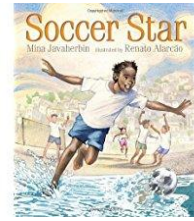


Unit 3: Connecting Places, Connecting People



WEEK 4 Day 4

**Text Talk**  
**Soccer Star**  
 Read 1 of 2

<b>Big Ideas</b>	Individuals and communities shape each other. We understand our own identities by thinking about where we are and where we come from.
<b>Weekly Question</b>	How are people connected in and across communities?
<b>Content Objectives</b>	I can use information from the text and illustrations to describe what the text is mostly about, to make connections to other texts, and to explain inferences about the characters. (R.4.2, R.11.2.a, R.11.2.b) I can make connections to what I have learned about Brazil.
<b>Language Objective</b>	I can build on others’ talk by linking my comments to theirs. (SL.1.2.b, SL.2.2.b)
<b>SEL Objective</b>	I can recognize issues of inequity, including poverty, and how inequity may impact people’s lives. (Social Awareness)
<b>Vocabulary</b>	<b>brilliant:</b> something that is really wonderful <b>carnival floats:</b> large decorated pieces for a parade for Brazil’s largest celebration <b>cast:</b> when fishing, to throw out a net so that it spreads out <b>dribble:</b> to move a soccer ball with short kicks <b>glory:</b> a lot of praise, fame <b>impress:</b> to make someone very pleased and a bit surprised <b>hardship:</b> an experience that is very difficult <b>harvest:</b> to gather <b>horizon:</b> as far as we can see, where it looks like the earth meets the sky

	<p>* <b>homage</b>: a way to show respect for something or someone  <b>opponent</b>: a person or something on the other side  <b>poverty</b>: having very little money</p> <table border="1" data-bbox="443 348 1409 667"> <thead> <tr> <th data-bbox="443 348 1409 415">Words in Portuguese</th> </tr> </thead> <tbody> <tr> <td data-bbox="443 415 1409 512"> <b>favelas</b>: small neighborhoods in the hills around Rio, named after the Favela plants that grow on the hills </td> </tr> <tr> <td data-bbox="443 512 1409 558"> <b>Mamãe</b>: Mom </td> </tr> <tr> <td data-bbox="443 558 1409 604"> <b>pão de queijo</b>: Brazilian cheese bread </td> </tr> <tr> <td data-bbox="443 604 1409 667"> <b>Senhor</b>: a man, or Mr. </td> </tr> </tbody> </table>	Words in Portuguese	<b>favelas</b> : small neighborhoods in the hills around Rio, named after the Favela plants that grow on the hills	<b>Mamãe</b> : Mom	<b>pão de queijo</b> : Brazilian cheese bread	<b>Senhor</b> : a man, or Mr.
Words in Portuguese						
<b>favelas</b> : small neighborhoods in the hills around Rio, named after the Favela plants that grow on the hills						
<b>Mamãe</b> : Mom						
<b>pão de queijo</b> : Brazilian cheese bread						
<b>Senhor</b> : a man, or Mr.						
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Soccer Star</i>, Mina Javaherbin Pre-mark the pages in the book. Page 1 begins, “I am Paulo Marcelo Feliciano...” Read the Author’s Note at the beginning of the book. This text will not be read aloud during the lesson, as it would require a lengthy discussion to adequately unpack the vocabulary and ideas for second graders. Instead, it will be referred to in the closing.</li> <li>● classroom Discussion Prompts chart</li> <li>● <i>Drum Dream Girl</i>, Margarita Engle Flag pages 5-6 and 7-8 with sticky notes.</li> </ul> <p>Note: The story includes sensitive topics, particularly poverty and children working to support their families instead of attending school. Consider the life experiences of children in the classroom community to plan for potential impacts of these discussions. It may make sense to frame the conversation with a connection to Unit 1 and the UN Convention on the Rights of the Child.</p>					
<p><b>Opening</b> 4 minutes</p>	<p><i>We read Growing Up Pedro, a story about Pedro Martínez becoming a baseball player. Now let’s read a text about a soccer player: Soccer Star, by Mina Javaherbin. Thumbs up if you’ve played soccer before or know someone who enjoys soccer.</i></p> <p><i>This story takes place in Brazil. We have already found that on the map.</i></p> <p>Refer to the world map. Briefly recall big ideas from the previous lesson’s discussion.</p> <p>Set a purpose for reading.  <i>Today we will identify important details in the text. We’ll use them to understand the gist of the book and to make inferences about</i></p>					

	<p><i>the main characters, Paulo and Maria.</i></p> <p><i>There is a lot to think about on each page of this book. Our discussion prompts are here to help us discuss the text as we read. Refer to the Discussion Prompts, and read some of them aloud.</i></p> <p>Skip the page before the title page. On the title page, read the only title and show the illustration.</p>
<p><b>Text and Discussion</b> 18 minutes</p> <p>page 1</p>	<p><i>What is the narrator, Paulo, telling us here?</i></p>
<p>page 3</p>	<p>Point to the illustration of Paulo playing soccer. <i>Remember what we read yesterday: some people feel that the way Brazilians play soccer is especially artful, or graceful, like the Brazilian martial art, Capoeira.</i></p>
<p>page 5</p>	<p>Stop quickly to discuss the word “dribble” in this context. <i>Paulo and Maria dribble the ball. The word “dribble” has multiple meanings. Here, dribble describes how soccer players move the ball with small kicks.</i></p> <p>After reading the full page, support children in making connections. <i>Maria impresses Paulo with the way she plays soccer. But it seems like there’s a rule that prevents Maria from playing on the team. Does this remind you of another text?</i></p> <p>Hold up <i>Drum Dream Girl</i>. Read the flagged pages. <i>Turn and talk: What connections do you find between Maria and the drum dream girl?</i></p>
<p>page 9</p>	<p><i>Take a look at this float. Yesterday we talked about Carnival, a large and important celebration in Brazil. During our discussion, some of you talked about the beautiful way the people were dressed.</i></p>
<p>page 15</p>	<p>Quickly define the word “horizon.” Think, Pair, Share. <i>The horizon is at the edge of what we can see. The horizon can also represent the future for Paulo—what is ahead of him that he cannot yet see. Why does Paulo keep his eye on the horizon? Why might the author have included this detail of Paulo keeping his eye on the horizon?</i></p>

<p>page 27</p>	<p>Highlight the event of Maria joining the game.  <i>How is this important?</i>  <i>What does this tell us about Maria?</i>          Again, encourage children to make connections to <i>Drum Dream Girl</i>.</p> <p>Continue reading to the end.</p>
<p><b>Key Discussion</b> 12 minutes</p>	<p><i>Let’s take a moment to think about the characters, Paulo and Maria.</i></p> <p>Have the children sit in a circle and make sure the conversation prompts are visible.</p> <p>Turn back to page 3. Facilitate a whole group discussion using the questions below. Provide time for children to have back and forth exchanges before offering another question. Encourage children to use the “Me, too” signal.</p> <p><i>What can we learn about Paulo from the text and from the illustrations? What can we infer about his character—his qualities as a person?</i>  <i>What can we learn about Maria from the text and from the illustrations? What can we infer about her character—her qualities as a person?</i>  <i>How is Paulo connected to his community?</i>  <i>How is Paulo’s identity shaped by where he lives?</i></p> <p>As children talk, record their ideas on the Weekly Question chart. These notes will be revisited in the next lesson.</p>
<p><b>Closing</b> 6 minutes</p>	<p>Read the page before the title page. Note that Garrincha (1933-1983), Pelé (born 1940, retired), and Ronaldo (born 1976, retired) are famous soccer players from Brazil.</p> <p><i><b>Favela</b> is a word in Portuguese that describes the kind of neighborhood where the characters in this story live. The houses are small and most people do not have a lot of money.</i></p> <p>Indicate the author’s note without reading it through.</p> <p><i>It’s important to the author to highlight the possibility that children who grow up in poverty—without much money or other resources—can accomplish wonderful things. This is why she mentions these famous soccer players at the beginning of the book.</i></p> <p>Allow a moment for children to reflect on and share ideas about this.</p>
<p><b>Standards</b></p>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how, and why.  <b>R.11.2.a</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>

	<p><b>R.11.2.b</b> Compare and contrast two or more versions of the same story presented in diverse forms</p> <p><b>SL.1.2.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2.b</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SEL.Social Awareness</b></p>
<p><b>Ongoing assessment</b></p>	<p>Listen closely to the discussion.</p> <ul style="list-style-type: none"> <li>Do children demonstrate knowledge of key details?</li> <li>Do they make connections to other texts?</li> <li>In the concluding discussion, do children make inferences about the characters?</li> <li>Do children reference the text or illustrations?</li> <li>Do they make connections to the comments of others?</li> </ul> <p>Are all children participating in ways that make sense for them (e.g., raising their hands, talking, listening closely, making connections, asking questions, etc.)?</p>

**Notes**