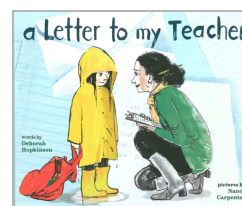


Unit 1: How We Learn in Our School Communities

WEEK 1 Day 2























Text Talk *A Letter to My Teacher*

Read 2 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	How do we want to work and learn together this year?
Content Objectives	<p>I can describe how the story develops over time, explaining key events in sequence. (R.8.2.a)</p> <p>I can determine how the main character responds to these key events. (R.6.2.a)</p>
Language Objective	I can link my comments about the story to my classmates' comments. (SL.1.2.b)
SEL Objective	I can consider the different ways people learn. (Social Awareness)
Vocabulary	<p>announcement: a big piece of news</p> <p>* brave: having courage</p> <p>* exasperating: frustrating</p> <p>* patience: ability to wait calmly</p> <p>trudge: to walk slowly with heavy steps</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>A Letter to My Teacher</i>, Deborah Hopkinson • chart paper and markers • Key Events images, cut apart • glue stick or tape <p>Prepare the following chart, leaving space next to the images.</p>

Text Talk U1 W1 D2

	<table border="1"> <thead> <tr> <th colspan="2">Key Events</th></tr> <tr> <th>What happens</th><th>How the character responds</th></tr> </thead> <tbody> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> </tbody> </table> <p>On the whiteboard write:</p> <p>How does the main character respond to events over time?</p> <p>Why is this important to us? What do we find out about different ways people learn?</p>	Key Events		What happens	How the character responds										
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Opening 1 minute	Set a purpose for reading. <i>Today we will identify important events in the story, in sequence. We will notice how the main character responds to these events over time. We will ask ourselves: What might these events reveal, or tell us, about who the main character is as a learner?</i>														
Text and Discussion 25 minutes	Read the text, pausing at the key events indicated on the chart. Draw children's attention to both the text and the illustrations. After each prompt, record children's ideas on the chart. Include various ways to describe the character as a learner.														
page 9	<p>Check for understanding of key events.</p> <p><i>What is happening here?</i></p> <p>Write events on the left side of the chart.</p> <p><i>How is the character feeling at this time? What clues in the text</i></p> 														

	<p><i>and illustrations help you understand this?</i></p> <p>Write these ideas on the right side of the chart.</p>	
page 12	<p>Pause for conversation about key events and character response.</p> <p><i>What is happening here? Turn and talk to a partner.</i></p> <p><i>How is the character reacting?</i></p> <p>Add to the chart based on children's responses.</p>	
page 17	<p><i>What is happening now?</i></p> <p><i>How does the character feel about reading out loud?</i></p> <p><i>What details in the illustrations help you know this?</i></p> <p>Add to the chart based on children's responses.</p>	
page 20	<p><i>What is happening here?</i></p> <p><i>How do the author and illustrator help us to identify this?</i></p> <p><i>How do the words trudge and exasperating help us understand the characters' response to what is happening?</i></p> <p>Add to the chart based on children's responses.</p>	
page 24	<p><i>What is happening here?</i></p> <p><i>There is a change in the character. How do the author and illustrator help us to understand this change?</i></p> <p>Add to the chart based on children's responses.</p> <p>Read the rest of the text.</p>	
Key Discussion 15 minutes	<p>Think, Pair, Share</p> <p>Prompt 1: <i>How does the main character respond to events over time?</i></p> <p>Prompt 2: <i>Why is this important to us? What do we find out about different ways people learn? (People learn to read at different rates. Some people learn through being outside.)</i></p>	
Closing 1 minute	<p><i>This week we are reading our first text, A Letter to My Teacher, written by Deborah Hopkinson and illustrated by Nancy Carpenter. Our discussions lead us to think about our Weekly Question, "How do we want to work and learn together this year?" We will keep thinking about this.</i></p>	
Standards	R.6.2.a: Describe how characters in a story respond to major events and challenges.	

	<p>R.8.2.a: Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>SL.1.2.b: Build on others' talk in conversations by linking their comments to the remarks of others.</p>
Ongoing assessment	<p>Note children's comments as they answer questions about details in the text.</p> <p>Do they describe how the main character responds to events over time?</p> <p>Note what connections children have made to the text specifically and to the larger ideas of the week as expressed through the Weekly Question.</p> <p>What do children articulate about various ways people learn and why this is important to them?</p>

<p>Notes</p>
