



WEEK 6 Day 3

Text Talk
Immigrant Grandmothers Mural
 (slides and informational text)

Big Ideas	Every place has many stories. Individuals and communities shape each other.
Weekly Question	What are some of our stories?
Content Objectives	I can describe some of the ways immigration impacts communities, by referring to details from art and informational text. (R.5.2.b, R.11.2.c, R.11.2.d)
Language Objective	I can communicate my understanding of immigration by building off the ideas of my peers. (SL.1.2.b)
SEL Objective	I can identify and celebrate the cultures of people in our community. (Social Awareness)
Vocabulary	mural: a usually large painting that is done directly on the surface of a wall passport: a document from the government that allows a person to travel from country to country
Materials and Preparation	<ul style="list-style-type: none"> ● Immigrant Grandmothers Mural slides ● projector and screen ● Immigrant Grandmothers Mural text, one copy for each child ● clipboards or other writing surfaces, one for each child ● writing tools <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">How did the painters get their ideas for the mural?</p> <p style="padding-left: 40px;">What does the mural teach us about Diane Barsotti’s family?</p>

<p>Opening 1 minute</p>	<p><i>Our text for today is a mural and some text to go with it. First, let's take a look at the mural.</i></p>
<p>Text and Discussion 18 minutes</p> <p>slide 2</p>	<p>Use the VTS routine, asking questions one at a time to allow for discussion.</p> <p><i>What's going on in this image?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i></p> <p><i>Public art is one way people express something about the identity of a place.</i></p> <p>Turn and talk.</p> <p><i>What does this mural tell us about their community?</i></p>
<p>slide 3</p>	<p>Distribute children's copies of the text.</p> <p>Read aloud the text on slide 3 aloud as children follow along silently. Signal for children to stop reading after the first paragraph.</p> <p><i>Why is this public artwork called "Immigrant Grandmothers Mural"?</i></p> <p>Gather a few ideas.</p>
<p>slide 4</p>	<p>Read aloud the text on slide 4 as children follow along silently.</p> <p>Direct children's attention to the image (or click back to slide 2 for a slightly larger image).</p> <p><i>Where is "Nonni American" in the mural? How do you know?</i> <i>Where is "Nonni Italy" in the mural? How do you know?</i></p> <p>Think, Pair, Share. Refer to the questions on the board.</p> <p><i>How did the painters get their ideas for the mural?</i> <i>What does the mural teach us about Diane Barsotti's family?</i></p>
<p>Key Discussion 18 minutes</p> <p>slide 2</p>	<p>Arrange the children in pairs. Return to slide 2.</p> <p>Read the questions at the top of the page, and clarify the directions as needed.</p> <p><i>Now you'll read, discuss, and annotate the text with your partner.</i></p> <p>After children have time to work together, return to the whole group to discuss their responses. Support children in making connections about cultural identities. Some points that can tie discussion to the broader ideas of the week and unit are:</p> <ul style="list-style-type: none"> • Objects that people carry with them from one place to another can communicate something about their identity and about the community they came from.

	<ul style="list-style-type: none"> ● People move from one place to another; when they do, they and the place they arrive in are impacted. ● Public works of art can connect one part of a community to the rest of the community.
Closing 3 minutes	<p><i>We might find something like this mural in our town—something that tells an important story about people who are part of our community.</i></p> <p>Invite 2-3 children to share their connections and examples ..</p>
Standards	<p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</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.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SEL. Social Awareness</p>
Ongoing assessment	<p>Take notes about how children interact with the text.</p> <p>Do children make connections to the cultural objects, customs, and traditions these grandmothers brought with them to America?</p>

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