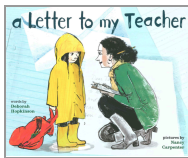

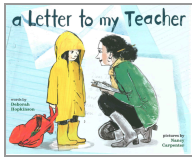
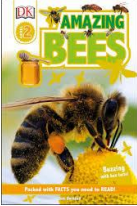


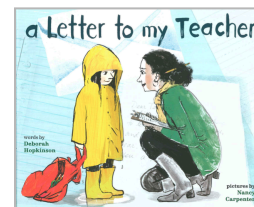
Unit 1: How We Learn in Our School Communities

WEEK 1 At a Glance

Weekly Question: How do we want to work and learn together this year?		
<p>Text</p> 	<p>Vocabulary and Language</p> <p>Days 1 & 2: Introduce Weekly Words: <i>agreement, brave, community, exasperating, fearless, include, patience, still</i></p> <p>Day 3: Nouns</p> <p>Day 4: Nouns</p> <p>Day 5: Making and Using New Words</p>	
	<p>Text Talk</p> <p>Day 1: <i>A Letter to my Teacher</i>, Read 1</p> <p>Day 2: <i>A Letter to my Teacher</i>, Read 2</p> <p>Day 3: <i>A Letter to my Teacher</i>, Read 3</p> <p>Day 4: Drafting Classroom Agreements 1</p> <p>Day 5: Drafting Classroom Agreements 2</p>	
	<p>Stations</p> <p>Guided Independent Reading</p>	
	<p>Listening & Speaking: Listen & Respond (<i>A Letter to My Teacher</i>)</p> <p>Science Literacy: What do you picture when you hear the word “scientist”? What do you picture when you hear the word “engineer”?</p> <p>Vocabulary: Choose 3!</p> <p>Word Work: select from activities</p> <p>Writing: follows from Text Talk Week 1, Day 1</p>	
	<p>Mentor texts</p>   	<p>Science & Engineering (Day 5)</p> <p>Introduce Science & Engineering Packets</p>
	<p>Studios (Days 1-4)</p> <p>Children begin to learn routines and explore the materials and processes available at each studio. Children are invited to represent their ideas about and experiences in school in various media.</p>	
	<p>Writing: Writing Basics</p> <p>Day 1: Deconstruction: Why We Write</p> <p>Day 2: Individual Construction</p> <p>Day 3: Individual Construction</p> <p>Day 4: Individual Construction: Telling and Writing Stories</p> <p>Day 5: Individual Construction: Telling and Writing Information</p>	

At a Glance U1 W1

Unit 1: How We Learn in Our School Communities



WEEK 1 Day 3

Vocabulary & Language

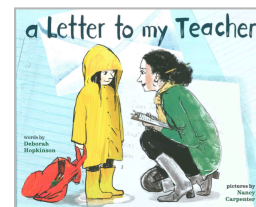
Nouns

Weekly Question	How do we want to work and learn together this year?									
Language Objectives	I can identify nouns. (L.1) I can sort nouns into categories to better understand what the words mean. (L.5)									
Vocabulary	agreement: something that two or more people decide is true noun: a word that names a person, place, thing, or idea									
Materials and Preparation	<ul style="list-style-type: none">Weekly Word card: agreement<i>A Letter to My Teacher</i>, Deborah Hopkinson, pages 18-19 flagged <p>On the whiteboard, create the following chart.</p> <table><tr><th colspan="3">Nouns</th></tr><tr><th>People</th><th>Places</th><th>Things</th></tr><tr><td></td><td></td><td></td></tr></table>	Nouns			People	Places	Things			
Nouns										
People	Places	Things								
Opening	<i>Today we are going to learn about an important part of speech called nouns. We will identify, use, and sort nouns into categories.</i>									
Discussion	<i>A noun is a person, place, thing, or idea. In the illustrations in A Letter to My Teacher, we see a lot of children. <u>Children</u> are people. So are <u>teachers</u>. These are nouns. <u>School</u> and <u>home</u> are places.</i>									

	<p><u>Crocodiles</u> and <u>plants</u> are things. Places and things are nouns. <u>Agreement</u>, one of our Weekly Words, is also a noun! Even if you can't hold it in your hand, it's a thing—something that two or more people decide is true.</p> <p>Can we add these words to this chart in the correct columns? I will reread the words, and you can tell me where they should go. When we put nouns into categories, it helps us better understand what the words mean.</p>
<p><i>A Letter to My Teacher</i> Pages 18-19</p>	<p>Let's reread these pages from <i>A Letter to My Teacher</i>. As we read, listen for nouns that name people, places, or things.</p> <p>Which nouns can you find that name people? Elicit a few responses. Record the nouns in the correct columns on the chart. Address misconceptions if children are choosing words that are not nouns. Repeat this process with the following questions. Which nouns can you find that name places? Which nouns can you find that name things?</p>
Closing	<p>Today in our Language lesson we identified and used nouns. We categorized them as people, places, or things.</p>
Standards	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding nouns.</p> <p>Do they suggest people, places, and things? Are they able to place nouns into categories?</p>

Notes	
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Unit 1: How We Learn in Our School Communities



WEEK 1 Day 4

Vocabulary & Language

Nouns

Weekly Question	How do we want to work and learn together this year?									
Language Objectives	I can identify nouns. (L.1.2.a) I can sort nouns into categories to better understand what the words mean. (L.5)									
Vocabulary	noun: a word that names a person, place, thing, or idea									
Materials and Preparation	<p>On the whiteboard, create the following chart, as on Day 3.</p> <table><tr><th colspan="3">Nouns</th></tr><tr><th>People</th><th>Places</th><th>Things</th></tr><tr><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">• paper and pencil, one for each child <p>Children may move from the group to write on tables, or be provided with writing surfaces such as small whiteboards or clipboards.</p>	Nouns			People	Places	Things			
Nouns										
People	Places	Things								
Opening	<p><i>Yesterday we learned that nouns name people, places, things, or ideas. We identified and sorted nouns from A Letter to My Teacher.</i></p> <p><i>Today you will each write a sentence and identify the nouns. Then we will sort nouns as a class.</i></p>									
Discussion	<p><i>Write a sentence—it can be about anything!</i></p> <p><i>After writing your sentence, go back and underline the nouns.</i></p>									

	As children write, circulate to support them with getting their ideas on paper and identifying nouns.
	<p>Bring the class back together for discussion. Refer children back to their sentences.</p> <p><i>Which nouns did you use that name people?</i></p> <p>Elicit a few responses. Record the nouns in the appropriate columns on the chart. Address misconceptions if children are choosing words that are not nouns. Repeat this process with the following questions.</p> <p><i>Which nouns did you use that name places?</i></p> <p><i>Which nouns did you use that name things?</i></p>
Closing	<i>Today you wrote your own sentences and identified the nouns. Then we categorized those nouns as people, places, or things.</i>
Standards	<p>L.1.2.a: Use collective nouns (e.g., group).</p> <p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p>
Ongoing assessment	<p>Review children's sentences.</p> <p>Do they identify the nouns in their sentences?</p> <p>Are they able to place nouns into categories?</p>

Notes

Names: _____

Choose one Weekly Word. Underline the base word. Make new words by adding or changing suffixes. Write the words. Check to make sure they make sense. What do the new words mean?

Weekly Words	Suffixes	New Words
agreement	- s	_____
exasperating	- ed	_____
fearless	- ing	_____
include	- es	_____

Write a sentence with one of the new words.

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	How do we want to work and learn together this year?
Language Objective	I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.2, L.4.2.c)
Vocabulary	agreement: something that two or more people agree is true exasperating: frustrating fearless: having courage, ready to do something that might be scary (without fear) include: to make someone or something part of a group
Materials and Preparation	<ul style="list-style-type: none">• Week 1 Making and Using New Words sheets, one for each small group Strategically assign children to groups of four, and select one word for each group to work with. Circle these words on the sheets. (They may or may not be the same word for each group.)• pencils, one or two for each small group• Week 1 Weekly Words cards, those listed above, corresponding to the recording sheet <p>Plan where each group will work around the classroom.</p>
Opening	<p><i>Each week, we learn and practice new words with the Weekly Words routine. Today you'll work in small groups to play around with some of our Weekly Words. We know that words change their meaning according to their suffix.</i></p> <p>Introduce the Making and Using New Words routine:</p> <ul style="list-style-type: none">• Walk through the sheet, reading the directions.

	<ul style="list-style-type: none"> Note that one word has already been chosen for each group to work with for this first week's practice. Show children where they can reference the corresponding, illustrated Weekly Word card. Explain where each group will work. Demonstrate the signal for finishing up small group work. <p><i>You will work with your group to make some new words. Then you will use one of those new words in a sentence. Let's try it together.</i></p>
Key Activity	<p>Model the activity, inviting children to contribute. With each new word children suggest, check for sense-making.</p> <p><i>Is this a word that makes sense? Have you heard it before?</i> <i>What do you think it means?</i> <i>How is that different from the word we started with?</i> <i>What other suffix could we use? How does that change the word?</i></p> <p>Record the words, and then think aloud to use one of the words in a sentence.</p> <p>Answer children's questions about the routine and expectations.</p> <p>Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children's knowledge about how words are formed.</p>
Closing	<p><i>This routine is a way for you to show what you are learning about new words. Since today is our first day using this routine, you stayed in your small groups for the whole time. When we get used to the routine, we'll come back together to share some of the words and sentences you make.</i></p>
Standards	<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>L.4.2.c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
Ongoing assessment	<p>Listen to children's conversations as they work.</p> <p>What knowledge do they demonstrate about parts of words? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children's interactions.</p> <p>How effectively do children work in their groups?</p>

	<p>What roles do they take on?</p> <p>Review each sheet. Use children's answers to inform planning for successive lessons, revisiting words and suffixes, and informal conversations with individual children.</p> <p>Reflect on the routine.</p> <p>What worked well?</p> <p>What will need to be reinforced in the Week 3 lesson to make it run more smoothly?</p>
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Notes

Unit 1: How We Learn in Our School Communities

WEEK 1 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How do we want to work and learn together this year?
Language Objectives	I can talk with my classmates about words. (SL.1.2) I can define and use new words. (L.5) I can connect words to my own real-life experiences. (L.5.2.a)
Vocabulary	agreement: something that two or more people agree is true brave: having courage community: a group of people who share space and ideas exasperating: frustrating fearless: having courage, ready to do something that might be scary (without fear) include: to make someone or something part of a group patience: ability to wait calmly still: not moving
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none">• Week 1 Weekly Words cards• chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
Opening Day 1	<i>At the beginning of each week, we'll start a new list of Weekly Words. These words come from the texts that we read and the big ideas from our study, How We Learn in Our School Communities. Today's words are: _____, _____, _____, and _____.</i>
Day 2	<i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i>

Teaching the words	<p>agreement (noun)</p> <p>Elaboration: <i>So far in second grade we have started making these agreements together...</i> [Name agreements that are taking shape in the classroom.]</p> <p>Think, Pair, Share prompt: <i>What is an agreement you would like to make with the people you live with?</i></p>
	<p>brave (adjective)</p> <p>Elaboration: <i>This child is brave because she is trying to ride a bike on her own! She might feel nervous, but she is trying it anyway!</i></p> <p>Think, Pair, Share prompt: <i>When have you needed to feel brave? Describe that situation to your partner.</i></p>
	<p>community (noun)</p> <p>Elaboration: <i>When people are part of a group that works together, when people live with or near each other, when people share an interest or beliefs, they make a community. Our classroom is a learning community.</i></p> <p>Think, Pair, Share prompt: <i>What communities are you part of?</i></p>
	<p>exasperating (adjective)</p> <p>Elaboration: <i>In A Letter to My Teacher, the teacher finds the narrator's behavior exasperating—she feels frustrated and may not know the best thing to do. Sometimes waiting in a long line can be exasperating.</i></p> <p>Think, Pair, Share prompt: <i>Imagine yourself in this exasperating line. What could you do to keep yourself from becoming too frustrated?</i></p>
	<p>fearless (adjective)</p> <p>Elaboration: <i>This hiker is fearless, even in the woods, even at the top of a tall cliff. Instead of feeling afraid, they feel confident that they can keep going, even if there may be unknown things ahead.</i></p>

	<p>Think, Pair, Share prompt: <i>Mary Kingsley was fearless as an explorer. How about you? Have you been fearless? What helps you feel that way?</i></p>
	<p>include (verb) Elaboration: <i>Everyone here is part of the huddle. If another child came along, this group would probably include them!</i></p> <p>Think, Pair, Share prompt: <i>Why is it important to include others?</i></p>
	<p>patience (noun) Elaboration: <i>The teacher in this book shows patience as she gets to know the children in her class. She takes her time to learn who they are and what they need, and she is gentle with the narrator’s mistakes.</i></p> <p>Think, Pair, Share prompt: <i>Can you think of a time when you needed to show patience—maybe with a friend or with someone in your family? Tell your partner about it.</i></p>
	<p>still (adjective) Elaboration: <i>Narcissa sits still; she doesn’t move. This squirrel is not moving. It is pausing its movement and staying still to collect information by listening and looking to see if there is danger.</i></p> <p>Think, Pair, Share prompt: <i>Let’s all be completely still. [Pause for a moment.]</i> <i>Now turn to your partner and tell what you noticed in your body and in the classroom.</i></p>
Closing	<p><i>This week, we’re talking about how we want to learn with each other in our classroom. The words we’re studying will help us to talk about this, our texts, and other experiences we’re having together.</i></p>
Standards	<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>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.5.2.a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Ongoing assessment	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged?</p> <p>Do children connect words to personal experiences?</p> <p>What connections do children make between words they are learning and familiar words?</p> <p>How do children integrate learning from <i>Foundations</i> lessons and other developing morphological knowledge?</p> <p>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?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Keep a list to follow each child’s vocabulary growth over time.</p>

<p>Notes</p>



agreement

noun

https://en.wikipedia.org/wiki/Thumb_signal



brave

adjective

<https://activeforlife.com/how-to-teach-your-child-ride-bike/>

Weekly Words U1 W1

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



community

noun

<https://woodlibrary.org/our-investment-in-wood-library-builds-community/>



exasperating

adjective

<https://www.daydream.com/2019/05/19/patience-is-a-virtue-or-a-learned-skill/>

Weekly Words U1 W1

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



fearless

adjective

<https://thetrek.co/appalachian-trail/5-things-i-learned-thru-hiking-as-a-solo-female/>



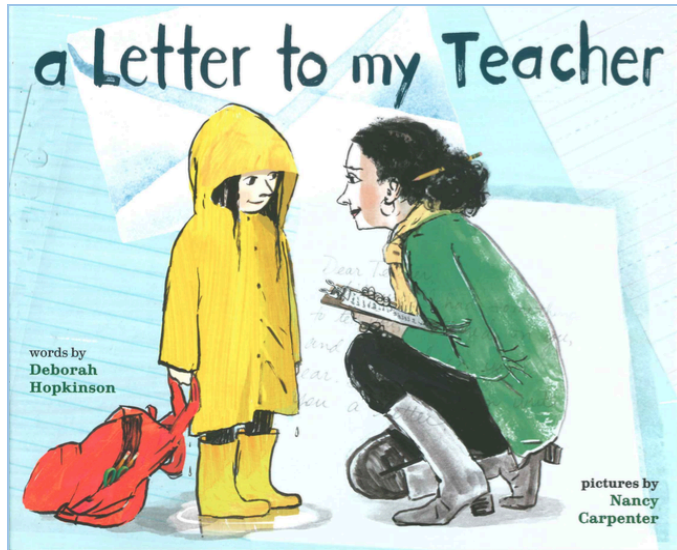
include

verb

<https://30seconds.com/mom/tip/17700/Kids-Should-Have-to-Play-With-Everyone-My-Thoughts-on-Teaching-Children-to-Be-Includers>

Weekly Words U1 W1

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education



patience

noun

From *A Letter to my Teacher*, illustrated by Nancy Carpenter



still

adjective

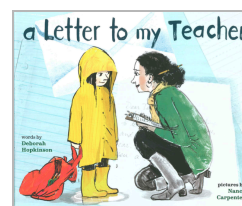
<https://www.perkypet.com/articles/squirrel-nests>

Weekly Words U1 W1

Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 2



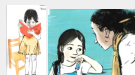




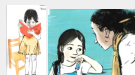




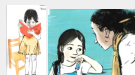









Text Talk *A Letter to My Teacher*

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										
Key Events															
What happens	How the character responds														
															
															
															
															
															
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> 														

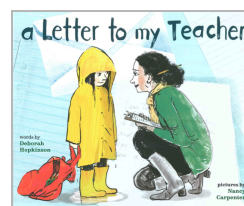
	<p><i>and illustrations help you understand this?</i></p> <p>Write these ideas on the right side of the chart.</p>	
page 12	<p>Pause for conversation about key events and character response.</p> <p><i>What is happening here? Turn and talk to a partner.</i></p> <p><i>How is the character reacting?</i></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>

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>
<p>Opening 1 minute</p>	<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>
<p>Text and Discussion 18 minutes page 3</p>	<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>



Mary Kingsley, West African Explorer

https://commons.wikimedia.org/wiki/File:Mary_Kingsley_West_African_Studies.jpg

Text Talk U1 W1 D1

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Maine Department of Education

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 4

Text Talk

Drafting Classroom Agreements 1

This lesson offers a suggestion for establishing classroom expectations and agreements, moving from more concrete (“Use quiet voices”) to more abstract (“Show respect”) over the course of two days’ conversations. The goal is to end up with a short list of agreements that every member of the learning community can hold to. In keeping with the content of the unit, the focus of these discussions should be on how we best learn in school, as individuals and in the group, rather than strictly on behavioral expectations.

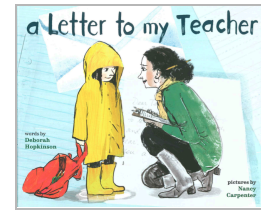
Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	How do we want to work and learn together this year?
Content Objective	By recalling my experience, I can identify and write agreements about features that are important for making our classroom a good place for all of us to learn. (W.1.2.b)
Language Objective	I can build on each other’s comments about what can make our classroom a good place for all of us to learn. (SL.1.2.a, SL.1.2.b)
SEL Objective	I can collaborate with my classmates to create inclusive classroom agreements. (Decision Making, Social Awareness)
Vocabulary	* agreement : something that two or more people agree is true * community : a group of people who share space and ideas * include : to make someone or something part of a group rule : a statement about what is or is not allowed
Materials and Preparation	<ul style="list-style-type: none">● chart paper and markers On the top of the chart paper, write the question, “What will make our classroom a wonderful place for working and learning?” Add an eye and an ear as visual cues for what a classroom might look and sound

Text Talk U1 W1 D4

	like.
Opening 1 minute	<p><i>We are going to spend a lot of time in this classroom together as a community. As we begin our school year, let's think together about what will make our classroom a wonderful place for working and learning. What do we want our classroom to feel like? What do we want our classroom to look and sound like? Today we will begin to write down some class agreements for how we want things to go while we're in the classroom.</i></p> <p>Write the word "Agreements" underneath the question on the chart paper.</p>
Text and Discussion 38 minutes	<p>Note: In this first lesson, jointly construct the text: a rough draft of classroom agreements. This new text will be revisited and refined in the following lesson.</p> <p><i>First, we are going to do a one-minute walk-around to notice what our classroom looks like.</i></p> <p>Have children stand up to walk around. Direct children to follow a prescribed path around the classroom, or allow them to fan out and move independently. Set a timer for one minute.</p> <p>While children are walking, encourage them to notice everything they can in the physical environment, including furniture, materials, and anything hanging on the wall.</p> <p>After one minute, signal children to return to the meeting area.</p> <p><i>What did you see that gives us an idea for a classroom agreement? For example, I see that ____ [the colored pencils are sorted by color in their jars and with their points up]; this makes me think about how I hope we will all take care of materials.</i></p> <p>Collect children's ideas, and compose any agreements that begin to take shape. Remind the children that these are rough-draft agreements.</p> <p><i>Now, think to yourselves about what it sounds like when you are in a good place for learning. Turn and talk to your partner about this: What does it sound like when you are doing your best learning?</i></p> <p>Circulate around the group to listen in to partner conversations. Prompt children as needed, such as:</p> <p><i>You are talking about the volume of noise in our classroom. That's important. Are there also specific things you'd like to hear, such as words you'd like to hear people saying?</i></p>

	<p>Bring the group back together, and harvest some ideas. Again, record agreements that begin to take shape, such as those concerning noise/voice volume and use of specific language.</p> <p>Children may further express ideas about how classroom community members treat each other. Facilitate this discussion according to the needs of the group, being certain to listen carefully to the children’s ideas about the learning environment that they desire and that they are willing to commit to. Encourage children to build on each other’s ideas, modeling accountable talk.</p> <p>Resist creating a list of Don’ts—things the children should not do—even though these are often children’s initial ideas about rules. Returning to the question, <i>How can we make our classroom a wonderful place for working and learning?</i> and emphasizing agreements over rules will help steer away from this impulse.</p>
Closing 1 minute	<i>I can see that you really want to make our classroom a wonderful place for all of us to learn. Let’s try out our new agreements for a couple of days. Then we’ll take another look and see if we want to revise or add anything.</i>
Standards	<p>W.1.2.b: Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>SL.1.2.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</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>Watch children as they move around the space, and note how they navigate the physical environment and other children’s bodies.</p> <p>Pay attention to which children volunteer to contribute to the discussion and how they do so. Do children build on others’ comments?</p> <p>Listen for the language children use and the connections they make. Do children make decisions about agreements in an inclusive and supportive way?</p>

Unit 1: How We Learn in Our School Communities



WEEK 1 Day 1

Text Talk *A Letter to My Teacher* Read 1 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 Objective	I can describe the main character's experience in school and provide key details that support my thinking. (R.4.2, R.6.2.a)
Language Objective	I can discuss the main character's experience in school, as well as how we learn in school, using vocabulary words in context. (L.4.2.a)
SEL Objective	I can build relationships with the diverse group of people in my classroom. (Relationship Skills)
Vocabulary	<ul style="list-style-type: none">* exasperating: frustratingexplorer: someone who goes to a new place in order to learn something about it* fearless: having courage, ready to do something that might be scaryornery: acting unpleasant or in a cranky mood* patience: ability to wait calmly
Materials and Preparation	<ul style="list-style-type: none">● <i>A Letter to My Teacher</i>, Deborah Hopkinson Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins "Dear Teacher, Whenever I had something to tell you..."● Mary Kingsley image● world map● Mary Kingsley image and world map on slide, optional, with projection● Writing Station Response: <i>A Letter to My Teacher</i>, 1 copy for teacher

Text Talk U1 W1 D1

	<p>On the whiteboard write: How did the narrator respond to her experience of school over time? What key details from the text support your thinking?</p> <p>Below this, write the Writing Station prompt.</p> <ul style="list-style-type: none"> • chart paper • Prepare the following Weekly Question Chart. <div data-bbox="545 535 1307 909" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>How do we want to work and learn together this year?</p> </div> <p>Review the Weekly Question Chart routine (Routines, Introductory Documents, Part 2). In brief: Beginning at the end of this lesson and then continuing throughout the week, record children’s ideas about the Weekly Question, noting connections to the unit topic. On Day 5, this chart will be revisited, capturing a diversity of children’s ideas.</p>
<p>Opening 4 minutes</p>	<p>Introduce the Text Talk component.</p> <p><i>In second grade, we will have a time each day called Text Talk. During Text Talk, we will discuss books and other kinds of texts, as you did in first grade. We will also learn and use vocabulary that is important to our topic.</i></p> <p>Introduce the book and purpose for reading.</p> <p><i>Today we will read A Letter to My Teacher by Deborah Hopkinson. In this book, we will meet a character on her first day of school and learn about her second grade year. As you listen to the story, think about how the narrator responds to her experience of school over time and what key details from the text support your thinking. Today you will also describe your own experiences in school that are important to you.</i></p> <p><i>As we read today, I’ll stop and ask you to turn and talk with a partner.</i></p> <p>Identify or have children partners with whom they will talk. Practice once</p>

	or twice, turning to partners and then returning attention back to the text or whole group on a given signal.
Text and Discussion 18 minutes page 5	Read the text through with minimal stops. Pause only briefly on the indicated pages to explore vocabulary words or initiate discussion. Define the words and discuss the narrator's experience. <i>Ornery means in an unpleasant or cranky mood. The narrator stood there, dripping with water, in an unpleasant mood.</i> <i>Fearless means to have a lot of courage, to be brave.</i> <i>Turn and Talk to a partner. How do you think the narrator is feeling in this moment with her teacher? How can you tell?</i> Return the children's focus to the whole group. Show the image of Mary Kingsley. <i>Mary Kingsley was an explorer from the 1860's, a long time ago.</i> <i>Explorers go to new places to see what they will find. During this time, it was unusual for women to explore new places.</i> On the map, indicate the continent of Africa and countries of West Africa.
page 9	Use a kinesthetic response to elicit key details. <i>Show with your face and body how the narrator is feeling here.</i> <i>Now turn and talk to your partner. How does the narrator feel during this experience? What part of the text makes you say that?</i>
page 12	Survey the children. <i>It looks to me like this character is feeling badly. Put your thumb up if you've felt a similar way recently.</i>
page 13	Pause to check comprehension. <i>What does the teacher know?</i> <i>Why does the teacher rename the mice?</i> <i>What does the teacher want the child to understand?</i>
page 20	Define vocabulary. <i>When a person has a lot of patience, they stay calm, even when it is hard to stay calm.</i> <i>Another way to say exasperating is really frustrating.</i> Finish reading the text.
Key Discussion 10 minutes	Introduce Think, Pair, Share. <i>Sometimes during Text Talk we will use a routine called Think, Pair, Share. I'll ask you a question. You will have a moment to think quietly about your own response, then talk with a partner, or in a</i>

	<p>pair. Then we'll come back all together to share your ideas. Let's try it.</p> <p>Prompt 1: <i>How did the narrator respond to her experience of school over time? What key details from the text support your thinking?</i></p> <p>Return to the group.</p> <p><i>We've said that the narrator's experience in school changed over time. How did it change? [For example: at first, she didn't want to go to school and then by the end she enjoyed school, including gardening with her school community.]</i></p> <p>Repeat the Think, Pair, Share routine with the second prompt.</p> <p>Prompt 2: <i>What is an experience you have had in school that is important to you?</i></p> <p>Introduce the Writing Station.</p> <p><i>Each day we will have time for Stations, just like you did in first grade. At the Writing Station you will write and draw to respond to a prompt, usually one we have already discussed in Text Talk.</i></p> <p><i>In Text Talk today, we shared experiences we have had in school. This week at the Writing Station, you will draw and write about an experience you had in school that is important to you in some way.</i></p> <p>Show the Writing Station Response sheet.</p> <p><i>This is the sheet you will use; it has the prompt at the top. Let's read the prompt together.</i></p> <p>Read the whole prompt twice. The first time, read the prompt aloud. The second time, invite the children to read along. Clarify children's questions about the prompt. Indicate the location of the Writing Station in the classroom.</p>
<p>Closing 1 minute</p>	<p><i>Today we read to get the gist of the story, or what the story is mostly about. We also read to follow the narrator's experience over time, and to make connections to our own experiences in learning communities. We will read the text more closely over the next two days.</i></p>
<p>Weekly Question Chart 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: How do we want to work and learn together this year? We will record our ideas here.</i></p> <p><i>In this book, we follow the narrator's experience of second grade as it changes over the course of the year. That happens to many of us,</i></p>

	<p><i>too! Let's add this to our chart: Our experiences of school change over time.</i></p> <p>Record this idea to model how the Weekly Question Charts will be used each week throughout the year.</p> <p><i>We can add more to our chart during the week.</i></p>
<p>Standards</p> <p>(Geography standards from Boston)</p>	<p>R.4.2: Ask and answer questions about who, what, when, where, how and why.</p> <p>R.6.2.a: Describe how characters in a story respond to major events and challenges.</p> <p>L.4.2.a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Geography 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>Geography 2.T4.1 Recognize the difference between physical geography and political geography. <i>For example, students learn that Africa is a continent (physical geography) that includes a number of independent countries (e.g., Egypt, Somalia, Nigeria).</i></p>
<p>Ongoing assessment</p>	<p>Listen to children's responses during whole group conversation and Think, Pair, Share.</p> <p>Note how children describe key details of the text that show the main character's experience of school and how it changes over time.</p> <p>Do children cite text details about the narrator's experience?</p> <p>Do children make connections to their own experiences in school?</p> <p>Take notes during or after the session.</p>

<p>Notes</p>

Key Events: A Letter to My Teacher



Text Talk U1 W1 D2

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Text Talk U1 W1 D2

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Response to Reading: ***A Letter to My Teacher***, Deborah Hopkinson and Nancy Carpenter

Name: _____ Date: _____

What is an experience you have had in school?

Writing Station Response: ***A Letter to My Teacher***, Deborah Hopkinson and Nancy Carpenter

Name: _____ Date: _____

What is an experience you have had in school that is important to you?

Writing Station U1 W1 D1

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 5

Text Talk Drafting Classroom Agreements 2

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	How do we want to work and learn together this year?
Content Objective	I can suggest and evaluate ways to make our classroom a good place for learning. (W.1.2.b)
Language Objective	I can build on the comments of my classmates and explain my own ideas about making our classroom a good place for learning. (SL.1.2.b, SL.1.2)
SEL Objective	I can revise and continue to collaborate with my classmates to create inclusive classroom agreements. (Decision Making, Social Awareness)
Vocabulary	<ul style="list-style-type: none">* agreement: something that two or more people agree is true* community: a group of people who share space and ideas* include: to make someone or something part of a grouprule: a statement about what is or isn't allowed
Materials and Preparation	<ul style="list-style-type: none">● draft agreements chart, from Day 2● markers, different colors from Day 2 <p>On the board, write the following discussion prompt: "I think we should _____ because _____."</p> <ul style="list-style-type: none">● Weekly Question Chart
Opening	<i>Let's look back at the agreements we have drafted so far.</i>
Text and Discussion	Read the agreements aloud, all the way through.

Text Talk U1 W1 D5

34 minutes	<p>Reread the agreements one by one, allowing children to ask questions and make suggestions about amending each one.</p> <p><i>Yesterday we thought carefully about how we want our classroom to look and to sound. Now, how do we want our classroom to feel so that we can all do our best learning?</i></p> <p><i>I know that when I am learning I want it to feel fun, even when we are doing something important or serious. I want our classroom to feel fun because that will make me want to come to school!</i></p> <p><i>I also want to know that if I make something, it will be kept safe in our classroom. I want to feel like my work is safe because I'll feel frustrated and maybe angry if my hard work is ruined.</i></p> <p><i>How do you want our classroom to feel so you can do your best learning? Why do you want our classroom to feel that way? Think about this for a moment, and then Turn and talk to your partner. Remember to take turns talking and listening! How do you want our classroom to feel?</i></p> <p>Give children ample time to exchange ideas.</p> <p>Signal children to turn their attention back to the whole group, and harvest their ideas, recognizing common themes. Check for consensus from the group, and, when ready, write their ideas as agreements, such as "We agree to have fun while we are learning." "We agree to be careful with each others' work." Add these ideas to the list of agreements.</p> <p>When a child volunteers an idea, check with the rest of the group to see if it makes sense and is agreeable to others. Remember that the goal is not to end up with a very long list of individual preferences, but with a short list of agreements that every member of the learning community can hold to.</p> <p><i>Let's stop here for now. We have a strong list of agreements, and if we all keep them in mind, I'm sure that our classroom will be a wonderful place for all of us to work together and to learn.</i></p> <p><i>You might think of other ideas for agreements that feel important for our classroom. If you do, you can either tell me your idea so I can be sure we write it down, or you can write your idea on a sticky note and attach it right here, on our list of agreements. We'll be looking at this again to make sure we have all the right agreements for our community.</i></p>
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Closing 1 minute	<i>This week we read our first text, A Letter to My Teacher, and created Classroom Agreements together. Our discussions led us to think about this question, “How do we want to work and learn together this year?”</i>
Weekly Question Chart 5 minutes	Refer to the Weekly Question Chart. Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes might be: there are different kinds of learners, we can make agreements about how we want to learn together, everyone wants to learn in school, etc. Save this chart for use in Week 5.
Standards	W.1.2.b: Gather information from provided sources and/or recall information from experiences to answer questions. 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. SL.1.2.b: Build on others' talk in conversations by linking their comments to the remarks of others.
Ongoing assessment	In these early days of the school year, pay close attention to how children participate in and contribute to group discussions. What connections do they make? How do they interact with classmates? What can be learned about children’s earlier school experiences, their attitudes about school and learning, and the expectations and habits they bring to second grade?

Notes

Excerpt from *A Letter to My Teacher*,

Deborah Hopkinson

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.

A Letter to My Teacher conversation prompts: Cut apart and provide with the physical text and audio recording.

Page 3:

Why do you think it was hard for the main character to sit still and listen to her teacher?

A Letter to My Teacher

Page 19:

Where would you like to go on a field trip in second grade?

A Letter to My Teacher

After reading:

Why do you think that the main character wrote a letter to her second grade teacher when she was grown up?

A Letter to My Teacher

I agree with you. I also think ____.

Why do you think that?

Name: _____

Read It	Write It	Mark It
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Underline the digraphs.

chop	<hr/> <hr/> <hr/>
thump	<hr/> <hr/> <hr/>
whip	<hr/> <hr/> <hr/>
slush	<hr/> <hr/> <hr/>
shred	<hr/> <hr/> <hr/>
lunch	<hr/> <hr/> <hr/>

Read It	Write It	Mark It
---------	----------	---------

Underline the digraphs.

flash	<hr/> <hr/> <hr/>
cash	<hr/> <hr/> <hr/>
thumb	<hr/> <hr/> <hr/>
shrug	<hr/> <hr/> <hr/>
drench	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Unit 1: How We Learn in Our School Communities

WEEK 1

Stations

Station	Activities	Materials
		Writing tools at each station
Guided Independent Reading		<ul style="list-style-type: none">individual book bags
Teacher groups: Support Stations work		
Listening & Speaking	Listen and Respond	<ul style="list-style-type: none">audio recording and technology<i>A Letter to My Teacher</i> bookconversation prompts
Science Literacy	What do you picture when you hear the word “scientist”? What do you picture when you hear the word “engineer”?	<ul style="list-style-type: none">Science and Engineering packetscolored pencils
Vocabulary	Choose 3! <i>Introduced in Week 2</i>	
	Think About It: <i>Introduced in Week 3</i>	
Word Work (align skills with literacy program)	Marking digraphs	<ul style="list-style-type: none">Week 1 Read It, Write It, Mark It sheetsactivity directions card
Writing	Prompt from Text Talk Day 1: What is an experience you have had in school that is important to you?	<ul style="list-style-type: none"><i>A Letter to My Teacher</i>Writing Station Response sheet

Response to Reading: ***A Letter to My Teacher***, Deborah Hopkinson and Nancy Carpenter

Name: _____ Date: _____

What is an experience you have had in school?

WEEK 1 Day 5 Lesson

Science and Engineering: Introducing the Packets

In place of Studios time, the first Science and Engineering Lesson introduces children to the Science and Engineering Packets, where they will record observations and thinking over the course of the unit.

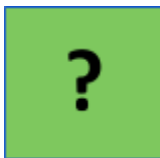
Big Ideas	We all learn. We can learn different things, in different ways, for different reasons.
Weekly Question	How do we want to work and learn together this year?
Content Objective	I can draw and write what I think. (W.2)
Language Objective	I can describe what a scientist and engineer is and does. (L.5.2.a)
Vocabulary	engineer: a person who designs or builds things scientist: a person who studies science
Materials and Preparation	<ul style="list-style-type: none">• Unit 1 Science and Engineering packets, one for each child and an additional one as a teacher model• pens or markers• pencils and colored pencils <p>On the whiteboard, write the following questions. What do you picture when you hear the word scientist? What do you picture when you hear the word engineer?</p>
Opening 1 minute	<p>Introduce the Science and Engineering Packets</p> <p><i>Instead of working in Studios today, we are going to get ready for Science and Engineering lessons that will begin next week!</i></p> <p>Show a packet</p> <p><i>Each of you will have a packet like this where you will keep your notes about science and engineering investigations. Scientists and engineers write notes about their work to keep track of how their projects are going.</i></p>
Investigation	Distribute the packets. Offer each child a pen or marker. Have the children

20 minutes	<p>write their names on the cover then open to the first page.</p> <p><i>Scientists and Engineers, each time you record what you are thinking and noticing, you'll include the date at the top of the page.</i></p> <p>Model writing the date in the upper right-hand corner of the page. Note the title, "Science and Engineering." Refer to the questions on the board.</p> <p><i>Close your eyes or quietly imagine the picture in your mind when you hear the word "scientist".</i></p> <p><i>Open your eyes and tell a partner what you are picturing.</i></p> <p>Have children write and draw in response to these questions. They may work independently or collaboratively. Encourage them to work on the first page, and let them know that they will have another time to decorate the covers in Week 2.</p>
Closing 9 minutes	<p>Invite all children to share their work with a partner or a few children to share their work with the whole group. Explain how and where the packets will be stored and how and when they will be accessed going forward. Have the children put away their packets and materials.</p>
Standards	<p>Standard SL.1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Assessment	<p>Review children's packets to understand how they are thinking about the fields of science and engineering and about themselves as scientists and engineers. Note opportunities to affirm and clarify ideas. Note aspects of developing literacy skills as demonstrated in their packets.</p>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 1 Studios



Introducing the Studios

Children begin to learn the routines for working in studios and explore the materials and processes available at each one. Children are invited to represent their ideas about and experiences in school in various media.

On the first day, most of the Studios time will be spent in a whole group meeting to introduce Studios and how they work; on Days 2 - 4, most time will be spent working in the studios.

Note: This week's lesson is unusually long in order to intentionally introduce Studios.

Big Idea	We all learn. We can learn different things, in different ways, for different reasons.
Weekly Question	How do we want to work and learn together this year?
Vocabulary	<p>studio: a space designed for a particular kind of work</p> <p>materials: things needed for a task</p> <p>communicate: to tell or show about</p> <p>collaborate: to work together</p> <p>supplies: materials and tools needed for a task</p>
Materials and Preparation DAYS 1 - 4	<p>Talk with first grade colleagues about how the Studios component was organized and facilitated in their classrooms to become familiar with children's specific, previous experiences. Build on these.</p> <ul style="list-style-type: none"> • 5 bins, one for each studio and one for opening Studios, referred to as the "Opening Basket" (A sixth bin will be needed next week when the Discovery Studio is introduced.) • Studios signs • Studios Planner • Observation Sheet • Week 1 prompts for each studio, cut apart


	<p><u>For the Art Studio:</u></p> <ul style="list-style-type: none"> ● pencils ● colored pencils ● paper in various colors, weights, and dimensions <p><u>For the Building Studio:</u></p> <ul style="list-style-type: none"> ● Kapla blocks ● clipboards ● blank paper ● writing tools <p>Place a few sheets of paper on each clipboard.</p> <p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> ● 20 rocks, varying in size, shape, and color (buttons, shells, or counters can be used as an alternate material). ● containers for sorting ● paper ● markers ● tape <p><u>For the Research Studio:</u></p> <ul style="list-style-type: none"> ● sticky notes ● pencils ● books ● <i>A Letter to My Teacher</i>, Deborah Hopkinson ● any other texts with school-based settings ● images: first day of school around the world (http://www.bostonglobe.com/news/bigpicture/2016/09/08/back-school/JQ4lwb3pTKAXR9goZ2iiTO/story.html?p1=Gallery_InThisSection_Bottom) ● technology for viewing images <p>Place the images in sheet protectors. Display images and texts.</p> <p><u>For the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> ● Roll a Story dice ● writing tools: pencils, pens, colored pencils ● lined and unlined papers <p>Fill each bin with appropriate materials, prompts, and sign. Identify a location for each studio and supply each space accordingly. Consider the set up and environment of each studio area: make sure that all materials are neatly organized and easily accessible by children. Display relevant visuals at children's eye level.</p>
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	<p>Copy the Studios Planner onto stiff paper or slide it into a sheet protector, and hang it in the whole group meeting area for reference as studios are introduced.</p> <p>Prepare the Opening Basket (or bin) to be used for introducing the Studios component going forward. In this basket or bin, place the Studios Planner and a few sample materials from each studio. For example: a handful of pencils, some colored pencils and sheets of different-sized paper (Art), a handful of Kapla blocks (Building), a pad of sticky notes, a book, and an image (Research), and Roll a Story dice (Writing and Storytelling).</p> <p>Copy the Observation Sheet, and place one on a clipboard for each adult who will be present during Studios time.</p>
<p>Opening</p> <p>DAY 1</p>	<p>Hold up the Studios Planner while describing the Studios component.</p> <p><i>This is how Studios will work:</i> <i>Each day, you will decide which studio you'll work in. The materials you can use in each studio will change from time to time. You can choose to work on your own or to collaborate with others. As you work, I will visit each studio to talk with you about what you are doing and offer help if you need it.</i></p> <p><i>Each studio has two supplies that are already very familiar to you:</i></p> <p>Hold up paper and pencils (graphite and colored). <i>Turn and talk: What is one thing you know about how we can use paper and one thing you know about how we can use pencils?</i></p> <p>Harvest a few ideas, first about how paper can be used, and then about how pencils can be used. Acknowledge all of the children's ideas and especially reinforce the habits to be encouraged over time. For example, using both sides of the paper, sharpening pencils as they break, or, more generally, strategies for managing frustration. Capture these ideas, either as notes to be added to developing classroom agreements, or on a separate chart.</p> <p><i>In all of the studios this week, try to represent ideas you have about school. Maybe you want to communicate something that you already know about school, or something you hope for in second grade. You'll probably use the pencils and paper, as well as other supplies you find in each studio.</i></p>

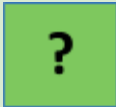
	<p><i>The studios are: Art, Building, Math, Research, and Writing and Storytelling.</i></p> <p>Indicate the location of each studio as it is named.</p> <p><i>You'll have about _____ minutes to work in Studios. You'll hear this signal when it's time to start wrapping up your work and cleaning up [demonstrate signal]. If you're not finished working at that time, it's okay; you can return to your work another day. Think now about which studio you'd like to begin working in today.</i></p> <p>Hold up the basket of rocks (Math Studio).</p> <p><i>Rocks come in all different shapes and sizes. When we talk about the specific identifiers of an object, we call that an attribute. Here is a collection of rocks. What attributes do you notice about my rocks? What attributes can we sort them by?</i></p> <p>Name each studio again, showing the Planner and sample materials, and give children about 30 seconds to think quietly.</p> <p><i>Now tell a classmate what your plan is. Also think about a backup plan, in case there isn't space for you at your first studio choice.</i></p> <p>Ask two or three children to share which studio they are planning to visit and what they might do there.</p> <p>Dismiss children to studios in groups (one at a time will take much too long), ensuring that children are fairly evenly distributed.</p> <p><i>Give me a signal if you would like to work in the Art Studio today.</i></p> <p><i>Give me a signal if you would like to work in the Building Studio today.</i></p>
<p>Opening</p> <p>DAYS 2, 3, 4</p>	<p>Over these next three days, focus the opening of Studios on how the systems work and what children are doing and curious about.</p> <p><i>You will have more time to work in the studios today. Before you begin, let's share a little bit about what you discovered yesterday in the studios you visited. Think for a moment: Which studio did you visit, and what did you do there? How did you use paper and pencils?</i></p> <p>Quickly harvest a few ideas.</p> <p>Share any relevant reminders about end-of-studios signals and cleaning</p>

	<p>up. The children will likely have something to share about what went well and what was challenging about this transition.</p> <p>Ask children to first think about which studio they will visit and then share this plan with a partner.</p> <p>Dismiss children to the studios as efficiently as possible.</p>
Facilitation	<p>After choosing a studio in which to work, children explore materials, tools, and processes as they express their ideas. Circulate among the studios, asking questions and offering assistance to capture and sustain children's engagement. Use the guiding questions provided for each studio, encouraging work within the unit's Big Ideas. Draw children's attention to the work of their peers and prompt them to suggest strategies to each other.</p> <p>In the first weeks of Studios, strive to achieve a balance between guiding children to consider the proposed idea (school) <i>and</i> allowing them to communicate about what is most important to them. Similarly, take care to both remind children that materials are classroom resources needing particular care, <i>and</i> to step back to observe how children use them.</p> <p>Exploring how a colored pencil can be used may seem overly simplistic; however, purposefulness now will lead children to consider and use other materials as carefully. This, in turn, will help them make intentional choices about which materials to use for particular projects. Encourage children to look at each other's work and talk together about how they are using materials. In Weeks 1 and 2, the varied ways to use a colored pencil in a single drawing—where it is best to use light shading and bold lines in a learner's self-portrait, for example—can be mined for great effect later on. Exploration of materials and their properties in this unit's Science and Engineering lessons is a natural connection to children's decisions and work across Studios.</p> <p>Studios time may feel noisy. It will be critical to develop strong routines that allow for freedom and productivity. Clear and established signals for gaining the group's attention as needed, shared expectations for moving or borrowing materials among studios, and intentional adult facilitation will all help create the lively buzz that suggests meaningful engagement.</p> <p>Adopt a research stance: Move from one area to another, pausing to take note of how children are interacting with materials and with each</p>

	<p>other. Listen in for what children are saying and asking. Use the Observation Sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. These notes will aid in planning subsequent experiences (during Studios and at other times of day) and in talking with colleagues.</p> <p>Capture children's work through notes, transcriptions, photos, and video. Over time, children will assume some of the responsibility for documenting their work in meaningful ways.</p>
Closing DAYS 1 - 3	<p>Children will need a warning that Studios time is coming to a close and then guidance about cleaning up and saving work according to specific classroom systems.</p>
DAY 4	<p>Save a few minutes for a whole-group review of the week's experiences during Studios. Ask children to share what they particularly enjoyed and found challenging, what they are working on, and what ideas they may have for the coming week.</p> <p>Let children know that on Day 5 they will not be working in studios, as something new will be introduced (Science and Engineering lessons).</p>

<p>Art</p> 	<p>Making Drawings</p> <p><u>Objective:</u> I can represent myself and my experiences of and ideas about school.</p> <p><u>Process:</u> Children make drawings. These might be:</p> <ul style="list-style-type: none"> • of people (self-portraits, themselves and friends in school, their families) • of places (schools, places in the school or home neighborhoods, parts of the classroom) • inspired by texts • about other topics of interest <p><u>Facilitation:</u> Observe and ask questions about what children are thinking as they draw and how they are using materials.</p> <p><i>What is school?</i> <i>Who is in school?</i> <i>What are some important parts of school?</i> <i>What ideas do you want to communicate about school and learning through drawing?</i></p>
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	<p><u>Ongoing Assessment:</u> Along with observational notes, gather and review children’s drawings and any writing they have included to understand what is important to them, how they represent their ideas, and how they use materials. Take notes during conversations with children about their work.</p>
<p>Building</p> 	<p>Building Schools and Other Places We Know</p> <p><u>Objective:</u> I can build structures to represent my school, my classroom, my home, and other places that are important to me.</p> <p><u>Process:</u> Children experiment with Kapla blocks to get to know their possibilities and challenges. They may build structures representing schools, the classroom, their homes, or other important places they know. Children may choose to draw their constructions and label these drawings.</p> <p><u>Facilitation:</u> Observe and ask questions about what children are thinking as they build.</p> <p><i>What is school?</i> <i>Who is in school?</i> <i>What are some important parts of school?</i> <i>What ideas do you want to communicate about school and learning through building?</i></p> <p><u>Ongoing Assessment:</u> Notice how children use space, share resources, and talk about their work.</p>
<p>Math</p> 	<p>Sorting Rocks</p> <p><u>Objectives:</u> I can use attributes to sort objects. I can compare quantities.</p> <p><u>Process:</u> Rocks and containers are placed on a table. Children explore the rock collection and determine the attributes they would like to sort the rocks by. Encourage children to label their collections by writing the name of the attribute on a piece of paper and place it by the collection.</p> <p>Children use counting techniques to find the total of items in each category and share their findings with others. Does one group of rocks have more than another?</p>

	<p><u>Facilitation:</u></p> <p><i>What is an attribute that I can use to sort these rocks?</i></p> <p><i>How many rocks are in each group?</i></p> <p><i>How does the amount in this category compare with the amount in other groups?</i></p> <p><i>How can you represent this information to share with others?</i></p> <p><u>Considerations:</u></p> <p>Are there other items that could be sorted based on attributes?</p> <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> • Do the children show one to one counting accuracy • Can the children discriminate between attributes? • Can the child count accurately?
<p>Research</p> 	<p>Talking about School</p> <p><u>Objective:</u></p> <p>I can talk with classmates about images and text about the first day of school.</p> <p><u>Process:</u></p> <p>Children look at images of children on their first day of school from around the world, revisit <i>A Letter to My Teacher</i>, and peruse other stories that include school experiences. They talk together about these and share connections to their own experiences. Children may write on sticky notes about their connections, impressions, and questions and affix these notes to the images and text.</p> <p><u>Facilitation:</u></p> <p>Observe and ask questions about what children are thinking.</p> <p><i>What is school?</i></p> <p><i>Who is in school?</i></p> <p><i>What can we find out about school?</i></p> <p><i>What are you wondering about school and learning in second grade?</i></p> <p><u>Ongoing Assessment:</u></p> <p>In observational notes, record how children handle books, how they interact in conversations, what they notice and ask about, what captures their curiosity and elicits excitement.</p>
<p>Writing and</p>	<p>Telling Stories</p> <p><u>Objectives:</u></p>

Storytelling



I can tell stories about my own experiences and experiences I imagine.
I can listen to my classmates' stories.

Process:

Children tell each other stories. They may also draw and write about their experiences in school, at home, and over the summer. They tell stories about both real and imagined experiences. They take turns telling stories and listening to those their classmates tell.

Children may use the Roll a Story dice to inspire or help start a story: Roll just one or two dice and incorporate something about the icons into a story.

Facilitation:

Offer to scribe children's stories. Listen carefully and ask questions that lead children to extend their stories. Facilitate turn taking and attention to each other's stories.

What is school?

Who is in school?

What do we do in school?

What ideas do you want to communicate about school and learning through stories you tell?

What stories can you tell with your classmates?

Ongoing Assessment:

Transcribe stories, if possible. Listen carefully to language and vocabulary as children tell stories. Listen for important themes.

Standards

(Boston Standards)

Standards addressed will depend on the studios in which children work. Some possibilities include developing work towards those listed in the Studios Introduction (Part 2) and the following additional standards.

Math

GR.C.1 Identify, describe, analyze, compare, create, and compose shapes based on their attributes.

2.G.A Reason with shapes and their attributes.

Arts

Theatre 1.3 Pretend to be someone else, creating a character based on stories or through improvisation, using properties (props), costumes, and imagery.

Visual Arts 1.3 Learn and use appropriate vocabulary related to

	<p>methods, materials, and techniques. Learn to take care of materials and tools and to use them safely.</p> <p>Visual Arts 3.3 Create 2D and 3D artwork from memory or imagination to tell a story or embody an idea or fantasy.</p>
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Notes:

Art Studio

While you are working, think about:

What is school?

Who is in school?

What are some important parts of school?

What ideas can I communicate about school and learning through drawing?

Building Studio

While you are working, think about:

What is school?

Who is in school?

What are some important parts of school?

What ideas can I communicate about school and learning through building?

Math Studio

While you are working, think about:

What is an attribute that I can use to sort these rocks?

How many rocks are in each group?

How does the amount in this category compare with the amount in other groups?

How can you represent this information to share with others?

Research Studio

While you are working, think about:

What is school?

Who is in school?

What can we find out about school?

What am I wondering about school and learning in second grade?

Writing and Storytelling Studio

While you are working, think about:

What is school?


Who is in school?

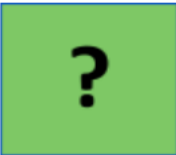


What do we do in school?

What ideas can I communicate about
school and learning through stories I tell?

What stories can I tell with my classmates?

WEEK 1 Studios

Weekly Question

How do we want to work and learn together this year?

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Materials and Preparation	<p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> • 20 rocks (size, shape, color) (Buttons, shells, counters can be used as an alternate material). • Containers for sorting • Paper / markers / tape <p>Meaningful counting is developing learning around ordering and sequencing numerically. This can be done by reciting numbers in their natural order to help with memorization. These can then be applied to physical objects or images etc. Counting and Cardinality are essential skills for the foundation of place value.</p>
Opening	<p>Hold up a basket of rocks while introducing the counting studio.</p> <p><i>Rocks come in all different shapes and sizes. When we talk about the specific identifiers of an object, we call that an attribute. Here is a collection of rocks. What attributes do you notice about my rocks? What attributes can we sort them by?</i></p>
Math	<p><u>Objectives:</u></p> <p>I can use attributes to sort objects.</p> <p>I can compare quantities.</p> <p><u>Process:</u></p>

Studio U1 W1

	<p>Rocks and containers are placed on a table. Students explore the rock collection and determine the attributes that they would like to sort the rocks by. Encourage students to label their collections by writing the name of the attribute on a piece of paper and place it by the collection.</p> <p>Students use counting techniques to find the total of items in each category. Share your findings with others. Does one group of rocks have more than another?</p> <p><u>Facilitation:</u></p> <p><i>What is an attribute that I can use to sort these rocks?</i></p> <p><i>How many rocks are in each group?</i></p> <p><i>How does the amount in this category compare with the amount in other groups?</i></p> <p><i>How can you represent this information to share with others?</i></p> <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> ● Has one to one counting accuracy ● Discriminates between attributes ● Counts accurately
Standards	<p>GR.C.1 Identify, describe, analyze, compare, create, and compose shapes based on their attributes.</p> <p>2.G.A Reason with shapes and their attributes.</p>

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 1



Writing Basics

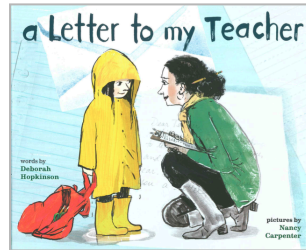
Deconstruction: Why We Write

Content Objective	I can identify the main purpose of a text. (R.9.2.b)
Language Objectives	I can describe what I observe about a text. (SL.1.2) I can use Think, Pair, Share to communicate about myself. (SL.1.2.a)
Vocabulary	author: the writer of a story, book, or other text communicate: to share ideas with each other purpose: the reason for doing or creating something
Materials and Preparation	<p>Read Writing: Introduction to Writing Basics (in the Introduction documents).</p> <p>Before the lesson, consider how children will be partnered during Writing lessons and how they will decide which partner speaks first. For example, children may have assigned Writing partners, or they may turn to the person sitting next to them.</p> <ul style="list-style-type: none"> examples of texts written for different purposes: <ul style="list-style-type: none"> <i>A Letter to My Teacher</i>, Deborah Hopkinson <i>Amazing Bees</i>, Sue Unstead <i>How Do Wind and Water Change Earth?</i>, Natalie Hyde: "River of Ice Activity," pages 20-21 Why We Write sheets: <i>A Letter to My Teacher</i>; <i>Amazing Bees</i>; "River of Ice Activity," cut apart chart paper and markers At the top of the chart paper, write the title Why We Write. tape, for attaching the Why We Write sheets to the chart Note: Tape should be used instead of glue so the papers can be moved and grouped as more are added in successive lessons.

<p>Opening 1 minute</p>	<p>Gather the children in a circle in the meeting area.</p> <p><i>This year in second grade, we are going to communicate our ideas in many different ways. One way we can communicate with each other—share our ideas—is by talking. Another way we can communicate is by writing and drawing. Every day we will have a Writing lesson, when we will learn about how writers communicate through writing and drawing, and we will write and draw, too!</i></p>
<p>Deconstruction 13 minutes</p>	<p><i>Let’s take a look at some of the texts we will use this year and think about their purpose—why they were written—and how the authors communicate.</i></p> <p>Hold up <i>A Letter to My Teacher</i>.</p> <p><i>Today we read A Letter to My Teacher, by Deborah Hopkinson. Let’s do a picture walk. As you look at the illustrations, think about this question: Why do you think Deborah Hopkinson wrote this book?</i></p> <p>After the picture walk, restate the question. Harvest several ideas and record them on the <i>A Letter to My Teacher Why We Write</i> half-sheet.</p> <p><i>Here is another book we will read this year.</i></p> <p>Hold up <i>Amazing Bees</i> and flip through the pages.</p> <p><i>This book looks different than A Letter to My Teacher. What do you notice about this book?</i></p> <p>Harvest several ideas.</p> <p><i>Do you think Sue Unstead, the author, wrote this book with the same purpose as Deborah Hopkinson, or for a different reason?</i></p> <p>Harvest several ideas, and record them on the <i>Amazing Bees Why We Write</i> half-sheet.</p> <p><i>Here is a text we will use in Writing during Unit 2.</i></p> <p>Hold up “River of Ice Activity.”</p> <p><i>This text looks different from the others. What do you notice about this text?</i></p> <p>Harvest several ideas.</p> <p><i>Why do you think the author, Natalie Hyde, wrote this?</i></p> <p>Harvest several ideas, and record them on the “River of Ice Activity” <i>Why We Write</i> half-sheet.</p> <p>Refer to the <i>Why We Write</i> chart.</p> <p><i>The title of this chart is Why We Write. It will help us keep track of the different purposes writers have when they write. Let’s put your ideas about why these authors wrote these different texts here. We will keep adding to this chart as we explore more texts.</i></p> <p>Tape the <i>Why We Write</i> sheets to the chart.</p>

Individual Construction 15 minutes	<p><i>We are just getting started as a class community, so this week we are going to communicate about ourselves, to get to know each other better. Today we will communicate about ourselves using talking, and tomorrow we will communicate using writing and drawing.</i></p> <p><i>Today when we communicate by talking, we will use a routine you learned today in Text Talk called Think, Pair, Share. First you will think about what you want to communicate about yourself. Then you will turn to a partner to tell them something about you. Then we will come back together as a group for several people to share their conversations.</i></p> <p>Choose a child with whom to model the routine.</p> <p><i>Now it's your turn! Choose something about yourself that you would like to communicate with your partner. It could be about who is in your family, your favorite thing to do, your favorite food... something you would like your classmate to know about you.</i></p> <p>Pair children. As they talk, circulate to listen in and support their conversations.</p> <p>Bring the class back together, and invite several children to share their own or their partner's information with the group.</p>
Closing 1 minute	<p><i>Today we learned that writing is one way to communicate. We also learned that authors write for different purposes.</i></p> <p>Leave the Why We Write chart posted to reference and add to throughout the unit.</p>
Standards	<p>R.9.2.b: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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>SL.1.2.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>Listen for and make notes about children's discussion.</p> <p>What do they notice about the texts?</p> <p>What do children already know about the purposes of writing?</p> <p>How comfortable are they with the Think, Pair, Share routine?</p>

Why We Write

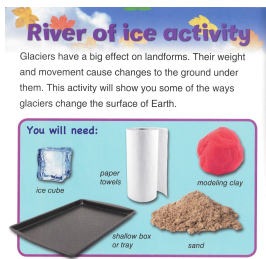


Why We Write



Writing U1 W1 D1

Why We Write

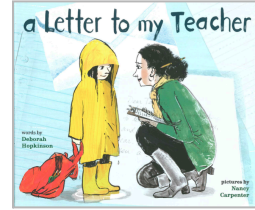


Why We Write

Title:

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 4



Writing Basics

Individual Construction: Telling and Writing Stories

Content Objective	I can tell and write a true story about my life. (W.3.2)
Language Objective	I can ask questions to understand a story. (SL.2.2.b)
Vocabulary	communicate: to share ideas with each other information: facts or details about a subject purpose: the reason for doing or creating something
Materials and Preparation	<ul style="list-style-type: none">• <i>A Letter to My Teacher</i>, Deborah Hopkinson• writing notebooks, one for each child• writing tools <p>Plan and rehearse a short, true, personal story. Ensure that the story can be told succinctly and fluidly. Make notes if useful.</p>
Opening 1 minute	<i>We have been talking about communicating in different ways, for different purposes. One way that people communicate is through storytelling.</i>
Modeling 8 minutes	<p><i>People tell different types of stories for different purposes. Sometimes we tell true stories about ourselves, and sometimes we tell stories we make up. In A Letter to My Teacher the narrator tells stories about her own experiences in second grade.</i></p> <p><i>In our class this year we are going to tell lots of stories to each other! Today I would like to tell you a true story about myself, so that you can get to know me better.</i></p> <p>Model telling a story to a partner. After telling the story, invite the child partner to ask a question to clarify their understanding.</p>

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Individual Construction 8 minutes	<p><i>Now it's your turn! First you will think of a story that you would like to tell your partner. It could be about something you did this weekend or something you like to do with your family—anything that will help your partner get to know you better. Take a moment to think. When you have an idea for your story, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children time to prepare for telling their stories.</p> <p>Introduce the routine for choosing who will talk first. <i>The first partner will tell their story, and the second partner will ask a question. Then the second partner will tell their story, and the first partner will ask a question.</i></p> <p>As the children tell stories to their partners, circulate to support them.</p>
Individual Construction 12 minutes	<p>Hold up a writing notebook. <i>Today you get to try out a new material for writing—a writing notebook! Each person will have a notebook. Each page has space for illustration and lines to write on.</i></p> <p>Introduce class-specific routines for using writing notebooks.</p> <p><i>Now you will use pictures and words to write the story you told your partner. Think about how you will communicate your story with drawing and writing. What will you draw? What words will you write?</i></p> <p>Distribute or indicate the location of writing notebooks and writing tools, and send the children to write. As children write, circulate to support them, by (for example)</p> <ul style="list-style-type: none"> • asking questions to help generate ideas; • helping children segment and encode sounds in words; • directing children to classroom resources for writing words.
Closing 1 minute	<p><i>Today we communicated true stories about ourselves. Tomorrow we will communicate information.</i></p>
Standards	<p>W.3.2: Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.</p> <p>SL.2.2.b: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Ongoing assessment	<p>As children work in pairs, circulate to take notes about how children work in pairs and the effectiveness of their storytelling.</p> <p>Are children following the routines for talking with a partner?</p>

	<p>What needs to be reinforced/retaught?</p> <p>How effective is their storytelling?</p> <p>Do children's partners understand their stories?</p> <p>What types of questions do they ask each other?</p> <p>What can be learned about the children from the stories they tell?</p> <p>After the lesson, review children's writing.</p> <p>What do they communicate about themselves?</p> <p>How do they communicate about themselves?</p> <p>How effectively do they tell their stories with illustrations?</p> <p>How effectively do they tell their stories with words?</p>
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Notes

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 2

Writing Basics Individual Construction
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Content Objective	I can draw and write to communicate about myself. (W.3.2)
Language Objective	I can talk with a partner about our writing. (SL.1.2.a)
Vocabulary	communicate: to share ideas with each other
Materials and Preparation	<ul style="list-style-type: none">• writing tools, such as pencils, colored pencils, and crayons• blank paper, one for each child• writing folders, one for each child <p>On the whiteboard, write: I notice ____.</p>
Opening 1 minute	<i>Yesterday we talked about how writers communicate different things in different ways, and you communicated about yourselves by talking. Today you are going to communicate about yourselves by drawing and writing.</i>
Individual Construction 15 minutes	<p>Introduce the writing materials. Explain classroom-specific expectations for where they will be stored, how to indicate that pencils need sharpening, etc.</p> <p><i>We have been exploring the question “How do we want to work and learn together this year?” As we decide how to work and learn together, we need to get to know each other better. Today and tomorrow you will draw and write to communicate about yourself. Then, as a class, we will put your writing together on a bulletin board that communicates about each member of our classroom community. This will help us learn about each other, and it will help visitors learn about us.</i></p> <p><i>Today you will write about yourself and the important people in</i></p>

	<p><i>your life. Think about the people and activities that are most important to you. What do you want to communicate about yourself? Let's use Think, Pair, Share again.</i></p> <p>Restate the question. After children talk in pairs, harvest several ideas.</p> <p><i>Today you will begin to draw and write about the people and things that are important to you. At the end of today's Writing lesson, you will meet with a partner to share your work. You may not be finished. Tomorrow you will have a chance to finish your writing.</i></p> <p>Send the children to work with paper and writing tools. As children write, circulate to support them.</p>
Pair Sharing 9 minutes	<p><i>During Writing and throughout our day, we will be sharing our work with each other a lot. We will work together to make our work even better. Today you will share with a partner what you have drawn and written so far.</i></p> <p>Gather the children back on the rug. Model sharing work in pairs. Sit shoulder-to-shoulder with a child partner.</p> <p><i>First my partner will share his work with me by reading his words and showing me his illustration.</i></p> <p>Have the child partner read his work.</p> <p><i>Now I will respond to my partner's work. I will begin by saying, "I notice ____."</i></p> <p>Point to the sentence frame on the board. Then use the frame to respond.</p> <p>Pair children, and have them share their work and respond to their partner's work using the sentence frame.</p> <p>After children have time to talk with partners, invite several children to share what they learned about their partners.</p>
Closing 5 minutes	<p>Introduce writing folders, and teach the children classroom-specific routines for putting work in folders and putting folders away.</p> <p><i>Today we began writing to communicate about ourselves. Tomorrow we will continue this work.</i></p>
Standards	<p>W.3.2: Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.</p> <p>SL.1.2.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>
Ongoing assessment	<p>After the lesson, review children's writing.</p> <p>What do they communicate about themselves?</p>

	How do they communicate about themselves? How effectively do they use the writing tools? How effectively do they use the space on the page?
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