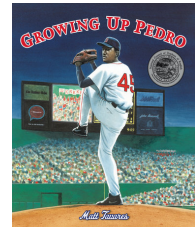


Unit 3: Connecting Places, Connecting People



WEEK 4 Day 1

Text Talk
Growing Up Pedro
 Read 1 of 2

Big Ideas	<p>People and places around the world are linked.</p> <p>We understand our own identities by thinking about where we are and where we come from.</p>
Weekly Question	How are people connected in and across communities?
Content Objective	I can describe important events in Pedro Martínez’ life. (R.4.2)
Language Objective	I can recount events from a biography read aloud. (SL.2.2.a)
SEL Objective	I can organize and communicate my thoughts and ideas through writing, sketching, and talking with my peers. (Self-Management)
Vocabulary	<p>ace: in baseball, a star pitcher</p> <p>* anticipation: the feeling of being hopeful, excited, and nervous about something that will soon happen</p> <p>bullpen: area where pitchers get ready and practice during a game</p> <p>clubhouse: in a baseball stadium, a place where only players and other people connected to the team can gather</p> <p>Cy Young Award: an award given in baseball to the best pitchers</p> <p>* determined: focused on achieving a goal</p> <p>devastated: very, very sad</p> <p>fastball, curveball, changeup: kinds of pitches, different ways to throw the ball</p> <p>minor leagues: teams where players are preparing for the major leagues</p>

reliever: in baseball, a pitcher who comes into the game to replace another pitcher

scout: in sports, someone who observes players and invites them onto a team

shack: a small, simple building

Note: This text includes many words specific to the game of baseball. Depending on the group, decide which words warrant more discussion, may be quickly defined in context, and can simply be left undefined.

Materials and Preparation

- *Growing Up Pedro*, Matt Tavares
Pre-mark the pages in the book. Page 1 begins, “Ramón is the biggest reason...”; Chapter One begins on page 7.
- world map and pushpin
- Text Talk notebooks and pencils
- *The Upside Down Boy*, Juan Felipe Herrera, from Unit 1
- chart paper, 2 pieces
Prepare the Weekly Question chart and the following *Growing Up Pedro* chart.

<u>Growing Up Pedro</u>			
Orientation:			
Who	When	Where	What
Record of Events:			
Conclusion:			

During Note Breaks, children may work with partners or independently;

	<p>plan for this ahead of the lesson and have children sit accordingly as the lesson begins.</p>
<p>Opening 5 minutes</p>	<p>Show the cover and a few pages of the book. <i>Take a look at our next text. Growing Up Pedro by Matt Tavares is a biography about Pedro Martínez, a former player on the Boston Red Sox.</i></p> <p>Think, Pair, Share. <i>What do you already know about baseball or the Red Sox?</i></p> <p>Open the book to the title page. <i>Pedro Martínez and his brother Ramón Martínez are from a place called the Dominican Republic.</i></p> <p>Provide time for children to share their knowledge about and connections to the Dominican Republic. Pin the location on the map.</p> <p>Show the chart, <i>Growing Up Pedro</i>. Set a purpose for reading. <i>Growing Up Pedro is a biography. Biographies have the same stages, or structure, as personal recounts and autobiographies. As we read today, we will identify important events in Pedro Martinez’ life. This is a long book, so we will read part of it today and finish it tomorrow. As we read, we’ll complete this chart.</i></p> <p>Distribute the writing tools, and Text Talk notebooks. <i>We’ll pause so you can write and sketch your thoughts. During our discussions today, sometimes you’ll turn to focus on your partner, and sometimes you’ll focus on our whole group.</i></p>
<p>Text and Discussion 20 minutes</p> <p>page 9</p>	<p>The text is lengthy; therefore, minimize interruptions, pausing only on the pages indicated below. During the Note Breaks, provide time for pairs of children to first discuss before writing.</p> <p>Quickly define the word “shack.”</p> <p>Show the <i>Growing Up Pedro</i> chart. <i>The beginning of a biography is the orientation, and includes information about the subject of the biography—who the text is about—, the setting, and the significance of the subject.</i> <i>Turn and talk: What information do we learn in this orientation?</i></p> <p>Harvest several ideas, and record them on the Orientation section of the chart. See the example below.</p>

<p>page 14</p>	<p>Quickly define the word “determined.” Show and make a connection to <i>The Upside Down Boy</i>, as Ramón struggles to adjust to life in America (such as on pages 18 and 24).</p> <p>At the end of page 14, stop for a Note Break.</p> <p><i>Let’s pause here. We’ve read through the beginning of the biography. With your partner, talk about important events that have happened so far. Then, in your Text Talk notebooks, write or sketch one important event. Write the number 1 on your note, to show that it is the event that happened first. If you have time and want to write two events, be sure to number the next event 2, and so on, to show their order.</i></p>												
<p>page 20</p>	<p>Stop for a Note Break at the end of Chapter 4.</p> <p><i>We’ve now reached the middle of the biography. With your partner, talk about important events that have happened so far. Then, in your Text Talk notebooks, write or sketch one important event. You can write with your partner or by yourself. If you write more than one event, be sure to number your notes in the correct order, to show the record of events.</i></p> <p><i>You now have some notes that describe the events so far. Take a quiet moment to look over your notes. You might decide to add or edit some things.</i></p> <p>Circulate and support children in reviewing their work.</p>												
<p>Key Activity 12 minutes</p>	<p><i>We’ll stop reading here, and continue tomorrow.</i></p> <p>Refer to the chart. As a whole group, co-construct the record of events so far. Invite three or four children to read their events numbered 1. Encourage the “Me, too” signal when children have recorded similar events. As a group, decide which events are the most important and will be written on the chart. Follow with children’s notes labeled number 2, and so on. See the following example.</p> <table border="1" data-bbox="495 1512 1356 1848"> <thead> <tr> <th colspan="4">Growing Up Pedro</th> </tr> </thead> <tbody> <tr> <td colspan="4">Orientation:</td> </tr> <tr> <td>Who Pedro and Ramón Martínez</td> <td>When 1981</td> <td>Where Manoguayabo, Dominican Republic</td> <td>What Pedro and Ramón play baseball and dream of being</td> </tr> </tbody> </table>	Growing Up Pedro				Orientation:				Who Pedro and Ramón Martínez	When 1981	Where Manoguayabo, Dominican Republic	What Pedro and Ramón play baseball and dream of being
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<p>Closing 1 minute</p>	<p><i>Today, we began reading about Pedro and describing key events in his life based on details from the text. We will continue reading this biography tomorrow and learn more about Pedro and the important events throughout his baseball career and his life.</i></p>																																								
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: How are people connected in and across communities? We can record our ideas here.</i></p> <p><i>Do you have any ideas you would like to add today, based on our reading and discussion?</i></p> <p><i>We can add more to our chart during the week.</i></p>																																								
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</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. SEL. Self-Management
Ongoing assessment	Review children’s Text Talk notebooks. Note which events children choose to include. Do they choose significant events? Do they relate to Pedro as a baseball player?

Notes