Unit 2/Week 3

Title: The Talking Cloth[[1]](#footnote-1)

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3; W.3.2; SL.3.1, SL.3.2; L.3.1, L.3.2, L.3.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

 Making cultural connections help people learn, grow, and understand.

Synopsis

 Amber, her brother, and her parents visit Aunt Phoebe, a traveler, collector and storyteller. Aunt Phoebe shares a cloth with the family. The cloth, once only worn by royalty, came from Ghana, Africa and represents individual personalities. After hearing the story of the cloth, Amber wraps The Talking Cloth around herself stimulating her learning, growth, knowledge, wisdom, and connection with her Ashanti heritage.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| Reread the first page. How does the author let us know how Amber's father feels about Aunt Phoebe's home?  | The author tells the reader that the father thinks it is junky. |
| The second paragraph on page \_\_\_ states, “Mocha is named after a city in Yemen, and this child just grew an inch or two *inside* for knowing that.” How does knowing information about Mocha help Amber grow? | Growth is more than just growing physically. Learning new information helps Amber grow intellectually. Even more so, she grows a deeper understanding and connection with her culture and heritage. |
| The author calls Aunt Phoebe, “a collector of life.” What do you think the author means by this? | The author is referring to things Aunt Phoebe has collected in her travels and that remind her of the lives of people she met. |
| Reread the second paragraph on page \_\_\_ to find out where Aunt Phoebe bought the cloth.  | Africa  |
| We just learned that the cloth originated from Africa. Why does the author include this information?  | The author includes the information to show a connection between Amber’s heritage and Africa.  |
| A symbol is a word or picture that stands for something else. Reread from the middle of page \_\_\_ through page \_\_\_. What examples does the author use with colors and symbols that show how the cloth talks?  | The cloth talks by way of its color and symbols.  The color and symbols of the cloth say something about the person wearing it. White represents joy.  Yellow is gold and riches.   Green is newness and growth.  Blue is for love.   Red is sadness or sad times.  Symbols represent faith, power, love, offend no one without cause, except God I fear none.  |
| Why does wearing the cloth make Amber picture herself as an Ashanti princess? | Because the adrinka was originally worn by royalty; its length is a sign of wealth |
| Review page \_\_\_, why does Amber suggest “green and grubby handprints” for her brother? Why might Aunt Phoebe suggest the pinstripe cloth and squares for Amber's father?  | Amber’s brother is a baby. The green cloth shows that he is new and that he is growth. Amber must feel that that her baby brother is a messy little boy. The pinstripe cloth and squares stand for seriousness and Amber’s father is very serious. |
| On page \_\_\_, what are some ways the author lets the reader know that Amber and Aunt Phoebe are especially close?   | Aunt Phoebe calls Amber names like Baby. Aunt Phoebe also intends for Amber to inherit Aunt Phoebe’s collectibles.  |
| At the end of the story, Aunt Phoebe says, "This child has grown a lot, inside, just today."  What does Aunt Phoebe mean by this statement?  | Amber grows because she's gaining knowledge and understanding of many things, particularly about her African heritages.  |
| Why did Amber picture herself surrounded by her family and everyone who ever wore an adrinka in the last paragraph of the story?  | It makes her feel close to the people whose traditions she celebrates. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page - Collect, CollectorPage - CollectionPage - Symbol  | Page - Flourish Page - EmbroideredPage - Mocha  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page - RoyaltyPage - Pinstripe  | Page - Stunt Page - SilkPage - OffendPage - GrubbyPage - Wealth |

Culminating Task

* Re-Read, Think, Discuss, Write

*It is important to keep history, culture, and traditions alive. What evidence from the text proves that the Amber’s family is keeping history, culture, and traditions alive?*

Answer: Amber’s Aunt Phoebe collects memorabilia associated with their families’ culture and passes these traditions down to Amber. The family keeps culture alive by gathering at Aunt Phoebe’s house and listening to her stories and information about African culture. Amber has an appreciation for history, which she shows by visiting Aunt Phoebe and involving herself with the cultural items. Someday, Amber will inherit the talking cloth and will probably continue to keep her aunt’s storytelling tradition alive.

Additional Tasks

* *Create a Venn Diagram that compares and contrast The Talking Cloth and The Keeping Quilt from the previous story.  Write a brief paragraph using evidence from both stories telling how the stories are the same and different.*

Answer: Both stories celebrate traditions and a heritage of storytelling. Both stories involve a piece of cloth. The Keeping

Quilt involves a quilt that serves multiple purposes and was passed down in a family. The Talking Cloth represents a family

who is reminded of their heritage through a piece of cloth.

* *Many people say, "One person’s junk is another person's treasures."  How does that saying relate or connect to this story?*

Answer: Aunt Phoebe treasures her collection while Amber’s father thinks Aunt Phoebe’s collections are junk.

Note to Teacher

* Based on the conversation Father is having with Aunt Phoebe in the text, the silhouette leads the reader to infer that the heap in the laundry basket is a stack of unfinished laundry. However, as the story continues, the inference is inaccurate and the unfinished laundry is actually the adrinka. This could be used as an additional opportunity to develop inferences.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**“The Talking Cloth”**

1. Reread the first page. How does the author let us know how Amber's father feels about Aunt Phoebe's home?
2. The second paragraph on page \_\_\_ states, “Mocha is named after a city in Yemen, and this child just grew an inch or two *inside* for knowing that.” How does knowing information about Mocha help Amber grow?
3. The author calls Aunt Phoebe, “a collector of life.” What do you think the author means by this?
4. Reread the second paragraph on page \_\_\_ to find out where Aunt Phoebe bought the cloth.
5. We just learned that the cloth originated from Africa. Why does the author include this information?
6. A symbol is a word or picture that stands for something else. Reread from the middle of page \_\_\_ through page \_\_\_. What examples does the author use with colors and symbols that show how the cloth talks?
7. Why does wearing the cloth make Amber picture herself as an Ashanti princess?
8. Review page \_\_\_, why does Amber suggest “green and grubby handprints” for her brother? Why might Aunt Phoebe suggest the pinstripe cloth and squares for Amber's father?
9. On page \_\_\_, what are some ways the author lets the reader know that Amber and Aunt Phoebe are especially close?
10. At the end of the story, Aunt Phoebe says, "This child has grown a lot, inside, just today."  What does Aunt Phoebe mean by this statement?
11. Why did Amber picture herself surrounded by her family and everyone who ever wore an adrinka in the last paragraph of the story?

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.
1. *This story is a “duplicate.” (It is found in other basals, as well.) This particular revision was completed by a teacher who uses a different basal, so the page numbers have been removed. This may require you to make some adjustments/add page numbers to some of the questions.* [↑](#footnote-ref-1)