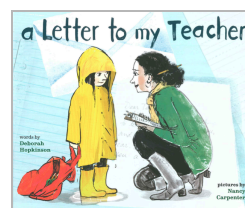


Unit 1: How We Learn in Our School Communities

WEEK 1 Day 3



Text Talk *A Letter to My Teacher* Read 3 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 explain how the words and illustrations shed light on the main character's experience of school. (R.11.2.a, R.11.2.b)</p> <p>I can read closely and annotate a short passage of text. (Range & Text Complexity)</p>
Language Objectives	<p>I can distinguish the meaning of closely related verbs in the story and adjectives in the story. (L.5.2.b)</p> <p>I can use vocabulary related to community and learners to describe the character (L.6.2.a)</p>
SEL Objective	I can appreciate the ways I learn and the diverse ways others learn. (Social Awareness, Self Awareness)
Vocabulary	<p>bright: shining</p> <p>* fearless: having courage, ready to do something that might be scary</p> <p>march: to walk with a regular pace</p> <p>ornery: acting unpleasant or in a cranky mood</p> <p>stormy: upset and grumpy</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>A Letter to My Teacher</i>, Deborah Hopkinson • <i>A Letter to My Teacher</i> excerpt child copy, one for each pair of children • <i>A Letter to My Teacher</i> excerpt slide • Text Talk notebooks • writing tools

Text Talk U1 W1 D3

	<p>Review the Note Break Routine (Routines, Introductory Documents, Part 2), and prepare the notebooks.</p> <p>On the whiteboard write: How did the character feel before entering the classroom on the first day of school?</p> <p>How does the character feel at the end of the text? Why is this character’s learning experience important to us?</p> <p>On the whiteboard also write: At first the character felt _____. Then she felt _____. This is important to me because ____.</p> <p>On the whiteboard or on chart paper, in a place easily accessible for annotating, write the text excerpt, from page 3:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>I was the one who marched to school that first day, splashing through every puddle I could find. I wore a bright yellow raincoat and a dark, stormy frown—because for me, school meant sitting still and listening, two things I wasn’t much good at.</p> </div>
Opening 1 minute	<p>Reorient to the text. <i>We have been reading this story, A Letter to My Teacher by Deborah Hopkinson and Nancy Carpenter. The story is about one child’s experience in second grade.</i></p> <p>Ask one or two children to share something they remember about the story.</p> <p>Set a purpose for reading. <i>We’ll read this book all together one more time. Today we will look closely at important events and illustrations to help us learn more about the main character. We will act out some of the vocabulary in the story. Finally, we’ll write about how the main character feels at the end of the text and why this is important to us.</i></p>
Text and Discussion 18 minutes page 3	<p>Read to page 3. Distribute the printed excerpts. <i>Let’s pause here to talk about what we learn on this page about the narrator, the main character who is telling the story. The author and the illustrator offer us many clues.</i></p> <p>Refer to the illustration.</p>

	<p><i>How does the illustrator help us understand the character's emotions? What do you notice about the colors? What do you notice about the character's body language?</i></p> <p>Refer to the text excerpt. Read the passage chorally two times.</p> <p>Identify important words and details. Mark and discuss these. Invite children to turn and talk where appropriate. See the examples below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>I was the one who <u>marched</u> to school that first day, splashing through every puddle I could find. I wore a bright yellow raincoat and a <u>dark, stormy frown</u>—because for me, school meant sitting still and listening, <u>two things I wasn't much good at</u>.</p> </div> <p><u>marched</u>: Invite children to stand up and march in place. <i>How do you feel when you are marching?</i> <i>What does this action word tell us about the character's feelings on the first day of school?</i></p> <p><u>dark, stormy frown</u>: Invite children to make a frown and show their partners. <i>Why do you think the author used the words "dark" and "stormy" to describe the character's facial expression?</i></p> <p><u>two things I wasn't much good at</u>: <i>How does this sentence help us to understand the character's past experiences about school and learning?</i></p> <p>Collect the excerpts or have children set them aside for the remainder of the lesson.</p>
page 5	<p>Turn and Talk</p> <p><i>Remember that ornery means to be in a cranky mood. How does the teacher approach the child? Why is this an important detail in the story?</i></p> <p>Make connections.</p> <p><i>Remember that fearless means to have a lot of courage. How is Mary Kingsley an important comparison to the main character?</i></p>
page 6 - end	<p>Read the rest of the text. Check overall comprehension of the author's use of illustrations and details in the text.</p>

	<i>How do the words and illustrations help us better understand the main character's ideas about and approach to school and learning?</i>
Key Discussion and Activity 20 minutes	<p>Think, Pair, Share</p> <p>Prompt 1: <i>How does the character feel before entering the classroom on the first day of school?</i></p> <p>Prompt 2: <i>How does the character feel at the end of the text? Why is this character's learning experience important to us?</i></p> <p><i>Now we are going to take our first Note Break.</i></p> <p>Distribute Text Talk notebooks and writing tools. Give children a moment to write their names on their notebooks. Assure children that they can decorate their notebooks at another time.</p> <p><i>Readers stop and write about what they are reading for different purposes. Today, we will take a Note Break to record a connection we have to the character's learning experience. We will respond to this question: Why is this character's learning experience important to you?</i></p> <p><i>Here are sentence frames to help you:</i> At first the character felt _____. Then she felt _____. This is important to me because _____.</p> <p><i>As you write, use details from the text.</i></p> <p>Ask children prompting questions as needed. Possible responses include: The character felt shy to read aloud, but then she found other things to feel confident about in school. This is important to me because I also feel shy to read aloud sometimes. Near the end of the book, the character likes to learn in the garden. This is important to me because I like knowing people learn in different ways.</p>
Closing 1 minute	<i>Today we used the words and illustrations to help us understand the main character. We read an excerpt of the text and acted out the action words, or verbs. We talked and wrote about how the character's feelings changed and why this is important to us.</i>
Standards	<p>R.11.2.a: Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b: Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>Range and Complexity of Text for Grade Level - Read various texts and provide opportunities for students to read broadly, widely, and deeply.</p>

	<p>L.5.2.b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>L.6.2.a: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
Ongoing assessment	<p>Note children's comments as they answer questions about details in the text.</p> <p>Do children use words and illustrations to describe the main character?</p> <p>Do children explain how the character's feelings about school change and why this is important to them?</p> <p>Note how children act out the verbs in the excerpt.</p> <p>Can they distinguish the meaning of closely related verbs in the story and adjectives in the story?</p> <p>Review children's notebooks to understand how particular children respond to and identify trends across the group.</p> <p>Do children use key details from the text to connect to the character's learning experiences in school?</p>

<p>Notes</p>
