

Unit 3: Connecting Places, Connecting People

WEEK 2 Day 4



Text Talk
Fin M'Coul
 Read 1 of 2

Big Idea	Every place has many stories.
Weekly Question	What can we learn by exploring stories and music from different places?
Content Objectives	I can ask and answer who, what, where, when, why, and how questions. (R.4.2) I can identify Ireland on the map and share what I know about its characteristics.
Language Objectives	I can participate in collaborative conversations with my peers about grade 2 texts in small and large groups. (SL.1.2) I can compare formal and informal language using words and phrases from the text. (L.3.2.a)
SEL Objective	I can show respect for my peers as we work together to develop questions about the text. (Social Awareness)
Vocabulary	<p>beam: to smile widely or happily</p> <p>beating: physical punishment</p> <p>bother: to annoy or give trouble to</p> <p>brass: a type of yellow metal</p> <p>breadth: the large size of something</p> <p>causeway: a raised road or path across water or wet land</p> <p>coward: a person who does not have courage</p> <p>feat: a big accomplishment</p> <p>glutton: a person who eats a lot of food</p>

	<p>kin: closely-related people, or people that have something in common</p> <p>lass: a girl or woman</p> <p>settle: to resolve a problem [differentiate from definition used Week 1, Day 3, <i>On My Block</i>, “to move to a new place and make it home”]</p> <p>swear: to make a promise</p> <p>tremble: to shake</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Fin M’Coul: The Giant of Knockmany Hill</i>, Tomie DePaola Pre-mark the pages in the book. Page 1 begins, “For Flossie and the rest of the Wallingford Downey clan...” ● world map ● whiteboards, one for each small group ● whiteboard markers, one for each small group ● chart paper, 2 pieces <p>At the top of one piece of paper write, Questions from <u>Fin M’Coul</u>. Create the following chart, Questions.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">?</div> <div style="text-align: center;"><u>Questions</u></div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">?</div> </div> <ul style="list-style-type: none"> ● Who ____? ● What ____? ● Why ____? ● Where ____? ● How ____? ● What would happen if ____? <p style="text-align: center; font-size: small;">[leave blank space to add more questions]</p> </div> <p>Children will work in groups of four. Plan groups strategically.</p>
<p>Opening 5 minutes</p>	<p>Arrange children to sit with their assigned small groups in the whole group area. Distribute a whiteboard and marker to each group.</p> <p style="text-align: center;"><i>Today we will read this story from Ireland: Fin M’Coul: The Giant of Knockmany Hill, retold and illustrated by Tomie De Paola. Ireland is a country in Europe.</i></p> <p>Point to where Ireland is pinned on the map. Show its distance to Maine. Invite children to share what they already know about Ireland.</p> <p style="text-align: center;"><i>Fin M’Coul is a folktale. A folktale is a story that has been told and</i></p>

	<p><i>retold over many years. The same folktale might be told in different ways, by different people, at different times, in different places. Often these stories include a lesson to be learned.</i></p> <p>Set a purpose for reading. <i>Asking questions helps us understand a text. As readers, we can ask questions before reading, while reading, and after reading. We ask questions when we are confused about something or when we want more information.</i></p> <p>Refer to and read the Questions chart. <i>Questions often include these words: Who, What, Where, Why, How.</i></p> <p><i>As we read today, we'll stop to ask questions. When we finish reading, we will have a collection of questions about the book. For now, we might not find answers to all our questions, but asking the questions still helps us to think.</i></p>
<p>Text and Discussion 20 minutes</p> <p>page 2</p>	<p>Note: At each pause while reading the text, provide thinking time, and then have children huddle in their small groups to brainstorm and record questions. As they do, circulate to support children in referring to the Question Sentence Frames.</p> <p>After two minutes of small group time, bring the group back together to harvest questions. Acknowledge and help refine questions that provoke different levels of thinking. Write some of the questions on the Questions from <u>Fin M'Coul</u> chart.</p> <p>Quickly define: <i>Lass is another way to say a girl or woman. It's an informal word that's not commonly used in the United States.</i></p>
<p>page 4</p>	<p>Model thinking aloud and asking questions. <i>After reading this page, I have several questions: What does the word "kin" mean? Where is Scotland, and why are they building a path to it? Who is Cucullin? In this illustration it looks like Fin M'Coul is not so happy; why not?</i></p> <p><i>I'm going to choose and write these questions: "Who is Cucullin?" and "Why is Fin M'Coul unhappy?"</i></p>
<p>page 5</p>	<p>Quickly define the words "tremble" and "feat."</p>
<p>page 6</p>	<p><i>What is one question you would ask here?</i></p>

	<p>Have children formulate a question in small groups and write it on their whiteboard. Some questions may include:</p> <p><i>How do you flatten a thunderbolt?</i> <i>Why does Cucullin want to beat everyone up?</i> <i>Why hasn't Fin M'Coull been beaten by Cucullin?</i> <i>How will Cucullin find Fin M'Coull?</i></p> <p>Gather a few questions, and record them on the chart paper.</p>
page 14	<p><i>What is one question you would ask here?</i></p> <p>Have children formulate a question in small groups, and have one child write it on their whiteboard.</p> <p><i>What does Oonagh have planned?</i> <i>Why does she tie braids around her arm, heart, and ankle?</i> <i>Why does Oonagh bake the bread and make cheese?</i> <i>Why is dressing up like a baby important?</i> <i>Why is the brass finger important?</i></p> <p>Gather a few questions, and record them on the chart paper.</p>
page 17	<p>Quickly define the word "breadth."</p>
page 24	<p><i>What is one question you would ask here?</i></p> <p>Have children formulate a question in small groups and write it on their whiteboard.</p> <p><i>What is Cucullin thinking?</i> <i>Is Cucullin catching on to Oonagh's plan?</i> <i>Will Oonagh's plan work?</i> <i>After reading the text, do we have additional questions?</i></p> <p>Gather a few questions, and record them on the chart paper.</p> <p>Finish reading the text.</p>
Key Activity 14 minutes	<p>Gather a few more lingering questions. (For example: <i>I am still wondering about the braided woolen threads. How are they important to the story?</i>)</p> <p>Collect whiteboards and markers.</p> <p>Look over the questions on the chart. Select important questions that children can discuss in their small groups. Number the identified questions and assign each small group a question to address.</p> <p>Have children turn to face their small groups. Circulate with the book as children discuss their assigned questions, and encourage them to refer to</p>

	<p>the text for evidence.</p> <p>Bring children’s attention back to the whole group. Invite a few small groups to share important parts of their discussion.</p> <p>Then facilitate a discussion about the questions as a whole.</p> <p><i>What do you notice about these questions?</i></p> <p><i>Were we able to answer all of these questions based on what we already knew?</i></p> <p><i>Which questions require that we look back through the book or do more research?</i></p>
<p>Closing 1 minute</p>	<p><i>Asking questions helps us to think more carefully about a text. We might be able to answer some more of our questions about Fin M’Coul the next time we read it.</i></p> <p>Quickly add any new ideas and words to the Weekly Question chart.</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 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.3.2.a Compare formal and informal uses of English.</p> <p>SEL.Social Awareness</p>
<p>Ongoing assessment</p>	<p>Do children ask Who, What, When, Where, Why, and How questions about the text?</p> <p>How do children approach the task of formulating questions?</p> <p>What types of questions do they ask?</p>

Notes