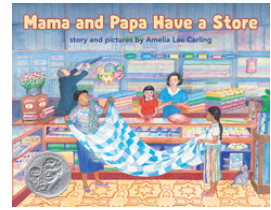


Unit 3: Connecting Places, Connecting People



WEEK 5 Day 1

Text Talk
Mama and Papa Have a Store
 Read 1 of 2

Big Idea	We understand our own identities by thinking about where we are and where we come from.
Weekly Question	How are community traditions passed down and shared?
Content Objectives	<p>I can describe important details in a story. (R.4.2)</p> <p>I can use information gained from words and illustrations to describe a setting. (R.11.2.a, R.11.2.b)</p> <p>I can identify and appreciate what the family in the story brings from one place to another.</p>
Language Objective	I can participate in collaborative conversations about a story’s setting with partners and in small groups. (SL.1.2)
SEL Objective	I can appreciate how a family’s traditions shape their own identities and enrich their community. (Social Awareness)
Vocabulary	<p>abacus: a tool used to add and subtract</p> <p>* arrange: to put in a certain order</p> <p>bundle: several objects wrapped up together</p> <p>cleaver: a very large knife</p> <p>craggy: rough, bumpy, jagged</p> <p>eager: excited, cannot wait, a little impatient</p> <p>fragrant: having a nice smell</p> <p>glide: to move smoothly</p> <p>pagoda: a religious temple with curved roof lines and many levels</p> <p>pelt: to hit hard many times</p>

rickety: old, shaky
*** textile:** a woven fabric
tofu: a kind of food, made from soybeans
*** weave (v):** to lace together threads to create a fabric; (n): the pattern or construction of a fabric
wok: a Chinese pan used for cooking; it is large, wide, and deep

Words in Spanish (those not defined in the text)
<p>almacén: store doña: Mrs. centavos: cents la terraza: the flat roof of a building buenas tardes: good afternoon buenas noches: good night</p>

Materials and Preparation

- *Mama and Papa Have a Store*, Amelia Lau Carling
 - world map and pushpins
 - sticky notes, 4 for each child
 - writing tools
 - clipboards or other writing surfaces, for each child
 - Weekly Word cards: arrange, textile, weave
 - chart paper, 2 pieces
- Prepare the chart, Learning about a Place: Guatemala.

Learning about a Place: Guatemala	
What we know from background	What we learn from the story

Prepare the Weekly Question Chart.

On the whiteboard, write:

What can we gather about the setting now, at the end of the text?

	<p>What details in the book tell us this?</p> <p>For paired conversations, consider varying partners from previous lessons so that children can exchange ideas with different classmates.</p>
<p>Opening 8 minutes</p>	<p>Show the book.</p> <p><i>Our next book is titled Mama and Papa Have a Store, written and illustrated by Amelia Lau Carling.</i></p> <p><i>Amelia Lau Carling writes a personal recount of a day from her childhood. She shares her personal experience of being a child in an immigrant Chinese family living in Guatemala.</i></p> <p><i>Guatemala is the next place we will explore. Guatemala is a small country in Central America. It is a place with cities and natural places such as mountains and forests.</i></p> <p>Pin Guatemala on the world map. Note its location relative to other places explored thus far.</p> <p><i>Again, we will document our learning about this place on a chart [point to the chart, Learning about a Place: Guatemala]. If you already know things about Guatemala or have some experiences with Guatemala, what can you share with us?</i></p> <p>Provide time for children to share. Write their ideas on the left side of the chart.</p> <p><i>One way we learn about places is by noticing things people make, such as artwork in Brazil. As we read stories set in Guatemala, we will be looking at textiles. Textiles are fabrics made by weaving.</i></p> <p>Show the word cards for “textile” and “weave.”</p> <p>Refer to the Weekly Question chart.</p> <p><i>Our Weekly Question is: How are community traditions passed down and shared? Textiles are one way people pass down and share traditions from their families and communities. Traditions are beliefs or customs that are handed down. [Refer to the word card for “tradition” to define or as a reminder.] Let’s keep this in mind as we read.</i></p> <p>Set a purpose for reading.</p> <p><i>The setting of this story is a store in Guatemala. As with other countries we are learning about, we will not learn everything about Guatemala from just one text—countries are very diverse, and people have different experiences. However, we can gather some details about the place from this book. As we’ve done before, we’ll</i></p>

	<p><i>add notes to our chart when we learn something new about Guatemala. We'll stop for Note Breaks as we read.</i></p> <p>Distribute writing tools, writing surfaces, and sticky notes.</p>
Text and Discussion 18 minutes	Read the text, pausing on the pages indicated below. At the four Note Breaks, provide time for children to first think quietly, then discuss in pairs, and then write on their sticky notes.
page 3	Quickly define “fragrant” in context.
page 6	<p>If needed, quickly define “arrange” in context, and show the Weekly Word card.</p> <p>Show the illustrations on pages 6-7. Take a Note Break.</p> <p><i>Let’s pause here. Think about what we read and look carefully at the illustration. What can we gather about the setting right outside of the store? What might the streets look and sound like? Who might you run into? How might people start their day? What language is spoken? First take time to think to yourself. [Provide quiet time]</i></p> <p><i>Now talk with your partner.</i></p> <p><i>Write or draw an idea about the setting on a sticky note. You might draw a picture of the start of the day, or write a note about what the street looks like.</i></p> <p>Harvest several ideas, and stick a couple of notes on the right side of the chart.</p>
page 8	<p>Pause to share information:</p> <p><i>The Indian village described here is a village of the Mayan people. Mayans have lived in Guatemala for a very long time.</i></p> <p>Refer again to the Weekly Word card for “weave.”</p> <p><i>What is Amelia’s connection with weaving textiles at this moment?</i></p>
page 10	<p><i>Let’s stop again. Think about what we read and what we can gather about the setting. What can we learn about other settings in Guatemala, such as the place where Elsitia and her family live? How do we gather this information about setting? [by the description of textiles the family is weaving.]</i></p> <p>Allow children time to think, talk with a partner, and write. Harvest several ideas, and stick a couple of notes on the right side of the chart.</p>
page 19	<p>Think, Pair, Share.</p> <p><i>What happens at lunch time? Why might this be important?</i></p>

	Read to the end.
Key Activity and Discussion 12 minutes	<p>Take one last Note Break.</p> <p><i>What can we gather about the setting now, at the end of the text?</i> <i>What details in the book tell us this?</i></p> <p>Allow children time to think, talk with a partner, and write. Harvest several ideas, and stick a couple of notes on the right side of the chart.</p> <p>Think, Pair, Share.</p> <p><i>How do textiles help people in Mama and Papa Have a Store share their traditions?</i></p> <p>With the children, review the notes collected on the chart. Summarize the learning.</p> <p>Collect all remaining sticky notes for review after the lesson.</p>
Closing 1 minute	<i>Today we gathered details from the text to learn about a place—Guatemala. Next time we read, we’ll think more deeply about Amelia as a character and about her experience of being a child of an immigrant family in Guatemala.</i>
Weekly Question Chart 1 minute	<p>Refer to the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: How are community traditions passed down and shared? We can record our ideas here.</i></p> <p><i>Today we considered how textiles reveal a variety of information about different places and their communities. Textiles can be a window into a place’s traditions. Let’s add this to our chart!</i></p> <p><i>We can add more to our chart during the week.</i></p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <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 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SEL. Social Awareness</p>

