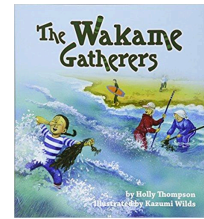


Unit 3: Connecting Places, Connecting People

WEEK 8 Day 1



**Text Talk**  
***The Wakame Gatherers***  
 Read 1 of 3

<b>Big Ideas</b>	Individuals and communities shape each other. Different perspectives offer opportunities for understanding and inspiration.
<b>Weekly Question</b>	How are our stories linked?
<b>Content Objective</b>	I can use illustrations and text to describe the setting and explain the plot of a story. (R.4.2, R.11.2.a, R.11.2.b)
<b>Language Objective</b>	I can discuss the text with my classmates using a specific protocol. (SL.1.2.a)
<b>SEL Objective</b>	I can respectfully talk with and listen to my peers. (Relationship Skills)
<b>Vocabulary</b>	<p><b>bay:</b> a body of water that cuts into the shoreline and is partly surrounded by land</p> <p><b>boiled:</b> cooked in very hot water</p> <p><b>breakwater:</b> a barrier that stops waves before they reach the shore</p> <p><b>cauldron:</b> large pot, used for boiling</p> <p><b>clump:</b> a group of things close together</p> <p><b>equipment:</b> tools needed for a particular activity</p> <p><b>fascinated:</b> extremely interested</p> <p><b>frond:</b> a long leaf with many parts</p> <p><b>harbor:</b> a sheltered area of water where boats can come and go</p> <p><b>harvest:</b> to collect</p> <p><b>pound:</b> to hit with force</p> <p><b>streetcar:</b> bus on rails, trolley</p>

	<p><b>translate:</b> to change into the words of another language (* Week 7)</p> <p><b>translator:</b> someone who changes one language into another</p> <p><b>wakame:</b> an edible plant from the ocean, a kind of seaweed</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>The Wakame Gatherers</i>, Holly Thompson</li> </ul> <p>Pre-mark the pages in the book. Page 1 begins, “My name is Nanami...”</p> <ul style="list-style-type: none"> <li>● <i>The Wakame Gatherers</i> excerpts slides</li> <li>● Text Talk notebooks</li> <li>● writing tools</li> <li>● world map and pins</li> <li>● chart paper, 1 sheet</li> </ul> <p>Prepare the Weekly Question Chart.</p> <p>On the whiteboard write the following two sets of questions.</p> <ul style="list-style-type: none"> <li>○ What are some of the specific settings you notice? What clues in the illustrations tell you that?</li> <li>○ Why do you think the illustrator is showing so many different settings?</li> <li>○ What details in the settings might help us understand this story?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>○ Where does the story take place?</li> <li>○ What is going on in the story?</li> <li>○ Who are the important characters?</li> </ul> <p>Assign children to small groups for the Numbered Heads Together routine.</p>
<p><b>Opening</b> 3 minutes</p>	<p>Introduce the book and purpose for reading.</p> <p><i>Today we’ll read The Wakame Gatherers, written by Holly Thompson and illustrated by Kazumi Wilds. In this story, a girl has one grandmother from our state, Maine, and one grandmother from Japan.</i></p> <p>Pin Kamakura, Japan on the map.</p> <p><i>Before we read the book for the first time, let’s explore a bit the places where the grandmothers are from. One grandmother traveled from Maine to Japan.</i></p> <p><i>The other grandmother is from Kamakura, Japan, which is where the story takes place. What do you already know about different places in Japan? What connections do you have to Japan?</i></p>

	<p><i>As we know, we won't learn everything about the country of Japan from one story. It is a diverse country and people have many different experiences.</i></p> <p><i>In this story, we will learn about the experience a girl and her grandmothers have when they go together to the ocean to harvest a kind of seaweed, called <b>wakame</b>, from the ocean.</i></p> <p>Connect with previous Vocabulary and Language lessons by pointing out that "seaweed" is a compound word, meaning a plant that grows in the ocean.</p> <p><i>Today we'll read just the first section of the book, paying close attention to the illustrations; they will help us understand what is going on in the story.</i></p>
<p><b>Reading and Discussion</b> 20 minutes slides</p>	<p><i>Before we read the text, let's explore the setting. We'll do a picture walk, and then you'll talk in groups. Several settings are shown on these pages. We know the story takes place in Maine and in Japan. As we look closely at the illustrations, ask yourself these questions [refer to the board]:</i></p> <p><i>What are some of the specific settings you notice? What clues in the illustrations tell you that?</i></p> <p><i>Why do you think the illustrator is showing so many different settings?</i></p> <p><i>What details in the settings might help us understand this story?</i></p> <p>Show the slides slowly, giving children time to look at each illustration.</p> <p>Arrange children in groups and assign a number to each child.</p> <p><i>Let's do Numbered Heads Together.</i></p> <p><i>First, talk with one partner in your group about these questions. Then, cluster together as a group of four to continue the conversation. After you talk with your small group for about five minutes, we will all get back together. Then I will call out a number, and the person with that number will share the group's thinking.</i></p> <p>After the Numbered Heads Together routine is concluded, distribute the Text Talk notebooks and writing tools.</p> <p><i>Let's take a Note Break. Draw and label a sketch of one setting your group discussed that might be important in the story.</i></p> <p>When children have finished drawing, have them sit on their notebooks.</p>

page 2	<p>Read pages 1 and 2. Define “bay.”</p> <p><i>How does this word connect to the setting and illustration?</i></p> <p>Harvest a few ideas.</p>
page 3	<p>Pause to define “translator.”</p> <p><i>Why does Nanami need to be a translator for her grandmothers?</i></p> <p><i>What details from the text make you think that?</i></p>
page 9	<p>Read the text through page 9 and show the illustration on page 10.</p> <p>Turn and Talk.</p> <p><i>What details have you learned about Gram?</i></p> <p><i>What details have you learned about Baachaan?</i></p> <p>Harvest a few ideas.</p>
<p><b>Key Discussion</b></p> <p>14 minutes</p>	<p>Think, Pair, Share.</p> <p><i>Pull out your sketches of a setting. Look at your sketch and think about the illustrations and words in the story to answer these new questions [refer to the board]:</i></p> <p><i>Where does the story take place?</i></p> <p><i>What is going on in the story?</i></p> <p><i>Who are the important characters?</i></p> <p>As a whole group, harvest ideas and discuss any misconceptions.</p> <p>Stop reading on pages 9-10 and close the book.</p> <p><i>What do you think might happen in the rest of the story? What makes you think that?</i></p>
<p><b>Closing</b></p> <p>1 minute</p>	<p><i>Today we read to think about how illustrations can help us understand the setting and the plot of a story. Tomorrow we will continue reading this book to think more about these questions.</i></p>
<p><b>Weekly Question Chart</b></p> <p>2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be thinking about this final question:</i></p> <p><i>How are our stories linked?</i></p> <p>Define “linked” [connected], and encourage children to articulate ideas about relationships between people and places.</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>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> <p><b>SEL.</b>Relationship Skills</p>
<p><b>Ongoing assessment</b></p>	<p>How do children use illustrations of the setting to understand the text?</p> <p>What details from the text do children use to support their thinking?</p> <p>Do children respectfully talk with and listen to their peers?</p> <p>Observe the quality of conversation in small groups and large groups.</p> <p>Review children’s sketches to assess understanding of the setting of the story.</p>

**Notes**