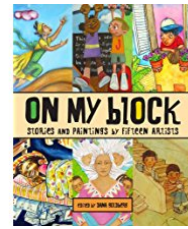


Unit 3: Connecting Places, Connecting People



WEEK 1 Day 5

Text Talk
On My Block: “Joseíto’s Little Farm”

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 describe the setting and its significance using key details in the text. (R.11.2.a, R.11.2.b)</p> <p>On a map of the world, I can locate the continents, regions, or countries from which people have migrated to the United States. (2.T2.1)</p> <p>I can identify reasons people move and strengths, including memories, that people bring with them when they move from one place to another. (2.T3.1, 2.T3.4)</p>
Language Objective	When participating in collaborative conversations, I can use precise language to describe the setting. (SL.1.2, L.5)
SEL Objectives	<p>I can recognize my own family’s story in the migration stories we read. (Self-awareness)</p> <p>I can show respect for the experiences of others. (Social Awareness)</p>
Vocabulary	<p>countryside: land that is away from big towns and cities</p> <p>exhibit: to show or display</p> <p>harvest: to pick or gather crops when they are ripe</p> <p>lot: a space of land</p>

	ripe: fully grown and ready for harvest or eating
Materials and Preparation	<ul style="list-style-type: none"> ● <i>On My Block: Stories and Paintings by Fifteen Artists</i>, Dana Goldberg ● <i>On My Block</i> excerpt and Images of Havana slides ● projector and screen ● world map and pushpin ● crayons, to create pairs or trios for Matching Crayons ● paper and pen, to record children’s ideas ● Weekly Question Chart
Opening 1 minute	<i>Today we will look at another selection from On My Block: Stories and Paintings by Fifteen Artists. Remember that in this text, various artists use both words and pictures to describe places that are special to them. Today we will read a personal recount by an artist named Tonel. He is from Havana, a city in Cuba.</i>
Text and Discussion 18 minutes slide 2	Point to and pin Cuba on the world map. Show slide 2. <i>Some of you already know things about Cuba; tell us your experiences with this place. You can show the “Me, too” signal if you make a connection with what you hear from a classmate.</i>
slides 3-5	<i>Let’s look at a few photos of Havana.</i> Show slides 3-5. <i>What do you notice? What does this make you think about? What do you wonder?</i> <i>Again, show the “Me, too” signal if you make a connection to something someone else says.</i>
slide 6	Show slide 6. <i>What do you notice on this slide?</i> <i>The city of Havana includes many different neighborhoods.</i>
<i>On My Block</i> , slide 7	Set a purpose for today’s reading. <i>As we read these pages by Tonel, we will think carefully about what the words and the illustration tell us. We’ll use details to describe the setting, and we’ll infer about why this is important to Tonel.</i> <i>First, let’s look closely at the illustration.</i> Show slide 7 and the page in the book.
	<i>What do you see?</i> <i>What makes you say that?</i>

<p><i>On My Block</i>, paragraph 1, slide 8</p>	<p>Read from the book. Stop after the first sentence to show slide 8 (adding a caption to the previous map on slide 6). Have children identify the two areas of Havana, Mariano and La Lisa.</p> <p>Continue reading through the first paragraph. Define the word “countryside.”</p> <p><i>What do we learn about Havana from this slide and illustration? How is Havana like places in Vietnam or Ukraine?</i></p>
<p><i>On My Block</i>, paragraph 2</p>	<p>Read the second paragraph, and define the word “harvest.”</p> <p><i>Let’s visualize, or make a picture in our minds, of what Tonel describes in this second paragraph.</i></p> <p>Invite a few children to describe what they have visualized.</p>
<p>slide 5</p>	<p>Group children in pairs or trios with Matching Crayons. Once children have found their partners/small groups, return to slide 5.</p> <p><i>Tonel’s text and illustration help us to visualize a memory Tonel has about Havana. The photographs we just saw also offer us information about Havana. Let’s compare them. How are this photo and Tonel’s work the same? How are they different?</i></p> <p>Give children a few minutes to talk, and then harvest a few ideas.</p>
<p><i>On My Block</i>, slide 7</p>	<p>Keep children in their pairs/trios. Return to the book and/or to slide 7.</p> <p><i>Now let’s focus on Tonel’s text and his artwork. What does Tonel value about his birthplace of Havana? How do you know this? Why do you think this is important to Tonel? What can we learn about this part of Havana through this text and illustration?</i></p>
<p>Key Discussion 15 minutes slides 9-10</p>	<p>Continue with children in their pairs/trios. Show slide 9.</p> <p><i>Here’s another piece of artwork by Tonel. It is a group of small sculptures arranged together. Talk with your group about your impressions of this artwork. What do you notice? What does this make you think about? What do you wonder?</i></p> <p>Show slide 10 (same as slide 2) for a comparison. Facilitate a whole group discussion.</p> <p><i>What do you think about the subject of this artwork [the island of Cuba]? What are your ideas about the media he used—a collection of</i></p>

	<p><i>small sculptures?</i></p> <p><i>We will explore Cuba in different ways in upcoming Text Talk lessons. What questions do you have about Cuba?</i></p> <p>Make a point of recording some questions on a piece of paper. Use these questions to guide discussion in future lessons.</p> <p><i>These questions can help guide our learning in future discussions.</i></p>
<p>Closing 1 minute</p>	<p><i>Today we thought carefully about what the words and the illustration are telling us in a personal recount. We described the setting using details from text, illustration, maps, and photographs. We inferred about why this is important to the author and illustrator, Tonel.</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: What helps us understand a place?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: People move to different places for many reasons. Images and texts give us ideas about different places. There are many immigration stories.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</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>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.T3.1. Investigate reasons why people migrate (move) to different places around the world, recognizing that some migration is voluntary, some forced (e.g., refugees, people driven from their homelands, enslaved people).</p> <p>2.T3.4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of</p>

	<p>speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.</p>
<p>Ongoing assessment</p>	<p>Listen to and reflect on the discussion connected to Tonel.</p> <p>As children share what they notice, pay attention to how they describe what they see and hear in the text.</p> <p>What do children understand about why people move from one place to another? What assumptions do they reveal? What might these assumptions be based on?</p> <p>For what in Tonel’s story do children articulate appreciation?</p> <p>What connections do children make to this migration story?</p> <p>Analyze the Weekly Question Chart.</p> <p>Most broadly, what initial connections are children making to themes of home, immigration, cultural assets, and representation?</p>

Notes