

Unit 1: Building Strong Communities

WEEK 6 At a Glance

| Weekly Question: How can we create positive change in our communities? | | | |
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| <p>Texts</p>  | <p>Vocabulary and Language</p> <p>Day 1: Introduce Weekly Words: resource, budge, improve Day 2: Introduce Weekly Words: access, impact, librarian Day 3: Shades of Meaning Day 4: One Great Sentence Day 5: Carousel Brainstorm</p> | | |
|  | <p>Text Talk</p> <p>Day 1: Arturo Schomburg: A Leader in Libraries slides Day 2: <i>Biblioburro</i> Day 3: Access to Books and Introduction to the Project Day 4: <i>Waiting for the Biblioburro</i>, Read 1 Day 5: <i>Waiting for the Biblioburro</i>, Read 2</p> | | |
|   | <p>Stations</p> <p>Shared Reading: excerpt from “Books” Independent and Partner Reading Listening & Speaking: Talk, Draw, Talk; Listen & Respond (<i>Biblioburro</i>) Science Literacy: How strong is the wind today? How can bubbles be used to observe the wind? Vocabulary: Draw for Meaning with Week 5 words Word Work: Say It Build It Write It, Make New Words, Trick Word Memory</p> | | |
| | <table border="1"> <tr> <td data-bbox="407 1304 786 1497"> <p>Science and Engineering</p> <p>Lesson 1: Bubbles in the Wind Lesson 2: Wind Speed</p> </td> <td data-bbox="790 1304 1425 1497"> <p>Studios</p> <p>Introducing paint in the Art Studio; Planning the Book Access Project</p> </td> </tr> </table> | <p>Science and Engineering</p> <p>Lesson 1: Bubbles in the Wind Lesson 2: Wind Speed</p> | <p>Studios</p> <p>Introducing paint in the Art Studio; Planning the Book Access Project</p> |
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| <p>Mentor text</p>  | <p>Writing: Personal Recount</p> <p>Day 1: Deconstruction, Joint Construction, and Individual Construction: Development of Events Day 2: Deconstruction, Joint Construction, and Individual Construction: Conclusion Day 3: Individual Construction Day 4: Deconstruction, Joint Construction, and Individual Construction: Title Day 5: Individual Construction</p> | | |

At a Glance U1 W6

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Unit 1: Building Strong Communities

WEEK 6 Days 1 & 2

Vocabulary & Language
Weekly Words Routine

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| Weekly Question | How can we create positive change in our communities? | | | | |
| Language Objectives | I can talk with my classmates about words. (SL.1.1) I can connect words to my own real-life experiences. (L.5.1.c) | | | | |
| Vocabulary | <table border="1" style="width: 100%;"> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 1</td> </tr> <tr> <td> resource: something people need budge: to move something a little bit improve: to make something better </td> </tr> <tr style="background-color: #e0e0e0;"> <td style="text-align: center;">Day 2</td> </tr> <tr> <td> access: a way of being able to use or get something impact: to have an effect on someone or something librarian: a person who works in a library </td> </tr> </table> | Day 1 | resource: something people need budge: to move something a little bit improve: to make something better | Day 2 | access: a way of being able to use or get something impact: to have an effect on someone or something librarian: a person who works in a library |
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| resource: something people need budge: to move something a little bit improve: to make something better | | | | | |
| Day 2 | | | | | |
| access: a way of being able to use or get something impact: to have an effect on someone or something librarian: a person who works in a library | | | | | |
| Materials and Preparation | <ul style="list-style-type: none"> ● Week 6 Weekly Words cards ● chart paper Create the week’s Weekly Words chart. | | | | |
| Opening Day 1 | <i>Today, we’ll start our new list of Weekly Words. These words come from the books that we read and the big ideas from our unit. Today’s words are resource, budge, and improve.</i> | | | | |
| Day 2 | <i>Today we’ll continue learning our words for this week. Today’s words are access, impact, and librarian.</i> | | | | |

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| <p>Discussion Day 1</p> | <p>Follow the steps of the Weekly Words routine. Refer to the chart and explain each step as needed. Hold up the appropriate word card as each word is taught.</p> <hr/> <p>Resource Elaboration: <i>Resources are things we need. Resources come from different places and include things like food, places to live, clean water, and money.</i></p> <p>Think, Pair, Share prompt: <i>What resources do we need to do our best learning in this classroom?</i></p> <hr/> <p>Budge Elaboration: <i>When we push on something very heavy, it might not move very far. But it might budge—it might move just a little bit. When something is stuck, we might say, “It just won’t budge!”</i></p> <p>Think, Pair, Share prompt: <i>Look around the classroom. What’s something that might be hard to budge?</i></p> <hr/> <p>Improve Elaboration: <i>Improve is such an important word, because it should be our goal all the time—to do better. I am trying to improve as a teacher every day, and you all work so hard to improve as readers and mathematicians.</i></p> <p>Think, Pair, Share prompt: <i>What’s one way that you have already improved since the beginning of first grade?</i></p> |
| <p>Day 2</p> | <p>Access Elaboration: <i>When we have access to something, we can get at it. I try to make sure that you all can access the things you need to do your best work. Your folders and pencils and notebooks are in places where you can access them quickly when you need them.</i></p> <p>Think, Pair, Share prompt: <i>What would happen if all your things were someplace that only I could access?</i></p> <hr/> <p>Impact</p> |

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| | <p>Elaboration: <i>When someone new joins a family, the adults might say, “The baby has made a big impact on our family.” That means big changes have come along with the baby. If we get new comfortable chairs in our classroom, we could say, “These chairs have a big impact on our classroom, because we learn so much better when we are comfortable!”</i></p> <p>Think, Pair, Share prompt: <i>Can you think of a change that would have a big impact on our classroom community?</i></p> <p>Librarian Elaboration: <i>Librarians have complicated jobs! They help choose what books will be in the library, they read to kids, they recommend books and help people do research, and sometimes they teach classes for adults.</i></p> <p>Think, Pair, Share prompt: <i>Describe a time when you got help from a librarian.</i></p> |
| Closing | <p><i>This week’s words help us to talk about the ways we can create positive change in our communities.</i></p> |
| Standards | <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. L.5.1.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> |
| Ongoing assessment | <p>How do children interact with new and familiar words? How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions? How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Make notes about children’s familiarity with various kinds of words and the connections they make to specific words. Use this information to plan for embedded opportunities for teaching and reinforcing words.</p> <p>Use of a strategy such as pulling equity (name) sticks supports the participation of all children. Even with this kind of strategy, some children will benefit from extra turns for verbal participation.</p> |

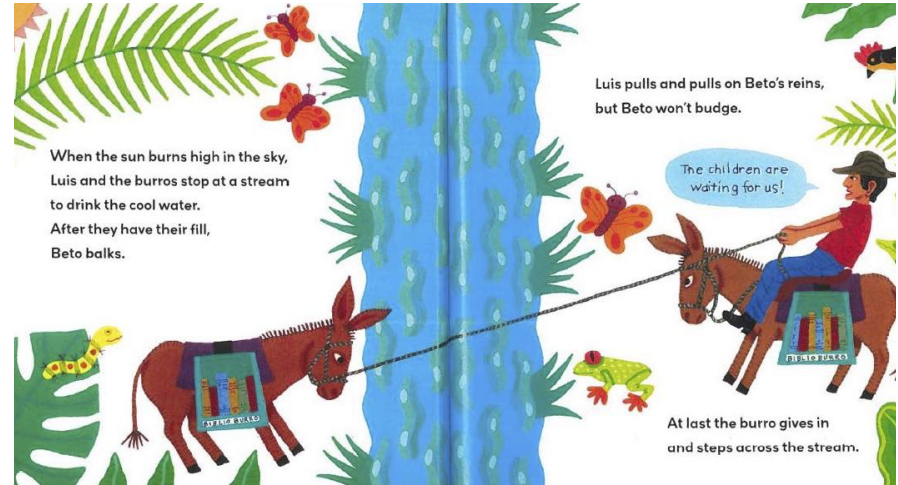
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| | Keeping a class vocabulary list will allow for keeping track of children's vocabulary growth over time. |
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Notes



resource

<http://lbplchildren.blogspot.com/>

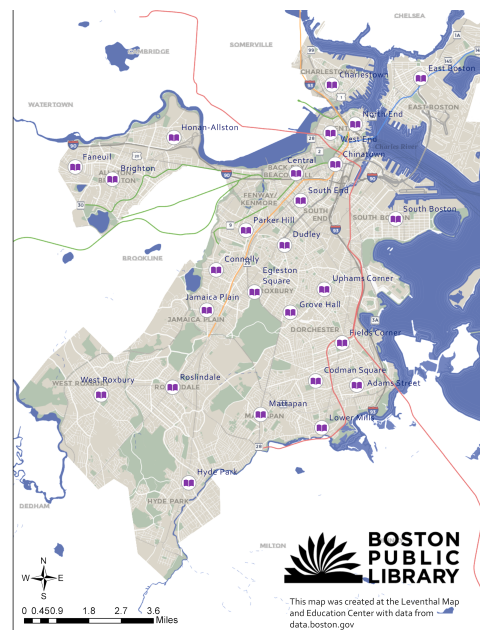
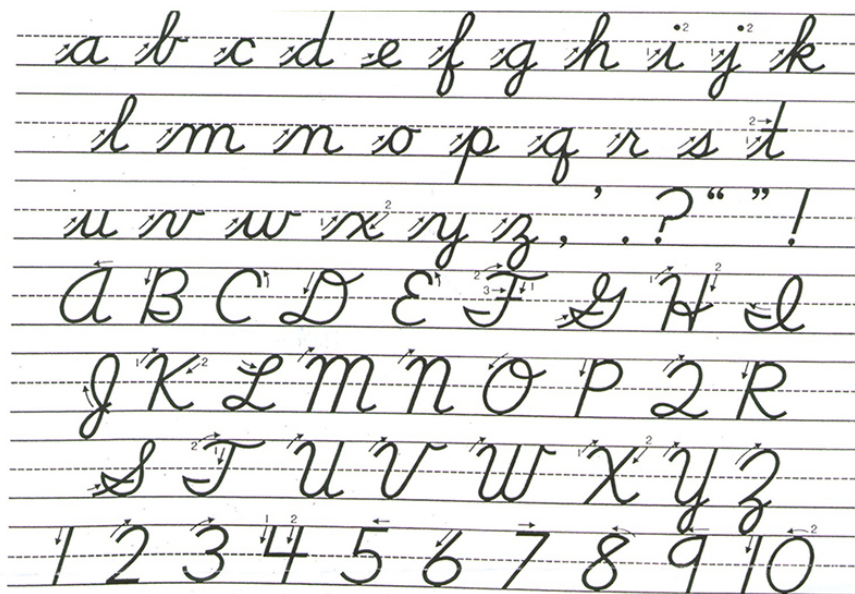


budge

from *Biblioburro*, Jeanette Winter (2010)

Weekly Words U1 W1

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improve

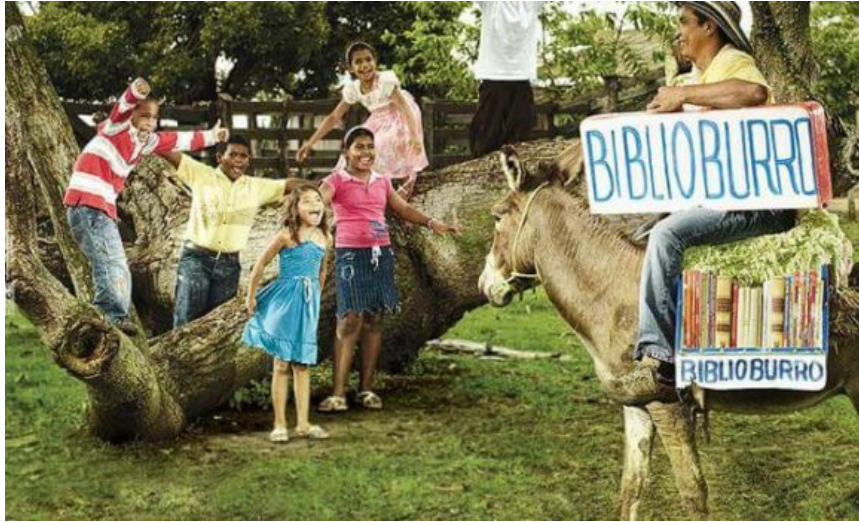
access

<https://cliniqueproaction.com/en/blogue/improving-handwriting-skills-2/>

<https://bpl.bibliocommons.com/locations> (Leventhal Map Center)

Weekly Words U1 W1

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impact

<https://www.eldesconcierto.cl/2016/10/08/la-historia-de-luis-soriano-el-colombiano-que-reparte-libros-en-burro-a-ninos-marginados/>



librarian

<http://www.cnn.com/SPECIALS/cnn.heroes/archive10/luis.soriano.html>

Weekly Words U1 W1

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WEEK 6 Day 3

Vocabulary & Language
Shades of Meaning

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| Weekly Question | How can we create positive change in our communities? |
| Language Objective | I can identify and use adjectives. (L.1.1.e) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d) |
| Vocabulary | temperature: a description of how hot or cold something is meaning: definition similar: almost the same adjective: a word that describes a person, place, thing, or idea |
| Materials and Preparation | <ul style="list-style-type: none">● sticky notes● pen● whiteboard and marker |
| Opening | <i>In our Vocabulary and Language lessons, we have been talking about adjectives. Today we will identify, use, and distinguish the shades of meaning among adjectives that describe things that are cold and hot.</i> |
| Discussion | <i>In Science, we have been learning a lot about weather conditions, including temperature. Sometimes it is very hot outside and sometimes it is very cold! The adjectives <u>hot</u> and <u>cold</u> are opposites: they both describe temperatures. But they describe very different temperatures. In fact, there are lots of adjectives that describe different temperatures. Each adjective is slightly different in intensity—it has a slightly different meaning.</i> <i>Similar means almost the same. Let’s think of different words that have a meaning similar to hot.</i> |

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| | <p>As children think of them, write each word on a separate sticky note. [e.g. warm, boiling, scorching].</p> <p><i>Now let's think of words that have a similar meaning to cold.</i></p> <p>As children think of them, write each word on a separate sticky note. [e.g. cool, freezing, frigid.]</p> <p><i>Now, help me arrange these words on the whiteboard in a way that makes a continuum from one opposite to the other. [Draw a horizontal line on the board with arrows at each end to represent a continuum.] We'll put the word that means the coldest on one end of the continuum and the word that means the hottest on the other.</i></p> <p>Sort the words with children's input, asking them to offer their rationale for where they place each word. Encourage a conversation about the subtle differences among words.</p> |
| Closing | <p><i>Today we identified and used some adjectives. We talked about how adjectives can be slightly different in intensity even if they have similar meanings.</i></p> <p>Note: Save these words on sticky notes for the following day's lesson.</p> |
| Standard | <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> |
| Ongoing assessment | <p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe temperature.</p> <p>Can children offer appropriate adjectives?</p> <p>Can children articulate their reasoning for sorting adjectives in a specific way?</p> |

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WEEK 6 Day 4

Vocabulary & Language
Shades of Meaning

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| Weekly Question | How can we create positive change in our communities? |
| Language Objectives | I can identify and use adjectives. (L.1.1.e) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.1.d) |
| Vocabulary | temperature: a description of how hot or cold something is meaning: definition similar: almost the same adjective: a word that describes a person, place, thing or idea adjectives from Day 3’s lesson |
| Materials and Preparation | <ul style="list-style-type: none">adjectives on sticky notes, from Day 3’s lesson On the whiteboard, arrange the sticky notes or write the words in the order established on Day 3. |
| Opening | <i>Yesterday, we talked about adjectives with similar meanings and organized them. Today we’re going to build on that work and use our imaginations as well.</i> |
| Discussion | Review the continuum of adjectives describing hot and cold. Briefly summarize the discussions from the lesson to make sure that children remember the nuances in meaning among each of the words. <i>I’m going to tell you a story. Listen carefully. You will choose one of these temperature words that describes my story.</i> Describe a situation that requires children to carefully select an appropriate adjective from the hot-cold continuum. For example, for the word “frigid:” |

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| | <p><i>Last winter, I woke up one morning and, even though the heat was on in my house, my toes were still cold. Frost made a design on my window. When I stepped outside, I heard and felt the CRUNCH of ice under my feet; the air turned my nose red in one minute! It wasn't safe to be outside without gloves and a hat and a heavy jacket.</i></p> <p><i>Which adjective would be a good match for the temperature on this morning?</i></p> <p><i>Think, Pair, Share. What word will you choose to describe this story? Why do you choose that word?</i></p> <p>Repeat this exercise with a few more scenarios, bringing different adjectives along the continuum to life.</p> |
| Closing | <p><i>Today, we did some really great thinking about the differences between similar adjectives. You thought carefully to choose an adjective that precisely described each story.</i></p> |
| Standards | <p>L.1.1.e Use frequently occurring adjectives.</p> <p>L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> |
| Ongoing assessment | <p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe temperature.</p> <p>Can children articulate their reasoning for matching a given adjective to the eather of a particular day?</p> |

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| <p>Notes</p> |
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Unit 1: Building Strong Communities

WEEK 6 Day 5

Vocabulary & Language
Carousel Brainstorm

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| Weekly Question | How can we create positive change in our communities? |
| Language Objective | I can talk with my classmates about important vocabulary from our unit texts and big ideas. (SL.1.1) |
| Vocabulary | resource: something people need budge: to move something a little bit improve: to make something better access: a way of being able to use or get something impact: to have an effect on someone or something librarian: a person who works in a library |
| Materials and Preparation | <ul style="list-style-type: none">● Carousel Brainstorm anchor chart● chart paper, 4 pieces Choose four of the Weekly Words to work with, and write one in the center of each piece of paper. Post the papers in different areas of the classroom at a height that children can write on them. <ul style="list-style-type: none">● markers, one for each child● timer or stopwatch |
| Opening | <i>This week as we move through the Carousel Brainstorm, we'll think about our Weekly Words and how we can create positive change in our communities.</i> |
| Key Activity | Show the vocabulary cards and review definitions for all of the Weekly Words, highlighting those selected for the Carousel Brainstorm. Talk briefly about some possibilities for recording understanding about one of the words. <i>What might I draw or write about the word "resource?"</i> Gather a few ideas. Provide clarifications and examples as needed. |

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| | Direct each group to a particular paper and then begin the timer. Circulate as children work, noting their use and representation of each word. |
| Closing | Bring the whole group back together with the papers. Share the work from the papers, highlighting the different ways children have shown their understanding of the words. |
| Standards | SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups. |
| Ongoing assessment | Listen to children’s conversations as they circulate. How do children participate? Review each sheet of chart paper. Do children’s drawings and writing reflect an understanding of the vocabulary words? |

Notes



WEEK 6 Day 1

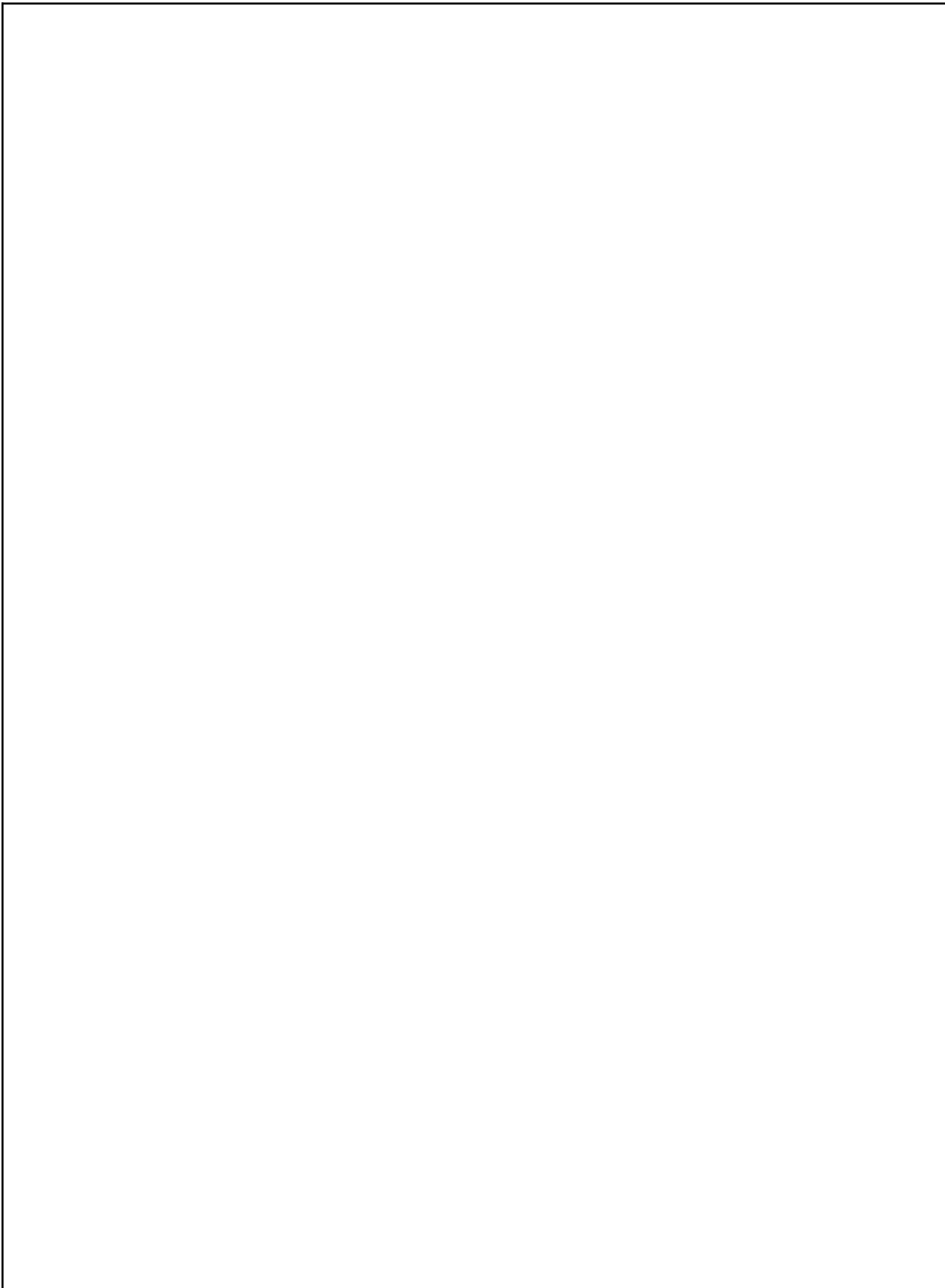
Text Talk
Arturo Schomburg: A Leader in Libraries (slides)

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| Big Ideas | <p>Leaders help guide and support their communities.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p> |
| Weekly Question | How can we create positive change in our communities? |
| Content Objectives | <p>I can answer questions about how Arturo Schomburg affected libraries. (R.4.1.a)</p> <p>I can analyze one strong leader, Arturo Schomburg, and describe his qualities as a good leader. (Civics & Government 2)</p> |
| Language Objective | I can follow our rules for talking in a group and talking with my partner. (SL.1.1) |
| Vocabulary | <p>collection: a group of something, such as books</p> <p>resource: something people need</p> <p>organized: neat and easily usable</p> <p>responsible for: in charge of</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● Arturo Schomburg: A Leader in Libraries slides ● projector and screen ● world map <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What positive changes did Arturo Schomburg bring to libraries?</p> <p style="padding-left: 40px;">How do you think this change will affect other people?</p> <p>Prepare a Weekly Question Chart with the following question: How can we create positive change in our communities?</p> |

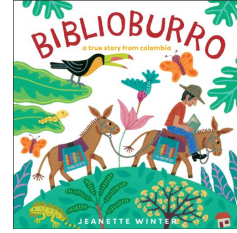
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| <p>Opening 1 minute</p> | <p><i>Today we will read Arturo Schomburg: A Leader in Libraries. This informational text tells us about a leader who saw a need in his community. He found that there was a lack of representation of people of color like him in books, and he worked hard to respond to that need.</i></p> <p>Set a purpose for reading. <i>As we read today, we will answer questions about key details in the text in order to understand how Arturo Schomburg created positive change in the world of libraries.</i></p> |
| <p>Text and Discussion 14 minutes slide 1</p> | <p>Collections are sets of books grouped together. Resources are something people need that is useful. Organized means having things be neat and easily usable.</p> |
| <p>slide 3</p> | <p>Here, responsible means it's their job to take care of what people want and need.</p> |
| <p>slide 5</p> | <p>Reference a map to show Puerto Rico and Africa. <i>What is Arturo thinking about his education when he is a child? Why does this matter?</i></p> |
| <p>slide 6</p> | <p><i>What does Arturo want to learn about?</i></p> |
| <p>slide 7</p> | <p><i>Though sometimes disease means illness, in this case, disease means something you can't stop.</i></p> <p><i>Arturo really cares about learning about people like himself, and he is studying on his own about Black thinkers and leaders. What do you think the "book hunting disease" is?</i></p> |
| <p>slide 9</p> | <p><i>What do you think inspired Arturo to do his work?</i></p> |
| <p>Key Discussion 8 minutes</p> | <p>Think, Pair, Share. Prompt 1: <i>What positive changes did Arturo Schomburg bring to libraries?</i></p> <p>Prompt 2: <i>How do you think this change will affect other people?</i></p> |
| <p>Closing 1 minute</p> | <p><i>It's clear that one person can create positive change for the community.</i></p> |
| <p>Weekly Question Chart</p> | <p>Refer to the Weekly Question Chart.</p> |

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| <p>1 minute</p> | <p><i>This week we are exploring the question: How can we create positive change in our communities? Positive means good.</i></p> <p><i>In Arturo Schomburg: A Leader in Libraries, we learned that Arturo Schomburg made libraries better by collecting texts that represented people of color.</i></p> <p><i>Let's record this idea on our chart: Arturo Schomburg made libraries better by collecting texts that represented people of color.</i></p> <p><i>We can add more to our chart during the week.</i></p> |
| <p>Standards</p> | <p>R.4.1.a Ask and answer questions about who, what, when, where, and how.</p> <p>SL.1.1 Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Do children grasp what Schomburg set out to do and why it was important?</p> <p>Are they inferring from what they have read how his actions affect others, even today?</p> |

Notes



Unit 1: Building Strong Communities



WEEK 6 Day 2

Text Talk
Biblioburro

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| Big Ideas | <p>Leaders help guide and support their communities.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p> |
| Weekly Question | How can we create positive change in our communities? |
| Content Objectives | <p>Using key details from the text, I can describe how Luis Soriano creates positive change in the communities he visits. (R.6.1.a)</p> <p>I can use key details to describe Luis Soriano as a leader. (R.6.1.a, Civics 4)</p> |
| Language Objectives | <p>I can answer questions about key details in <i>Biblioburro</i>. (SL.2.1.a)</p> <p>I can build on the comments of others. (SL.1.1b)</p> |
| Vocabulary | <p>impact: to have a strong effect on</p> <p>access: being able to get</p> <p>crates: boxes</p> <p>budge: move</p> <p>balk: hesitate</p> |
| Materials and Preparation | <ul style="list-style-type: none"> ● <i>Biblioburro</i>, Jeanette Winter Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustration preceding “Deep in the jungles...” ● Projector, screen and speakers to play the video on Luis Soriano. (https://www.youtube.com/watch?v=FNmgDZe-1F4&list=PLf7wpvI4jLqM083STebU4qGQGfHcVMbpT&index=4) ● chart paper On the paper, write these sentence frames to use for discussion: |

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| | <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center;">Sentence Frames for Discussion Part 1</p> <p>I think ____ because (in the book) ____.</p> <p>I agree with you about ____, and I also think ____.</p> <p>I disagree with you about ____, because I think ____.</p> </div> <p>Save this chart for future discussions.</p> <p>On the whiteboard, write: How do the Biblioburro and Luis make positive change for the communities they visit? Is Luis a leader? What in the text makes you think so?</p> |
| <p>Opening 4 minutes</p> | <p><i>Today we will read Biblioburro, by Jeanette Winter. This is a story based on the life of Luis Soriano, a man who wanted to share his love of books with children who had little book access. Book access means being able to get books.</i></p> <p><i>Let's watch a short video about him!</i></p> <p>Play the video.</p> <p><i>What's one thing that interested you from the video?</i></p> <p>Elicit a few responses.</p> <p>Set a purpose for reading. <i>As we read today, we will identify key details about the character of Luis and use these details to explain how he created positive change in the villages he visited.</i></p> |
| <p>Text and Discussion 10 minutes</p> <p>page 3</p> | <p>Check for understanding of the depiction of Luis thus far. <i>What do we find out about Luis? What does he like to do?</i></p> |
| <p>page 8</p> | <p>Crates are boxes you can carry things in.</p> |
| <p>pages 9-10</p> | <p><i>The burro Beto balks and won't budge. What do you think is happening?</i></p> |
| <p>page 12</p> | <p><i>What's important to Luis? What does he want to protect?</i></p> |

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| page 14 | <i>Why do the children run to Luis?</i> |
| pages 17-18 | <i>What do the illustrations show you about this scene?</i> |
| page 20 | <i>Why do the children hold their books close? How does Luis impact the lives of these children?</i> Finish reading. |
| Key Discussion 10 minutes | <p>Think, Pair, Share. <i>How do the Biblioburro and Luis make positive change for the communities they visit?</i> Elicit a few responses.</p> <p>Next, arrange the class in such a way that children can have a group discussion, directing their comments to their classmates instead of raising hands and directing their comments to the teacher. A circle on the rug works well for this. The class will discuss a key question, using the prepared sentence frames for discussion.</p> <p><i>Now we are going to have a group discussion about an important question. We can use the sentence frames posted here. First, we will practice using the sentence frames with a sample question.</i></p> <p>Read the frames aloud. Model using the sentence frames with this sample prompt: Is Beto afraid of crossing the stream? What in the text makes you think so?</p> <p><i>I think Beto is afraid of crossing the stream because in the book it said he balks and won't budge. He must not be moving because he doesn't want to get wet.</i></p> <p><i>Does anyone agree or disagree? Use the sentence frames to respond.</i></p> <p>Choose 1-2 students to model responding using the discussion prompts.</p> <p><i>Now we are going to have our first group discussion using these prompts. Everyone can have a turn to speak, but you can also be an alert listener! Our question for this discussion is: Is Luis a leader? What in the text makes you think so?</i></p> <p>Engage the class in a group discussion. Take notes of how children are responding using the sentence frames.</p> |
| Closing 1 minute | <i>It's clear that Luis Soriano is an important leader where he lives. Learning about Luis Soriano shows us how one person can create positive change for a community.</i> |
| Standards | R.6.1.a Describe characters, settings, and major events in a story, including details about who, what, when, where, and how. |

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| | <p>SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>SL.2.1.a Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children’s responses during whole group time and Think, Pair, Share.</p> <p>How do children understand Luis as a character?</p> <p>Do children go beyond that understanding to identify him as a certain kind of leader?</p> <p>Are children able to agree and disagree with classmates in a kind and productive way, directing comments to each other?</p> |

Notes

WEEK 6 Day 3

Text Talk

Access to Books and Introduction to the Project

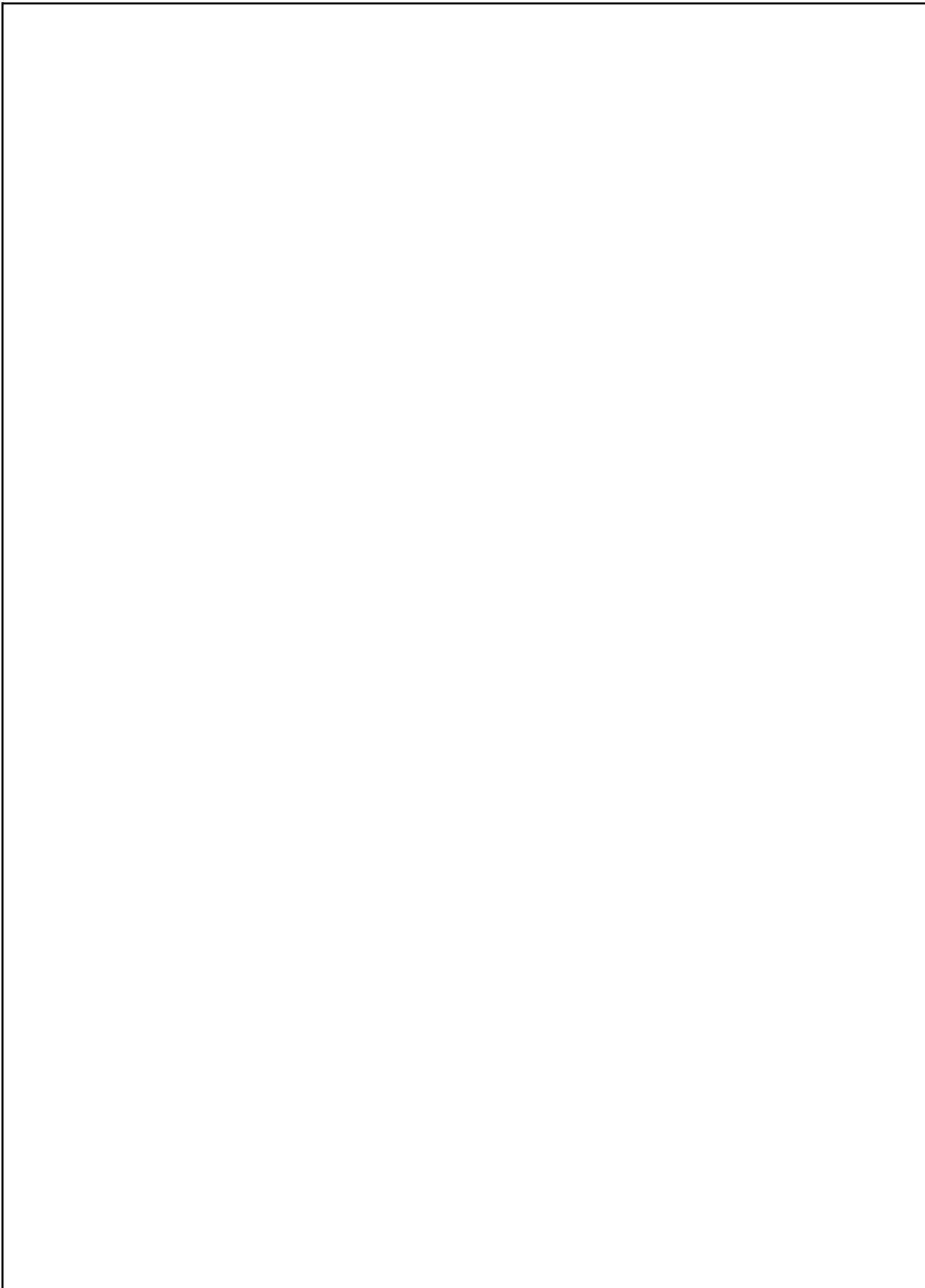
NOTE TO TEACHERS: There is content on these slides specific to Boston (especially slides 2 and 11) . Replace it with information relevant to your children and community.

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| Big Idea | When people in communities talk, work, play, and learn together, they can create positive change. |
| Weekly Question | How can we create positive change in our communities? |
| Content Objectives | I can discuss the roles of different individuals and groups in the community in increasing access to books. (R.5.1.b, Civics & Government 2) With my classmates, I can write a list of possible ways to increase access to books in our community. (Writing Preamble Direction) |
| Language Objective | I can take turns to listen and share ideas for increasing access to books for more communities around our town. (SL.1.1.a) |
| Vocabulary | library branch: a library that is part of a bigger system of libraries access: the freedom or ability to get or use something equipped: supplied equitable: fair launch: start |
| Materials and Preparation | <ul style="list-style-type: none"> ● Access to Books and Project Introduction slides ● projector and screen ● chart paper <p>At the top of the paper, write the question, How can we increase access to books for children and families around our towns?</p> |
| Opening 1 minute | <i>We have been learning about people who recognize needs in their communities and how they respond to them. Three people in three</i> |

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| | <p><i>different communities noticed that people did not have the books that they needed—Marley Dias, Luis Soriano, and Arturo Schomburg—and they all did something about this.</i></p> <p>Set a purpose for the lesson. <i>Today we’ll look at some slides about how people get access to books; we’ll watch a video about the importance of books; and then we’ll share some ideas about what we might do to continue to address this need.</i></p> |
| <p>Text and Discussion 8 minutes</p> <p>slide 2</p> | <p>Pause to look closely at the map. Locate the school’s neighborhood, the neighborhoods where children live, and the libraries in proximity. Allow for children’s responses.</p> |
| <p>slide 4</p> | <p><i>Equitable</i> means fair.</p> |
| <p>slide 9</p> | <p><i>Thumbs up if you have noticed a Little Free Library somewhere.</i></p> |
| <p>Key Discussion slide 11 4 minutes</p> | <p>Think, Pair, Share. <i>What are some of the ways people get access to books, according to this text?</i></p> |
| <p>Key Activity 8 minutes</p> | <p>Turn to the chart. <i>Increasing access to books is one way to make positive change in a community. Let’s think about this question: How can we make sure that children and families in all neighborhoods/towns have access to books? We’ll make a list of our ideas.</i></p> <p>Co-construct a list of children’s ideas. They may repeat ideas from the text or come up with new ones. Model writing a list with numbers or bullets, alternating colors for visual discrimination.</p> <p><i>We’re going to use this list to begin our first project: The Book Access Project. You will work in a group with a few classmates on one of these ideas. You’ll choose a studio to work in to show what your idea might look like if you could really make it happen. For example, if you decided on some kind of book bike, you might choose to paint a poster of it, or to perform a story about a day on the book bike. If you decided on a kind of library, you might build it out of cardboard.</i></p> <p><i>Turn and talk with a partner about an idea you are interested in and which studio materials you might use to show that idea to others.</i></p> |

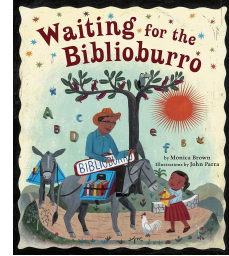
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| <p>Closing 1 minute</p> | <p><i>We'll organize our groups and materials during Studios today!</i></p> |
| <p>Standards</p> | <p>R.5.1.b Retell key details of texts, including the main topic. Writing Preamble: Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines. SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Civics & Government 2: Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> |
| <p>Ongoing assessment</p> | <p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Do children talk about the main idea of the text to describe book access? Which details from the text do children retell? How fluidly do children take conversational turns? How carefully do they listen to each other's ideas?</p> <p>Review the list of ideas for increasing book access. What information does this list offer about children's understanding about how people and groups contribute to the good of the community?</p> |

Notes



Text Talk U1 W6 D3





Text Talk
Waiting for the Biblioburro
 Read 1 of 2

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| Big Ideas | <p>Leaders help guide and support their communities.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p> |
| Weekly Question | How can we create positive change in our communities? |
| Content Objective | I can describe how Ana and other children are affected by the Biblioburro. (R.6.1.a, Civics & Government 1) |
| Language Objective | I can take my turn to talk and listen to my classmates when we are discussing the Biblioburro. (SL.1.1.a) |
| Vocabulary | <p>by heart: learned so well you can say it without looking</p> <p>creatures: animals, real and imagined</p> <p>librarian: person responsible for helping to decide what kinds of books are in a library</p> <p>realistic: representing real life</p> <p>fantastical: representing things that are only imagined</p> |
| Materials and Preparation | <ul style="list-style-type: none"> • <i>Waiting for the Biblioburro</i>, Monica Brown Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “On a hill...” <p>On the whiteboard, write: What happened in this story? How were Ana and the other children in the story affected by the Biblioburro?</p> |

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| <p>Opening 1 minute</p> | <p><i>Today we will read Waiting for the Biblioburro, by Monica Brown. This is a fictional story about a girl, Ana, who gets visited by the Biblioburro—Luis Soriano’s library donkey! Let’s see what more we can learn about the Biblioburro and how it provides book access to children.</i></p> <p>Set a purpose for reading. <i>As we read today, we will use key details to describe how the Biblioburro affects the children in the story.</i></p> |
| <p>Text and Discussion 15 minutes</p> <p>page 5</p> | <p><i>Why is reading so important to Ana?</i></p> |
| <p>page 10</p> | <p><i>Think, Pair, Share. Like in the book Biblioburro, the children run when the Biblioburro arrives. Why?</i></p> |
| <p>page 11</p> | <p><i>What is a librarian in this situation? What is a “moving library”?</i></p> <p><i>So far, what is happening in this book?</i></p> |
| <p>page 17</p> | <p><i>Like in Biblioburro, Ana and the other children are hugging the books. Why?</i></p> |
| <p>page 23</p> | <p><i>Ana writes a story for the librarian. She’s really inspired to write because of all of her reading and her interactions with the Biblioburro!</i></p> |
| <p>Key Discussion 8 minutes</p> | <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What happened in this story?</i></p> <p>Prompt 2: <i>How were Ana and the other children in the story affected by the Biblioburro?</i></p> |
| <p>Closing 1 minute</p> | <p><i>Today we described the way that the Biblioburro affects Ana and other children like her. Tomorrow we will look closely at the illustrations and words to find out the author’s message about books.</i></p> |
| <p>Standards</p> | <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.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> |

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| | Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government. |
| Ongoing assessment | Listen to children’s responses during whole group time and Think, Pair, Share. Can children retell the story? How are children describing the impact that the Biblioburro has on Ana and the other children in the book? |

Notes

