

Unit 3: Connecting Places, Connecting People



WEEK 6 Day 4

Text Talk
Portraits of Maine 1 (informational text)

Big Ideas	Every place has many stories. Individuals and communities shape each other.
Weekly Question	What are some of our stories?
Content Objective	I can use details in the text to identify and describe ways that community members contribute to their communities. (R.4.2)
Language Objectives	I can discuss key details from a text with classmates. (SL.2.2.a)
SEL Objective	I can recognize and appreciate the community members in Maine and identify ways that they enrich our community. (Social Awareness)
Vocabulary	culture: the beliefs, customs, arts, and traditions of a place or group of people enrich: to improve the quality of something heritage: the cultural history of a group of people portrait: a short biography about a person or an image of a person that usually includes only the head and shoulders

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Ryan Adams informational text, one copy for each pair of children Plan for pairs/trios of children to sit together for reading, annotating, and discussing the text. ● writing tools ● clipboards, optional, one for each pair of children Could be helpful if children will be working on the floor. ● chart paper <p>Write the following quote, in large print and with space between the lines and around the quote to annotate.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Everything that I do is shaped by the experiences that I've had with my family and that I've heard in families all across the city who share the same struggles and dreams. I am a daughter of immigrants, someone who never thought I would be running for office when I was a young girl. And I get my resilience from seeing the challenges that my parents faced as immigrants to this country who came here with nothing.</p> <p style="text-align: right;">Michelle Wu, 2021</p> </div> <ul style="list-style-type: none"> ● Week 6 Weekly Word cards, for reference <p>On the whiteboard write:</p> <p style="text-align: center;">How does this person enrich the community?</p> <p>For more information about Ryan Adams: https://www.youtube.com/watch?v=Xxyvnl7xbzk</p>
<p>Opening 2 minutes</p>	<p><i>We know that people who come to Maine and the United States from other places impact our communities in important ways.</i></p> <p><i>Today and tomorrow, we will learn about some people in Maine who have enriched the community in several ways. First, let's think about an important quote.</i></p>
<p>Text and Discussion</p>	<p>Refer to the chart with Mayor Wu's quote. <i>This is a quote from Michelle Wu. She was the Mayor of Boston,</i></p>

<p>10 minutes</p>	<p><i>Massachusetts, at one time. We'll read it together, and then we'll think about the words she uses and what she means.</i></p> <p>Read the quote through slowly. <i>What words do we need to understand so we can make sense of what Michelle Wu says?</i></p> <p>Identify words children have questions about, circling them and then defining them briefly, as with a synonym.</p> <div data-bbox="561 583 1307 1134" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"> <i>impacted</i> Everything that I do is <u>shaped</u> by the experiences that I've had with my family and that I've heard in families all across the city who share the same <u>struggles</u> and <u>dreams</u>. I am a daughter of immigrants, someone who never thought I would be running for office when I was a young girl. And I get my <u>resilience</u> from seeing the challenges that my parents faced as immigrants to this country who came here with nothing. <i>challenges</i> <i>hopes</i> <i>ability to recover quickly from challenges</i> Mayor Michelle Wu, 2021 </p> </div> <p>Deconstruct the text to the extent needed for group understanding. Go back to reread as the text is manipulated.</p> <p style="text-align: center;"><i>Now turn and tell your partner, in your own words, what you think the Michelle Wu is saying. What does she mean?</i></p> <p>Bring the group back together and harvest a few ways children rephrase the quote. Address any misunderstandings.</p>
<p>15 minutes</p>	<p>Distribute the <i>Ryan Adams</i> portrait, one to each pair.</p> <p><i>In partners, we will read one portrait of a community member from Maine. A portrait, in this case, is a short biography. Work with your partner to read and annotate. You can underline important details; add question marks when there is something you wonder or don't understand. Talk together about this question, How does this person enrich the community?</i></p>

	<p>Provide time for children to read and talk together. Circulate, reminding them to annotate, referring them to the question on the board and supporting their reading and conversations. Define vocabulary as needed.</p>
<p>Key Discussion 10</p>	<p>Bring the group back together. Facilitate a whole group discussion about their reading.</p> <p><i>How does this person enrich the community? What connections are you making to this text? What can we learn from Ryan Adams' work?</i></p> <p>Refer back to the Michelle Wu quote. <i>What new connections can we make to Michelle Wu's quote?</i></p> <div data-bbox="561 726 1305 1276" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Everything that I do is ^{impacted} shaped by the experiences that I've had with my family and that I've heard in families all across the city who share the same ^{challenges} struggles and ^{hopes} dreams. I am a daughter of immigrants, someone who never thought I would be running for office when I was a young girl. And I get my ^{ability to recover quickly from challenges} resilience from seeing the challenges that my parents faced as immigrants to this country who came here with nothing.</p> <p style="text-align: right;">Mayor Michelle Wu, 2021</p> </div> <p>Collect the portraits.</p>
<p>Closing 1 minute</p>	<p><i>Today we have learned a little bit about one portrait in Maine and how he enriches the communities he works in.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p>

	SEL. Social Awareness
Ongoing assessment	Review notes made while children read and discussed the texts. Do children identify and discuss key details? How do children approach new words and ideas? What ideas do they have about what it means to contribute to a community?

Notes