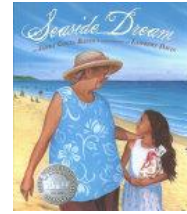


Unit 3: Connecting Places, Connecting People



WEEK 3 Day 3

Text Talk
Seaside Dream
 Read 1 of 2

Big Ideas	Every place has many stories. People and places around the world are linked.
Weekly Question	What can we learn by exploring stories and music from different places?
Content Objectives	I can describe what is happening in the story. (R.4.2) In conversation and writing, I can describe the structure of the story from beginning to end. (R.8.2.a, W.1.2.b)
Language Objective	Using key unit vocabulary, I can describe what I hear and see and compare my impressions to those of my peers. (SL.2.2.a, L.6.2.a, L.5.2.a)
SEL Objective	I can share ideas about Cape Verde with curiosity and appreciation. (Social Awareness)
Vocabulary	<p>brimming: overflowing</p> <p>* faith: confidence and belief in</p> <p>gaze: to look at for a long time</p> <p>* journey: long trip from one place to another</p> <p>lull: to soothe to sleep</p> <p>overflowing: so much that it's spilling out</p> <p>parade of presents: continuing flow of gifts</p> <p>pebbles: small rocks</p> <p>skim: to lightly touched the top</p> <p>swoosh: rustling sound</p>

	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #e0e0e0; text-align: center; padding: 5px;">Words in Kriolu</th> </tr> <tr> <td style="padding: 5px;"> <p>Kriolu: the language of Cape Verde, mixing Portuguese and native West African languages</p> <p>Kachupa/Manchupa: a dish from Cape Verde</p> <p>mantenha: a verbal greeting sent between Cape Verde and the United States</p> </td> </tr> </table>	Words in Kriolu	<p>Kriolu: the language of Cape Verde, mixing Portuguese and native West African languages</p> <p>Kachupa/Manchupa: a dish from Cape Verde</p> <p>mantenha: a verbal greeting sent between Cape Verde and the United States</p>		
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<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Seaside Dream</i>, Janet Costa Bates ● established classroom Discussion Prompts ● Text Talk notebooks ● pencils <p>On the whiteboard, write the following questions.</p> <p style="padding-left: 40px;">Who are the important characters?</p> <p style="padding-left: 40px;">Where does the story take place?</p> <p style="padding-left: 40px;">What is going on?</p> <p style="padding-left: 40px;">What is the problem?</p> <ul style="list-style-type: none"> ● chart paper <p style="padding-left: 40px;">Prepare the chart, Learning about a Place: Cape Verde.</p> <div style="border: 1px solid black; margin: 10px auto; width: 80%; text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #e0e0e0; padding: 5px;">Learning about a Place: Cape Verde</th> </tr> <tr> <td style="width: 50%; padding: 10px; vertical-align: top;">What we know from background</td> <td style="width: 50%; padding: 10px; vertical-align: top;">What we learn from the story</td> </tr> </table> </div> <p>Review the glossary at the front of the book for pronunciation guidance and read the Author’s Note at the back of the book.</p>	Learning about a Place: Cape Verde		What we know from background	What we learn from the story
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What we know from background	What we learn from the story				
<p>Opening 5 minutes</p>	<p>Introduce the book and purpose for reading.</p> <p style="text-align: center; padding-top: 20px;"><i>Today we’ll read Seaside Dream by Janet Costa Bates. In this story, a Cape Verdean family gets together to celebrate the</i></p>				

	<p><i>grandmother’s birthday. This first time we read, we’ll pay attention to the structure of the story—the characters and setting; the beginning, middle, and end—as well as the problems in the story and how they get resolved.</i></p> <p><i>Today we will also read to learn more about Cape Verde.</i></p> <p><i>Before we start reading, let’s fill in how our personal connections and interpretations of music have given us ideas about Cape Verde.</i></p> <p>Add to the left side of the Learning about a Place: Cape Verde.</p>
<p>Text and Discussion 22 minutes page 3</p>	<p><i>This book has some words that are not in English. Cape Verdeans speak Kriolu, a language developed from a mixture of Portuguese and West African languages. When we come to those words, give a thumbs up and we can talk about what they mean.</i></p> <p>Read aloud, stopping at the points below to recall and analyze story structure, to go over words in Kriolu, and to add to the chart.</p> <p>Read through the first three pages, and then stop. Refer to the board. Think, Pair, Share.</p> <p><i>Who are the important characters?</i> <i>Where does the story take place?</i> <i>What is going on?</i> <i>What is the problem?</i></p> <p>Harvest three ideas.</p>
<p>page 12</p>	<p>Continue reading. Stop briefly at the end of page 12 to explain mantenhas, a key concept in the book.</p> <p><i>The book says mantenhas are messages. These messages are like letters that you say out loud instead of writing them down. You send a mantenha with someone who is traveling between Cape Verde and the United States. Mantenhas are ways to keep families and friendships strong despite long distances.</i></p>
<p>page 16</p>	<p>Continue reading through the end of page 16.</p> <p><i>This is the middle of the story. Let’s check in.</i></p> <p>Refer again to the questions on the board.</p> <p><i>What’s happening now?</i> <i>What is important about the story so far?</i> <i>Do we still think the problem is....? [that Cora doesn’t have a present for her grandmother]</i></p> <p><i>Turn to a partner to talk about the questions. Use our discussion</i></p>

	<p><i>prompts to let each other know when you agree, disagree, or want to add on.</i></p> <p>As a whole group, add to the chart. <i>What do we know now from the text that we can add to our chart about Cape Verde? Let's use just a few words or phrases. [Give an example, such as "across the ocean."]</i></p>
page 18	<p>Continue reading through the end of page 18. Stop to recall and analyze Cora's dream. Briefly define vocabulary such as "lulled" and "skimmed."</p> <p>Facilitate a brief conversation. <i>Is this really happening? What in the text tells us that? What <u>is</u> happening? Who is the woman with silver hair like Grandma's? What is important about the shell she tosses in the water?</i></p>
end	<p>Read the rest of the story.</p>
Key Writing Activity 12 minutes	<p>Take a Note Break. <i>How does the story end? How are the problems resolved?</i></p> <p>Remind children to use details from the text as they write.</p> <p>Bring the group together for a final discussion. If not already surfaced, consider these questions:</p> <ul style="list-style-type: none"> ● What is the problem that Grandma faces? ● What is the meaning of Cora's birthday present to Grandma? ● How does Cora's dream influence Cora's present and the end of the story? ● How does Cora solve her own problem and Grandma's problem? <p>Turn back to the Learning About a Place: Cape Verde chart and add any new ideas.</p>
Closing 1 minute	<p><i>Today as we read we paused to understand the structure of the story and how it develops from beginning to end. We paid attention to characters and setting. When you read, think about large chunks of the story, tracking the problems and solutions, to get a sense of the whole book.</i></p> <p><i>Tomorrow we will see how dialogue—when people talk in the book—reveals more information.</i></p>

<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p> <p>SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Listen carefully to children’s contributions to the group discussion and writing.</p> <p>What are children’s strategies for following the story? What important story structures do they name?</p> <p>What vocabulary do children use to discuss the text?</p> <p>How well do they listen and respond to peers’ ideas?</p> <p>Observe children’s additions to the Learning about a Place chart.</p> <p>How are their descriptions of Cape Verde becoming more complicated based on the story?</p>

Notes