

Unit 3: Connecting Places, Connecting People



WEEK 3 Day 1

**Text Talk**  
***Fin M'Coil***  
 Read 2 of 2

<b>Big Idea</b>	Every place has many stories.
<b>Weekly Question</b>	What can we learn by exploring stories and music from different places?
<b>Content Objectives</b>	<p>I can explain how a character responds to challenges. (R.6.2.a)</p> <p>I can infer some of Oonagh’s character traits from what she says and does. (R.9.2.a)</p> <p>I can describe the moral of a folktale. (R.5.2.a)</p>
<b>Language Objective</b>	I can participate in collaborative conversations with my peers about our texts. (SL.1.2)
<b>Vocabulary</b>	<p><b>beam:</b> to smile widely or happily</p> <p><b>beating:</b> physical punishment</p> <p><b>bother:</b> to annoy or give trouble to</p> <p><b>brass:</b> a type of yellow metal</p> <p><b>breadth:</b> the large size of something</p> <p><b>causeway:</b> a raised road or path across water or wet land</p> <p><b>coward:</b> a person who does not have courage</p> <p><b>feat:</b> a big accomplishment</p> <p><b>glutton:</b> a person who eats a lot of food</p> <p><b>kin:</b> closely-related people, or people that have something in common</p> <p><b>lass:</b> a girl or woman</p> <p><b>settle:</b> 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><b>swear:</b> to make a promise</p>

	<p><b>tremble:</b> to shake</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Fin M’Coul: The Giant of Knockmany Hill</i>, Tomie DePaola</li> <li>● Questions from <i>Fin M’Coul</i> chart, from Week 2, Day 4</li> <li>● <i>Fin M’Coul</i> excerpt slide Prepare to project the slide onto the whiteboard or chart paper, to model annotating</li> <li>● marker</li> <li>● <i>Fin M’Coul</i> excerpt sheets, one set for each pair of children</li> <li>● pencils</li> <li>● clipboards or other writing surfaces</li> <li>● Writing Response: <i>Fin M’Coul</i>, 1 copy for each pair of children On the whiteboard, write the Writing Response questions.</li> <li>● thin markers, a few different colors for each pair of children</li> </ul> <p>Children will work in pairs to read and annotate a text and write a response. Create pairs strategically.</p>
<p><b>Opening</b> 5 minutes</p>	<p>Have children sit in their preassigned pairs in the meeting area.</p> <p><i>We will continue to read this folktale from Ireland: Fin M’Coul: The Giant of Knockmany Hill, retold and illustrated by Tomie De Paola. It’s been a few days since we read Fin M’Coul; what is the folktale mostly about?</i></p> <p><i>We recorded some questions we had about this text.</i></p> <p>Refer to the chart and read a few of the questions generated during the previous lesson with this text.</p> <p><i>As we read today, let’s see if we can answer a few.</i></p> <p>Set a purpose for reading.</p> <p><i>Today we will consider how an important character, Oonagh, responds to challenges. A <b>challenge</b> is something that is hard or difficult, a problem. What challenge does Oonagh face in this story? (Cucullin is coming after Fin.)</i></p> <p><i>As we read, we will gather details about how this character responds to this challenge. We can use these details to infer about Oonagh’s character: How would we describe her as a person? What does she think, say, or do that tells us about who she is?</i></p> <p><i>We will work both in the whole group and in pairs to read the text and answer some questions.</i></p>
<p><b>Text,</b></p>	<p>Read to the end of page 18.</p> <p><i>Let’s pause here. Remember, when we read Drum Dream Girl, we</i></p>

<p><b>Discussion and Annotation</b> 12 minutes</p>	<p><i>annotated part of the text. Today, we'll annotate by underlining to help us organize our thinking while we read.</i></p>
<p>pages 19-22</p>	<p>Distribute excerpt clipboards, sheets, and pencils. Project the excerpt slide (page 19) for annotating.</p> <p><i>Remember, we are thinking about how the character Oonagh responds to a challenge: Cucullin is coming after Fin. As we read this part of the text together, let's underline only details that help us understand how Oonagh responds to this challenge.</i></p> <p>Model reading and annotating (underlining) important details, thinking aloud about how these particular details are important to understanding the character's response to the challenge.</p> <p>Have children work in pairs to continue reading and annotating the excerpts (pages 20-22).</p> <p><i>As you are reading the text, underline <u>four</u> details that are important in showing how Oonagh responds to Culcullin coming after Fin.</i></p> <p>Circulate to support children's work and to facilitate discussion between partners. Encourage children to describe why the details are important and what they tell the reader about Oonagh.</p>
<p><b>Key Writing Activity</b> 12 minutes</p>	<p>As pairs of children complete their annotation, distribute the Writing Response sheet. Read the questions to pairs or to the whole group.</p> <p><i>How does Oonagh respond to challenges? What do we infer about Oonagh? What do you find in the text that makes you think that?</i></p> <p>After 12 minutes, let children know that they can complete the writing activity at the Writing Station this week, and bring the group back together for a whole group discussion. Encourage children to refer to their work and conversations as they describe the details they identified and why.</p>
<p><b>Text and Discussion continued</b> 8 minutes</p> <p>page 23 - end</p>	<p>Finish reading the text, starting on page 23.</p> <p>Have children choose new partners. Think, Pair, Share.</p> <p><i>Fin M'Coul is a folktale. Folktales often have morals or lessons. What do you think is the moral or lesson of this folktale?</i></p>
<p><b>Closing</b></p>	<p><i>Today as we read we gathered details about how a character</i></p>

1 minute	<i>responds to this challenge. By looking at these key details, we made inferences about what she is like as a person as well as the moral of the story.</i>
<b>Weekly Question Chart</b> 2 minutes	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What can we learn by exploring stories and music from different places?</i></p> <p><i>We can record our ideas here.</i></p> <p><i>Fin M’Coul is a special kind of story—a folktale—that helps us imagine what one place, Ireland, is like. Let’s add this to our chart: Folktales can help us envision a place.</i></p> <p><i>We can add more to our chart during the week.</i></p>
<b>Standards</b>	<p><b>R.5.2.a</b> Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p><b>R.6.2.a</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>R.9.2.a</b> Acknowledge differences in the points of view of characters.</p> <p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Listen to children’s discussion, and review their written responses.</p> <p>What in the text’s story elements and vocabulary do children identify to help them describe how the character responds to challenges?</p> <p>What meaning do children make of the folktale, and where do they find it?</p> <p>Do children annotate meaningfully?</p>

**Notes**