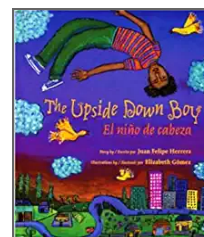


Unit 1: How We Learn in Our School Communities


WEEK 2 Day 2



Text Talk *The Upside Down Boy* Read 2 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 Objectives	I can determine the central message of the story. (R.5.2.a) I can identify how the language of the text gives the story meaning and deepens my understanding of Juanito. (R.7.2.a)
Language Objective	In conversation with my teacher and my classmates, I can determine and clarify tricky words and phrases that help me understand the text. (L.4)
SEL Objective	I can empathize with 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 D2

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 • Weekly Question Chart, from Day 1, and markers
Opening 1 minute	<p>Set today's purpose for reading.</p> <p><i>We have started to read this book, The Upside Down Boy by Juan Felipe Herrera. Today we'll read closely to find out more about Juanito as a learner. As you listen, you'll notice descriptive language that deepens your understanding of the story and characters.</i></p> <p><i>As we have discussions together in our classroom community, you might hear something that you agree with. When you agree with something or someone, you can make this silent signal that means "Me, too."</i></p> <p>Show children a silent signal to use, such as this one in American Sign Language, with the thumb pointing to the chest and pinky pointing toward the speaker.</p> 
Text and Discussion 26 minutes page 10	<p>Clarify a phrase together.</p> <p><i>Juanito is enjoying finger painting, but at the same time he says "My tongue is a rock." This is the second time the author has used this phrase.</i></p> <p><i>Turn and talk. Based on what we know so far from the story, what do you think this phrase means? What makes you think that?</i></p>
page 14	<p>Think, Pair, Share</p> <p><i>What is happening in the story now? Why might Juanito describe himself as an "upside down boy"?</i></p> <p>Harvest children's ideas, and encourage them to explain their thinking to the whole group. Remind children they can agree with the silent "Me, too" signal.</p>
page 24	<p>Think aloud, and discuss descriptive language.</p> <p><i>I notice that the language here is very different. The author writes that Juanito "pours letters" onto the page and that the "waves tumble onto the page." What do you think these phrases mean?</i></p>

	<p><i>What do they tell us about Juanito as a writer and learner now?</i></p> <p><i>Turn and talk to your partner. How does this part compare to the part of the story when Juanito said “My tongue is a rock”?</i></p> <p>[Possible responses include: Juanito feels more comfortable expressing his thoughts about his family and culture through poetry after Mama and Papi shared their experiences learning English. Papi says, “Each word, each language has its own magic.” I think Juanito felt some of the magic of the words he was writing in his poem. This is different from earlier in the story, on Juanito’s first day of school, when he was unsure of how to communicate in English with his teacher to answer her question about his painting.]</p>
page 28	<p>Continue to explore the meaning of the title phrase.</p> <p><i>Again Juanito calls himself “upside down.” Turn and talk. What details does Juanito give his father to explain this feeling? What do you think “upside down boy” means now?</i></p> <p>Read through the end of the text.</p> <p>Facilitate a group discussion to surface children’s current understanding about the ways Juanito learns.</p>
Key Discussion or Activity 12 minutes	<p>Think, Pair, Share using two full rounds.</p> <p>Prompt 1: <i>Why do you think the author titled the story “The Upside Down Boy”?</i></p> <p>Prompt 2: <i>We said that the phrase “upside down” helped us understand Juanito’s experience as a learner by showing that his new community and experiences felt completely different from his life in the campo, the countryside. What is an experience you had where you felt “upside down”?</i></p> <p>Have children echo read the question on the Weekly Question Chart.</p> <p><i>What do we understand about ourselves and others as learners?</i></p> <p><i>Are there any ideas you would like to record after today’s reading and discussion?</i></p>
Closing 1 minute	<p><i>Today we read closely to clarify interesting language that helps us understand Juanito as a character and as a learner. Tomorrow we’ll read to compare Juanito to another character we know: the second grade student in A Letter to My Teacher.</i></p>

