



WEEK 8 Day 2

Text Talk
Seeds of Change: Planting a Path to Peace
 Read 1 of 2

Big Idea	Organisms in an ecosystem are interdependent.
Weekly Question	How do I and how do we contribute to our communities?
Content Objectives	I can identify how Wangari’s actions contribute to her community. (R.5.2.a, R.6.2.a, R.7.2.a) I can locate Kenya on the world map. (2.T2.1)
Language Objective	I can build on the ideas of my peers in collaborative conversations with my peers. (SL.1.2)
SEL Objective	I can consider ways that I contribute to my communities. (Social Awareness)
Vocabulary	<p>abundant: having plenty of</p> <p>ancestor: a person who lived in an earlier generation</p> <p>beckon: to ask to come</p> <p>commitment: dedication to something or to an idea (*Week 7)</p> <p>equal rights: when all people have access to the same things and ideas (*U1, W4)</p> <p>foreign: having to do with a country that is not one's own; unfamiliar (*U3, W1)</p> <p>freedom: the right to act, speak, or think as one wants</p> <p>government: leadership of a country, state, or town (*U1, W4)</p> <p>nourishment: food needed to grow and live</p> <p>patience: the ability to wait calmly (*U1, Week 1)</p> <p>persistence: the ability to keep going, even through challenges (*U1, W4)</p>

	seedling: a young plant, sprouted from a seed
Materials and Preparation	<ul style="list-style-type: none"> ● <i>Seeds of Change: Planting a Path to Peace</i>, Jen Cullerton Johnson If not already done, pre-mark page numbers in the book to correspond with the lesson. Page 1 begins “‘Come,’ Wangari’s mother called.” ● world map and pushpin ● Text Talk Notebooks ● writing tools <p>On the whiteboard write:</p> <p>How do Wangari’s actions in <i>Seeds of Change</i> contribute to her community?</p>
Opening 4 minutes	<p>Introduce the book and purpose for reading. <i>Today we are going to reread Seeds of Change: Planting a Path to Peace, which is a biography of Wangari Maathai.</i></p> <p>Think, Pair, Share. <i>What do you know or remember about Wangari Matthai?</i></p> <p>Refer to the world map, and recall that Wangari Matthai is from the country of Kenya and that Kenya is on the continent of Africa.</p> <p><i>When we last read this book together, way back in the Fall, we paid close attention to how school is important to Wangari. Today we’ll read with a different purpose. We’ll look for ways that Wangari’s actions contribute to her community. [Refer to and chorally read the question on the whiteboard.]</i></p>
Text and Discussion 25 minutes	<p><i>What does Wangari’s mother mean when she says that the mugumo tree is “home to many. It feeds many too”?</i></p> <p><i>What does this tell us about the importance of the tree in this ecosystem?</i></p> <p>Reinforce the idea that the tree and animals are interdependent.</p>
page 4	
page 8	<i>Let’s remember: Why does Wangari want to go to school?</i>
page 11	<p>Reread the sentence, <i>“Animals and plants, she discovered, were like human beings in many ways.”</i> <i>What does she mean by this?</i></p> <p>Turn and talk.</p>

	<i>Why is it important that we understand what plants and animals need to survive?</i>
page 14	Reread the sentence, <i>“Her mind was like a seed rooted in rich soil, ready to grow.”</i> <i>Why does the author use this figurative language to describe Wangari here?</i>
page 22	Think, Pair, Share. <i>Why is Wangari concerned about companies clearing land for coffee plantations? How does this impact the plants, people, and other animals living in the community?</i>
page 23	<i>What is Wangari’s big idea? How do people respond?</i> <i>How does Wangari’s big idea contribute to her community?</i>
page 26	Reread the sentence, <i>“We might not change the big world but we can change the landscape of this forest.”</i> <i>What does she mean by this?</i>
page 30	<i>How do Wangari’s actions impact her community?</i>
page 38	<i>The Nobel Peace Prize is awarded to someone from anywhere in the world for their work. This is one thing she said when she accepted the award:</i> <i>“Young people, you are our hope and our future.”</i> <i>What does she mean by this?</i>
Key Discussion 15 minutes	<i>Here is more figurative language: “... an idea as small as a seed but as tall as a tree that reaches for the sky...”</i> <i>Why does the author use this language here? What does she want to communicate?</i> Distribute Text Talk Notebooks and writing tools. <i>Let’s take a Note Break. How do Wangari’s actions of planting trees in Seeds of Change contribute to her community?</i> After children write, have them share and discuss their writing with a partner. Bring the group back together, and harvest several ideas. Facilitate a discussion.

	<p><i>Wangari has focused her work in her home country. But she has made a contribution far beyond Kenya. How do Wangari’s actions contribute to the global community?</i></p> <p><i>What can we learn from Wangari Maathai’s actions? How does this biography inspire us to think about contributions we can make to our own community?</i></p>
Closing 1 minute	<p><i>Today we read Seeds of Change again to identify how Wagari’s actions impact her community.</i></p> <p>Add any relevant ideas to the Weekly Question Chart.</p>
Standards	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</p> <p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>2.T2.1 On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SEL.Social Awareness</p>
Ongoing assessment	<p>Listen in to children’s conversations with partners and in whole group discussion. Review children’s writing.</p> <p>Do children explain how Wangari’s actions impact her community?</p> <p>Do children draw meaning in the text from specific phrases?</p> <p>Do children connect the message in the story to their own agency to impact their communities?</p> <p>Do children engage in productive, collaborative conversations?</p>

Notes
