



WEEK 1 Day 5

Text Talk
Mango, Abuela, and Me
 Read 2 of 2

Big Idea	Caring for each other builds community.
Weekly Question	Who am I, and who are we together?
Content Objectives	I can describe the characters in a story using key details from the text. (R.6.1.a)
	I can describe how people from different parts of the world can have different ways of living, customs, and languages. (Geography 1)
Language Objective	I can use drawing and writing to clarify my thoughts and feelings about practicing something together. (SL.3.1.b)
SEL Objective (Boston)	I can identify my own unique personal, cultural, or linguistic experiences and relate those to the text we are reading. (SA 4.1)
Vocabulary	<p>shy: quiet and a little nervous about new things</p> <p>unlock: open</p> <p>snapshot: photograph</p> <p>practice: trying something multiple times</p> <p>coins: metal money</p> <p>weave: braid together</p> <p>communicate: to share ideas with each other</p> <p>relationship: a connection you have with someone else</p>
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Mango, Abuela and Me</i>, Meg Medina ● blank paper, one for each child ● drawing and writing tools

	<ul style="list-style-type: none"> • Weekly Question Chart, from Day 1 • markers in different colors <p>On the whiteboard, write: Describe Mia and Abuela’s special relationship. Describe a special relationship you have with a family member or community member because you practice something together.</p> <p>Review the Weekly Question Chart. Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.</p>
<p>Opening 1 minute</p>	<p>Set a purpose for reading. <i>Today we will read Mango, Abuela, and Me by Meg Medina again. We will read a few pages closely to help us describe Mia and Abuela’s special relationship. A relationship is a connection you have with someone else.</i></p> <p><i>Then we will talk, draw, and write about a special relationship that we have with a family or community member.</i></p>
<p>Text and Discussion 8 minutes page 2</p>	<p>Read page 2. <i>On page 2, the narrator says she feels shy, or quiet and a little nervous, to meet her far-away grandmother. Why do you think she feels shy?</i></p> <p><i>Thumbs up if you ever feel shy when meeting a family member you don’t know.</i></p> <p><i>Thumbs up if you ever feel shy meeting someone from far away or someone new.</i></p>
<p>pages 15-16</p>	<p>Continue reading until page 16. <i>Though Mia feels worried that she and Abuela don’t understand each other, her mother reminds her that when her friend Kim came to school, the class helped her learn English. In the story, Mia is learning Spanish and Abuela is learning English, and they are both helping each other learn.</i></p> <p>Identify key details. <i>What does Mia do when she is learning Spanish?</i> Elicit 1-2 responses. <i>What does Abuela do when she is learning English?</i> Elicit 1-2 responses.</p>

	<p>Connect to children’s experiences. <i>Does anyone have experience, or know someone who has experience, learning a new language? What was that like? Who helped?</i></p> <p>Elicit as many responses as seems appropriate for your class.</p> <p><i>Does anyone have an experience, or know someone who has experience, of moving to a new place and not knowing how to communicate effectively? What was that like? Who helped?</i></p> <p>Elicit as many responses as seems appropriate for your class. Do not continue reading.</p>
<p>Key Discussion and Activity 9 minutes</p>	<p>Think, Pair, Share. Prompt 1: <i>Describe Mia and Abuela’s special relationship.</i></p> <p>Prompt 2: <i>Now describe a special relationship you have with a family member or community member because you practice something together. This could be learning and practicing a language, or it could be practicing something else.</i></p> <p>Drawing and writing response. <i>Now you are going to have an opportunity to briefly sketch and write about the experience you just shared with your partner.</i></p> <p>Remind children that this task connects to the social studies and SEL objectives of the lesson. Dismiss children to tables to work on their sketching and writing. Circulate as children are working, and identify two children whose work would be relevant to talk about with the class.</p>
<p>Closing 2 minutes</p>	<p>Call the children back to the group meeting area. <i>Let’s share some of the drawing and writing you did.</i></p> <p>Invite the two selected children to present their work. Allow time for a few questions and answers about the work presented.</p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: Who am I, and who are we together?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: doing things together, families, school, getting along, etc.</p> <p>Save this chart for use in Week 5.</p>

Standards	<p>R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p>SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Geography 1 Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.</p> <p>(Boston) SEL SA 4.1 Identify personal, cultural and linguistic assets.</p>
Ongoing assessment	<p>Listen to children’s responses during whole group share and Think, Pair, Share.</p> <p style="padding-left: 40px;">Are children able to describe the characters’ experiences? Are children able to make connections to their own lived experience?</p> <p>Observe during the Reading Response and collect the drawing and writing pages.</p> <p style="padding-left: 40px;">Are children able to express an appropriate response to the questions through drawing and writing?</p>

Notes