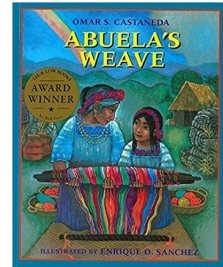


Unit 3: Connecting Places, Connecting People

WEEK 5 Day 4



Text Talk
Abuela's Weave
 Read 1 of 2

Big Ideas	Every place has many stories. People and places around the world are linked.
Weekly Question	How are community traditions passed down and shared?
Content Objectives	I can identify the most important events at the beginning, middle, and end of the story. (R.8.2.a) I can identify the author's message about community traditions, based on the events in the story. (R.5.2.a)
Language Objective	I can use sentence-level context clues to uncover the meaning of words or phrases. (L.4.2.a)
Vocabulary	<p>birthmark: something on the skin, a marking, that you are born with</p> <p>bobbing: moving up and down</p> <p>daydream: to think about something very deeply while awake</p> <p>deafening: very loud</p> <p>commercial: made from the factories in bulk</p> <p>commotion: noise that might be disruptive</p> <p>decorative: something that looks nice, is fancy</p> <p>disguised: dressed as someone else</p> <p>elaborate: a lot of detail</p> <p>furiously: fast, with a goal in mind</p> <p>Guate: short for Guatemala City, a city in Guatemala</p> <p>hawker: a person who sells things by yelling out</p>

	<p>in mourning: feeling deep sadness about someone who has died</p> <p>loom: a tool used to weave thread</p> <p>quetzal: a kind of bird from Central America</p> <p>* reveal: to show something that was unknown</p> <p>stall: a small compartment or booth</p> <p>tapestry: a fabric with many designs</p> <p>wares: things to sell</p> <p>* weave (v): to lace together threads to create a fabric; (n): the pattern or construction of a fabric</p> <table border="1" data-bbox="448 632 1409 909"> <tr> <th data-bbox="448 632 1409 699">Word in Nahuatl</th> </tr> <tr> <td data-bbox="448 699 1409 766">huipil: traditional women’s tunic</td> </tr> <tr> <th data-bbox="448 766 1409 833">Word in Spanish</th> </tr> <tr> <td data-bbox="448 833 1409 909">fiesta: a party</td> </tr> </table>	Word in Nahuatl	huipil: traditional women’s tunic	Word in Spanish	fiesta: a party
Word in Nahuatl					
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<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Abuela’s Weave</i>, Omar S. Castañeda ● <i>Abuela’s Weave</i> slides ● projector and screen ● Weekly Word card for “weave” ● Learning About a Place: Guatemala chart, from Day 1 ● Summarizing sheet, one copy for each pair of children ● pencils, one for each pair of children <p>Children will work in pairs to complete the Summarizing sheet, as they did in Week 2. Plan strategically for these partnerships, in consideration of children’s writing levels, comprehension skills, and interpersonal dynamics.</p>				
<p>Opening 3 minutes</p>	<p>This Text Talk lesson will be conducted with children seated at tables/desks with the text projected. Arrange children in pairs and ensure that all children can see the screen.</p> <p>Project and introduce the text. Hold up the book briefly so children can also see the book form of the text.</p> <p style="padding-left: 40px;"><i>We read Mama and Papa Have a Store, by Amelia Lau Carling. Remember, that story was about a Chinese family living in Guatemala. Today we will read another book set in Guatemala: Abuela’s Weave, written by Omar Castañeda and illustrated by Enrique O. Sanchez.</i></p>				

	<p>Refer to Guatemala on the world map.</p> <p><i>We encountered the word “weave” in Mama and Papa Have a Store.</i></p> <p><i>This word has different meanings when the part of speech changes. In Mama and Papa Have a Store, weave is a verb. María bought thread to weave—she was going to create a fabric. In this story, weave is a noun. Abuela’s “weave” refers to a piece of fabric that she has woven.</i></p> <p>Set a purpose for today’s read.</p> <p><i>Today as we read together, we will think about the most important parts of the story.</i></p> <p><i>We will also think about the author’s message about how traditions are passed down and shared.</i></p> <p><i>You’ll be working in pairs to complete a Summarizing sheet.</i></p> <p>Distribute Summarizing sheets and writing tools.</p> <p><i>You’ve seen this Summarizing sheet before. Remember that this graphic organizer helps us to collect our thoughts around story elements: character, setting, problem, and resolution, as well as the author’s message, if there is one. As we read, we will stop at different points to fill in our sheets.</i></p> <p><i>As we read, we might also find more information to add to our chart, Learning about Guatemala.</i></p>
<p>Text and Discussion 20 minutes</p>	<p>Read the text, pausing on the pages indicated below to define vocabulary words in context and to discuss the story. Where indicated, have pairs record important story elements on their Summarizing sheets. As needed, model responses on the board for the whole group.</p>
<p>slide 4 (page 2)</p>	<p>Have children write notes in the setting section of their sheets as details of the setting are revealed.</p> <p>On page 2, refer to the illustration and again to the Weekly Word card for “weave” to define the word “loom.”</p> <p>Pause to have children identify the characters and work in pairs to fill in the character section of their sheets. Address any questions that arise.</p>
<p>slide 5 (page 3)</p>	<p>Quickly define “tapestry” and “birthmark” in context.</p>

	<p>Pause to have children identify the central problem of the story and record their thinking on their sheets. [Abuela’s weaves are extremely important to the family. Although Abuela makes beautiful weaves, it is difficult to compete with machine-made products. Abuela’s birthmark has scared people in the past.]</p>
<p>slide 7 (page 8)</p>	<p>Uncover the meaning of “reveal.”</p> <p><i>What might this word mean here? Let’s think about the clues that help us... In the sentence before, the text says that they showed no one their work. And in this sentence it says they want to wait... What does reveal mean here?</i> [Refer to the Weekly Word card, if helpful.]</p> <p><i>Talk with your partner. What is a very important event at this point in the story?</i></p> <p>Harvest some ideas.</p>
<p>slide 8 (page 9)</p>	<p>Pause to uncover the meaning of “disguised” in context. As above, guide children to think about the clues in the surrounding sentences as well as in the illustration.</p> <p>Discuss this key event.</p> <p><i>What is happening here?</i> [Abuela disguises herself.]</p>
<p>slide 12 (page 17)</p>	<p>Uncover the meaning of “furiously”:</p> <p><i>What do we know from other words in the sentence?</i></p> <p><i>What do we know about the market?</i></p> <p><i>Have you heard the word “furious” before? What does it mean?</i></p>
<p>slide 14 (page 21)</p>	<p>Think, Pair, Share.</p> <p><i>What is the main event?</i></p> <p>[Even though Esperanza did not like the noise of the market and the stalls were filled, she found a place to sell.]</p> <p><i>Can you think of any connections to Mama and Papa Have a Store here?</i></p>
<p>slide 17 (page 27)</p>	<p>Briefly define “commercial” in context.</p> <p>Have pairs identify and record the resolution. [People liked and appreciated Abuela’s and Esperanza’s weaving more than those made in factories. They sold everything. Abuela showed herself.]</p> <p>Read through the end of the text.</p>

<p>Key Discussion 14 minutes</p>	<p>Use the Numbered Heads Together routine, matching up two pairs for each group of four children.</p> <p><i>We used a graphic organizer to identify and record important story elements. Discuss your summaries with your group. Talk through any missing or conflicting ideas.</i></p> <p>Circulate to support summarizing and small group discussion.</p> <p><i>Now, in your groups, talk about this question: What do you think the author is trying to tell us with this story? Is there a message?</i></p> <p>Harvest answers about this prompt using the steps of the Numbered Heads Together routine.</p> <p>Have children work with their group of four to first discuss and then record their ideas on the back of the sheet.</p>
<p>Closing 3 minutes</p>	<p>Revisit one of the central problems in the story.</p> <p><i>Why does Abuela disguise herself at the market? What do you think about this? Why is this an important part of the story?</i></p> <p>Harvest children’s ideas.</p> <p><i>Do we have any new information to add to our Learning About Guatemala chart?</i></p> <p><i>Today we summarized the story by identifying important parts. Tomorrow during Text Talk, we will think about the important role that dialogue plays in a story.</i></p>
<p>Standards</p>	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</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>L.4.2.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p>Ongoing assessment</p>	<p>Listen to children’s conversations and note whether they identify important events to make sense of and to summarize the story. Pay particular attention to whether or not children are starting with the beginning of the story and then describing the resolution.</p> <p>What story elements are most challenging?</p> <p>Listen to group conversations about the moral of the story. Do children discuss this and think flexibly about it?</p>