



WEEK 7 Day 4

**Text Talk**  
**Interview with Jean Senat Fleury** (informational text)

<b>Big Idea</b>	We understand our own identities by thinking about where we are and where we come from.
<b>Weekly Question</b>	How are people connected in and across communities?
<b>Content Objective</b>	I can answer questions about details in an interview about Jean Senat Fleury, an important person from Haiti who immigrated to the United States. (R.4.2)
<b>Language Objectives</b>	I can follow a procedure for reading and discussion. (SL.1.2.a) I can determine the meaning of keywords in an interview. (L.4)
<b>SEL Objective</b>	I can describe how the Jigsaw routine worked for me as a learner. (Social Awareness)
<b>Vocabulary</b>	<p><b>Caribbean:</b> coming from places in the Caribbean sea, including Haiti and the Dominican Republic</p> <p><b>challenge:</b> something that’s difficult</p> <p><b>courthouse:</b> place where people decide cases based on the law</p> <p><b>culture:</b> the beliefs, customs, arts, and traditions of a place or group of people (* Week 6)</p> <p><b>diverse:</b> having a lot of different kinds of people (* diversity, Week 6)</p> <p><b>earthquake:</b> vibrations of the earth</p> <p><b>gallery:</b> a small museum</p> <p><b>healthcare:</b> the field of medicine, nursing, and caretaking</p> <p><b>immigration:</b> the act of moving to one country from another (* Week 6)</p> <p><b>impact:</b> to have a strong effect on someone or something (*Unit 2, Week 3)</p> <p><b>judge:</b> someone who makes makes decisions based on the law (* as verb:</p>

	<p>to form an opinion about, Unit 1, Week 3)</p> <p><b>museum:</b> a building where collections of objects that are important to history, art, or science are kept and shown to the public</p> <p><b>offer:</b> to give</p> <p><b>opportunity:</b> a chance for a better situation or outcome</p> <p><b>poorest:</b> having the least money and resources</p> <p><b>promote:</b> to support or encourage; to tell about something in a public way</p> <p><b>select:</b> to choose</p> <p><b>social media:</b> tools on the Internet that people use to connect with others</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Weekly Word cards: “diversity” (Week 6) and “immigration”</li> <li>● Interview with Jean Senat Fleury, Director of Art for Change, one copy for each pair</li> <li>● Interview with Jean Senat Fleury sheets, one for each small group</li> </ul> <p>Write these four questions on the whiteboard.</p> <ul style="list-style-type: none"> <li>○ Who is Jean Senat Fleury?</li> <li>○ What is it like for him to be an immigrant from Haiti living in the United States?</li> <li>○ What are some of his experiences and ideas about Haiti and the United States?</li> <li>○ What does he want to accomplish with his gallery?</li> </ul> <ul style="list-style-type: none"> <li>● pencils, highlighters, and/or other note-taking tools</li> </ul> <p>Children will work in pairs and small groups in the Jigsaw routine. Plan pairs and groups strategically. Each pair will read one page. Preview the text and assign reading for each pair.</p>
<p><b>Opening</b> 6 minutes</p>	<p><i>Yesterday we looked at images. Today’s text is an interview with Jean Senat Fleury, the director of the Art Gallery where the art is displayed/ He is an important Haitian person living in the United States.</i></p> <p><i>We will read this interview using the Jigsaw routine. The purpose of the Jigsaw is to help everyone to get to know a longer text without each person reading the whole thing.</i></p> <p><i>First, you and a partner will read one section of the interview. You will annotate your section by underlining key details. You can also put an exclamation point next to ideas you think are important and a question mark next to something you want to know more about.</i></p> <p><i>Second, you will get together with the other children who read the same section as you. You will talk about what you learned in that</i></p>

	<p><i>section and what some of the important points are.</i></p> <p><i>Third, you will get together in a different group, with children who have read different sections. You will share what you learned from reading your section and listen to others, so that everyone in the group can learn about the whole interview.</i></p> <p><i>Finally, that group will work together to fill out the Interview with Jean Senat Fleury sheet.</i></p> <p>Refer to the questions on the board.</p> <p><i>Today we are reading to find out:</i></p> <ul style="list-style-type: none"> <li>○ <i>Who is Jean Senat Fleury?</i></li> <li>○ <i>What is it like for him to be an immigrant from Haiti living in the United States?</i></li> <li>○ <i>What are some of his experiences and ideas about Haiti and the United States?</i></li> <li>○ <i>What does he want to accomplish with his gallery?</i></li> </ul> <p><i>You may not be able to answer all of these questions after you read your section, but you should be able to answer them all by the end of the Jigsaw discussion.</i></p> <p>Allow time for clarifying questions about this new routine.</p>
<p><b>Text and Jigsaw</b> 30 minutes</p>	<p><i>Before we begin, let's go over some important words.</i></p> <p><i>A <b>gallery</b> is a small museum.</i></p> <p><i><b>Immigration</b> is when people come from one country to settle in a new country. [Refer to the Weekly Word card.]</i></p> <p><i><b>Diverse</b> means having a lot of different kinds of people. [Refer to the Weekly Word card.]</i></p> <p><i>A <b>judge</b> is someone who makes decisions based on the law.</i></p> <p><i><b>Caribbean</b> means coming from places in the Caribbean sea. This includes Haiti and the Dominican Republic. [Indicate on the map.]</i></p> <p><i>As you come to other tricky words, be sure to underline them so you can discuss them with your partner and small groups.</i></p> <p>Assign a page of reading to each pair, and send them to read and annotate together. Circulate as children read, annotate, and talk together to support them in finding key details, comprehending the text, and working with vocabulary.</p> <p>After about 10 minutes, bring together all pairs of children who read the same section to share and discuss their understandings and notations</p>

	<p>(three pairs/six children). Circulate to support accountable talk and address any misconceptions.</p> <p>After another 8-10 minutes, make new groups, each with one pair of children who read each page, so that the entire interview is represented in each group (three pairs/six children). Direct each pair to summarize their section, reminding them to cite key details.</p> <p>After children discuss the full interview, direct them, in these groups, to complete the sheet. This will take the majority of the remaining time.</p> <p>After children have cycled through the Jigsaw routine, with about 10 minutes remaining in the lesson, bring the class back together. Invite one representative from each of the final groups to share their thinking and notes with the whole group.</p>
<p><b>Closing</b> 4 minutes</p>	<p>Debrief the new routine.</p> <p><i>How did the Jigsaw routine go for you as a learner?</i></p> <p>Encourage children to describe what was comfortable and uncomfortable about using the routine.</p> <p><i>As we know, people learn best in different ways, in different situations. Based on what you have just heard from your classmates, do you have any suggestions about how we might use the Jigsaw routine another time?</i></p> <p>Record children’s suggestions.</p>
<p><b>Standards</b></p>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how and why.</p> <p><b>L.4</b> 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> <p><b>SL.1.2.a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SEL.</b> Social Awareness</p>
<p><b>Ongoing assessment</b></p>	<p>Listen in to children’s discussions.</p> <p>Do children identify and discuss key details?</p> <p>How do children approach new words and ideas?</p> <p>What ideas do they have about what it means to contribute to a community?</p> <p>What ideas are becoming more complex about immigration?</p> <p>Observe and make notes about how children interact with and support each other with reading and annotating, and in discussion.</p>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.