

Unit 3: Connecting Places, Connecting People



WEEK 4 Day 3

Text Talk
“Art in Brazil” (informational text)

Big Ideas	Different perspectives offer opportunities for understanding and inspiration. Individuals and communities shape each other.
Weekly Question	How are people connected in and across communities?
Content Objectives	I can identify the big ideas of specific paragraphs within a text using text features and photographs. (R.5.2.b, R.8.2.b, R.11.2.c, R.11.2.d)
Language Objective	I can identify key details in a text and discuss why they are important. (SL.2.2.a)
SEL Objective	I can engage in a collaborative two-way discussion with my partner. (Relationship Skills)
Vocabulary	<p>foundation: an organization that provides money to others in order to improve something</p> <p>* legacy: lasting reputation or impact</p> <p>literature: writing; artwork in the form of words</p> <p>martial arts: ways of moving and coordinating the body in self-defense</p> <p>street artist: an artist who creates artwork in public, where others can see it</p> <p>visual art: a form of art that people can appreciate through seeing, such as painting, collage, sculpture, and photography</p>
Materials and Preparation	<ul style="list-style-type: none"> ● world map and pushpin ● Art in Brazil slides ● projector and screen <p>Set up to project the slides onto the whiteboard or blank chart paper so that the text on slide 8 can be marked up during the lesson.</p>

	<ul style="list-style-type: none"> ● whiteboard markers or chart markers (according to projection set up), in a dark color ● “Art in Brazil” sheet, one copy for each child ● writing tools ● clipboards, whiteboards, or other writing surfaces, for each child ● Weekly Question chart <p>On the whiteboard, write the following questions.</p> <p style="padding-left: 40px;">Why is art important in Brazil?</p> <p style="padding-left: 40px;">What is the big idea of each paragraph?</p> <p style="padding-left: 40px;">How do you know?</p> <p>Children will engage in partner reading. Assign pairs strategically.</p>
<p>Opening 4 minutes slide 2</p>	<p>Show slide 2.</p> <p style="padding-left: 40px;"><i>The next place we will explore together is a country called Brazil. Let’s find this country on the map. It’s part of the continent of South America.</i></p> <p>Locate and pin the country. Point out its location, in comparison to Maine.</p> <p>Think, Pair, Share.</p> <p style="padding-left: 40px;"><i>What do you already know about this place?</i></p> <p>Introduce the text and set a purpose for reading.</p> <p style="padding-left: 40px;"><i>Today we will read an informational text about Brazil. We will read it all together first; then you will read it again with a partner. You will identify the big idea of each part of the text. A big idea is what the section of text or paragraph is mostly about. The big idea is also called the gist of the text.</i></p>
<p>Text and Discussion 12 minutes page 1 slide 3</p>	<p>Stay on slide 2, and distribute the “Art in Brazil” text to each child.</p> <p>Refer to the first question on the whiteboard.</p> <p style="padding-left: 40px;"><i>Keep this question in your mind as we read: Why is art important in Brazil?</i></p> <p>Read the heading of the section, “Art Everywhere!”</p> <p style="padding-left: 40px;"><i>What do you think this section will be about? How does the heading help you determine this?</i></p> <p style="padding-left: 40px;"><i>You can read along with me.</i></p> <p>Pause to explain the meaning of people “take to the streets.”</p>

	<p>After reading the page, show slide 3. <i>This is a photograph of a child dancing in Carnival. What do you notice? What does this make you think about?</i></p>
slide 4	<p>Think, Pair, Share. <i>Think about the heading of the section on page 1, “Art Everywhere!” and what you learned about art in Brazil. This is a photograph of a performer at Carnival. What do you notice? How does this photograph help you understand more about art in Brazil?</i></p>
page 2 slides 5-7	<p>Show slide 5, and begin reading page 2.</p> <p>At “This mural is painted on the sides of a chocolate factory,” show slide 6. <i>What do you see? What does it make you think about? How do the information we read and these photographs connect to the heading of this section, “Murals in Brazil”?</i></p> <p>Show slide 7. <i>Here is a photo of the mural artist, Eduardo Kobra.</i></p> <p>Finish reading the remainder of the text, through page 3.</p>
<p>Key Discussion 20 minutes</p> <p>slide 8</p>	<p><i>Let’s now identify the gist, or big idea, of each part of the text.</i></p> <p>Read aloud the second and third questions on the whiteboard. <i>What is the big idea of each paragraph? How do you know?</i></p> <p>Show slide 8. <i>Here is the first section of the text. There are some words in bold print. Remember that glossaries are a feature found at the end of informational texts that can help us while reading. Glossaries define important words. The words in bold type are found in the glossary.</i></p> <p>Have children turn to the final page of their own text. Model identifying a word in bold on the slide, and then finding it in the glossary. <i>You will have more time to explore the glossary when you work with your partners.</i></p> <p>Refer back to the slide. <i>Let’s read this page of the text together. As we read, remember to think about the big idea—what the section is mostly about.</i></p> <p>Read the text slowly aloud. Track the text with a finger or pointer, and invite children to track the text with a finger to follow along. After reading,</p>

	<p>model thinking out loud.</p> <p><i>If we're thinking about the big idea of the paragraph, we can first look at the heading: "Art Everywhere!" This might give us a clue about what the paragraph is mostly about.</i></p> <p><i>Let's also pay attention to parts of this first sentence, "...rich history of expressing ideas..." This sounds like important information to remember.</i></p> <p>Annotate the text by underlining this phrase on the chart paper/ whiteboard.</p> <p><i>Turn and talk about the gist of this paragraph.</i></p> <p>As children talk, circulate to listen in.</p> <p>Bring the children's attention back to the whole group and invite a couple of children to share their ideas about the paragraph's gist. Model listening and responding with established discussion prompts. For example:</p> <p><i>I agree with you because...</i></p> <p><i>Tell me more. How do you know that?</i></p> <p><i>Let's look closely at that part one more time.</i></p> <p>Add annotations as children indicate in this discussion.</p> <p>Have partners sit together. Children will read the rest of the text, section by section, starting with page 2 and pausing after each to discuss and write its big idea.</p> <p><i>Remember our purpose for reading: to identify the big idea of each part of the text.</i></p> <p>Circulate to support children's reading and to encourage back and forth discussion. Guide them with the following questions.</p> <p><i>Which details in the text are important, and how do the details support the big idea?</i></p> <p><i>How do informational text features (headings, photographs, glossary) support the big idea?</i></p>
<p>Closing 4 minutes</p>	<p>Bring the Weekly Question to the whole group space. Invite children to sit with their partners in a circle.</p> <p>Facilitate a discussion connected to the Weekly Question. Use some of the following questions.</p> <p>What does the text help us think about Brazil?</p> <p>What can community activities tell us about a place?</p> <p>How might art connect people in Brazil? outside of Brazil?</p> <p>How does art help us learn about people and places?</p>

	<p>Prompt children to draw from the text as well as from their work with partners. Record relevant ideas on the Weekly Question Chart.</p>
<p>Standards</p>	<p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently.</p> <p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</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.Relationship Skills</p>
<p>Ongoing assessment</p>	<p>Note how children approach the reading.</p> <p>How do children read the text with their partners?</p> <p>How do children discuss the ideas in the text?</p> <p>What strategies do they use to surface the big ideas?</p> <p>Do children engage in two-way discussions?</p>

Notes