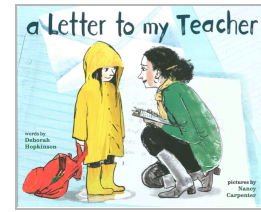


Unit 1: How We Learn in Our School Communities



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:</p> <p>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 style="border: 1px solid black; padding: 10px; margin: 10px 0; text-align: center;"> <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>
