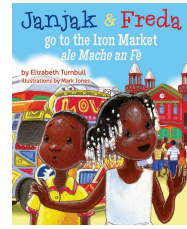


Unit 3: Connecting Places, Connecting People



WEEK 7 Day 2

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

Big Ideas	Every place has many stories. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	How are people connected in and across communities?
Content Objective	I can use precise story language to deepen my understanding of key details of the story. (L.4)
Language Objective	I can determine the meaning of new words by using context as well as my knowledge of prefixes, suffixes, root words and compound words. (L.4.2.b, L.4.2.c)
Vocabulary	<p>amazement: awe</p> <p>artisan: person who is skilled in making things</p> <p>bargain: to discuss the price of something between customer and vendor</p> <p>chirimoya: a tropical fruit</p> <p>cornmeal: corn that has been ground into flour</p> <p>dab: to touch lightly</p> <p>eagerly: with excitement</p> <p>gruff: grumpy and not polite</p> <p>godmother: a woman who has agreed to have special responsibility for a child</p> <p>kenep: a kind of fruit (the same that Carla Gualdron calls <i>limoncillos</i>, Text Talk Week 6, Day 5)</p> <p>paisley: a clothing pattern with colorful, curved shapes</p>

	<p>refresh: to cool down satin: a silky fabric sidestep: to avoid soursop: a fruit from an evergreen tree sparkle: to shine stern: strict and serious toppling: falling down vendor: a person who sells selling things wonder: a feeling of amazement zig-zag: to move to side to side</p> <table border="1" data-bbox="446 661 1409 800"> <tr> <th data-bbox="446 661 1409 730">Word in Haitian Creole</th> </tr> <tr> <td data-bbox="446 730 1409 800">mouchwa: scarf</td> </tr> </table>	Word in Haitian Creole	mouchwa: scarf
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<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Janjak & Freda Go to the Iron Market</i>, Elizabeth Turnbull ● Text Talk notebooks ● writing tools ● Learning about a Place: Haiti chart, from Day 1 <p>On the whiteboard write the following questions.</p> <p>What tricky words tell us what the <u>mouchwas</u> are like?</p> <p>What do those words mean?</p> <p>How did you figure out the meanings?</p> <p>Why do you think the author is using so many precise words?</p> <p>Assign groups for the Numbered Heads Together routine.</p>		
<p>Opening 1 minute</p>	<p><i>Today we'll read Janjak & Freda Go to the Iron Market a second time. This story has many interesting vocabulary words. Today we'll read to see how the author's use of precise language makes key details of the text come alive.</i></p> <p><i>As we read, if we learn more about Haiti, we can add to our chart.</i></p>		
<p>Text and Discussion 26 minutes pages 1-3</p>	<p>Read the first two pages. Think aloud to define vocabulary in context.</p> <p><i>This page mentions frescos. Even if we don't know what "frescos" means in Haitian Creole, we can see that they look good! The author and illustrator give us clues in both the illustrations and the text that "frescos" are something made with ice and syrup that</i></p>		

	<p><i>kids like to eat.</i></p> <p><i>Look: this word, “refresh,” also gives us a clue about what frescos are. “Refresh” includes the prefix “re” and the root word “fresh;” when we are refreshed, we feel fresh again. We can infer that the characters feel cooled down and better again after being hot and dusty. From here we can infer that this part of the country of Haiti might be hot and dusty, and people enjoy these refreshing, icy treats. Let’s add this to our chart.</i></p>
<p>page 13</p>	<p>Read to the end of page 13.</p> <p>Mouchwas is a word in Haitian Creole that seems important, but the author doesn’t tell us directly what it means. Also, many of the words that the author uses to describe the mouchwas are precise and may also be new. It’s challenging to use new words as context clues to help us understand the text.</p> <p>Facilitate the Numbered Heads Together routine.</p> <p><i>We’ll use this routine to try to understand and explain some tricky words. Then these words might help us imagine what the mouchwas are and why they are special to Freda and important in the story. I’ll read the page again. Try to hold some of these precise words in your head.</i></p> <p>Reread the page, emphasizing words that may be unfamiliar or tricky.</p> <p><i>Now turn to your group and discuss these questions [refer to the board]:</i></p> <ul style="list-style-type: none"> ● <i>What tricky words tell us what the mouchwas are like?</i> ● <i>What do those words mean?</i> ● <i>How did you figure out the meanings?</i> ● <i>Why do you think the author is using so many special words?</i> <p>Children may come up with words like rainbow, mountains, satin, paisley, sparkle. They may use context or their knowledge of compound words, root words, and affixes to determine their meanings. The author chooses to use a lot of detailed language to describe the <i>mouchwas</i> because they are a key element that drives the plot.</p> <p>Choose a number to have one child from each group share the group’s thinking.</p>
<p>page 17</p>	<p>Continue reading through page 17.</p> <p><i>On this page, the author is again using precise and interesting</i></p>

	<p><i>language to describe the scene with the goat. Based on this page, what do you think “toppling” means? What about “zig-zagging”? How does knowing these words help you imagine the action on this page?</i></p> <p>Distribute Text Talk notebooks and pencils for a Note Break. <i>To think more about these words, try to make a sketch of the goat zig-zagging through the market while the items topple down around it.</i></p> <p>Have children set their notebooks aside. <i>Before we continue reading, can we add anything else that we think or are learning about Haiti to our chart?</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>
<p>Key Activity 12 minutes</p>	<p>Take a Note Break. <i>How did Elizabeth Turnbull’s use of precise language help you better understand the story? In one or two sentences, give an example when this was true.</i></p> <p><i>Turn to your partner and share your ideas. Be sure to ask your partner why they think so if you don’t quite understand.</i></p> <p>Harvest a few ideas from the group.</p>
<p>Closing 1 minute</p>	<p><i>Today we read to see how the author’s use of precise story language makes important parts of the text come alive. This helps us understand the structure of the story even more.</i></p>
<p>Standards</p>	<p>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> <p>L.4.2.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
<p>Ongoing assessment</p>	<p>Observe the quality of conversation and children’s ability to express understanding of precise language and why the author chose that language.</p> <p>Review the Text Talk notebooks.</p>

	How do children explain the impact of precise language?
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