classical music from previous centuries, long ago. They all lived and worked in Europe. People still listen to this music today.</i></p>
page 31	<p>Stop to monitor comprehension of the key details and the story's development.</p> <p><i>Mrs. Andasola admires the work. This means she likes the work very much. Why does Juanito call himself "El Maestro Juanito"? What details from the text show what Juanito's experience at school is like now?</i></p>

<p>Key Discussion or Activity 10 minutes</p>	<p>Have children take out their notebooks and review the predictions they recorded earlier.</p> <p><i>Turn and talk to your partner about your prediction. Were you correct or partially correct?</i></p> <p>Think, Pair, Share.</p> <p><i>This time when we use the Think, Pair, Share routine, we'll write or draw as we think. This helps us prepare to talk with our partners.</i></p> <p>Introduce the prompt.</p> <p><i>What did you learn about Juanito by the end of the book? What are some key details that support that idea?</i></p> <p>Give children a minute to process their thinking by writing in their Text Talk notebooks.</p> <p><i>Now, turn to your partner and share your ideas. Remember to find key details in the text that show what you have learned about Juanito.</i></p> <p>Gather children back as a group and invite a few to share their thoughts.</p> <p>Introduce the Writing Station Response.</p> <p><i>This week you will continue to work at the Writing Station. As you did last week, you will respond to a prompt that we have already discussed in Text Talk. In Text Talk today, we talked about what it would feel like to start at a new school where you spoke a different language than the teacher and most of the other children. This week you will draw and write about an experience you have had in a new place and meeting new people.</i></p> <p>Show the Writing Station Response sheet.</p> <p><i>This is the sheet you will use with the prompt at the top. Let's read the prompt together and answer any questions you might have.</i></p> <p>Read the whole prompt twice. The first time, read the prompt aloud. The second time, invite the children to read along. Clarify children's questions about the prompt. Remind children of the location of the Writing Station in the classroom.</p>
<p>Closing 1 minute</p>	<p><i>Today, we read to find key details that described how Juanito's experience changed over time. Next time we read, we will think more about the specific language in the book and how that also helps us understand Juanito's character.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What do we understand about ourselves and others as learners? We will record our ideas here.</i></p>

