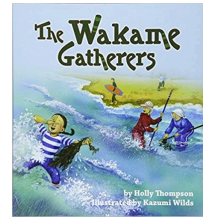


Unit 3: Connecting Places, Connecting People

WEEK 8 Day 2



Text Talk
The Wakame Gatherers
 Read 2 of 3

Big Ideas	Individuals and communities shape each other. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	How are our stories linked?
Content Objectives	I can use information in the illustrations and text to explain how the main characters are shaped by their relationships with one another. I can describe how the author uses the characters’ relationships to move the plot forward. (R.8.2.a, R.11.2.a, R.11.2.b)
Language Objective	I can retell key details from a story. (SL.2.2.a)
SEL Objective	I can recognize hardships that people experience because of war and how people recover from those experiences. (Social Awareness)
Vocabulary	<p>amazed: filled with wonder or surprise</p> <p>bay: a body of water that cuts into the shoreline and is partly surrounded by land</p> <p>bomb: a weapon that explodes</p> <p>breakwater: a barrier that stops waves before they reach the shore</p> <p>clump: things stuck together</p> <p>cresting: getting to the highest point</p> <p>enemy: one who wants to harm another</p> <p>frond: a long leaf with many parts</p> <p>hand-me-down: clothing or other item passed from one person to another</p>

	<p>kimono: a long, Japanese garment with wide sleeves and a broad sash</p> <p>knowingly: with experience</p> <p>midrib: the middle of a leaf</p> <p>mended: repaired by sewing</p> <p>peace: a time of harmony without war</p> <p>strand: a single piece or thread</p> <p>surf: waves</p> <p>surfer: someone who rides the ocean waves on a board</p> <p>tumble: to fall end over end</p> <p>translate: to change into the words of another language (* Week 7)</p> <p>wakame: an edible plant from the ocean, a kind of seaweed</p> <p>war: conflict between countries or groups</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • <i>The Wakame Gatherers</i>, Holly Thompson <p>On the whiteboard write the following two sets of questions.</p> <p>What is Baachan remembering? What was the setting and time of the memory like? Where are Baachan, Gram, and Nanami when they are having this conversation? -----</p> <p>What is it like for Nanami to be the translator of these memories? How does Nanami feel about the time her Baachan is remembering?</p>
<p>Opening 1 minute</p>	<p>Reintroduce the book, and set a purpose for reading.</p> <p><i>Today we'll read The Wakame Gatherers by Holly Thompson again. This time we'll think about the way the plot or story develops. This book has a beginning, middle, and end, but it does not follow a usual structure with a problem and resolution. Instead, the action depends on how the relationships among the main characters develop. As we read, we'll pay attention to this.</i></p>
<p>Reading and Discussion 23 minutes</p> <p>page 15</p>	<p>Quickly remind children of important elements in the story so far, and begin reading on page 11. Read through page 15.</p> <p><i>We are reaching the middle of the book. From what we have learned about story structure with previous books, we might expect there would be a problem for the main character now. However, here Nanami doesn't have a problem, exactly. Instead, she asks her grandmother, Baachan, to talk about her memories. Thinking</i></p>

	<p><i>about Baachan’s memories starts a conversation between Baachan, Gram, and Nanami. Let’s see how this will affect the way the plot develops.</i></p>
<p>page 18</p>	<p>Refer to the first set of questions on the whiteboard. <i>Turn and talk with a partner about these three questions:</i> <i>What is Baachan remembering?</i> <i>What was the setting and time of the memory like?</i> <i>Where are Baachan, Gram, and Nanami when they are having this conversation?</i></p> <p>Harvest a few ideas in the whole group.</p> <p>Have children switch partners, and refer to the second set of questions. <i>Talk with your new partner about these two questions:</i> <i>What is it like for Nanami to be the translator of these memories?</i> <i>How does Nanami feel about the time her Baachan is remembering?</i></p> <p>Harvest a few ideas in the whole group.</p> <p>Note: This discussion of Baachan’s war-time memories might be difficult for some children. However, the pages that follow are reassuring; consider flipping ahead to the next page, depicting Nanami and her grandmothers holding hands in the water.</p> <p>Read through page 20.</p>
<p>Key Discussion 15 minutes</p>	<p>Facilitate a discussion. <i>Based on the illustrations, how do Gram, Baachan, and Nanami feel?</i> <i>What does Baachan mean when she tells Nanami, “always protect this peace?”</i></p> <p><i>Now we have read through the middle of the book. We know who the characters are, and we see how our attention shifts back and forth between different settings.</i></p> <p>Think, Pair, Share. <i>Think about other books we have read, such as Janjak & Freda Go the Iron Market and Fin M’Coul. How is the plot different in this story than in other stories we have read?</i></p> <p>Read page 22. Have children predict what might happen in the rest of the story based on the plot’s development so far and on the kind of conversation and closeness that is developing among the characters.</p>

	Stop reading, and close the book.
Closing 1 minute	<i>Tomorrow we will finish reading this book, and we'll think more about the way the author develops the plot by showing the close relationships between Nanami, Gram, and Baachan.</i>
Standards	<p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SEL.Social Awareness</p>
Ongoing assessment	<p>Observe the quality of conversation and children's thoughts on how characters' relationships are developing in this part of the story.</p> <p>How do children use the illustrations and the text to understand the setting?</p> <p>Do children describe important plot points in the story?</p> <p>Do children recall key details from the story?</p>

Notes