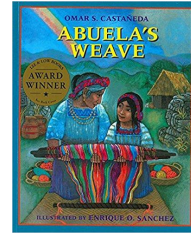


Unit 3: Connecting Places, Connecting People

WEEK 5 Day 5



Text Talk
Abuela's Weave
 Read 2 of 2

Big Ideas	<p>Every place has many stories.</p> <p>People and places around the world are linked.</p>
Weekly Question	How are community traditions passed down and shared?
Content Objectives	<p>I can describe how dialogue helps me to better understand a character's thoughts and perspectives. (R.9.2.a)</p> <p>I can use information from text and illustrations to help me learn about Guatemala. (R.11.2.a, R.11.2.b)</p> <p>I can describe some ways that textiles can help us learn about community traditions.</p> <p>I can synthesize themes and important ideas from the unit.</p>
Language Objective	I can participate in collaborative conversations in small and large groups about how a text helps me learn about Guatemala. (SL.1.2)
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>

furiously: fast, with a goal in mind
Guate: short for Guatemala City, a city in Guatemala
hawker: a person who sells things by yelling out
in mourning: feeling deep sadness about someone who has died
loom: a tool used to weave thread
jolt: to move or shake in a rough, sudden way
quetzal: a kind of bird from Central America
*** reveal:** to show something that was unknown
stall: a small compartment or booth
tapestry: a fabric with many designs
wares: things to sell
*** weave (v):** to lace together threads to create a fabric; (n): the pattern or construction of a fabric

Word in Nahuatl
huipil: traditional women’s tunic
Word in Spanish
fiesta: a party

Materials and Preparation

- *Abuela’s Weave*, Omar S. Castañeda
 Note: For this lesson, use the book rather than slides.
 - markers, 2, one black/blue and a second, contrasting color
 - Weekly Question Chart
 - *Mama and Papa Have a Store*, Amelia Lau Carling
 - chart paper
- On the chart paper, in black or blue marker, prepare the following chart, Dialogue and Speech in Text.

Dialogue and Speech in Text
<p><u>Page 1</u></p> <p>“Pull back hard,” old Abuela said. “Make it jolt, so the threads stay close, like family.”</p> <p>“Yes, Abuela.”</p> <p>[leave space]</p>

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“Daydreaming again?” Abuela asked.

“Yes, Abuela.”

“Well, the old woman said gruffly, “get busy because there are too few days left. You still have a lot of work to do and there will be many other people selling the same things you have.”

“Don’t worry, Abuela, I’ll be busy until we leave!”

[leave space]

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She insisted that they pretend they did not know each other.

“This way if my birthmark frightens customers, they will still buy from you,” Abuela explained.

[leave space]

Review the Unit Question Chart routine (Introduction Part 1, Routines).

- Weekly Question charts from Weeks 1-5
Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as How Music Helps Us Understand a Place or People Immigrate to the United States for Many Reasons (but do not write these on the chart).
Before the lesson, post the Weekly Question charts so that they are all visible for the whole group.
- chart paper
Create the following How Places and People Shape Each Other chart. In the center of the paper, write the unit question: How do places and people shape each other?

	<div data-bbox="540 317 1317 995" data-label="Diagram"> <p style="text-align: center;">How Places and People Shape Each Other</p> </div> <p data-bbox="540 1003 1398 1144">Note: the number of boxes will be determined by the whole group conversation. Plan for about 5-8 boxes on the chart. There are six big ideas in the unit, and the boxes might or might not correspond to these.</p>
<p data-bbox="203 1186 321 1255">Opening 1 minute</p>	<p data-bbox="443 1186 719 1218">Reintroduce the text.</p> <p data-bbox="540 1224 1357 1293"><i>Yesterday we read and summarized Abuela’s Weave, written by Omar Castañeda.</i></p> <p data-bbox="443 1339 820 1371">Set the purposes for reading.</p> <p data-bbox="540 1377 1403 1745"><i>As we read today, we will do two things: We will pay careful attention to when characters speak in the story and what it tells us about one of the main characters, Abuela. Sometimes speech in text is in the form of dialogue—a conversation between two characters—and sometimes just one character speaks. We will also keep our Weekly Question in mind: How are community traditions passed down and shared? Connected to this, we’ll consider how, in this text, textiles help us learn about traditions that are passed down and shared.</i></p> <p data-bbox="443 1751 1398 1820">Read the Weekly Question, highlighting some points added from previous days.</p>

<p>Text and Discussion 20 minutes</p> <p>page 1</p>	<p><i>This book does not include a lot of instances of people talking. Still, even these little bits of speaking and dialogue can offer a lot of information about the characters.</i></p> <p>Read through the first page, and then pause to examine the dialogue. Refer to the Dialogue and Speech in Text chart.</p> <p><i>Let's take a moment to look at this dialogue. What marks in the text let us know that there is dialogue?</i></p> <p>Invite a child to use the contrasting colored marker to circle the quotation marks.</p> <p>Point to the word "jolt."</p> <p><i>Let's circle this tricky word. It means "to move or shake in a rough, sudden way."</i></p> <p>Have the children act out the word as in weaving, pulling back a loom and jolting it hard.</p> <p>Model annotating.</p> <p><i>"... so the threads stay close, like family." That's an interesting phrase. Let's underline it.</i></p> <p><i>Turn and talk:</i> <i>What do you think this means? What does this tell us about how Abuela feels about weaving? What does it tell us about her as a character?</i></p> <p>Invite a few children to share their ideas. Encourage children to use the "Me, Too" signal. Write children's ideas on the chart, beneath the quote.</p>
<p>page 5</p>	<p>Read through page 5, and then turn back to the Dialogue chart.</p> <p><i>What signals that someone is speaking?</i></p> <p>Again, invite a child to circle the quotation marks on the chart.</p> <p><i>Turn and talk:</i> <i>What does this dialogue reveal about Abuela?</i> <i>How is she feeling?</i> <i>What is important to her?</i></p> <p>Invite a few children to share their ideas. Encourage children to use the "Me, Too" signal. Write children's ideas on the chart.</p>
<p>page 11</p>	<p>Read through page 11, and then turn back to the chart.</p> <p><i>What does this quote reveal about Abuela's character?</i> <i>How is she feeling at this point?</i> <i>What is she thinking about?</i> <i>Why is this important?</i></p>

	<p>Highlight connections to comments from Day 4.</p> <p>Invite a few children to share their ideas. Encourage children to use the “Me, Too” signal. Write children’s ideas on the chart.</p>
page 15	<p><i>Now we will shift our purpose for reading. We will stop thinking about characters’ speech and begin to collect details about the place, Guatemala.</i></p> <p>Continue reading, pausing on page 15, to consider information about textiles and the setting of Guatemala.</p> <p><i>What details do you see and hear on this page?</i> <i>How do people use textiles here?</i> <i>How does this help us learn about community traditions in Guatemala?</i></p>
page 27	<p>Continue reading through page 27. Consider these possible questions to spark discussion:</p> <p><i>What details have you seen and heard on these last several pages?</i> <i>How do people use textiles here?</i> <i>What do the intricate tapestries tell you about Abuela and her family? How do you know?</i> <i>What do you think the tapestries and weaving mean to Abuela and her family?</i> <i>How does this contribute to our understanding of Guatemala?</i></p> <p>Read to the end of the book.</p>
Key Discussion 8 minutes	<p>Hold up <i>Mama and Papa Have a Store</i>. Flip through several pages.</p> <p><i>Both of these texts take place in Guatemala, and they are two very different stories.</i></p> <p>Think, Pair, Share.</p> <p><i>Take a moment to think about what we have learned about Guatemala. What do we now know about this place?</i></p> <p>As children share, add any new information to the Learning About a Place: Guatemala.</p>
Closing 1 minute	<p><i>Today we read for two purposes. First, we read to pay close attention to when characters speak in the story and think about what this tells us about one of the main characters. Second, we read to consider how textiles can help us learn about community traditions in Guatemala.</i></p>

<p>Weekly Question Chart 2 minutes</p>	<p>Read the Week 5 Weekly Question Chart. Quickly note 1-2 essential ideas.</p>
<p>Unit Question Chart 8 minutes</p>	<p><i>We've been thinking about connecting people and places for a few weeks now. Let's look back at some of the ideas we've had so far and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart.</p> <p><i>Today we are going to work on a new chart to help us think about all our ideas about connecting people and places. Let's see if we can find patterns in our thinking and if they can help us answer a big question: How do places and people shape each other?</i></p> <p>Model synthesizing ideas. Refer to ideas that have been marked with similar colors.</p> <p><i>These three ideas are all about how works of art tell us about communities that make them. We can rephrase that: Works of art tell us about communities that make them. I'll write that sentence in a box on our chart.</i></p> <p>On the How Places and People Shape Each Other chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the How Places and People Shape Each Other chart.</p> <p>This chart will be added to in Week 8.</p>
<p>Standards</p>	<p>R.9.2.a Acknowledge differences in the points of view of characters. R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<p>Ongoing assessment</p>	<p>As children dissect dialogue and speech in the text, pay particular attention to their responses.</p> <p>Do they use the dialogue to build their understanding of the characters?</p>

	<p>Listen in to discussions about textiles. How do children make meaning about the connection between textiles and a place?</p> <p>When adding to the Unit Question Chart: What meaning are children making of the unit so far? What connections do they see week to week? What ideas are missing? What questions remain?</p>
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Notes