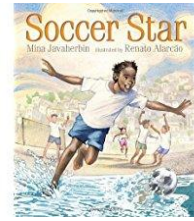


Unit 3: Connecting Places, Connecting People



WEEK 4 Day 5

Text Talk
Soccer Star
Read 2 of 2,
Public Art in Brazil (slides)

Big Ideas	Individuals and communities shape each other. We understand our own identities by thinking about where we are and where we come from.
Weekly Question	How are people connected in and across communities?
Content Objective	I can use information from text and photographs to demonstrate my understanding about a place. (R.11.2.a, R.11.2.b)
Language Objective	I can participate in conversations by offering my own ideas, accepting others' ideas, and asking for clarification when necessary. (SL.1.2.a, SL.1.2.c)
SEL Objective	I can express the importance of learning about different places and cultures through writing and drawing. (Social Awareness)

<p>Vocabulary</p>	<p>dribble: to move a soccer ball with short kicks impress: to make someone very pleased and a bit surprised hardship: an experience that is very difficult poverty: having very little money</p> <table border="1" data-bbox="446 394 1409 621"> <tr> <th data-bbox="446 394 1409 464">Words in Portuguese</th> </tr> <tr> <td data-bbox="446 464 1409 621"> <p>favelas: small neighborhoods in the hills around Rio, named after the Favela plants that grow on the hills Senhor: a man, or Mr.</p> </td> </tr> </table>	Words in Portuguese	<p>favelas: small neighborhoods in the hills around Rio, named after the Favela plants that grow on the hills Senhor: a man, or Mr.</p>
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<p>favelas: small neighborhoods in the hills around Rio, named after the Favela plants that grow on the hills Senhor: a man, or Mr.</p>			
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Soccer Star, Mina Javaherbin Flag the title page and pages 5 and 13. ● Public Art in Brazil slides ● projector and screen ● Text Talk notebooks ● writing tools ● Weekly Question chart <p>Review notes added during the previous lesson. Choose two ideas of particular importance to the understanding of the group.</p> <ul style="list-style-type: none"> ● writing response sheet <p>On the whiteboard, write this multiple choice question:</p> <p>Look at the illustration and text on page 3. What is the setting in this part of the book?</p> <ol style="list-style-type: none"> a. a school in Brazil b. a neighborhood in Brazil c. a beach in Brazil d. a house in Brazil 		
<p>Opening 5 minutes</p>	<p><i>Yesterday we read Soccer Star by Mina Javaherbin, and we added some ideas to our Weekly Question chart. [Review selected ideas.]</i></p> <p><i>It's important to keep in mind that each story we read is just <u>one</u> story from that place; people have many different experiences in each place. Soccer Star is just one story that takes place in Brazil.</i></p> <p>Think, Pair, Share.</p> <p><i>A couple of days ago, we read an article titled, "Art in Brazil." What big ideas from that informational text do you remember?</i></p>		

	<p><i>Today we will look at two sources of information—this book and some images—to build our understanding about this place, Brazil.</i></p>
<p>Text and Discussion 15 minutes</p> <p>title page, slide 2</p>	<p>Read the flagged pages from <i>Soccer Star</i>, showing the slides. On each page, pause to elicit children’s observations about the setting.</p> <p>Note the image of the favela on the title page, slide 2. <i>We see this image in the background in several pages of the book. Why is this image of the neighborhood important?</i></p>
<p>page 3, slide 3</p>	<p>Read page 3 (slide 3). Then read the multiple choice question on the board, and have children turn and talk to answer it.</p> <p>Elicit a few responses in the whole group, asking how children determined their answer and emphasizing evidence gathered from the text.</p> <p><i>How does this illustration help you understand the setting of the story?</i> Gather a few ideas.</p>
<p>page 13, slide 4</p>	<p>Read page 13 (slide 4). <i>What do you notice about this image?</i> Gather ideas in the whole group.</p> <p><i>Turn and talk: How does this image connect to what you have learned so far about Brazil?</i></p>
<p>slide 5</p>	<p><i>Now we are going to look at a few photographs from Brazil. We read about public art in the article “Art in Brazil.” Public art can be found on the outside walls of buildings, in parks, on carnival floats, and in other places where anyone in a community can see it for free. In the article, we saw one example of public art: murals. Let’s look at more examples of public art.</i></p>
<p>slides 6-11</p>	<p>Distribute Text Talk notebooks and pencils. On each slide, give children a moment to look and think quietly. Choose two or three of the slides to pause for closer consideration, asking children to take a Note Break, and then inviting a few children to share their ideas with the group.</p> <p><i>What do you see here? What does it make you think about?</i></p>
<p>slide 12</p>	<p><i>In the article “Art in Brazil,” we read about the Favela Painting Foundation. This photograph shows one mural this group helped to create. Look closely. These buildings were painted by 25 different people from around the neighborhood.</i></p>

	<p><i>Turn and talk: What do you see in this photograph? What does it make you think about?</i></p>
slides 13-14	<p><i>Here is another mural that the Favela Painting Foundation helped to create.</i></p> <p>Return to the title page of <i>Soccer Star</i> (slide 10). <i>What if the Favela Painting Foundation organized a mural in the neighborhood here? What do you think the mural might look like?</i></p>
Key Activity 15 minutes	<p>Facilitate a whole group conversation. <i>Thinking about Soccer Star and these photographs, what do we understand now about Brazil?</i></p> <p><i>Over the past few weeks, we have been learning about different places through their stories, art, and music. Let’s reflect on this.</i></p> <p>Distribute the writing response sheet. Chorally read the prompt.</p> <p>After children write and/or sketch their responses, invite them to share their ideas with a partner.</p> <p>Collect these reflections. Plan to revisit them for the Week 8, Day 4 Synthesis of Unit Ideas lesson.</p>
Closing: Weekly Question Chart 5 minutes	<p>Reconvene the whole group. Refer to the Weekly Question Chart.</p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: Looking at public art can expand our understanding of a place. Public art can include different forms of art. People make art in public places for all people to enjoy and to build a sense of community.</p> <p>Save this chart for use in Week 5.</p>
Standards	<p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>SL.1.2.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SEL.Social Awareness</p>

Ongoing assessment	<p>Listen closely to the discussion, and review children’s Text Talk notebooks.</p> <p>What do children draw from the images?</p> <p>Do children use the text and slides of public art to explain their understanding of this particular place, Brazil?</p> <p>Do children express their understanding of learning about the importance of stories, art, and music from different places?</p> <p>Consider children’s personal connections and experiences to the topic of poverty as it is presented in the text.</p> <p>Are all children participating effectively (e.g., raising their hands, talking, listening closely, making connections, asking questions, etc.)? Do they ask for clarification when necessary? Do they add on to others’ ideas?</p>
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Notes
