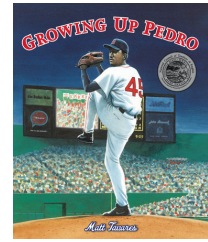


Unit 3: Connecting Places, Connecting People

WEEK 4 Day 2



Text Talk
Growing Up Pedro
 Read 2 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 Objectives	<p>I can identify key events in a biography. (R.4.2)</p> <p>I can describe individuals in a biography and the way they respond to events in their life, including moving to a new place. (R.6.2.b)</p>
Language / SEL Objective	I can comment on and build on my classmates’ ideas. (SL.1.2.b, Relationship Skills)
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> <p>reliever: in baseball, a pitcher who comes into the game to replace</p>

	<p>another pitcher</p> <p>scout: in sports, someone who observes players and invites them onto a team</p> <p>shack: a small, simple building</p> <p>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.</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Growing Up Pedro</i>, Matt Tavares, 2 copies ● Text Talk notebooks and pencils ● <i>Growing Up Pedro</i> chart, from Day 1 ● Writing Station Response: <i>Growing Up Pedro</i>, 1 copy <p>On the whiteboard, write the Writing Station prompt.</p> <ul style="list-style-type: none"> ● POP! Multiple Choice Questions chart or sheet, for reference <p>On the whiteboard, write the following questions.</p> <p style="padding-left: 40px;">How was life in a new place challenging for Ramón and Pedro?</p> <p style="padding-left: 40px;">What can we learn about the Dominican Republic through Pedro’s story?</p>
<p>Opening 2 minutes</p>	<p>Reintroduce the text.</p> <p style="padding-left: 40px;"><i>Yesterday we read the first half of the biography Growing Up Pedro, by Matt Tavares. Many of you shared what you already know about Pedro Martínez, baseball, and the Red Sox. We also thought about the structure of a biography.</i></p> <p style="padding-left: 40px;"><i>Remember that Pedro and Ramón Martínez are from a country called the Dominican Republic.</i></p> <p>Indicate the Dominican Republic on the world map.</p> <p>Set a purpose for reading.</p> <p style="padding-left: 40px;"><i>Today we will read the rest of the book. We’ll consider details about events in Pedro Martínez’ life, and we’ll continue filling in our chart.</i></p>
<p>Text and Discussion 18 minutes</p> <p>page 22</p>	<p>Begin reading on page 22, Chapter Five.</p> <p>Define the word “devastated.” If possible, recall a classroom experience. (For example: <i>Remember when _____ worked extra hard to build her chair with the linking cubes? And the next day we came to school and it was broken? They might have felt devastated!</i>)</p>
<p>page 27</p>	<p>Read through page 27, and then stop for a Note Break.</p>

	<p><i>Let's pause for a Note Break. Now we've read a lot of the biography and many different events have happened! Talk with your partner about new events we have learned so far today. Choose at least one event to write or sketch. Be sure to continue to number your notes based on the order the events occur in the book, counting on from the last event you recorded yesterday.</i></p>																												
<p>page 32</p>	<p>Read through page 32, and then stop for a Note Break.</p> <p><i>To help us prepare for the ending of the story, let's take another Note Break. Think about the important events that happened in the last several pages. Talk with your partner, and then write your thoughts. Remember to continue numbering the events in order.</i></p> <p><i>The conclusion of a biography shares the significance or impact of the person's life. As you listen to these pages, think about why Pedro Martínez is important—why we are reading about his life.</i></p> <p>Read to the end of the book.</p>																												
<p>Key Activity 14 minutes</p>	<p><i>Think about what we read on the last few pages. What does the conclusion tell us about the significance of Pedro Martínez's life? Talk with your partner, then write your thoughts.</i></p> <p><i>Let's add significant events to our biography chart and finish by adding the conclusion.</i></p> <table border="1" data-bbox="495 1165 1356 1879"> <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 in the major leagues</td> </tr> <tr> <td colspan="4">Record of Events:</td> </tr> <tr> <td colspan="4">Pedro wanted to play baseball, but he was too little.</td> </tr> <tr> <td colspan="4">Ramón became a successful baseball player and bought Pedro his first glove.</td> </tr> <tr> <td colspan="4">Pedro became a relief pitcher on the same major league team as Ramón.</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 in the major leagues	Record of Events:				Pedro wanted to play baseball, but he was too little.				Ramón became a successful baseball player and bought Pedro his first glove.				Pedro became a relief pitcher on the same major league team as Ramón.			
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Conclusion: Pedro and Ramón played together at La Finca.					
<p>Closing 4 minutes</p>	<p>Refer to the questions on the board, and facilitate a group discussion.</p> <p style="text-align: center;"><i>How was life in a new place challenging for Ramón and Pedro?</i></p> <p style="text-align: center;"><i>What can we learn about the Dominican Republic through Pedro’s story?</i></p>				
<p>Writing Station Prompt 2 minutes</p>	<p>Introduce the Writing Station questions and prompt, and show the POP! Multiple Choice chart or sheet.</p> <p style="text-align: center;"><i>You will answer two multiple choice questions. Both questions have the word “not” in bold. You are looking for the answer choice that is not true. To prove it, you must find evidence to support the three answer choices that are correct. Write your evidence on the lines below the questions.</i></p> <p>Chorally read question 3.</p> <p style="text-align: center;"><i>This is one of the questions we just discussed, so you already have some ideas to get started. You can use the book [and/or slides] to find evidence to support your thinking.</i></p>				
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect.</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SEL.Relationship Skills</p>				
<p>Ongoing assessment</p>	<p>Note children’s identification of key events in Pedro Martínez life.</p> <p style="text-align: center;">Do children describe the connection between the series of events</p>				

