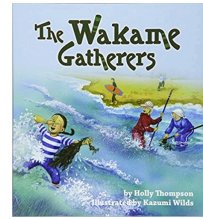


Unit 3: Connecting Places, Connecting People



WEEK 8 Day 3

Text Talk
The Wakame Gatherers
Read 3 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 Objective | I can use the story’s illustrations and structure to understand the characters’ relationships. (R.8.2.a, R.11.2.a, R.11.2.b) |
| Language / SEL Objective | I can effectively communicate with my peers by building on group conversation. (SL.1.2.b, Relationship Skills) |
| Vocabulary | bay: a body of water that cuts into the shoreline and is partly surrounded by land bomb: an exploding weapon breakwater: a barrier that stops waves before they reach the shore brittle: easily broken cauldron: large pot, used for boiling clump: a group of things close together cresting: reaching the highest point enemy: one who wants to harm another hand-me-down: clothing or other items passed from one person to another harbor: a sheltered area of water where boats can come and go kimono: a long, Japanese garment with wide sleeves and a broad sash knowingly: with experience |

mended: repaired by sewing
midrib: the middle of a leaf
peace: a time of harmony without war
plunge: to push something into a liquid
shrivel: to shrink and wrinkle up
silken: very soft
snip: to cut
streetcar: bus on rails, trolley
strand: a single piece or thread
tongs: a tool used to hold or lift something
translate: to change into the words of another language (* Week 7)
translator: someone who changes one language into another
tumble: to fall end over end
unfurl: to unfold
war: conflict between countries or groups

Materials and Preparation

- *The Wakame Gatherers*, Holly Thompson
Pre-mark the pages in the book. Page 1, “My name is Nanami...”
- chart paper
Prepare the following chart, Character Relationships.

| Character Relationships: Baachan, Gram, and Nanami |
|--|
| |

On the whiteboard write the following questions.

What happens at the end of the book?

How does sending and receiving these letters reveal how Baachan, Nanami, and Gram are feeling about each other now? What makes you say that?

What else do we know about the relationships between Baachan, Nanami, and Gram?

| | |
|--|--|
| | <ul style="list-style-type: none"> ● End of Unit Assessment text, one copy ● <i>Going Home, Coming Home</i>, Truong Tran, for reference ● End of Unit Assessment sheet, one copy ● POP! Answering Multiple Choice Questions chart and/or half-sheets |
| <p>Opening 1 minute</p> | <p>For this lesson, focus first on the conclusion and how the characters’ relationships have developed. After the discussion, read the entire book through fluently, without stopping.</p> <p><i>Today we’ll read the ending of The Wakame Gatherers by Holly Thompson. We’ll see how the relationships between the characters have developed. Then, to get a sense of how the characters’ relationships grow throughout the whole book—its beginning, middle and end—we’ll read the book all the way through without stopping.</i></p> |
| <p>Text and Discussion 8 minutes page 21</p> | <p>Begin reading on page 21, and read the full page. <i>What does eating wakame together show about the three main characters?</i></p> <p>Harvest a few ideas. Highlight ideas about the characters’ comfort with each other, noting that gathering the wakame has made them closer.</p> <p>Read through the end of the book.</p> |
| <p>Key Discussion 10 minutes</p> | <p>Refer to the questions on the whiteboard. <i>Turn and talk with a partner about these three questions.</i></p> <p>After a few minutes, bring the whole group back together. Harvest children’s ideas, and record them on the chart.</p> <p>Continue the conversation, using the following prompts. <i>How were Gram, Baachan, and Nanami connected in the beginning of the book?</i> <i>How did what happened in the middle of the book change their relationships?</i> <i>By the end of the book, how have they come to understand each other in a new way?</i></p> <p>Add relevant ideas to the chart.</p> <p>Read through the entire story fluently. <i>What do we think now about the three main characters? Do we have any more to add to our chart?</i></p> |

| | |
|---|---|
| <p>Closing 1 minute</p> | <p><i>Today we read through the beginning, middle, and end of the story. We can see how the story’s action flows as the characters’ relationships grow. Readers think about how characters and their relationships develop over the course of a book.</i></p> |
| <p>End of Unit Assessment 10 minutes</p> | <p><i>This is the last week of our unit of study, Connecting Places, Connecting People. I want to find out more about what you have been learning. Today you’ll begin an assessment at the Writing Station, and we’ll have more time tomorrow. Let’s look at the assessment together.</i></p> <p>Walk through the assessment. Emphasize that children will read both a summary and an excerpt from a familiar book: <i>Going Home, Coming Home</i>. Answer children’s clarifying questions.</p> |
| <p>Standards</p> | <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. R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms. SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others. SEL.Relationship Skills</p> |
| <p>Ongoing assessment</p> | <p>Observe the quality of conversation.</p> <p>What are children’s thoughts about the development of relationships among the three characters?</p> <p>What are their thoughts about how character development moves a story forward?</p> |

Notes