

# Unit 3: Connecting Places, Connecting People



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### Arc of Unit 3: Connecting Places, Connecting People

<p><b>Big Ideas</b></p> <p>Every place has many stories.</p> <p>People and places around the world are linked.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p> <p>Individuals and communities shape each other.</p> <p>We understand our own identities by thinking about where we are and where we come from.</p>	<p><b>Guiding Questions</b></p> <p>How do places and people shape each other?</p> <p>How are people connected in and across communities?</p> <p>How do new ideas and perspectives shape individuals and communities?</p> <p>What happens when people move from one place to another?</p> <p>How can understanding others help us to understand ourselves?</p> <p>How are people’s identities connected to places?</p>
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	WEEK 1	WEEK 2	WEEK 3	WEEK 4
<b>Lens</b>	Introduction	Music	Music	Sports & Public Art
<b>Weekly Question</b>	What helps us understand a place?	What can we learn by exploring stories and music from different places?	What can we learn by exploring stories and music from different places?	How are people connected in and across communities?
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<b>Writing</b>	Autobiography (begin)	Autobiography	Autobiography	Autobiography (final)
<b>Science</b>	States of Matter	Reversible and Irreversible Changes: Melting	Reversible and Irreversible Changes: Evaporation	Quadrat Study 5 Reversible and Irreversible Changes: Ice
<b>Studios</b>	Communicating and learning about places that are known and that are new	Adding new elements to work begun in Week 1; beginning writing poems	Adding new elements to work begun in previous weeks	Creating and reflecting on forms, locations, and impacts of public art
<b>Foundational Literacy</b>	Follow guide	Follow guide	Follow guide	Follow guide

### Arc of Unit 3: Connecting Places, Connecting People

	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<b>Lens</b>	Textiles	Maine, Immigration	Immigration, Stories	Stories
<b>Weekly Question</b>	How are community traditions passed down and shared?	What are some of our town’s stories?	How are people connected in and across communities?	How are our stories linked?
<b>Texts</b>	<i>Mama and Papa Have a Store</i> <i>Honoring Our Ancestors:</i> Hung Liu <i>Abuela’s Weave</i>	Who Lives in Maine? Our Town Project Introduction and Planning Immigrant Grandmothers Mural Portraits of Maine 1 Portraits of Maine 2	<i>Janjak &amp; Freda Go to the Iron Market</i> Haitian Art Interview with Jean Senat Fleury <i>Honoring Our Ancestors:</i> JoeSam.	<i>The Wakame Gatherers</i> Connection Collection Sharing Projects
<b>Writing</b>	Biography (begin)	Biography	Biography	Biography (final)
<b>Science</b>	States of Matter: Reversible and Irreversible Changes (Condensation) Are all changes in matter reversible?	Are all changes in matter reversible? Designing the Our Town Project Exhibit: Considering Exhibit Designs	Designing the Our Town Project Exhibit: Proposing and Finalizing Exhibit Designs	Designing the Our Town Project Exhibit: Creating Exhibit Displays Quadrat Study 6
<b>Studios</b>	Beginning a multi-stage art project (puppets) and continuing work in other studios	Creating stories of immigrants and immigration; beginning Our Town Project work	Beginning and continuing work in unit themes and puppet making; continuing work on Our Town according to the class plan	Revising and preparing work for the Our Town Project exhibit, presentation, and celebration
<b>Foundational Literacy</b>	Follow guide	Follow guide	Follow guide	Follow guide

## Unit 3: Connecting Places, Connecting People

How do places help shape people’s identities, and how do people contribute to the identity of a place? How do we understand and learn about people and places around the world and close by? In Unit 2, children traveled the globe exploring how wind and water shape land. Social Studies takes a step forward as this travel continues through Unit 3, this time offering children the opportunity to consider how people and places shape each other.

Well beyond glancing at the traditional foods, holidays, and costumes of a place, texts and activities in Unit 3 ask complex questions about how we get to know a place through story and language, music and recreation, art and biography. More and more in our interconnected and fluid world, *culture*, *home*, and *identity* are multi-layered concepts. With the leading idea that **every place has many stories**, Unit 3 endeavors to nurture curiosity: an appreciation that learning about a place requires listening carefully, looking closely, and being willing to reconsider our assumptions about places and people far away and around the corner.

*Connecting Places, Connecting People* explores people and places. Texts include poetry, folktales, biographies/autobiographies, and factual information; they also include videos and selections of music. In *Going Home, Coming Home* a girl travels to the home country of her parents. As readers, we catch a glimpse of life in Vietnam and consider how people might belong to more than one place—in this case, to Vietnam and to the United States. Listening to traditional music expands children’s impressions gained from simply reading a folktale. Immigrant stories provoke children to think about what it might be like to move from one place to another. The authors, illustrators, musicians, and biographical subjects tell their own stories of their own places, from their own perspectives, giving us glimpses into the places they know intimately. Children will add their own experiences and stories to enrich the study.

As it happens, many of the texts in Unit 3 feature grandmothers. It might be interesting to keep track of them, beginning with the very first Text Talk and ending with the last. Find and tap into opportunities to highlight elders as they surface. Consider ways to draw on the experiences and wisdom of grandmothers in the community—the children’s, your own, and school staff and volunteers who are grandparents.

As we travel and learn about people and places around the world, we begin to ask questions about where we live. Who are we? Where do our community members come from, and how do they contribute to the vibrancy of our community? With the Our Town Project children explore and then create an exhibit about their school’s town.

Unit 3 Introduction

As children develop more independence and interdependence, they are better equipped to engage in deeper discussions, and **two new routines** introduced in Text Talk support this growth: Chalk Talk and Jigsaw. These build on familiar routines, extending the ways that children exchange ideas with each other and present their thinking to the whole group.

The **writing** genres explored in Unit 3 are autobiography and biography. Children tell their stories through autobiographical poems, and tell the stories of others through writing biographies of community members in their school's neighborhood.

In Weeks 1-5, **Science** learning happens alongside, not directly tied to, the rest of the unit content. Thus, the Science and Engineering unit has its own Big Ideas, Guiding Questions, and Weekly Questions. In these weeks, the children explore reversible and irreversible changes in matter. The focus of Weeks 6-8 is engaging in the **engineering** design process as outlined by Engineering is Elementary (EiE) at the Boston Museum of Science ([www.eie.org](http://www.eie.org)). For the Our Town Project, children follow the engineering design process to create their exhibit.

### **Strategic Small Group Instruction**

Unit 3 relies heavily on narrative texts. To support children as they continue to develop their informational reading muscles, it is important to bring informational text into small group instruction. Children can continue practicing skills from Unit 2, such as:

- identifying the main idea and supporting details;
- figuring out vocabulary in context;
- identifying the author's purpose and message; and
- identifying and using informational text features to navigate a text and learn new information.

### **Practical matters**

Music and music video play a critical role in this unit, acting as a kind of text that children explore to understand the Big Ideas the study develops. Beginning in Week 2, make sure children will be able to hear music well by setting up some kind of **speakers**, both for Text Talk lessons and at the Listening and Speaking Station.

Included in the corresponding weeks are one-page **informational resources** about topics introduced, developed for teachers to build background knowledge. These resources are not designed to be shared directly with children but to offer perspective and information that will be useful in framing lessons and facilitating discussions, especially during Text Talk.

## Our Town Project Overview

How are we connected? Who makes up our region and town? In the Our Town Project, children express through different lenses the identity of the region/town where their school is situated. They research and write biographies about some of the people who are part of their school community, identify artifacts that tell something about the town, and ultimately curate an exhibit.

“Maine” conjures some iconic images; yet one could say that we all live in a different Maine, our understandings of this place defined by our ancestors and community, the businesses we frequent, the particular locations where we gather in groups and why we do so. The exhibits each classroom creates will reflect the particular people, institutions, and community life of their school communities *as they experience them*. Each exhibit will constitute a portrait of the town in which the school is situated, both as defined by the town and perhaps region. Children will decide what is important to capture and communicate back to the audience of this same community.

The “school community” is defined to include everyone who lives, works, and goes to school there in the area around the school. Families who live in other/neighbor towns and whose children attend that school are likewise considered part of the school community.

### **The Final Product**

As in previous units, the product is a collaborative effort, a collection of individual and small group work sewn together by the production of a cohesive, multi-dimensional exhibit. Each exhibit will include the biographies produced in Writing. Alongside these, the children’s autobiographical poems can be included, as representations of themselves as members of the community. In addition, exhibits might include timelines, maps, models, and pamphlets. Children produce gallery tags that name and describe parts of the exhibit and signs that direct people.

Lessons in Engineering direct children to produce the structures of the exhibit: designing methods of display, with consideration of how each exhibit element is most effectively viewed by visitors (lying flat, propped on a stand, hanging from the ceiling). To build their knowledge and for inspiration, children begin by looking at established museum exhibits.

## The Activities

Children will identify and become familiar with a variety of places and features and get to know the individuals who people them. Some places for children to visit or research include historical society organizations, landmarks, restaurants, libraries, community centers, other schools and childcare centers, elder housing, post offices, health care providers, and social service providers.

The project is introduced with a look at a map that highlights populations in Maine. *The whole class* decides which aspects or traits of the region/town to illustrate through the exhibit and how that might be best accomplished. An exhibit with a focus on art or restaurants will evolve differently than one with a focus on places people go to get things they need, places people gather for various purposes, or where people have come from and what they've brought with them to this place. Through Text Talk and Engineering lessons, the children will build consensus about the general ideas and practical details of the exhibit.

Then, *in small groups*, children design and produce different features of the exhibit. Here, the work will depend upon the character of the town the children decide to illustrate. One group will be responsible for creating signs and gallery tags that include titles and descriptions of exhibited artifacts. Other small group projects might be shaped according to aspects they have agreed upon, with special attention to aspects of place the children have encountered previously in the unit:

- Building **models** of structures, including landmarks, public art, homes and other buildings
- Making a **timeline** of the town
- Drawing and labeling a **map** showing points of interest and routes of travel
- Creating a **pamphlet** about the history, people, businesses, institutions, street names
- Researching and compiling **playlists** reflecting important musical traditions
- Creating a **photo montage** of the town, with captions
- Making two-dimensional **artworks** to represent important town sites (drawing, painting, collage)

In keeping with the Big Idea, *Every place has many stories*, the exhibit should include *at least three* different lenses and modes of communication, such as the examples above. Thinking and Feedback meetings will keep the various pieces of the exhibit connected and the whole cohesive.

Meanwhile, *each child* writes a biography of a school community member to contribute to the exhibit. The Writing lessons guide children through the selection of subjects and development of biographical portraits of people in the school community. In the Art Studio, children have the

opportunity to create puppets of their biographical subjects. Their stories may be scribed and acted out in the Writing and Storytelling Studio and in whole group Story Acting sessions.

### **Teacher Preparation**

Consider the particular circumstances of children in your class to inform the direction you take in constructing the class portrait of the town. For example, are there children whose primary life experience happens outside the school town? What connections do children have to businesses and other town institutions and places? How much and for what purposes do children travel from one town to another? How long-lived are children's histories in the school town? How have children experienced transience?

Before the start of Week 6, get to know your school town. Explore it by foot and discover some things you didn't already know. Meet local business people, visit the historical society organization, the library, familiarize yourself with local organizations and the services they provide. Find out who has deep ties to the surrounding community. Talk with those people about possible angles, people, histories, hotspots, and public art works. Ask them what they love about their town. Notice the names of public entities and wonder how they were chosen. Notice which streets are major thoroughfares and which are smaller routes, and notice what kinds of places are found on each.






Thus informed, consider what is most fruitful for exploration, and list some potential areas of focus to suggest. What might be most compelling and important to the children? What and who is accessible? What might they be best able to communicate effectively about? What might constitute an authentic contribution to building and sharing knowledge?

### **Collaboration and Coordination**

Take advantage of opportunities to compare discoveries, notes, and plans with second grade colleagues. Most importantly, make sure to *coordinate outreach to community members*, and co-plan and possibly combine whole class or small group walks.

### **Presentation and Celebration**

Open the exhibit to the school community. Host gallery hours for families, and be sure to invite people from the town who have contributed to or are featured in the exhibit. Then, see if a local business or community space would like to host the exhibit for a short time or even permanently.

	<b>Art</b> 	<b>Building</b> 	<b>Discovery</b> 	<b>Research</b> 	<b>Writing &amp; Storytelling</b> 
<b>Week 1</b> What helps us understand a place?	Children think about where they live or where their school is located, identify a building or other place that is important to them, and represent it through sketching and collage.	Children think about where they live or where their school is located, identify a building or other place that is important to them, and represent it in blocks.	Children browse new, Unit 3 books to find and draw examples of each state of matter to add to the class chart (from Science & Engineering lessons).	Children browse and read unit books and record evidence of what they find on a class chart.	Children tell, act out, and write and draw stories about real or imagined events on their home or school blocks.
<b>Week 2</b> What can we learn by exploring stories and music from different places?	Children revisit their collages, referring to their pencil sketches and using marker to add important details.	Continue from Week 1, adding places for community members to gather, such as for musical performances.	Children set up investigations to find ways to melt an ice cube more quickly than one set up to melt in a petri dish.	Children browse books for evidence of music and how it contributes to community identities; they record what they find on a class chart.	Children write short poems on any topic, incorporating vocabulary words and poetic devices.
<b>Week 3</b> What can we learn by exploring stories and music from different places?	Children write in prose or poetic form to add another dimension to collage representations of their home or school communities.	Children use their own built structures and drawn maps to inspire descriptive writing about important qualities of life on their home or school.	Children collaborate to design investigations about the rate of evaporation, make predictions, and record their findings.	While listening to music, children draw to communicate the feelings or impressions the music offers.	Continue from Week 2

<p><b>Week 4</b> How are people connected in and across communities?</p>	<p>Children collaborate to sketch and paint murals.</p>	<p>Children use Kapla blocks or K'NEX and possibly Beautiful Stuff to imagine and construct public artworks and places where they might be situated.</p>	<p>Children set up investigations to change water from a liquid to a solid, make observations, and record findings.</p>	<p>Children look at and discuss images of public art.. After choosing one image to focus on, children record their responses and create stories based on the artwork.</p>	
<p><b>Week 5</b> How are community traditions passed down and shared?</p>	<p>Children begin a multi-stage puppet making process to represent their biography subjects, beginning with papier mache.</p>	<p>Continue from Week 4, then writing signs for the artworks.</p>	<p>Children continue to investigate questions raised in current and previous Science lessons.</p>	<p>Children look at images and read short texts about sports around the world. They choose one sport for a focused conversation and writing including information, connections to personal experience, or storytelling. Children use the world map to locate places where particular sports are played.</p>	
<p><b>Week 6</b> What are some of our town's stories?</p>	<p>Continue and extend from Week 5.</p>	<p>Children build models of a museum and/or exhibit displays. They may also build the environment or town surrounding the museum.</p>	<p>Children continue to consider solutions for displaying various kinds of artifacts. They discuss, present, and evaluate their ideas with classmates.</p>	<p>Children read short biographies and interviews to find out about and discuss their stories and contributions.</p>	<p>Children continue writing biographies and talking together about their work. They may also choose to retell or invent stories in which people move from one place to another.</p>
<p><b>Week 7</b> How are people connected in and across communities?</p>	<p>Begin the Our Town Project: In all studios, children begin and continue work exploring unit themes and contributing to the Our Town Project, according to the class Project Plan begun during Text Talk in Week 6. In the Art Studio, puppet making evolves.</p>				
<p><b>Week 8</b> How are our stories linked?</p>	<p>Studios and Science and Engineering Lesson times are combined for children to continue working on all the small projects associated with the Our Town Project exhibit, including planning the presentation and celebration. On Day 5, projects are presented to the group and invited community.</p>				

## Writing: Introduction to Autobiography

Autobiography is a genre that shares many features with personal recount. Both genres are written by the author about themselves. The genres also share structural features. The difference in the genres is that autobiography recounts many events throughout a person’s life and through the lens of a particular trait, while personal recount recounts just one experience.

Over four weeks, the children write their autobiographies through the medium of poetry. Children identify a trait, or something important about themselves that they want to communicate. The autobiography then centers around telling the child’s life story related to that particular trait. For example, a child who loves animals would write an autobiographical poem that includes events in their life related to interacting with animals.

Poetry requires deeper exploration than other mediums (letters, posters, etc.), so the emphasis of this unit is on deconstructing and constructing poetry. After learning about the features of autobiography, the children spend a week deconstructing poetry and writing autobiographical poems using different poetic devices. In the second half of the unit, children apply their knowledge to write and publish an autobiographical poem.

### Purpose

The purpose of **autobiography** is to “retell ‘the events of the author’s life in order to both inform and entertain’” (Brisk, 2015, p. 110).

### Structure

Autobiographies unfold in three stages. The **orientation** introduces the person about whom the autobiography is written, and identifies the trait, or particular angle, through which the author will trace their life. The **record of events** retells sequentially the events in the author’s life, related to the identified trait. For example, an autobiography of an athlete includes experiences that developed their interest and talent in a particular sport throughout their life. The **conclusion** of an autobiography can include information about the author today and/or a reflection upon their experiences.

### Language

The children revisit **verbs** as they write autobiographies. They learn that the verbs in autobiographies relate to the topic and help to develop the character—the author of the autobiography.

## Poetry

In SFL-based writing, poetry is considered a medium, rather than a genre, because poems can be written for many different purposes, with different structures, and using different language. In this unit, the children learn how to write poetry, focusing on the **poetic devices** of **repetition**, **rhyme**, and **rhythm**. They learn that poets make choices about which poetic devices to use based on what they want their readers to think and feel. They also learn that poets sometimes choose to use **free verse**, a form of poetry that sounds more like talking.

## Mentor Texts

### Included in this Unit:

*If You Give an Author a Pencil* by Laura Numeroff (autobiography)

*Hip Hop Speaks to Children* edited by Nikki Giovanni (poetry, including one autobiographical poem)

*Water Rolls, Water Rises* by Pat Mora (poetry)

“A Blank White Page” by Francisco Alarcón (poetry)

“Narcissa” by Gwendolyn Brooks (poetry)

“Breakers” by Lillian Morrison (poetry)

*I Know the River Loves Me* by Maya Christina Gonzalez (poetry)

“Dunes” by A.R. Ammons (poetry)

## Vocabulary

**autobiography:** a genre of writing whose purpose is to retell the events of the author's life related to a particular trait, in order to inform and entertain the reader

**conclusion:** the end

**enticing:** drawing the reader in; making the reader want to know more

**feedback:** specific, helpful suggestions given to improve work

**free verse:** poetry that does not rhyme or have regular beats

**genre:** a type of writing

**informative:** providing useful information

**lyrics:** the words of a song

**medium:** a form of communication

**orientation:** the beginning of an autobiography, where the author introduces her/himself and the trait the autobiography focuses on

**poetic device:** a tool poets use

**publish:** prepare writing for an audience

**purpose:** the reason for doing or creating something

**record of events:** events in the author's life that relate to the important trait

**repetition:** using the same sound, word, phrase, line, or stanza more than once

**revise:** make changes to writing

**rhyme:** words with the same ending sound

**rhythm:** a regular, repeated pattern of sound

**stages:** the parts of a piece of writing

**stanza:** a group of lines

**title:** the name of a piece of writing

**verb:** a word that expresses a physical action, mental action, or state of being

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Unit 3 Introduction: Writing Autobiography

## Writing: Introduction to Biography

Biography is a genre that shares many structural and language features with personal recount and autobiography. Unlike personal recount and autobiography, however, biography is written by the author about another person. Over four weeks, the class jointly constructs, and children individually construct, biographies about members of the school community. These biographies are then shared during the Our Town Project exhibit. The class as a whole, and then children individually, conduct interviews as research for their biographies. Children use this information to write biography books.

### Purpose

The purpose of **biography** is to “tell ‘the life story of a significant historical figure’” (Brisk, 2015, p. 110). In this unit, the children learn that the purpose of biography is to tell a person’s life story, and they focus on writing biographies of school community members or community members at large.

### Structure

Biographies unfold in three stages. The **orientation** introduces the subject of the biography and identifies the trait, or particular angle, through which the author will trace the subject’s life. In this case, the trait is the subject’s role in the school community. The **record of events** retells sequentially the events in the subject’s life, related to the identified trait. For example, the events in Annie Jump Cannon’s biography relate to her developing interest in astronomy, as well as her accomplishments in the field. The **conclusion** of a biography reflects upon the significance or impact of the subject’s life.

### Language

The children revisit **verbs**, **adjectives**, and **adverbial phrases of time** as they write biographies.

They choose **verbs** that relate to the topic and help to develop the character—the subject of the biography. They learn that verbs change tense according to the stage of biography: the conclusion often contains present tense verbs, while the record of events uses past tense verbs.

To clearly introduce new events, children revisit **phrases of time**, using them to precisely introduce new events.

Children continue to use **adjectives** to provide more information, and to pack the information into fewer sentences.

## Mentor Texts

### Included in this Unit:

*Growing Up Pedro* by Matt Tavares

*Pele: The King of Soccer* by Susan Canizares and Samantha Berger

*How We are Smart* by W. Nikola-Lisa

Grandmother Biographies, from the City of Boston “To Immigrants with Love” campaign

### Additional Texts to Consider:

*Celia Cruz, Queen of Salsa* by Veronica Chambers

From *First for ME*:

*Biblioburro* by Jeanette Winter

*Mama Miti* by Donna Jo Napoli

*Marvelous Mattie* by Emily Arnold McCully

*Me...Jane* by Patrick McDonnell

*Snowflake Bentley* by Jacqueline Briggs Martin

## Vocabulary

**adjective:** a word or phrase used to describe a person, place, thing, or idea

**adverb:** a word or phrase used to describe a verb

**audience:** an individual or group for whom a piece of writing is composed

**biography:** a genre of writing whose purpose is to tell a person's life story

**conclusion:** the end

**enticing:** drawing the reader in; making the reader want to know more

**feedback:** specific, helpful suggestions given to improve work

**genre:** a type of writing

**informative:** providing useful information

**interview:** to ask someone questions to get information

**orientation:** in a biography, the text that introduces the person and his/her significance

**phrase of time:** a group of words that indicates when something happened

**publish:** to prepare writing for an audience

**purpose:** the reason for doing or creating something

**record of events:** things that happened that helped develop the person's identity

**revise:** make changes to writing

**stages:** the parts of a piece of writing

**tense:** the form of a verb related to time

**title:** the name of a piece of writing

**verb:** a word that expresses a physical action, mental action, or state of being

Adapted from Brisk, M.E. (2015). *Engaging students in academic literacies*. New York, NY: Routledge.

Dear Families,

Our new study in second grade is called **Connecting Places, Connecting People**. We have been discovering how land is shaped by water and wind. During the next eight weeks, your children will continue to travel around the world, now thinking about how people and places shape each other.

At school, we'll explore different places from Vietnam to Brazil, Haiti to Ireland, Cape Verde to China, and beyond. But first, our focus will be where we live and go to school. We'll learn about different people, community members, near home and far away.

In the first week of this unit we ask, *What helps us understand a place?* We know that every place has many stories, so to answer this question we will listen to music, watch videos, and read folktales and poetry. We will also read some informational texts to learn about places, the people who live there, and people who travel from one place to another.

In Week 4 we ask, *How are people connected in and across communities?* Then, in Week 6 the Our Town Project begins by asking, *"What are some of our town's stories?"* We will learn about where people come from and we will interview and tell stories about some of our important community members.

As a way to understand people's stories, children will read and then learn to write autobiographies (true stories from their own lives) and biographies (true stories from other people's lives).

**At home you could...**

*Talk about the places you and your family come from and the places you have visited. What is special about these places?*

*Explore your town. Who are the important people around you? Where do they come from? What do they bring to your community?*

*Tell a true or imagined story about a journey from one place to another. What objects, ideas, and people did you carry to remind you of the place you left?*

*Write a list of questions you would like to ask people in your town.*

*Talk about an important moment in your own life that has shaped your identity. How does something from your past affect who you are today?*

*Cook together! What happens when water is heated? What happens to beans or tomatoes when they are cooked?*

Our Science and Engineering lessons will go in two different directions. First, we will explore states of matter: are the things around us solid, liquid, or gas? How do we know? What makes them change from one state to another?

Then, we will use what we learned about materials when we designed chairs in Unit 1 and what we have learned about matter to design and build an exhibit, like we find in museums. This will be an exhibit about our school community!

Finally, in Studios, children will work with different kinds of materials to express their ideas about our town and communities from around the world. What is special about the places we live? How are we inspired by things in other places? We will look at large, outdoor works of art and create a mural of our own.

Our Family Links will have more ideas for things you can do together at home to explore the connections between places and the people who live there!

*Build things out of recycled materials. How does paper work differently than a cardboard box? Which is sturdier?*

*Find artwork in your town. What does it make you think about?*

### **Books we'll be reading** in Unit 3: Connecting Places, Connecting People

*Find them at the library!*

*Going Home, Coming Home, Truong Tran*

*Drum Dream Girl, Margarita Engle*

*On My Block: stories and paintings by fifteen artists, Dana Goldberg, ed.*

*Seaside Dream, Janet Costa Bates*

*Fin M'Coul: the giant of Knockmany Hill, Tomie DePaola*

*Growing Up Pedro, Matt Tavares*

*Soccer Star, Mina Javaherbin*

*Mama and Papa Have a Store, Amelia Lau Carling*

*Abuela's Weave, Omar S. Castaneda*

*Honoring Our Ancestors: stories and pictures by fourteen artists, Harriet Rohmer, ed.*

*Janjak & Freda go to the Iron Market, Elizabeth Turnbull*

*The Wakame Gatherers, Holly Thompson*

*Pele: the king of soccer, Susan Canizares*

*Hip Hop Speaks to Children: a celebration of poetry with a beat, Nikki Giovanni*

*If You Give an Author a Pencil, Laura Numeroff*

*How We Are Smart, W. Nikola-Lisa*

# What helps us understand a place?

What can we learn  
by exploring stories  
and music from  
different places?

How are people  
connected in and  
across communities?

How are community  
traditions passed  
down and shared?

What are some of our  
town's stories?

How are people  
connected in and  
across communities?

Unit 3 Week 8

How are our stories  
linked?

Unit 3 Weekly Questions

## Unit 3 Weekly Words

Weekly Words are denoted with \* where they appear in Text Talk vocabulary lists.

<b>Week 1</b>	<p><b>bond:</b> a strong, positive feeling or shared interest that brings people together</p> <p><b>connect:</b> to join together, to link</p> <p><b>custom:</b> a way of acting that is usual for a person or group</p> <p><b>foreign:</b> having to do with a country that is not one's own; unfamiliar</p> <p><b>identity:</b> all of the parts that communicate how a person or thing is known</p> <p><b>immigrant:</b> someone who comes from one place to settle in another place</p> <p><b>infer:</b> to make a guess based on facts and observation</p> <p><b>unfamiliar:</b> not known or recognized</p>
<b>Week 2</b>	<p><b>beat:</b> a repeated sound, as played on a drum</p> <p><b>evoke:</b> to bring forward in the mind or in action</p> <p><b>melody:</b> the main tune of the music</p> <p><b>pitch:</b> the high or low quality of a sound</p> <p><b>rhythm:</b> regular, repeated pattern of sound</p> <p><b>tempo:</b> speed that a piece of music is played</p> <p><b>tune:</b> musical sounds with a melody and sometimes harmony</p> <p><b>volume:</b> amount of sound; loudness</p>
<b>Week 3</b>	<p><b>belief:</b> an idea that is accepted as true; a strong opinion</p> <p><b>compare:</b> to make note of similarities and differences</p> <p><b>difference:</b> a way that things are not alike</p> <p><b>emotion:</b> feeling</p> <p><b>faith:</b> confidence and belief in</p> <p><b>journey (n):</b> long trip from one place to another; (v): to go on a trip, to travel</p> <p><b>similarity:</b> a way that things are alike</p> <p><b>worldview:</b> a way of thinking about the world, a person's whole perspective</p>
<b>Week 4</b>	<p><b>anticipation:</b> the feeling of being hopeful or nervous about something that will soon happen</p> <p><b>collective:</b> relating to a group of individuals, considered all together</p> <p><b>determined:</b> focused on achieving a goal</p> <p><b>homage:</b> a way to show respect for something or someone</p>

Unit 3 Weekly Words

	<p><b>humanity:</b> all people</p> <p><b>individual:</b> referring to one person</p> <p><b>legacy:</b> lasting reputation or impact</p> <p><b>reputation:</b> the way a person or thing is thought of by others</p>
<b>Week 5</b>	<p><b>arrange:</b> to put in a certain order</p> <p><b>devote:</b> to commit to something, to keep working hard at it</p> <p><b>generation:</b> all of the people born and living at about the same time, or all of the people of about the same age</p> <p><b>layer:</b> to arrange something out flat on top of something else</p> <p><b>reveal:</b> to show something that was unknown</p> <p><b>textile:</b> a woven fabric</p> <p><b>tradition:</b> belief or custom that is handed down</p> <p><b>weave (v):</b> to lace together threads to create a fabric; (n): the pattern or construction of a fabric</p>
<b>Week 6</b>	<p><b>culture:</b> the beliefs, customs, arts, and traditions of a place or group of people</p> <p><b>diversity:</b> the quality of having many different kinds of people in a place</p> <p><b>enrich:</b> to improve the quality of something</p> <p><b>heritage:</b> the cultural history of a group of people</p> <p><b>immigration:</b> the act of moving to one country from another</p> <p><b>population:</b> a particular group or type of people (or animals) living in an area</p> <p><b>portrait:</b> a short biography or an image of a person</p> <p><b>thrive:</b> to grow and develop well</p>
<b>Week 7</b>	<p><b>celebration:</b> an activity done to honor or celebrate something or someone</p> <p><b>commerce:</b> buying and selling goods and services</p> <p><b>influence:</b> power that has an effect on someone or something</p> <p><b>kinship:</b> a feeling of sharing common values, ideas, or characteristics; a feeling of being related, like to family</p> <p><b>opportunity:</b> a chance for a better situation or outcome</p> <p><b>promote:</b> to support or encourage; to tell about something in a public way</p> <p><b>translate:</b> to change into the words of another language</p> <p><b>understanding:</b> sympathy toward or appreciation about other people</p>
<b>Week 8</b>	Selected by teacher for review

# Weekly Words

Unit 3, Week 1

# bond

noun

a strong, positive feeling or shared  
interest that brings people  
together

# connect

verb

to join together, to link



# custom

noun

a way of acting that is usual for a person or group



# foreign

adjective

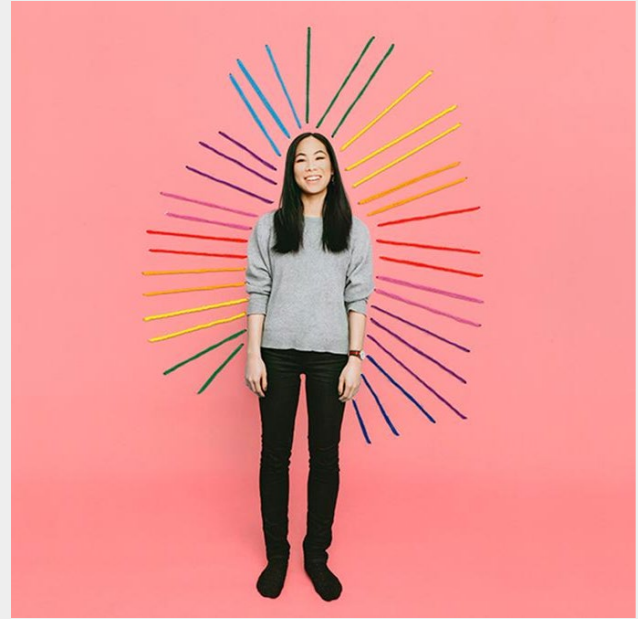
having to do with a country that is  
not one's own; unfamiliar



# identity

noun

all of the parts that communicate  
how a person or thing is known



# immigrant

noun

someone who comes from one place to settle in another place



# infer

verb

to make a guess based on facts  
and observation



# unfamiliar

adjective

not known or recognized



# Weekly Words

Unit 3, Week 2

# beat

noun

a repeated sound,  
as played on a drum



# evoke

verb

to bring forward in the mind or in  
action



# melody

noun

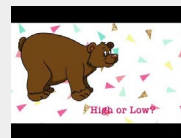
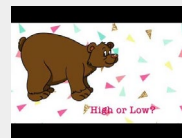
the main tune of the music



# pitch

noun

the high or low quality of a sound



# rhythm

noun

regular, repeated pattern of  
sound

4  
4 *Ta -ka Ta -ka Tiki-tiki Ta -ka Ti-ke-ti Ti-ke-ti Tiki-tiki Ta -ka Ta -ka Tiki-tiki Ti-ke-ti Ta*

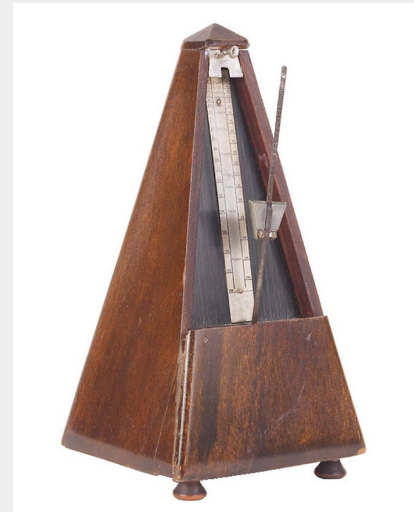
3  
4 *Tiki-tiki Tiki-tiki Tiki-tiki Ta -ka Ta -ka Ta -ka Ta Ta Ta Ta-a-a*

2  
4 *Tiki- ta Tiki- ta Ta- tiki Ta- tiki Ta-ka Tiki-tiki Ta-a*

# tempo

noun

speed that a piece of music is played



# tune

noun

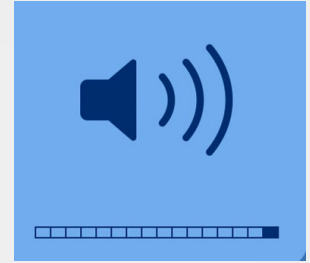
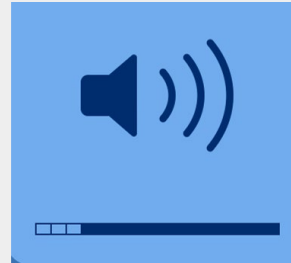
musical sounds with a melody and  
sometimes harmony



# volume

noun

amount of sound; loudness



# Weekly Words

Unit 3, Week 3

# belief

noun

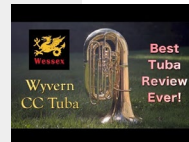
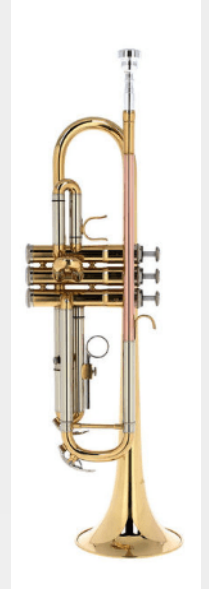
a strong opinion; an idea that is  
accepted as true



# compare

verb

to notice similarities and differences



# difference

noun

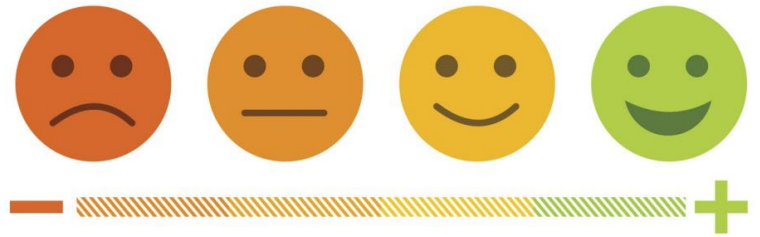
a way that things are not alike



# emotion

noun

feeling



# faith

noun

confidence and belief in



# journey

noun

long trip from one place to  
another

verb

to go on a trip, to travel



# similarity

noun

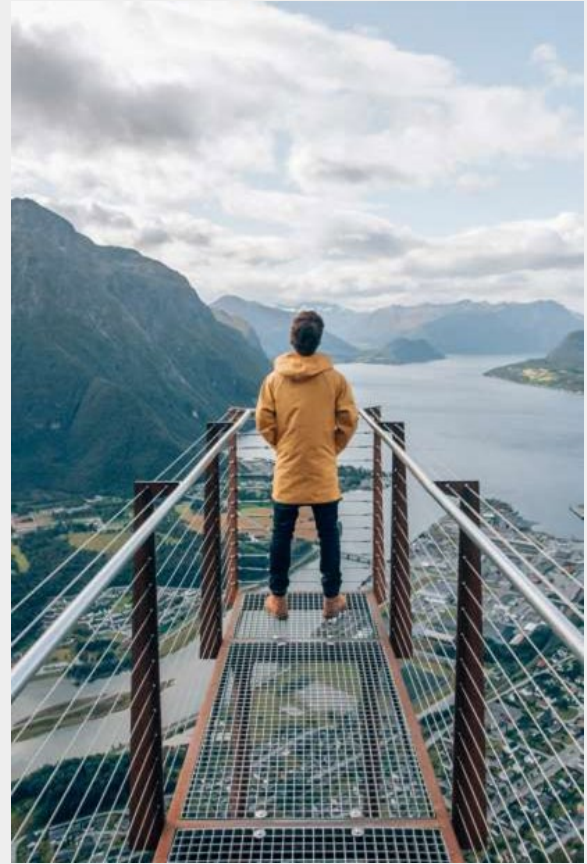
a way that things are alike



# worldview

noun

a way of thinking about the world,  
a person's whole perspective



# Weekly Words

Unit 3, Week 4

# anticipation

noun

the feeling of being hopeful or nervous about something that will soon happen



# collective

adjective

relating to a group of individuals,  
considered all together



# determined

adjective

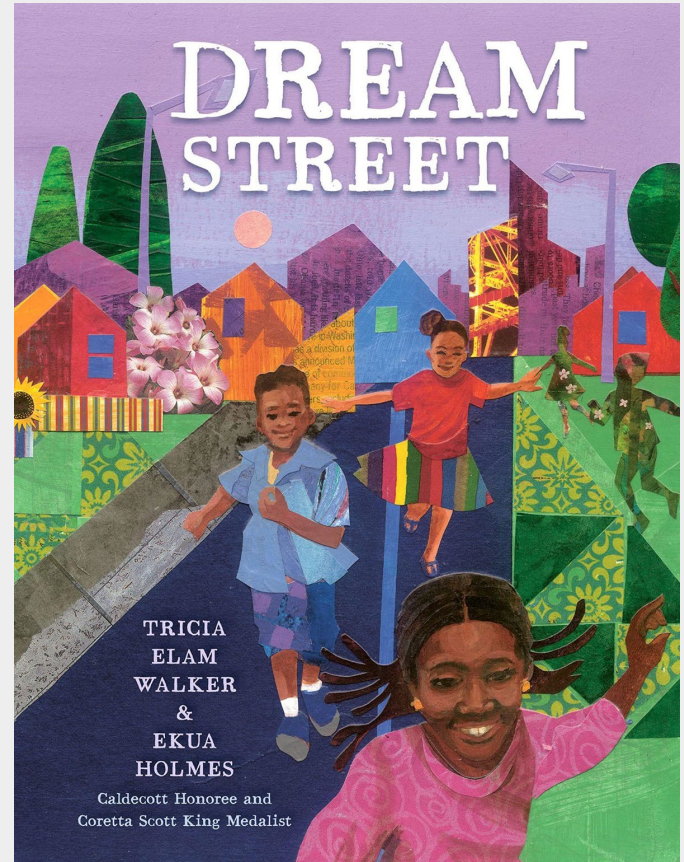
focused on achieving a goal



# homage

noun

a way to show respect for something or someone



# humanity

noun

all people



# individual

adjective

referring to one person



# legacy

noun

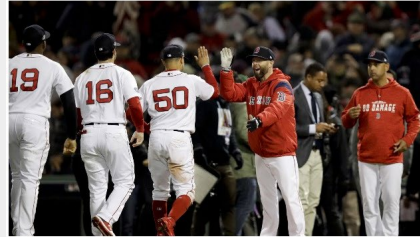
lasting reputation or impact



# reputation

noun

the way a person or thing is  
thought of by others



# Weekly Words

Unit 3, Week 5

# arrange

verb

to put in a certain order



# devote

verb

to commit to something, to keep  
working hard at it



# generation

noun

all of the people born and living at about the same time, or all of the people of about the same age



# layer

verb

to arrange something out flat on  
top of something else



# reveal

verb

to show something that was  
unknown



# textile

noun

a woven fabric



# tradition

noun

belief or custom that is handed  
down



# weave

verb

to lace together threads to create  
a fabric

noun

the pattern or construction of a  
fabric



# Weekly Words

Unit 3, Week 6

# culture

noun

the beliefs, customs, arts, and traditions of a place or group of people



# diversity

noun

the quality of having many  
different kinds of people in a  
place



# enrich

verb

to improve the quality of  
something



# heritage

noun

the cultural history of a group of people



# immigration

noun

the act of moving to one country  
from another



# population

noun

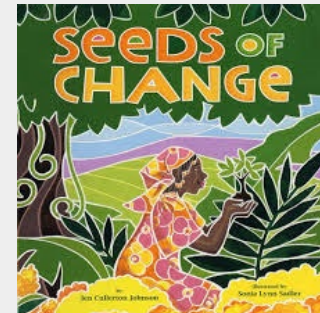
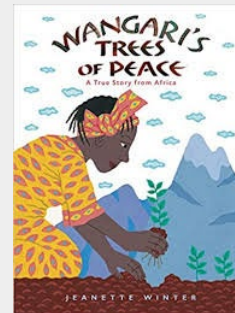
a particular group or type of  
people (or animals) living in an  
area



# portrait

noun

a short biography or an image of a person



# thrive

verb

to grow and develop well



# Weekly Words

Unit 3, Week 7

# celebration

noun

an activity done to honor or  
celebrate something or someone



# commerce

noun

buying and selling goods and  
services



# influence

noun

power that has an effect on  
someone or something



# kinship

noun

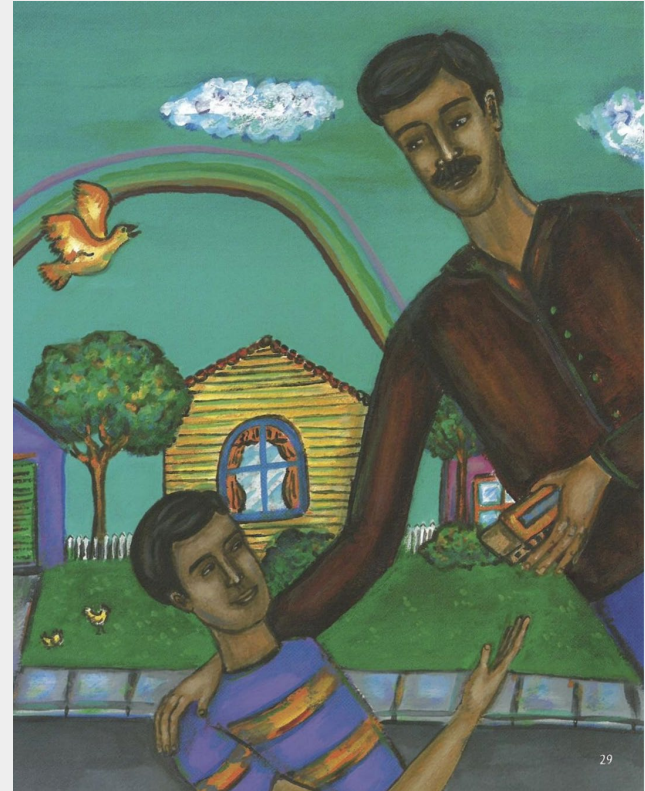
a feeling of sharing common values, ideas, or characteristics;  
a feeling of being related, like to family



# opportunity

noun

a chance for a better situation or  
outcome



# promote

verb

to support or encourage;  
to tell about something in a  
public way



# translate

verb

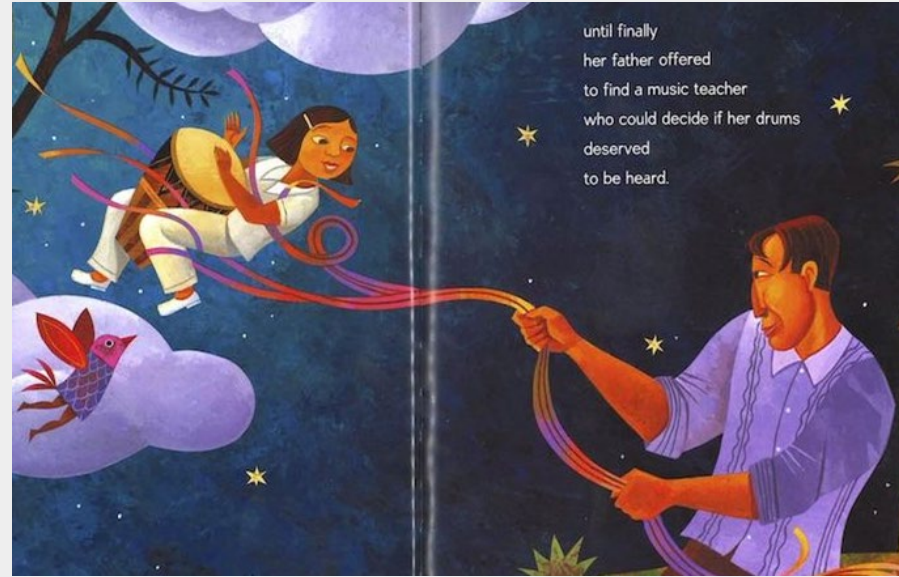
to change into the words of  
another language



# understanding

noun

sympathy toward or appreciation  
about other people



# Science and Engineering

## Unit 3: Connecting Places, Connecting People

Name: \_\_\_\_\_

## Assessing my work

Scientists and engineers ask themselves questions about how they are working to make sure they are doing their very best work.

Ask yourself these questions as you work:

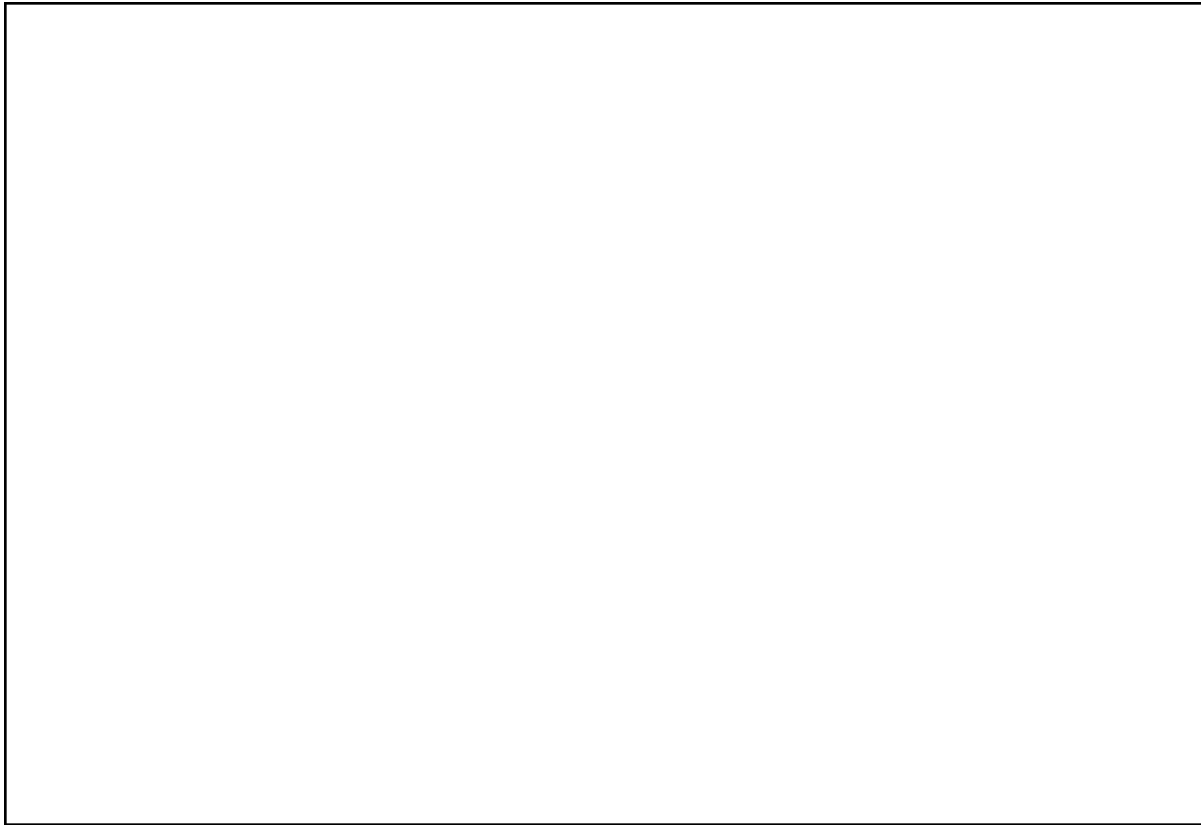
- How did I use my five senses to gather information about an object or something that happened?
- Did I draw or write what I thought or observed?
- How did I share science and engineering ideas?  
Did I talk, write, draw, or build something?

**Matter all around us**

Date: \_\_\_\_\_

<b>SOLID</b>	<b>LIQUID</b>	<b>GAS</b>
Example:  Evidence:	Example:  Evidence:	Example:  Evidence:
Example:  Evidence:	Example:  Evidence:	Example:  Evidence:
Example:  Evidence:	Example:  Evidence:	Example:  Evidence:
Example:  Evidence:	Example:  Evidence:	Example:  Evidence:
Example:  Evidence:	Example:  Evidence:	Example:  Evidence:

What are some solid objects you can see outside our classroom? What are the physical properties of those objects?



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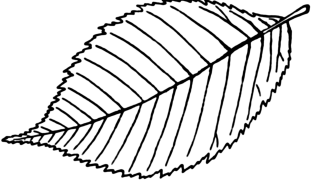
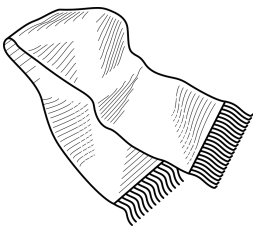



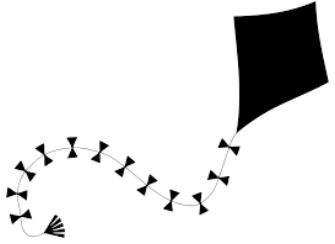
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### States of Matter

SOLID	
<b>Properties</b>	<b>Definition</b> A solid is _____ _____ _____ _____ _____.

**Solids**

 leaf	 Scarf	 chair
 slides	 box	 kite

## LIQUID

### Properties

### Definition

A liquid is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

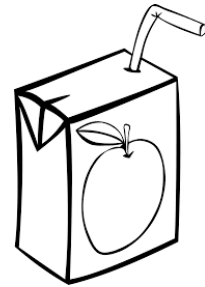
### Liquids



water in a river



water to drink



juice



milk



rain



ketchup

## GAS

### Properties

### Definition

A gas is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

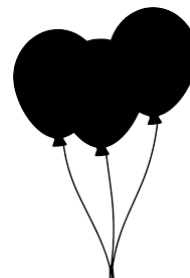
### Gases



air inside hot air balloons



exhaust from cars



air inside balloons



air inside bubbles



air inside soda bubbles



oxygen inside a diver's tank

**Melting: From Solid to Liquid**

Melting Ice Data				
Group #	Location	Start Time	End Time	Elapsed Time <i>How long did it take to melt?</i>

Observational sketches

**Self-assessment:**

Did I use my five senses to gather information about an object?

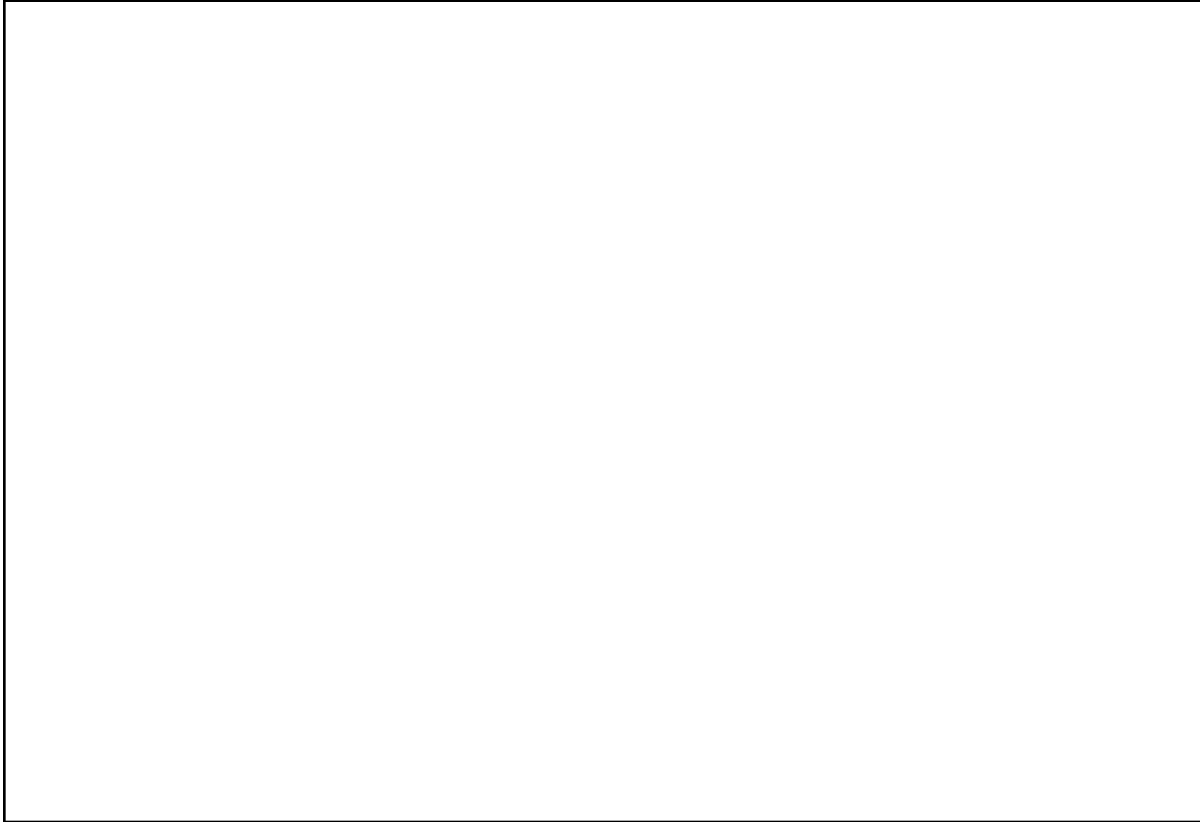
Did I draw or write what I observed?

Did I share science ideas by talking, writing, or drawing?

**Melting Race** \_\_\_\_\_

Location and Action	Start Time	End Time	Elapsed Time <i>How long did it take to melt?</i>
1. Where is the petri dish?			
2. What am I doing to make it melt faster?			
Observational sketches and findings			

Write and draw about a time when you observed a solid melt into a liquid.



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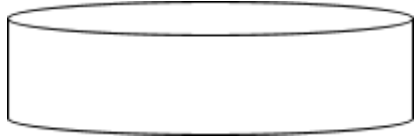
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**Evaporation Observations**


Day	Location	Drawing
		

Prediction (What will happen?) \_\_\_\_\_

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Day	Location	Drawing
		

Observations (What did happen?) \_\_\_\_\_

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**Self-assessment:**

Did I ask a question that I could answer by doing a science investigation?

Did I work with others to plan and do a science investigation?

### Evaporation Race

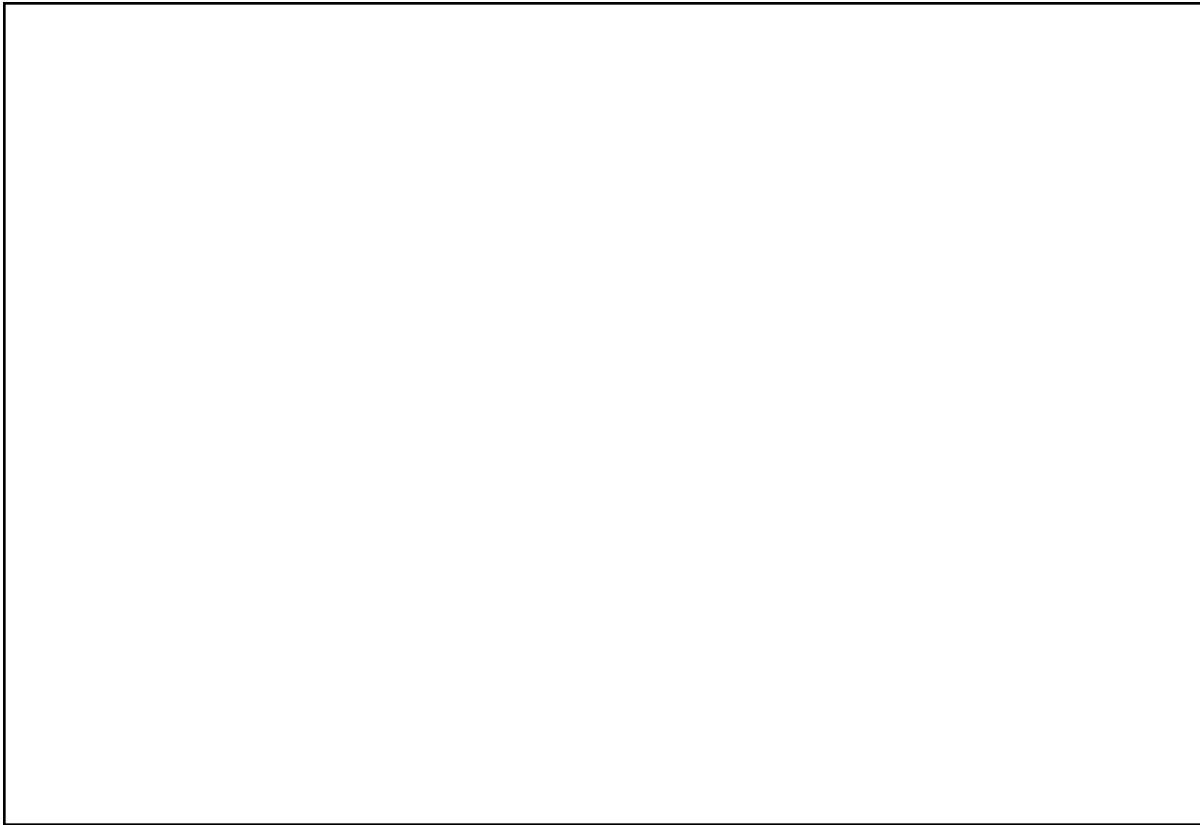
Location <b>Where</b> is the paper towel?	Conditions <b>How</b> is the paper towel arranged?	Predictions What do we think will happen?
1.		
2.		
3.		
Findings: What happened?		

**Self-assessment:**

Did I find patterns or connections in what I observed?

Write a draw about a time when you might need something to dry quickly.

How can you make something dry faster?



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### **Quadrat Study 5**

Draw any solid objects you find in your quadrat. Describe the physical properties of those objects.



### Changing Liquid to Solid

Turning water to ice: <b>Investigation 1</b>	
write	draw

Turning water to ice: <b>Investigation 2</b>	
write	draw

Turning water to ice: <b>Investigation 3</b>	
write	draw

<b>Materials</b> we will need:	
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

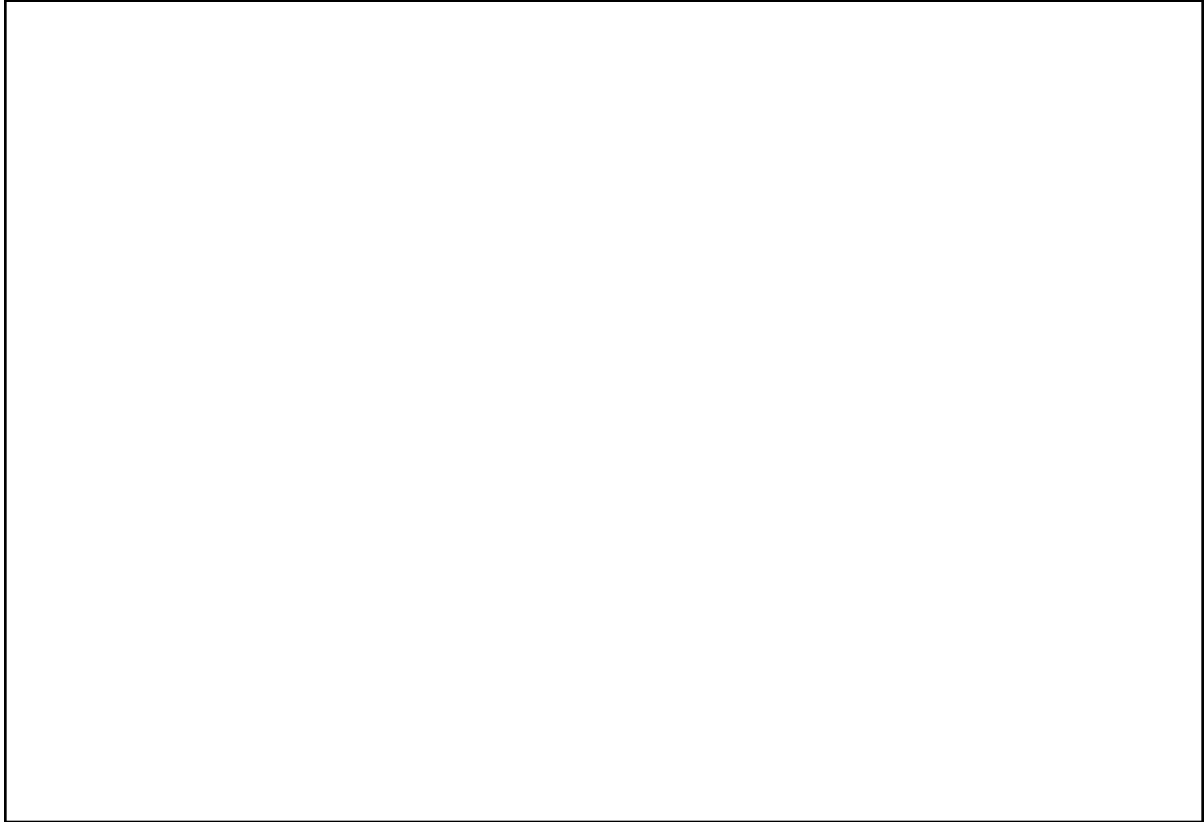
### Changing Liquid to Solid Investigations

<b>Conditions</b> How are we setting up the investigation?	<b>Predictions</b> What do we think will happen? Why do we think this?
1.	
2.	
3.	
<b>Findings:</b> What happened?	

**Self-assessment:**

Did I work with others to plan and do a science investigation?

Write and draw about a time when you observed a liquid other than water change to a solid.



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### Changing Gas to Liquid

How did the inside of the tall cup feel at the beginning of the investigation?

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What did you observe when the tall cup was on top of the cup with hot water?

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Sketch your observations here.

How did the inside of the tall cup feel at the end of the investigation?

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What happened? Why do you think this?

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## Investigations in Changing States of Matter

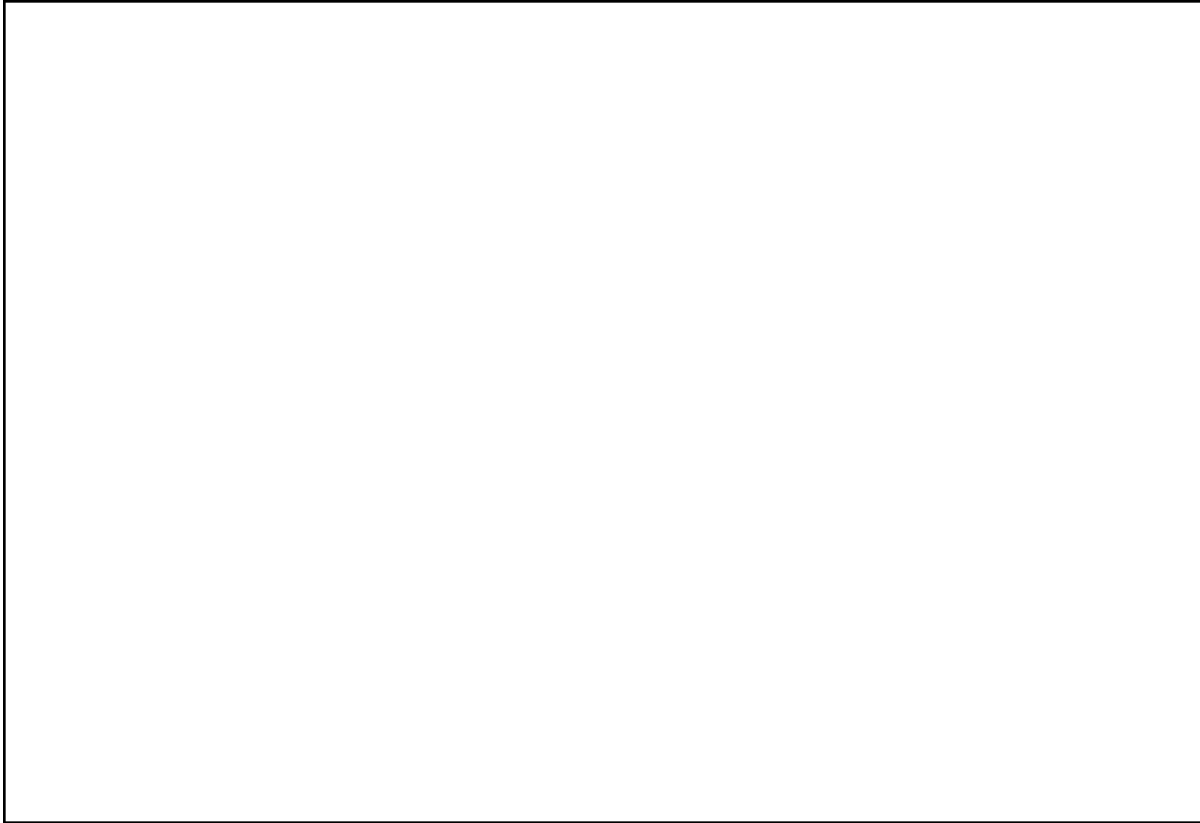
### Investigation 1

Conditions How are we setting up the investigation?	Predictions What do we think will happen? Why do we think this?
1.	
Findings: What happened?	

## Investigation 2

Conditions How are we setting up the investigation?	Predictions What do we think will happen? Why do we think this?
1.	
Findings: What happened?	

Write and draw about a time when you cooked or made a potion at home. What physical changes did you observe with the solid and liquid ingredients?



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**Properties of Materials: Do they change?**

Material: \_\_\_\_\_

properties of a <b>LARGE</b> piece	properties of a <b>small</b> piece

**Self-assessment:**

Did I find patterns or connections in what I observed?

### Museum Exhibits

<b>Artifact</b> What is being displayed?	<b>Display</b> How is it being displayed?	<b>Materials</b> What materials are used to display it?

**Self-assessment:**

Did I describe a problem that could be solved?

Did I gather information by reading or looking at pictures to answer a question?

### Museum Exhibits

Artifact to display: \_\_\_\_\_

<b>Possible solution 1</b>	description	sketch
<b>Possible solution 2</b>	description	sketch
<b>Possible solution 3</b>	description	sketch

Which solution will we choose? Why? \_\_\_\_\_

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#### Self-assessment:

Did I compare different ways to fix a problem?

### Sketches for an exhibit

Engineers sketch many ideas to get their designs just right. Write and draw your ideas for displaying artifacts in our exhibit.

Artifact to display:

Sketch (draw and label):

Materials needed for this display:

Write and draw about a time that you got to be an engineer and design a solution to a problem.



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### Designing Exhibits

Use this space to improve display designs.

Artifact to display:
Sketch (draw and label):
How is this display improved from the last design? _____ _____ _____ _____
New materials needed:

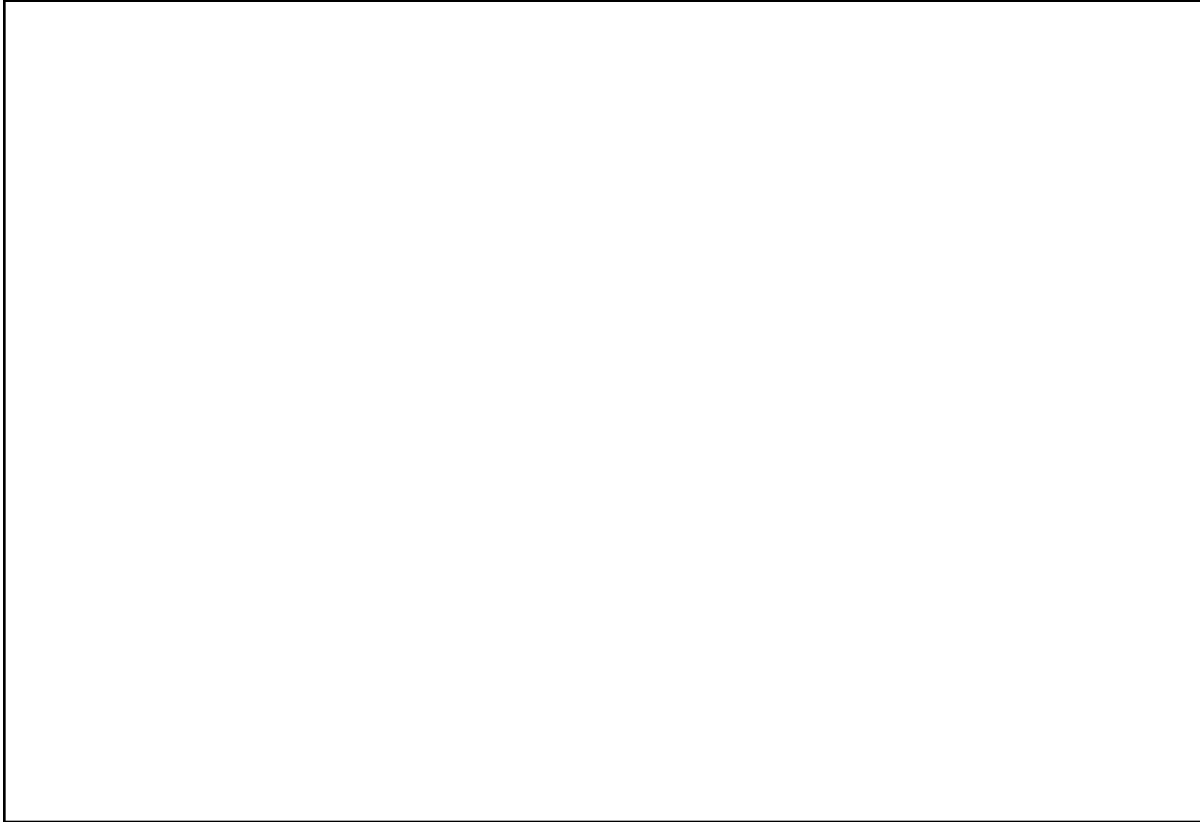
## Designing Exhibits

Date: \_\_\_\_\_

Use this space to improve display designs.

Artifact to display:
Sketch (draw and label):
How is this display improved from the last design? _____ _____ _____ _____
New materials needed:

How do engineers think of different ways to solve problems?



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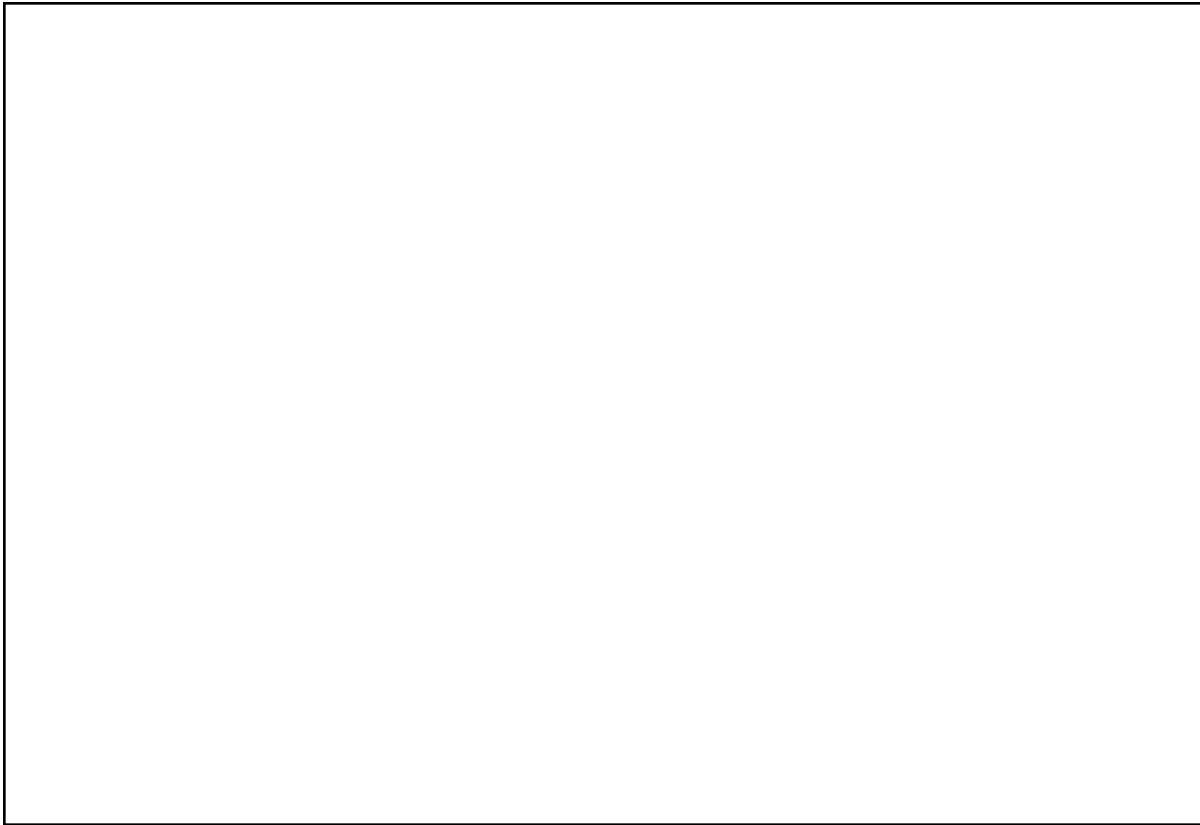
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### **Quadrat Study 6**

Choose a few rocks that look similar to draw. How do you think the rocks got here? Do you think these could be smaller pieces of a larger rock?

A large, empty rectangular box with a thin black border, intended for a student to draw rocks and provide an explanation for their presence.

How do engineers help each other improve designs?



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**Unit 3 Observation Notes**

**Date:**

<p><b>Big Ideas</b>                  Every place has many stories.                  People and places around the world are linked.                  Different perspectives offer opportunities for understanding and inspiration.                  Individuals and communities shape each other.                  We understand our own identities by thinking about where we are and where we come from.</p>	<p><b>Guiding Questions</b>                  How do places and people shape each other?                  How are people connected in and across communities?                  How do new ideas and perspectives shape individuals and communities?                  What happens when people move from one place to another?                  How can understanding others help us to understand ourselves?                  How are people’s identities connected to places?</p>
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Art	Building	Discovery	Research	Writing & Storytelling	
Children present					
Questions/Focus					
<p><b>Observational Notes</b></p> <p style="text-align: right;">What is going on here?                  What feels surprising about this moment?                  What does this tell me about what the children know and care about?</p>					

**Observational Notes**, continued

**Reflection**

What similarities/trends do I notice?  
What surprises me?  
What do these observations seem to suggest?  
What else might be going on?

**Next steps**

What else do I want to observe or find out?  
What resources will I need?

### **Find Them!**

1. Choose a few books from your book collection.
2. Look through one book at a time to search for the words you need.
3. When you find them, write the words on the list.
4. Choose 4 words from the list.
5. Write a sentence using each of those words.

### **Look, Cover, Write, Check**

1. Look quickly at the first word.
2. Cover the word with your hand.
3. Write the word.
4. Check to see if your word matches the one on the page. If yes, put a checkmark in the box. If no, correct your word.
5. Do this with each word.
6. Write a sentence using each word.

### **Name It, Write It, Mark It**

1. Look at each picture and name it.
2. Look at the word bank for clues.
3. Write a word for each picture.
4. Mark the words.
5. Check your work with your partner.

### **Fill in the Word**

1. Read each sentence.
2. Choose the word that fits in the sentence correctly.
3. Write the word.
4. Check your work with your partner.

## Memory

1. Cut the words apart.
2. Turn them over on the table.
3. Pick up two cards and read them aloud.
4. If they match, take them off the playing space.
5. If they don't match, turn them back over. Let your partner take a turn.
6. Keep playing until all the cards are picked up.

## Name It, Choose It, Read It

1. Name the picture.
2. Choose the vowel team that completes the word.
3. Write the vowels in the space.
4. Read the word.

## Read It, Write It, Mark It

1. Read each word out loud.
2. Write the words on the lines.
3. Mark the words according to the directions on the page.
4. Trade papers with your partner to see if you have both done it the same way.

## Complete the Word

1. Read the sentence.
2. Choose the vowel team that completes the word.
3. Write the vowels in the space.
4. Read the sentence.

## **Word Talk**

1. Read the story.
2. Look for the kinds of words described in each box on the sheet.
3. Record these words.
4. Compare what you find to what your partner found.

## **Make a New Word, Write a Sentence**

1. Read the base words. Choose one.
2. Write the base word next to the first suffix.
3. Put them together to make a new word, and write this new word.
4. Write a sentence using the new word.
5. Repeat this for all of the suffixes.