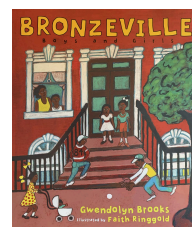


Unit 1: How We Learn in Our School Communities

WEEK 3 Day 4



Text Talk “Narcissa” from *Bronzeville*

Big Idea	Communities can include and support all learners.
Weekly Question	How do we make sure that each member of our community can do their best learning?
Content Objectives	I can describe how words and phrases supply rhythm and meaning in a poem. (R.4.2, R.5.2.a) I can compare the central message of two texts. (R.5.2.a, R.7.2.a)
Language Objective	I can demonstrate understanding of word relationships and nuances in word meanings in a poem. (L.5)
SEL Objective	I can recognize Narcissa as a unique learner and be aware of myself as a learner, too. (Social Awareness, Self Awareness)
Vocabulary	ancient: from long long ago jacks: a game of tossing a small ball and picking up pieces from the ground while the ball is in the air pomp: fancy things that make a person proud tiger-lily: a kind of flower
Materials and Preparation	<ul style="list-style-type: none"> • “Narcissa,” Gwendolyn Brooks, child copies, one for each child • “Narcissa” slides • Text Talk notebooks • writing and drawing tools <p>On the whiteboard write:</p> <p>What do you think Narcissa is thinking about? Why do you think so?</p>

Text Talk U1 W3 D4

	What are the central messages of <i>Rainbow Joe</i> and “Narcissa?” texts? How could we make sure that both Narcissa and Eloise could do their best learning?
Opening 1 minute	<p>On slide 1 (book cover), introduce the author and context. <i>Gwendolyn Brooks was the first African American woman to win a Pulitzer Prize for writing, a very important award. The poems in this book are about children living together in one neighborhood in Chicago, called Bronzeville.</i></p> <p>Set the purpose for reading. <i>We’ll read one of these poems, “Narcissa.” We’ll identify key words and details that help us consider the character of Narcissa as a learner. Then we will compare two learners we’ve met—Eloise from Rainbow Joe and Me and Narcissa. We will describe the central messages from these two texts and explain how Narcissa and Eloise could each do their best learning.</i></p>
Text and Discussion 18 minutes	Read the poem fluently all the way through.
Read 2	<p>Read the poem a second time, this time with pauses for meaning. <i>Let’s read it again, this time more slowly. Let’s think together about what the poet means.</i></p> <p>Ideas that may surface include: People like to do different things; Imagination can be powerful. Children may relate the poem to their own imaginations or ways of learning.</p>
Reads 3 and 4	<p>Invite the whole group to read the poem chorally. Then, invite children to whisper read the poem with a partner.</p>
Read 5	<p>Regroup to reread the poem stanza by stanza, giving special attention to specific words and to the rhythm of the language. Identify line breaks and their purpose in setting the rhythm. Identify and notice how rhymes contribute emphasis to that rhythm.</p> <p><i>Gwendolyn Brooks wrote this poem in short lines and stanzas. How does this help us understand its meaning?</i> <i>Why might the poet describe Narcissa as “small”?</i> <i>Do you think that Narcissa feels small? What evidence do you find in the poem?</i></p>
Key Activity 20 minutes	<p>Think, Pair, Share</p> <p>Prompt 1. <i>Read stanza 3 again with your partner. What do you think Narcissa is thinking about? Why do you think so?</i></p>

	<p>Note Break</p> <p>Distribute Text Talk notebooks and writing and drawing tools.</p> <p>Before the second Think, Pair, Share in response to Prompt 2, invite children to take a Note Break responding to Prompt 1.</p> <p>Think, Pair, Share</p> <p>Prompt 2: <i>What are the central messages of Rainbow Joe and “Narcissa?” How could we make sure that both Narcissa and Eloise could do their best learning?</i></p>
<p>Closing</p> <p>1 minute</p>	<p><i>Today we read a poem called “Narcissa,” paying close attention to the words and the way the poem is written on the page to understand Narcissa as a learner. Then we compared the central messages of Rainbow Joe and “Narcissa” in order to explain how Narcissa and Eloise could each do their best learning.</i></p>
<p>Standards</p>	<p>R.4.2: Ask and answer questions about who, what, when, where, how and why.</p> <p>R.5.2.a: Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>R.7.2.a: Describe how words and phrases supply rhythm and meaning in a text.</p> <p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p>
<p>Ongoing assessment</p>	<p>Listen to conversations.</p> <p>How do children make meaning of this poem? Do children use the way the poem is written and its language?</p> <p>How do children describe the central message of the poem?</p> <p>How do children relate personally to Narcissa?</p> <p>What comparisons do children make between the two learners, Narcissa and Eloise?</p> <p>Review the Text Talk notebooks.</p> <p>How do children justify their ideas about what Narcissa is thinking?</p>