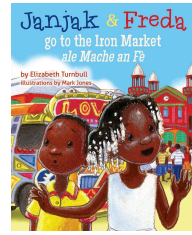


Unit 3: Connecting Places, Connecting People



WEEK 7 Day 1

**Text Talk**  
***Janjak & Freda Go to the Iron Market***  
 Read 1 of 2

**Note:** The Iron Market suffered a devastating fire on February 14, 2018 (see this [report](http://www.bbc.com/news/world-latin-america-43057183), <http://www.bbc.com/news/world-latin-america-43057183>). Use caution if you are searching online with children. [This article](http://www.bbc.com/news/in-pictures-20971898) (<http://www.bbc.com/news/in-pictures-20971898>) has good information and images predating the fire. Built in 1891, the Iron Market has been badly damaged before, most recently by fire in 2008 and by the earthquake in 2010. It was rebuilt and reopened in 2011.

<b>Big Ideas</b>	Every place has many stories. Different perspectives offer opportunities for understanding and inspiration.
<b>Weekly Question</b>	How are people connected in and across communities?
<b>Content Objectives</b>	I can ask and answer questions that help me describe the structure of the story. (R.4.2, R.8.2.a) I can describe the setting of the story. (R.11.2.a, R.11.2.b)
<b>Language Objective</b>	I can use discussion prompts to help me listen and speak to my classmates with care. (SL.1.2.a)
<b>Vocabulary</b>	<b>amazement:</b> awe <b>artisan:</b> person who is skilled in making things <b>bargain:</b> to discuss the price of something between customer and vendor <b>chirimoya:</b> a tropical fruit <b>cornmeal:</b> corn that has been ground into flour <b>dab:</b> to touch lightly

	<p><b>eagerly:</b> with excitement</p> <p><b>gruff:</b> grumpy and not polite</p> <p><b>godmother:</b> a woman who has agreed to have special responsibility for a child</p> <p><b>kenep:</b> a kind of fruit (the same that Carla Gualdrón calls <i>limoncillos</i>, Text Talk Week 6, Day 5)</p> <p><b>paisley:</b> a clothing pattern with colorful, curved shapes</p> <p><b>refresh:</b> to cool down</p> <p><b>satin:</b> a silky fabric</p> <p><b>sidestep:</b> to avoid</p> <p><b>soursop:</b> a fruit from an evergreen tree</p> <p><b>sparkle:</b> to shine</p> <p><b>stern:</b> strict and serious</p> <p><b>toppling:</b> falling down</p> <p><b>vendor:</b> a person who sells selling things</p> <p><b>wonder:</b> a feeling of amazement</p> <p><b>zig-zag:</b> to move to side to side</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td><b>Word in Haitian Creole</b></td> </tr> <tr> <td><b>mouchwa:</b> scarf</td> </tr> </table>	<b>Word in Haitian Creole</b>	<b>mouchwa:</b> scarf
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<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Janjak &amp; Freda Go to the Iron Market</i>, Elizabeth Turnbull</li> </ul> <p>Review the Glossary and Pronunciation Guide at the end of the book to prepare for reading aloud.</p> <ul style="list-style-type: none"> <li>● world map and pushpin</li> <li>● Text Talk notebooks</li> <li>● writing tools</li> <li>● chart paper</li> </ul> <p>Prepare the chart, Learning about a Place: Haiti.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Learning about a Place: Haiti</td> </tr> <tr> <td style="width: 50%;">What we know from background</td> <td style="width: 50%;">What we learn from the story</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Learning about a Place: Haiti		What we know from background	What we learn from the story		
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	<ul style="list-style-type: none"> <li>● Writing Station Response: <i>Janjak &amp; Freda Go to the Iron Market</i>, 1 copy</li> <li>● Weekly Question chart from Week 4, How are people connected in and across communities? Review the chart, and consider how this week’s lessons might extend children’s thinking. If sufficient space remains on the Week 4 chart to continue adding to it this week, draw a line under existing ideas. If not, create a new chart with the same question.</li> </ul> <p>On the whiteboard write the following questions.</p> <p>Who are the important characters? Where does the story take place? What is going on? What is the problem? Why is it a problem? How does the problem get solved? How do the characters feel?</p>
<p><b>Opening</b> 4 minutes</p>	<p>Introduce the book and purpose for reading.</p> <p><i>Today we’ll read Janjak &amp; Freda Go to the Iron Market, written by Elizabeth Turnbull and illustrated by Mark Jones. In this story, two children go with their godmother to a big, famous market called the Iron Market. Today, we’ll pay attention to the structure of the story—the characters and setting, the beginning, middle, and end, and the problems and how they get resolved.</i></p> <p><i>As we read, we will ask ourselves who, where, what, why, and how questions to gather key details. [Read the questions.]</i></p> <p>Pin Haiti on the map.</p> <p><i>This story takes place in the country of Haiti. What background knowledge do you already have about Haiti? What connections or experiences do you or people you know have to Haiti?</i></p> <p>Invite children to respond, and add to the left side of the chart, Learning about a Place: Haiti.</p> <p><i>As we read, we’ll record what we learn about Haiti from the text. Haiti is a diverse place, with many people and perspectives. This story takes place in one city, Port-au-Prince, the capital of Haiti.</i></p>
<p><b>Text and Discussion</b></p>	<p>Open to any page in the book.</p> <p><i>This book is written in English—in blue—and in Haitian Creole, the</i></p>

<p>25 minutes</p>	<p><i>language people speak in Haiti—in purple. Haitian Creole is a mixture of French, Portuguese, Spanish, English, Taino, and West African languages.</i></p> <p><i>Even in the English version, there are some words in Haitian Creole. When we come to these words, signal me with a thumb up, and we can talk about them.</i></p>
<p>page 5</p>	<p>Read to the end of page 5. <i>So far we have learned a bit that will help us understand the story. Turn and talk to a partner: Who is in the story? What is happening so far?</i></p> <p>Solicit several responses.</p> <p>Distribute Text Talk notebooks and writing tools. <i>The setting of this text is very important to the story. Let’s take a Note Break. Draw a sketch about the setting so far.</i></p> <p><i>Looking at your sketch. Thinking about the illustrations and words in the story, describe this setting to your partner.</i></p> <p><i>Can we add anything about the setting to our chart—what we are learning about Haiti?</i></p>
<p>page 11</p>	<p>Continue reading through page 11. <i>What is going on now?</i></p> <p>Solicit several responses.</p> <p><i>Now that we have read more of the text, add to your sketch of the market setting.</i></p> <p>Collect or have children sit on their notebooks.</p>
<p>page 15</p>	<p>Read the first two paragraphs on page 15 (stopping after “She was just going to take a closer look.”). Think together through the meaning of a word.</p> <p><i>What does <b>gruff</b> mean? We can get a clue about this word from the illustration.</i></p> <p><i>When you’re confused as a reader, you can stop and ask yourself a question: Why might the vendor be gruff? Is she angry because Janjak and Freda did something naughty? They haven’t.</i></p> <p><i>The text says that the vendor thinks children ruin her things and</i></p>

	<p><i>that she is <b>stern</b>, or strict. Maybe she is not comfortable with children, and that’s why she is gruff. Let’s see if that will be important in the story.</i></p>
page 19	<p>Continue reading. Read through the dialogue on page 19 (through “How can two children possibly help me?”).</p> <p><i>Let’s ask and answer an important question. What is the problem? Turn and talk to a partner about this.</i></p>
page 25	<p>Continue reading to the end of page 25. Think, Pair, Share.</p> <p><i>How does the problem get solved? How do the characters feel?</i></p> <p>As a whole group, add to the chart. <i>From the text, what have we learned about Haiti that we can add to our chart now? Let’s use just a few words or phrases.</i></p> <p>Read through the end of the story. Add any new information to the chart. As a whole group, discuss any misconceptions or missing ideas.</p>
<b>Key Discussion</b> 8 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Describe details about the setting of the story citing illustrations and words from the text.</i></p> <p>Prompt 2. <i>Tell the sequence of events in the story.</i></p> <p>Introduce the Writing Station, showing the sheet. <i>Today you will draw and write about the setting of the Iron Market. Then, you will write the sequence of events in the story.</i></p>
<b>Closing</b> 1 minute	<p><i>Today we asked and answered questions about Janjak &amp; Freda Go to the Iron Market. We described key details that helped us understand the story structure - who the characters are, where the story takes place and its problem and resolution. We also described the setting of the story using key details.</i></p> <p><i>Tomorrow we will read to think closely about the vocabulary in this story.</i></p>
<b>Weekly Question Chart</b> 2 minutes	<p>Introduce the Weekly Question Chart, or reintroduce the one from Week 4. <i>Throughout this week, we will be revisiting this question: How are people connected in and across communities?</i></p>

	<i>Let's write something about how the people who go to a busy city market are connected.</i>
<b>Standards</b>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how and why.</p> <p><b>R.8.2.a</b> Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>R.11.2.a</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>R.11.2.b</b> Compare and contrast two or more versions of the same story presented in diverse forms.</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>
<b>Ongoing assessment</b>	<p>Observe the quality of conversation and children's ability to ask and answer important questions about the text.</p> <p style="padding-left: 40px;">How do they describe the key elements in the structure of the story?</p> <p style="padding-left: 40px;">Are they citing key details?</p> <p>Collect and review children's notes to assess understanding of the setting of the story.</p> <p style="padding-left: 40px;">How are they growing their connections to this new place?</p>

**Notes**