

Unit 3: Connecting Places, Connecting People



WEEK 1 Day 4

Text Talk

“Meet Young Immigrants” (informational text)

Big Ideas	<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>
Weekly Question	What helps us understand a place?
Content Objectives	<p>I can read to find out information from an autobiographical text. (R.4.2)</p> <p>On a map of the world, I can locate the continents, regions, or countries that people travel to and why they might travel from place to place. (2.T2.1, 2.T2.2, 2T3.1)</p>
Language Objective	Through discussion with my peers, I can demonstrate my understanding of important unit concepts, adding to the ideas from previous days. (SL.2.1b)
Vocabulary	<p>celebrate: to make special or to honor</p> <p>green card: an official paper allowing a person from a foreign country to work in the United States</p> <p>home: a place where someone feels connected and comfortable</p> <p>ice-skating rink: an enclosed area with a floor covered in frozen water</p> <p>* identity: all of the parts that communicate how a person or thing is known</p> <p>* immigrant: someone who comes from one place to settle in another place</p> <p>route: a road or way to travel from one place to another</p> <p>Skype: an application (app) for video phone calls</p> <p>suburban: having to do with communities near but outside of the city</p>

	transportation: a way to move or carry things from one place to another
Materials and Preparation	<ul style="list-style-type: none"> ● “Meet Young Immigrants: Asya”, one copy per child Note: The child’s name is pronounced Ah-see-ya. ● Meet Young Immigrants: Asya ● projector Set up the projector with chart paper or whiteboard so that the projected text can be annotated during the lesson. ● clipboards and pencils ● world map ● pushpins (at least 7) ● two pieces of string or yarn, each two to three feet long Prepare the world map by placing a pin in Ho Chi Minh City, Vietnam and a pin in Maine and connecting the two with one piece of string. The second piece of string will be used during the lesson. ● 1 Chalk Talk chart, from Day 3
Opening 2 minutes	<p><i>We are learning about places around the world and the people who live there. We live and come to school in Maine, but many of us have connections to other places. Thumbs up if you have a connection to a place outside of Maine.</i></p> <p><i>Today we will continue mapping places around the world and naming and locating continents. We will also mark routes of travel to and from the United States.</i></p> <p><i>While we do that, we will read a text written by a young person who is an immigrant. Immigrants are people who come from another country to live in a new country. Truong Tran, the author of Going Home, Coming Home is an immigrant. He came from Vietnam to live in the United States.</i></p> <p>Briefly allow children and classroom adults to identify themselves and family members as immigrants and name from where.</p>
Mapping 8 minutes	<p>Point to the map where Vietnam has been pinned. Explain that Vietnam is in the continent of Asia, near the South China Sea, which is part of the Pacific Ocean.</p> <p><i>Let’s look at the distance from Ho Chi Minh City, in Vietnam, to Maine, in the United States. This string shows a direct route between Maine and Ho Chi Minh City that someone could travel in an airplane, the way Ami Chi travels in Going Home, Coming Home.</i></p> <p><i>Can you think of other ways that someone might travel from Vietnam to the United States? What landforms and bodies of water</i></p>

	<p><i>might that person cross?</i></p> <p><i>Let’s pin a few other countries we will be thinking about during this unit. Here is Ireland, an island in Europe. Here is Cuba, an island in North America. And here is Cape Verde, a group of islands off the coast of the continent of Africa. What do you notice about these places on the map? Turn and talk.</i></p> <p>Pin these countries as children talk. <i>We will be talking about each of these places in the next few weeks.</i></p>
<p>Text and Discussion 20 minutes</p>	<p><i>We’re going to read a short article written by a young immigrant. Asya is a 9 year old girl who came from Nikolaev, Ukraine to live in Georgia, a state in the southern part of the United States. Here is Ukraine, a country in the continent of Europe.</i></p> <p>Pin Ukraine on the map. Pin the string from Ukraine to Georgia. <i>Just like Vietnam, Ukraine is made up of many places, and people travel from Ukraine to the United States in different ways and for many different reasons.</i></p> <p><i>When we read this selection, we will find out information about Asya—how and why she came to the United States, what she likes and doesn’t like, and what she thinks about Ukraine and about the United States. As we read, we’ll annotate the text by underlining parts that we think are important.</i></p> <p>Distribute paper copies of the text, clipboards, and pencils. Project the text onto chart paper or a whiteboard.</p> <p>Read the article aloud. Pause to underline key details that help answer the following questions. Have children follow along and underline on their own sheets. Stop to explain terms as needed, such as “Orthodox Christian” and “Skype.”</p> <p><i>What was Asya’s route of travel to Georgia? What do we learn about Asya? What does she like to do? What does she like about living in the United States, and what does she like about Ukraine? According to Asya, what is the same about Ukraine and the United States? What is different?</i></p> <p>Facilitate a discussion. <i>Hold your papers and clipboards in your lap so that you can reference them as we talk. For the first part of our discussion, we will mostly be trying to recall information to make sure we</i></p>

	<p><i>understood.</i></p> <p>Ask the questions above, one at a time, to reinforce comprehension.</p> <p>Collect pencils, papers, and clipboards.</p> <p><i>Now let's infer. Remember that inferring is like reading between the lines—the text doesn't say what it means directly, but gives us hints or clues.</i></p> <p>Think, Pair, Share.</p> <p><i>First think: How does Asya view her own identity? What makes you say that?</i></p> <p><i>Then turn to your partner to talk about this.</i></p> <p>Harvest a couple of ideas from the group.</p> <p><i>Let's infer again.</i></p> <p>Think, Pair, Share.</p> <p><i>What does "home" mean to Asya? What makes you say that?</i></p> <p><i>We can add an inference about what home means to one of yesterday's Chalk Talk pages.</i></p>
<p>Closing 10 minutes</p>	<p><i>Today we spent some time looking at continents and bodies of water on the world map, locating places we will learn about during this unit, and identifying routes of travel. We also learned a bit about one young immigrant from Ukraine. We continued exploring what "home" and "identity" can mean.</i></p> <p>If time allows, show the video of Asya telling her story. Have a brief discussion of the video and how it deepens understanding of the text and unit concepts.</p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>2.T2.1. On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>2.T2.2. On a map of the world and on a globe, locate the oceans of the world, and explain the importance of oceans and how they make the world habitable.</p> <p>2.T3.1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some</p>

	forced (e.g., refugees, people driven from their homelands, enslaved people).
Ongoing assessment	Consider how children annotate and participate in discussion, using key vocabulary. Do they identify important details in the text? Note how children demonstrate their evolving understanding of important unit concepts. What connections do they make? How do they continue to infer about home and identity?

Notes