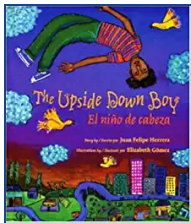
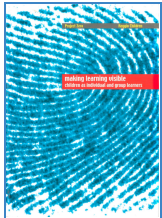



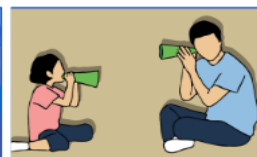
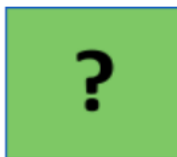
## Unit 1: How We Learn in Our School Communities

## WEEK 2 At a Glance

Weekly Question: What do we understand about ourselves and others as learners?		
<b>Texts</b>  	<b>Vocabulary and Language</b> Days 1 & 2: Introduce Weekly Words: admire, advice, aim, anxious, belong, expert, explain, fearful Day 3: Adjectives Day 4: Nouns and Adjectives Day 5: Answering the Weekly Question	
	<b>Text Talk</b> Day 1: <i>The Upside Down Boy</i> , Read 1 Day 2: <i>The Upside Down Boy</i> , Read 2 Day 3: <i>The Upside Down Boy</i> , Read 3 Day 4: “Children’s Comments about Learning” Day 5: Revising “Children’s Comments about Learning”	
	<b>Stations</b> Guided Independent Reading <hr/> Listening & Speaking: Listen & Respond ( <i>The Upside Down Boy</i> ) Science Literacy: How do scientists and engineers solve problems? Vocabulary: Choose 3! Word Work: select from activities Writing: follows from Text Talk Week 2, Day 1	
	<table border="1"> <tr> <td> <b>Science and Engineering</b>  Lessons 1 &amp; 2: Matter and Its Interactions: Exploring properties of materials to design and build a chair </td><td> <b>Studios</b>  Children continue to practice the routines associated with the component and with the materials and processes available at each studio as they represent their ideas about and experiences in school. The Discovery Studio is introduced. </td></tr> </table>	<b>Science and Engineering</b> Lessons 1 & 2: Matter and Its Interactions: Exploring properties of materials to design and build a chair
<b>Science and Engineering</b> Lessons 1 & 2: Matter and Its Interactions: Exploring properties of materials to design and build a chair	<b>Studios</b> Children continue to practice the routines associated with the component and with the materials and processes available at each studio as they represent their ideas about and experiences in school. The Discovery Studio is introduced.	
<b>Mentor texts</b> 	<b>Writing: Writing Basics</b> Day 1: Pre-Assessment Day 2: Deconstruction: Personal Recount Purpose Day 3: Joint and Individual Construction Day 4: Deconstruction, Joint and Individual Construction: Orientation Day 5: Deconstruction, Joint and Individual Construction: Sequence of Events	

At a Glance U1 W2

## WEEK 2 Studios



### Weekly Question

What do we understand about ourselves and each other as learners?

<b>Big Ideas</b>	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
<b>Materials and Preparation</b>	<p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> <li>● Clipboard, paper</li> <li>● Various art materials for making graphs (paper/markers/glue)</li> <li>● Strips of paper for title and labels</li> <li>● Small pictures of classmates (picture graph)- print from school photo composite sheet or draw simple face pictures</li> </ul>
<b>Opening</b>	<p>Students' data work has important connections to addition and subtraction. Students can ask and answer questions about categorical data based on a representation of the data. Students can also ask and answer questions leading to other kinds of addition and subtraction problems such as compare problems or problems involving the addition of three numbers (for situations with three categories).</p> <p>Show students a graph that relays information about a group of people.</p> <p><i>What can this graph tell us? How might we make our own graphs about the people we learn with? What survey question can you ask to find out more information about your classmates? How will you share your findings with others?</i></p>

## Math

### Survey Questions

#### Objective:

I can ask a survey question to gather data on a subject of choice.  
I can organize a data set with up to three categories into a chart or other display.  
I can ask and answer questions about data points.  
I can compare data from up to three categories

#### Introduction:

*Look around our circle. What do you see? Our math community is made up of everyone in this room. We each are unique. We look different from one another. We also have different likes and talents. Some of us have long hair and some of us have short hair. Some of you might like to play sports while others like to do crafts or play games. One way to get to know each other better is to ask questions. Today we are going to write our own survey question to ask our classmates. We will use this information to find out more about each other. You will use your survey question to collect data about your classmates.*

#### Process:

Teacher models what a survey question might be. Students help brainstorm several different topics that might lead themselves nicely to this task. Discuss ways that you might record the data you collect- chart, tally marks, check marks.

Let students work through the process of preparing their data for sharing with others. Over the course of the week highlight different strategies; pictographs, or bar graph.

#### Facilitation:

*What do you want to know?  
How many people will you collect data from?  
What will you do with your data?  
What have you learned from your data?*

#### Ongoing Assessment:

- Students can reason abstractly and quantitatively by making sense of the data.
- Students can model with mathematics by collecting and using data.
- Students can attend to precision by organizing and representing data.

	<p>Sentence frames will support student mathematical discourse.</p> <p>There are _____ in all.</p> <p>More people chose _____ than _____.</p>
--	---

<b>Standards</b>	<p><b><u>SR.C.2</u></b> Represent and interpret data.</p> <p>2.MD.D.10</p> <p>1.MD.C.4</p>
------------------	--

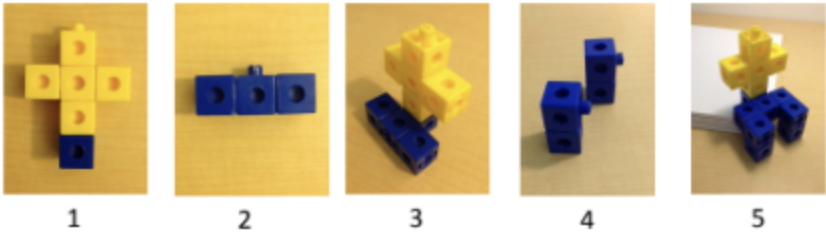


## WEEK 2 Lesson 1

### Science and Engineering: Matter and Its Interactions

Exploring properties of materials to design and build a chair

<b>Big Ideas</b>	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
<b>Guiding Questions</b>	How do we choose the right materials when we design an object for use? What should we consider when designing an object for a specific user?
<b>Content Objectives</b>	I can test materials to design a small chair. (2-PS1-2) I can devise a way to use given materials to build a chair for a small figure. (Practice 6, 2-PS1-2)
<b>Language Objective</b>	With my partner, I can discuss ideas about how to design and build a small chair. (SL.2.2.b)
<b>Vocabulary</b>	<p><b>criteria:</b> what is required in a design to solve a problem or address a need</p> <p><b>material:</b> what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard</p> <p><b>engineer:</b> a person who designs, builds, or maintains machines, or constructions</p> <p><b>design:</b> a plan or drawing to show how something looks or works</p> <p><b>test:</b> a procedure to make sure something works well before we use it</p> <p><b>property:</b> the attribute or characteristic of an object</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>Chart paper-Prepare the Criteria Chart</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Criteria:</p> <ul style="list-style-type: none"> <li>The doll can sit on the chair.</li> <li>The doll can sit on the chair by itself without falling.</li> <li>The chair stays up for at least 10 seconds with the doll on it.</li> </ul> </div> <p>This chart will be used again in Lesson 2 and revisited in Week 7.</p> <ul style="list-style-type: none"> <li>1-gallon ziplock plastic bags, one for each pair of children</li> <li>A variety of materials in small to medium pieces such as plastic,</li> </ul>

	<p>cloth, tissue paper, aluminum foil, yarn, toothpicks, rubber bands, craft sticks, index cards, and styrofoam, enough for each pair of children to have a collection</p> <p>In each bag, prepare a kit of materials. These kits do not need to all be the same, but each should include some materials that will work well for building the chair and others will not.</p> <ul style="list-style-type: none"> <li>• Snap cubes, enough for each pair of children to have 13 cubes. Using 13 cubes for each, put together one small doll for each pair of children, according to the following images.</li> </ul> <div data-bbox="492 501 1312 730">  </div> <ul style="list-style-type: none"> <li>• Small trays (like reused food trays, or bins-one for each pair of children (to save work in progress)</li> <li>• Masking tape to label the trays</li> <li>• Each child's Science and Engineering packets</li> <li>• Writing and drawing tools</li> </ul> <p>Review the first pages in the Science and Engineering packets. Select a few drawings and ideas to reference in defining "engineer" during the lesson.</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Each week we will have two Science and Engineering lessons, and you'll continue to investigate at the Discovery Studio and to write and draw about your ideas at the Science Literacy Station.</i></p> <p>Revisit the Classroom Agreements in the context of Science and Engineering lessons. For example, ask children how the agreements might work related to handling materials and experimenting with partners.</p> <p><i>Now we are ready for our first engineering investigation. An engineer is someone who designs, builds, or maintains things.</i></p> <p>Refer to ideas children included in their packets.</p> <p><i>Today you will begin your work as furniture engineers! The furniture in our room is meant to help us do our work comfortably. But we might need some kind of furniture we don't have. During this investigation, you will design a chair that works especially well for us, the learners in this classroom. We'll start with designing a chair for a doll. [Show a cube doll.]</i></p> <p><i>Today, you will work with a partner as engineers to design a chair for one of these dolls. You will have a collection of materials to use [Show a bag] to design, build, and test the chair. As you work, think</i></p>

	<p><i>about what will make a good chair for this doll.</i></p> <p>Refer to the criteria on the board.</p> <p><i>Engineers use criteria, like a checklist, to see whether a design has what it needs to solve a particular problem or meet a certain need.</i></p> <p>Read the criteria.</p> <p><i>Remember that engineers are not always successful. Understanding why something worked or did not work is an important part of an engineer's job. As you design your chair, you will figure out what is working, what isn't working, and why. It's important that you record what you are doing and learning as you work. Use page 2 of your packets for this.</i></p> <p>Quickly review the page.</p> <p><i>You'll get started today and have more time tomorrow.</i></p>
<b>Investigation</b> 20 minutes	<p>Distribute materials, and send pairs of children to work throughout the classroom. Allow children to struggle productively, encouraging them to ask questions and to look around at their classmates' work. Remind them that professional engineers also struggle as they are trying to solve problems, and that this is an important part of the work.</p> <p>To clean up, have children put materials and works in progress on trays, labeled with their names. Establish a place in the classroom for storing Science and Engineering work, and refer to the Classroom Agreements again as children move their trays to that area.</p>
<b>Closing</b> 9 minutes	<p><i>You are already making some important discoveries about materials and their properties. We'll talk tomorrow about what you are learning, and you'll continue designing and building your chairs. You'll have more time to use these materials in the Discovery Studio this week.</i></p>
<b>Standards</b>	<p><b>ETS: K-2-ETS1-3</b> Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p><b>2-PS1-2</b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p> <p><b>SL.2.2.b</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>
<b>Assessment</b>	<p>Listen in as children work together, paying attention to the language that they are using, the ways that they handle materials, and how particular pairs of children interact.</p> <p>How do children identify various properties of materials?</p>

	What decisions do they make based on their observations?
--	--

**Notes**

## WEEK 2 Lesson 2

### Science and Engineering: Matter and Its Interactions

Exploring properties of materials to design and build a chair

<b>Big Ideas</b>	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
<b>Guiding Questions</b>	How do we choose the right materials when we design an object for use? What should we consider when designing an object for a specific user?
<b>Content Objectives</b>	I can test materials and analyze how their properties affect the success of a design. (2-PS1-2) I can describe and compare properties of materials. (2-PS1-1)
<b>Language Objective</b>	I can describe properties of materials and how they affect the design of a chair. (L.1.2.b, 2-PS1-1)
<b>Vocabulary</b>	<b>criteria:</b> what is required in a design to solve a problem or address a need <b>material:</b> what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard <b>engineer:</b> a person who designs, builds, or maintains machines, or constructions <b>design:</b> a plan or drawing to show how something looks or works <b>test:</b> a procedure to make sure something works well before we use it <b>property:</b> the attribute or characteristic of an object
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Children’s work from Lesson 1, including materials bags</li><li>• Science and Engineering packets</li><li>• Writing and drawing tools</li><li>• Criteria chart from Lesson 1</li><li>• Chart paper and markers to prepare the following chart:</li></ul>

	<table><tr><th>Materials</th><th>Properties</th></tr><tr><td></td><td></td></tr><tr><td colspan="2">Questions about materials and their properties</td></tr></table> <p>On the whiteboard, write the following sentence stems.</p> <p>The chair we built worked well/did not work well because ____ .</p> <p>One property of ____ is ____.</p>	Materials	Properties			Questions about materials and their properties	
Materials	Properties						
Questions about materials and their properties							
<b>Opening</b> 1 minute	<p><i>Today you have more time to design, build, and test your chairs. Remember the criteria you are trying to meet. You may not come up with a perfect design, and that’s okay! Record what you are working on in your packets. Today’s page looks just the same as yesterday’s. You might record some of the same information if your design is successful, and some new information, as you make changes to your design.</i></p> <p><i>Afterwards, we will gather to discuss what worked and didn’t work in your designs.</i></p>						
<b>Investigation</b> 20 minutes	<p>Children continue working in pairs to come up with a design and to record their work in their individual packets.</p> <p>As the time draws to a close, assure children that they will have time to continue their work at the Discovery Studio.</p>						
<b>Closing</b> 9 minutes	<p>Gather children for a whole group discussion. Have them sit with their partners, with their chairs in front of them.</p> <p><i>Talk with your partner about how your design is working so far. What was successful and what was difficult about designing the chair with these materials? You might talk about the properties of the materials you have used. When we talk about properties, we describe the characteristics of something. For example, my shirt is made of fabric, and the fabric is soft. Softness is a property.</i></p> <p>As children talk with their partners, refer to the sentence frames to encourage them to use the word property in context.</p> <p>Facilitate a whole group discussion, recording materials and the properties children name or describe. For example:</p>						

	<table border="1" data-bbox="470 132 1205 378"> <thead> <tr> <th data-bbox="470 132 834 191">Materials</th><th data-bbox="834 132 1205 191">Properties</th></tr> </thead> <tbody> <tr> <td data-bbox="470 191 834 378">tissue paper</td><td data-bbox="834 191 1205 378">blue flat thin delicate, tears easily</td></tr> </tbody> </table> <p data-bbox="545 405 1386 512"><i>We are recording this information so that we can refer to it as we keep working. This is what engineers do as they try to solve problems they encounter.</i></p> <p data-bbox="545 518 1386 625"><i>Turn and talk again: How could you improve your design? Is there anything you need to know more about the materials before you continue working on your chair?</i></p> <p data-bbox="451 632 1419 701">Offer an example of a question related to materials children are using, such as “Are some kinds of cardboard stronger than others?”</p> <p data-bbox="451 743 1156 774">Record children’s questions at the bottom of the chart.</p> <p data-bbox="545 821 1386 966"><i>We’ve learned that some materials, because of their properties, work better than others for making a chair for these dolls. We’ll keep thinking about materials and their properties as we design a chair for our classroom.</i></p> <p data-bbox="451 1010 839 1041">Have children save their work.</p> <p data-bbox="451 1085 1386 1192">After the lesson, empty the bags and make the materials available as a shared collection for continued use at the Discovery Studio. (Reuse these bags for successive lessons.)</p>	Materials	Properties	tissue paper	blue flat thin delicate, tears easily
Materials	Properties				
tissue paper	blue flat thin delicate, tears easily				
<b>Standards</b>	<p data-bbox="451 1232 1403 1339"><b>ETS: <u>K-2-ETS1-3</u></b> Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</p> <p data-bbox="451 1346 1430 1465"><b><u>2-PS1-2</u></b> Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p>				
<b>Assessment</b>	<p data-bbox="451 1507 1354 1614">Listen as children talk about how they developed their ideas, used the materials, and negotiated their interactions. Note what words and language they use to describe the properties of materials.</p>				

## Unit 1: How We Learn in Our School Communities

### WEEK 2

### Stations

Station	Activities	Materials
Guided Independent Reading		<ul style="list-style-type: none"> <li>individual book bags</li> </ul>
Teacher groups: Support Stations work, begin needed assessments		
<b>Listening &amp; Speaking</b>	Listen and Respond	<ul style="list-style-type: none"> <li>audio recording and technology</li> <li><i>The Upside Down Boy</i> book</li> <li>conversation prompts</li> </ul>
<b>Science Literacy</b>	How do scientists and engineers solve problems?	<ul style="list-style-type: none"> <li>Science and Engineering packets</li> <li>colored pencils</li> </ul>
<b>Vocabulary</b>	Choose 3!	<ul style="list-style-type: none"> <li><b>Week 1</b> Weekly Words cards</li> <li>Recording sheets</li> <li>Choose 3! menu</li> <li>Prompts and Examples</li> </ul>
	Think About It: <i>Introduced in Week 3</i>	
<b>Word Work</b>  (align skills with literacy program)	Marking digraphs	<ul style="list-style-type: none"> <li>Week 2 Read It, Write It, Mark It sheets</li> <li>activity directions card</li> </ul>
	Reading and writing trick words	<ul style="list-style-type: none"> <li>Week 2 Look, Cover, Write, Check sheets</li> <li>activity directions card</li> </ul>
<b>Writing</b>	Prompt from Text Talk Day 1: What is an experience you had in a new place where you met new people?	<ul style="list-style-type: none"> <li><i>The Upside Down Boy</i></li> <li>Writing Station Response sheet</li> </ul>



***The Upside Down Boy*** conversation prompts: Cut apart and provide with the physical text and audio recording.

**Page 8:**

How was Juanito feeling as he went to school on the first day?

*The Upside Down Boy*

**Page 21:**

How does Juanito act differently at home than he does at school?

*The Upside Down Boy*

**After reading:**

What makes *The Upside Down Boy* a good title for this book?

*The Upside Down Boy*

I agree with you. I also think \_\_\_\_.

Why do you think that?

Name: \_\_\_\_\_

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

Underline the digraphs.

duck	<hr/> <hr/> <hr/>
chick	<hr/> <hr/> <hr/>
bath	<hr/> <hr/> <hr/>
check	<hr/> <hr/> <hr/>
sash	<hr/> <hr/> <hr/>
stick	<hr/> <hr/> <hr/>

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

Underline the digraphs.

cloth	<hr/> <hr/> <hr/>
quick	<hr/> <hr/> <hr/>
fish	<hr/> <hr/> <hr/>
block	<hr/> <hr/> <hr/>
brush	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

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

Name: \_\_\_\_\_

Look	Cover	Write	Check
------	-------	-------	-------

Trick Words

√

said	<hr/> <hr/> <hr/>	
they	<hr/> <hr/> <hr/>	
you	<hr/> <hr/> <hr/>	
was	<hr/> <hr/> <hr/>	
your	<hr/> <hr/> <hr/>	
one	<hr/> <hr/> <hr/>	

Skills: Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U1 W2

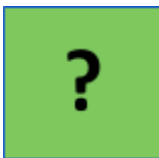
Writing Station Response: ***The Upside Down Boy***, Juan Felipe Herrera

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is an experience you had in a new place where you met new people?

## Unit 1: How We Learn in Our School Communities

### WEEK 2 Studios



#### Continuing to Learn about Studios

Children continue to practice the routines associated with the component and with the materials and processes available at each studio as they represent their ideas about and experiences in school. The Discovery Studio is introduced.

Whole group conversations before and after Studios support children's independence and interdependence, address set-up, use, and clean-up of materials and spaces, and encourage productive work in each studio.

<b>Big Idea</b>	We all learn. We can learn different things, in different ways, for different reasons.
<b>Weekly Question</b>	What do we understand about ourselves and each other as learners?
<b>Materials and Preparation</b>	<p>Studios materials and preparation continue from Week 1, with the following additions. Consider what has gone well so far and what parts of the Studios component might benefit from tweaking.</p> <p><u>For the Discovery Studio:</u></p> <ul style="list-style-type: none"><li>• Week 2, Lesson 1 materials, including pieces of plastic, cloth, tissue paper, aluminum foil, yarn, toothpicks, rubber bands, craft sticks</li><li>• Science and Engineering packets</li><li>• pencils</li></ul> <p>Prepare an additional bin for the Discovery Studio, with a sign.</p> <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"><li>• clipboards</li><li>• paper</li></ul> <p>Attach paper to clipboards.</p> <ul style="list-style-type: none"><li>• various accessories and writing tools for making graphs (e.g., different kinds of paper, markers/colored pens, glue sticks)</li><li>• strips of paper, to create title and labels</li></ul>



Studios U1 W2


	<ul style="list-style-type: none"> <li>● small pictures of classmates (make copies of school photo composite sheet or draw simple face pictures)</li> </ul> <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> <li>● <i>The Upside Down Boy</i>, Juan Felipe Herrera</li> <li>● “Children’s Comments on Learning” excerpts Choose a quote or two and place in sheet protectors.</li> </ul> <p><u>New for the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> <li>● class-generated personal recount, from Writing Day 3, written on chart paper with space for illustrations</li> <li>● illustrating tools: markers, crayons, colored pencils</li> </ul> <p>In the Opening Basket, place 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), Lesson 1 materials and Science and Engineering Packet (Discovery), a pad of sticky notes, a book, and an image (Research), and Roll a Story dice (Writing and Storytelling).</p> <p>Bring to the whole group those bins containing new supplies and any that benefit from revisiting.</p> <p>Place a fresh copy of the Observation Sheet on a clipboard for each adult who will be present during Studios time.</p>
<b>Opening</b>	<p>The opening whole group meeting will be brief to allow children maximum working time. Give quick reminders and updates and dismiss children to their chosen studios.</p> <p><i>It’s Studios time again! Before you think about which studio you want to work in this week, let’s reflect on how things went in studios last week. Take a moment to think: what’s something you really enjoyed in a studio last week? Also think about whether there was anything that you found challenging in studios last week.</i></p> <p><i>Turn and talk with a partner about what was wonderful and challenging about Studios time.</i></p> <p>Give children a minute or two to exchange experiences. Then harvest a few responses for the whole group to hear. Ask children to share aloud their partner’s experiences rather than their own, to foster a habit of listening.</p>

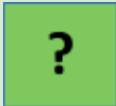

	<p>Quickly review activities in each studio, highlighting added materials.</p> <p><i>In the <u>Writing and Storytelling Studio</u> you will be illustrating the personal recount we have been writing as a whole class.</i></p> <p><i>The <u>Discovery Studio</u> is new this week! There you will continue to work with the materials from our Science and Engineering lessons about building a chair for a doll. Remember to record your ideas in your Science and Engineering packets.</i></p> <p><i>Look around our circle. What do you see? Our math community is made up of everyone in this room. We each are unique. We also have different likes and talents. Some of you might like to play sports while others like to do crafts or play games. One way to get to know each other better is to ask questions. Today in the <u>Math Studio</u>, we are going to write our own survey question to ask our classmates. You will use your survey question to collect data about your classmates.</i></p> <p><i>What is one thing you would like everyone else to remember about working in studios?</i></p> <p>Give children an opportunity to express ideas about how to make studios work smoothly (use quieter voices, ask before using supplies someone else is using, etc.), referring to the Classroom Agreements.</p> <p>Show the Studios Planner.</p> <p><i>Think now about which studio you'd like to begin working in today. You may be trying a new studio, or you may be going back to some work you were doing before.</i></p> <p>Give children a few moments to think quietly.</p> <p><i>Now tell a partner what your plan is.</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>Share any relevant reminders about voice volume, end-of-studios signals, and cleaning up. Dismiss children to studios in groups, ensuring that children are fairly evenly distributed.</p>
<b>Facilitation</b>	<p>As in Week 1, 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. Spend extra time in the Discovery Studio and in other studios where children's work was less successful in Week 1.</p>



	<p>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 and offer kind feedback to each other.</p> <p>Take note of how children are interacting with materials and with each 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 and other documentation (photos, video) will aid in planning subsequent experiences (in studios and at other times of day) and in talking with colleagues.</p>
<b>Closing</b>	Remember to offer children a warning that Studios time is coming to a close and then some guidance about cleaning up according to established classroom systems.

<p><b>Art</b></p> 	<p><b>Making Drawings</b> <i>Continues from Week 1.</i></p> <p><u>Objective:</u> I can represent myself and my experiences of and ideas about school.</p>
<p><b>Building</b></p> 	<p><b>Building Schools and Other Places We Know</b> <i>Continues from Week 1.</i></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><b>Discovery</b></p> 	<p><b>Designing a Doll Chair</b> <u>Objective:</u> We can consider the properties of materials to design a chair to meet our criteria.</p> <p><u>Process:</u> Children work with partners to consider the properties of materials and design a chair. They record their work in sketches and words in their Science and Engineering packets.</p> <p><u>Facilitation:</u> Observe and ask questions about what children are thinking as they work. Remind them of the criteria for the chair design.</p>

	<p><i>What are we trying to accomplish?</i>  <i>What are the properties of a material?</i>  <i>How do we choose the right material for our design?</i>  <i>How do we know if this is a good design?</i></p> <p><u>Ongoing Assessment:</u>          Notice how children use materials, what vocabulary they use. Review their packet entries.</p>
<p><b>Math</b></p> 	<p><b>Survey Questions</b>  <u>Objectives:</u>          I can ask a survey question to gather data on a subject of choice.          I can organize a data set with up to three categories into a chart or other display.          I can ask and answer questions about data points.          I can compare data from up to three categories</p> <p><u>Process:</u>          Teacher models what a survey question might be. Children brainstorm several different topics. Discuss ways to record the data collected, such as chart, tally marks, check marks.</p> <p>Children work through the process of preparing their data for sharing with others. Over the course of the week highlight different strategies; pictographs, or bar graph.</p> <p><u>Facilitation:</u>  <i>What do you want to know?</i>  <i>Who will you collect data from?</i>  <i>What will you do with your data?</i>  <i>What have you learned from your data?</i>  <i>Why did you choose to represent your data this way?</i></p> <p><u>Considerations:</u>          Make a few pre-written/drawn graphs for children who need extra support.          Sentence frames could support student mathematical discourse.          There are _____ in all.          More people chose _____ than _____.</p> <p><u>Ongoing Assessment:</u></p> <ul style="list-style-type: none"> <li>• Can children reason abstractly and quantitatively by making sense of the data?</li> </ul>

	<ul style="list-style-type: none"> <li>How do children show their learning by organizing and representing data?</li> </ul>
<b>Research</b> 	<p><b>Talking about School</b>  <i>Continues from Week 1.</i></p> <p><u>Objective:</u>  I can talk with classmates about images and text about the first day of school.</p>
<b>Writing and Storytelling</b> 	<p><b>Illustrating Our Shared Story; Telling, Drawing, and Writing Stories</b></p> <p><u>Objective:</u>  I can illustrate the personal recount our class is writing.</p> <p><u>Process:</u>  Children refer to the personal recount generated during Writing lessons to create related illustrations.</p> <p>Children also continue to 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.</p> <p><u>Facilitation:</u>  Help children remember what is happening in the class-generated personal recount and choose one part to illustrate.</p> <p><i>What is happening in our class recount?</i>  <i>What is important about this event?</i>  <i>How can we represent this?</i>  <i>What other stories can I tell with my classmates?</i></p> <p>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.</p> <p><u>Ongoing Assessment:</u>  Note how clearly children's illustrations connect to the class personal recount.</p> <p>Transcribe stories, if possible. Listen carefully to language and vocabulary as children tell stories. Listen for important themes.</p>



## **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?

## **Discovery Studio**

*While you are working, think about:*

What are we trying to accomplish?

What are the properties of a material?

How do we choose the right material for our design?

How do we know if this is a good design?

-----

## **Math Studio**

*While you are working, think about:*

*What do you want to know?*

*Who will you collect data from?*

*What will you do with your data?*

*What have you learned from your data?*

*Why did you choose to represent your data this way?*

## **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 happening in our class recount?

What is important about this event?

How can we represent this?

What other stories can I tell with my classmates?

Angela V. I like working in groups, because it's faster. When you work alone it takes longer...

Athina When you agree on something, you can do something that's even nicer.

Anna C. Because your brain works better. Because your ideas, when you say them out loud, they keep coming together, and when all the ideas come together you get a gigantic idea! You can think better in a group.

Excerpt from

**Children's Comments on Learning Groups and Group Learning**

*Five and six year old children from the Villetta and Diana Schools, Reggio Emilia, Italy*

Research Studio U1 W2

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



It's better when there are friends in the group who know how to do different things, because otherwise you'd always learn the same things!

Angela V.

Excerpt from

**Children's Comments on Learning Groups and Group Learning**

*Five and six year old children from the Villetta and Diana Schools, Reggio Emilia, Italy*

Research Studio U1 W2

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

Francesco If I don't have any more ideas about something, someone else does...

Andrea And that way the one who doesn't have any more ideas gets another one that goes on top...

Luca And another one on that one, and another one on that one...

Andrea And then all the ideas go together.

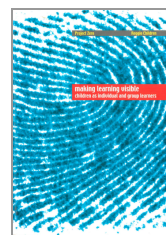
Excerpt from

**Children's Comments on Learning Groups and Group Learning**

*Five and six year old children from the Villetta and Diana Schools, Reggio Emilia, Italy*

Research Studio U1 W2

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



## WEEK 2 Day 4

### Text Talk “Children’s Comments about Learning” Read 1 of 2

<b>Big Ideas</b>	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
<b>Weekly Question</b>	What do we understand about ourselves and each other as learners?
<b>Content Objective</b>	I can answer questions about details from a text to explain times when people learn alone and with others and to explain how playing is a way of learning. (R.4.2)
<b>Language Objective</b>	I can ask and answer questions about our reading and discussion to clarify my understanding of the children’s comments. (SL.2.2.b)
<b>SEL Objective</b>	I can communicate ideas responsibly and respectfully agree or disagree with others.
<b>Vocabulary</b>	<p><b>agree:</b> to think the same thing, to share the same idea</p> <p><b>confused:</b> mixed up in thinking</p> <p>* <b>expert:</b> someone who knows a lot about a certain topic or how to do something</p> <p>* <b>explain:</b> to talk or write about something clearly and precisely, so someone else understands</p> <p><b>glue:</b> a material used for sticking things together, a kind of adhesive</p> <p><b>gigantic:</b> very big, huge</p> <p><b>interrupt:</b> to talk when someone else is talking</p> <p><b>mural:</b> a large painting or drawing on a wall</p> <p><b>otherwise:</b> if not</p> <p><b>stick:</b> to attach</p>

<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• “Children’s Comments on Learning Groups and Group Learning” slides</li> <li>• “Children’s Comments on Learning Groups and Group Learning” excerpts, one for each child</li> <li>• Text Talk notebooks</li> <li>• writing tools</li> </ul> <p>To orient to this lesson, review the Studios “<a href="#">I am Playing</a>” slides. Consider how the ideas in the text connect to children’s experiences in the classroom.</p>
<b>Opening</b> 4 minutes	<p><i>Think of a time when you learned something. If you are thinking of learning on your own, put up one thumb. If you are thinking of learning with other people, put up two thumbs. I see we have different ways that we enjoy learning! Today’s text is a conversation between a teacher and some kindergarten children. This is a different kind of text than the stories we have read so far. The teacher asks the children questions about learning. Before we read, please think and then write in your notebook: What is an activity you like to do with other people?</i></p> <p>Follow the Note Break routine, making a note alongside the children. Think aloud and share this note to prompt children’s ideas.</p> <p>Ask children to set their notes aside and get ready to listen. Direct their attention to the projection.</p> <p>Set purpose for reading.</p> <p><i>As we read today, we’ll use details in the text to help us explain the children’s thoughts about doing things by themselves or in a group. We will also think about how the children learn through playing. Tomorrow we’ll revisit a few parts from the text and discuss when we prefer to learn individually or as a group.</i></p>
<b>Text and Discussion</b> 25 minutes  paragraph 2  slide 3	<p><i>As I read, you might hear something that you agree with. You can use the silent signal that means “Me, too.”</i></p> <p>Model the silent signal established to show agreement.</p> <p>Distribute copies of the text based on children’s preferences.</p> <p><i>You’ll read this text along with me. If you would like your own copy to read by yourself, put up one thumb. If you would prefer to share your copy with a partner to read together, put up two thumbs.</i></p> <p><i>Some of you want to read independently and others prefer to read</i></p>

	<p><i>with a partner. I am excited to read children’s thoughts about other activities they like doing independently and with others.</i></p> <p><i>As we read, follow along in the text with your finger. Put your finger on paragraph 1. If you are sharing with a partner, one partner can put their finger on the text to follow along and the other partner can follow along with their eyes.</i></p> <p>Check for understanding of key details.  <i>What is the teacher asking the children?</i>  <i>What reason does Angela give that she likes working in groups?</i></p>
<p>paragraph 8 slide 4</p>	<p><i>What is one reason Anna thinks it is better to “do things by yourself”?</i></p> <p>Think aloud to connect play and learning.  <i>Anna is talking about learning to jump rope. Jumping rope is a kind of playing—this is an example of how playing is part of learning. I am thinking, “How does being physical, like jumping rope or playing outside, help her learn?” Anna says that she has to “think carefully about the jump and the rope.” What do you think she means by this? [She is learning how to coordinate her movements with the swinging rope in a specific rhythm. She has to think about the speed the rope is going and how high she needs to jump, which she may approach in a scientific way, just like we do in the Discovery Studio.]</i></p>
<p>paragraph 17 slide 5</p>	<p><i>An expert is someone who knows a lot about a certain topic. Why do the children think that working in a group helps you to become more of an expert? [people help each other, build new skills] Do you agree with this? Turn and talk.</i></p> <p>Again, think aloud to connect play and learning.  <i>Luca is talking about learning to build things. We have a Building Studio! How does building help us learn? [We explore ideas and test out how different materials work together; We learn more about how things in our world are built; We learn from our friends, like Luca does; We can become “expert builders” when our friends share their knowledge and ideas about how to build things.]</i></p>
<p>paragraph 20 slide 6</p>	<p><i>Let’s look at paragraphs 18, 19, and 20. What reasons do Francesco and Nicola give for why it is important to know different things than your friends?</i></p> <p>Elicit a few responses. Affirm children’s thinking and draw quotes from the text.  <i>They think that if you know how to do different things than other</i></p>

	<p><i>people in a group then “you learn from your friends” and “the whole group knows how to do everything.”</i></p> <p>Invite children to chorally read paragraph 20.</p> <p><i>As we read together, let’s read it as if we are Nicola, who thinks that it is helpful to learn different things from people when you work in a group.</i></p>
paragraph 25 slide 7	<p><i>Turn and talk to a partner. Does Nicola think that it is always helpful to work in a group? How do you know?</i></p>
paragraph 34 slide 8	<p><i>What does this make you think: “ideas sticking together”?</i></p>
paragraph 43 slide 9	<p><i>What kinds of things do Francesco and Michele like doing alone? Why?</i></p> <p><i>Francesco likes to think about memories and Michele likes to write. What Studio can we do this in? [Writing and Storytelling Studio] How do we learn in the Writing and Storytelling Studio? [We recount memories which we can write down, draw, and/or act out; We share our experiences and learn about others’ perspectives; We learn how to express ourselves and our stories through words, art, and movement.]</i></p>
paragraph 44 slide 10	<p>Facilitate a group discussion.</p> <p><i>Caterina shares her perspective about working in a group. Do you agree or disagree with Caterina? Why?</i></p> <p>Elicit a few responses.</p>
<b>Key Discussion or Activity</b> 10 minutes	<p>Invite children to take a second Note Break responding to the same question: What is it like for you to learn something with other people? Children might write a new idea, or they might add to or revise their first one.</p> <p>Think, Pair, Share.</p> <p><i>What do you think about playing as a way of learning? Has your thinking about this changed or stayed the same after reading the text?</i></p> <p>Encourage a few children to share and explain their thinking to the whole group. Remind children that they can agree with the “Me, too” signal.</p>

	<p><i>We have been discussing ways that people learn by playing. We connected some of the ways that these children learn to some of the ways you learn in Studios.</i></p> <p>Reiterate that children will have many opportunities to learn and play by themselves and with others this year, including in Studios.</p> <p>Revisit the Weekly Question chart, if relevant ideas have surfaced.</p>
<b>Closing</b> 1 minute	<p><i>These children have some strong ideas about learning and playing; you do, too. We will continue to think about how we feel about learning by ourselves and with other people. When we pay attention to how we learn and how others learn, we build a stronger learning community in our classroom.</i></p>
<b>Standards</b>	<p><b>R.4.2:</b> Ask and answer questions about who, what, when, where, how, and why.</p> <p><b>SL.2.2.b:</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>
<b>Ongoing assessment</b>	<p>Note how children used details from the text to answer questions both orally and in their written responses.</p> <p>What key details do children use when answering questions about the text?</p> <p>Do children evaluate how their own thinking changes or is reinforced based on their understanding of key details from the text?</p>

<b>Notes</b>
--------------

I like to \_\_\_\_\_ with other people because \_\_\_\_\_.

.....

I like to \_\_\_\_\_ alone because \_\_\_\_\_.

.....

I like to \_\_\_\_\_ sometimes with other people and  
sometimes alone because \_\_\_\_\_.



Excerpts from

## **Children's Comments on Learning Groups and Group Learning**

*Five and six year old children from the Villetta and Diana Schools, Reggio Emilia, Italy*

Giudici, C., Rinaldi, C., & Krechevsky, M. (2001). *Making learning visible: children as individual and group learners*. Reggio Emilia, Italy: Reggio Children. Pgs. 322-329.



- 1 Teacher Olimpia [another teacher] and I often suggest that you work and play in groups, or form groups with different children. What do you think about that?
- 2 Angela V. I like working in groups, because it's faster. When you work alone it takes longer... We can decide on things together. In a group you can do things together, so it's more fun for us and for everyone else.
- 3 Teacher How do you decide on things?
- 4 Anna C. You've got to agree first, and to do that you have to talk and talk until finally you decide.
- 5 Athina When you agree on something, you can do something that's even nicer.
- 6 Anna C. Because your brain works better. Because your ideas, when you say them out loud, they keep coming together, and when all the ideas come together you get a gigantic idea! You can think better in a group.
- 7 Teacher In your opinion, do you always think better in a group?
- 8 Anna Sometimes no. Sometimes it's better to do things by yourself. For example, I'm learning how to jump rope. When I practice I have to think really carefully about the jump and the

rope. No one can be around or else I get confused and I do it wrong.

---

9 **Angela V.** It's better when there are friends in the group who know how to do different things, because otherwise you'd always learn the same things!

---

10 **Teacher** We often ask you if you want to work in a group. Sometimes we form the groups but sometimes we ask you to choose the children you want to be with in a group to work on a project. What do you think about that?

11 **Andrea** We're in a group now—a small group. See? There are five of us [including the teacher].

12 **Francesco** You work better in a group.

13 **Nicola** You think better.

14 **Francesco** You can help each other better. For example, if you have to make a plane and you don't know where a piece goes, your friend can help you figure out where it goes, and so you learn better.

15 **Teacher** So you think that you work better and learn more in a group?

16 **Andrea** Yes, because you become even more of an expert.

---

17 **Luca** We're learning how to do a lot of things and when you learn a lot, you become an expert, too, and even more... a

super expert! If you build stuff a lot, you turn into an expert builder because you've learned a lot of times how to do it. You can even do it with your eyes closed. I know how to do some things, but not everything.

18 Francesco When you work together, you learn things from your friends. When you choose a group, you have to choose friends who know how to do things but not the same things as you, because then you'd all know how to do the same things.

19 Teacher So what you're telling me is that you learn more in a group? That maybe you have to choose your friends, too?

20 Nicola You have to know how to do different things, because if everyone knows how to do different things the whole group knows how to do everything. Even the best things.

21 Luca But you don't need fifty people in the group—a little bit less. You don't need very many...

22 Francesco In a class you don't need just one group of kids but a lot who do different things.

23 Luca Sure, but if there are a lot of you, you can do things faster.

24 Andrea But if you don't agree first, you end up fighting.

25 Nicola You argue, and then you don't know what's going on. You don't know what you're supposed to do and then you get tired of it and go and do something else.

26 Francesco If there are a lot of you, you don't know what's going on, but if there are only five of you, like us, you can really think. If I don't have any more ideas about something, someone else does...

27 Andrea And that way the one who doesn't have any more ideas gets another one that goes on top...

28 Luca And another one on that one, and another one on that one...

29 Andrea And then all the ideas go together.

30 Teacher Ideas go together?

31 Luca They go together like when you're building. You hear them come out of our mouths and they go here [in the middle of the table] and they hook up to Francesco's and Nicola's...

32 Nicola But ideas don't have any glue.

33 Andrea It's like... something you have inside of you.

34 Francesco For example, when you're with a group you feel like you don't know some things, because you're not an expert, and someone else helps you and that way you learn stuff... and the thing you learned sticks inside and it never comes off because it sticks to the other ideas you've already got.

35 Teacher So where are all of these ideas?

36 Andrea They're in your head.

37 Francesco For example, our ideas are in our head. Now we know more than before—all the ideas are stuck to each other and we all know them. We're friends who know different things.

38 Nicola Sometimes you do some things alone.

39 Teacher What kinds of things do you do alone?

40 Francesco When you have to do something with your memories that only you know, or when there are things you have to think about by yourself.

---

41 Andrea Okay, but you can't always do things by yourself, because the world would be stupider and no one would know anything.

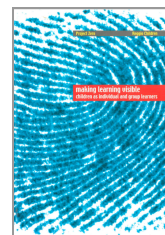
42 Luca If you do things together, you feel how nice those things are. You feel a feeling that you like and you say, look at this nice thing we did. Do you want to do something else?

---

43 Michele Let me ask a question: It's not fun to be alone when you're playing, but what about when you're writing something that's hard? ... if I write it when there's other people, it's kind of hard for me.

---

44 Caterina It's easier to share ideas with your friends, and you get new ideas. If someone doesn't understand something, the other person helps her. It's better when the ideas are all different; a group is for learning other things, not the things you already know. Friends can have different ideas. Being friends means always being happy about the ideas we said. When there are kids in a group who don't know each other, the hardest thing is to explain so that they understand.



## WEEK 2 Day 5

### Text Talk “Children’s Comments about Learning” Read 2 of 2

<b>Big Ideas</b>	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
<b>Weekly Question</b>	What do we understand about ourselves and each other as learners?
<b>Content Objective</b>	I can describe how reasons support the childrens’ points in the text. (R.10.2.a) I can use a map to identify the continent of Europe and explain the difference between a continent and a country.
<b>Language Objective</b>	I can listen to my classmates when they talk about how they learn alone and with other people. (SL.1.2.a) I can recall key ideas and details from the text. (SL.2.2.a)
<b>SEL Objective</b>	I can communicate clearly and listen actively to my peers. (Relationship Skills)
<b>Vocabulary</b>	<b>continent:</b> the world’s biggest areas of land <b>country:</b> an area of land with its own government, a nation <b>prompt:</b> a cue or hint about what to talk about or do <b>slip:</b> a small piece of paper, usually long and narrow
<b>Materials and Preparation</b>	Review the Inner-Outer Circle routine, in Introduction, Part 1: Routines. <ul style="list-style-type: none"> <li>“Children’s Comments on Learning Groups and Group Learning,” copy for each child and one for the teacher</li> </ul> Based on the first encounter with this text, decide which parts to

	<p>read aloud. Prepare for the lesson by marking these clearly, and noting in the margin or on sticky notes anything to emphasize along the way.</p> <ul style="list-style-type: none"> <li>● chart paper and markers</li> </ul> <p>Prepare the following Learning Alone and Together chart.</p> <table border="1" data-bbox="532 432 1325 882"> <tr> <th colspan="2">Learning Alone and Together</th></tr> <tr> <td colspan="2">Some alone, some together</td></tr> <tr> <td>Mostly alone</td><td>Mostly together</td></tr> </table> <ul style="list-style-type: none"> <li>● world map and pushpin or other marker</li> <li>● Conversation Prompts Copy and cut apart. Make enough copies so that each child can have one prompt. (Children will have different prompts.) Prepare one extra set for demonstration.</li> <li>● Week 2 Weekly Question Chart Review the chart to identify especially important or frequently recorded ideas. Consider how children’s ideas can be neatly synthesized to bring the week’s thinking and experiences together. Take note of words that will carry through successive weeks and those that need further clarification.</li> </ul>	Learning Alone and Together		Some alone, some together		Mostly alone	Mostly together
Learning Alone and Together							
Some alone, some together							
Mostly alone	Mostly together						
<p><b>Opening</b> 2 minutes</p>	<p><i>Last time we used this text, I didn’t tell you much about the children who are having the conversation. These are kindergartners in a school in the <b>country</b> of Italy [show Italy on the world map, insert a pushpin or other marker], on the <b>continent</b> of Europe [trace Europe with a finger]. Continents, like Europe, are the world’s biggest areas of land, and they are made up of countries, like Italy. Let’s look at the countries and continents where we are from. When we find the country, let’s locate the continent that the country is in.</i></p> <p>Ask children to name home countries of themselves and their families. Locate these countries on the map, and identify their continents.</p> <p><i>At this school, teachers and children spend a lot of time talking about how learning happens.</i></p>						

	<p><i>We want to make sure we are paying attention to how we all learn so that we can all do our best learning, sometimes alone and sometimes together.</i></p>
<p><b>Text</b> 12 minutes</p>	<p>Revisit any particularly compelling or tricky sections of the text with the whole group.</p> <p>Invite children to recall one quote from the text that resonates with them. <i>What is one of the ideas that we read yesterday that you connect with?</i></p> <p>Elicit a couple of ideas. When children share an idea, ask children to show connection or agreement using the hand signal. Choose one idea with which many children connect or agree, and identify the paragraph number and guide children to find the paragraph with their partner. <i>Put your finger on the paragraph number.</i></p> <p>Explain and model how to buddy read. Designate which children will be Partners A and Partners B. <i>Partner A, you are going to whisper read the quote you chose. Partner B will follow along with their finger as you read. After Partner A finishes reading the paragraph, they explain why they chose that quote. Then you will switch: Partner B will share which paragraph they chose, and while they whisper read it, Partner A will follow along with their finger. After Partner B finishes reading, they will explain why they chose that quote.</i></p> <p>As children buddy read, make notes of the quotes they chose, and listen in to their explanations of what they relate to in those quotes.</p> <p>Harvest children’s ideas, and encourage them to explain their thinking to the whole group. Remind children they can agree with the “Me, too” signal.</p>
<p><b>Discussion</b> 25 minutes</p>	<p>Introduce the conversation prompts: <i>I’m going to give each of you a slip of paper with a conversation <b>prompt</b> on it—a sentence that will help you in your conversations.</i></p> <p>Distribute the prompts, one to each child. Conversations will be most interesting if each child in a pair has a different prompt.</p> <p><i>There are three different prompts. Let’s read them.</i></p> <p>Show each slip of paper, indicating that each child will have only one of the three prompts. Read the prompts, giving children time to read along and identify which of the prompts they are holding. <i>You are going to talk about the prompt that you are holding. Your</i></p>



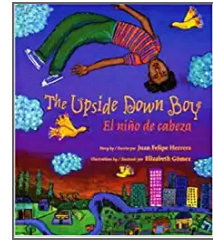
	<p><i>conversation partners might have the same prompt, or they might have different ones. Listen carefully to what they have to say.</i></p> <p>Introduce the Inner-Outer Circle routine.</p> <p><i>Now that you've talked with one partner, you will get to have multiple conversations using a new routine: the Inner-Outer Circle. You will stand in two circles, one inside the other, facing each other, with your conversation prompts. Each time I give a signal, the outside circle will take one step to the left and begin a new conversation with a different partner. Let's try it!</i></p> <p>Give children a chance to practice the rotation a few times before beginning to have conversations.</p> <p>Once the Inner-Outer Circle routine is established, give children a minute or two for each conversation, signaling clearly when it's time to switch partners and offering cues about how to switch partners smoothly. Provide children the opportunity to speak with at least three different partners.</p> <p>Bring the children back to sitting together, and facilitate a short discussion.</p> <p><i>What did you find out about what your classmates like to do with others and alone?</i></p> <p>Record children's ideas on the chart. At the top, write activities that some children like to do alone and some children like to do together; write activities most children like to do alone on the left, and activities most children like to do together on the right. Respectfully acknowledge differences of opinion and preference, and engage children in deciding where each activity might best be recorded.</p>
<b>Weekly Question Chart</b> 5 minutes	<p><i>Let's look again at our Weekly Question Chart.</i></p> <p>Read the Weekly Question and highlight particularly salient ideas. Give children an opportunity to notice, respond to, and ask questions about the recorded ideas. Highlight words the community has been using to talk about learning, and clarify words as needed.</p>
<b>Closing</b> 1 minute	<p><i>Today you heard lots of ideas about learning. Sometimes we learn best when we are alone, and sometimes we learn best when we are with other people, and can be different for each person! Something I like to do with others, you might like to do alone. It's important to think about this and to find out about each other so that we can all do our best learning this year in second grade.</i></p>
<b>Standards</b>	<p><b>R.10.2.a:</b> Describe how reasons support specific points the author makes in a text.</p> <p><b>SL.1.2.a:</b> 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</p>

	<p>the topics and texts under discussion).</p> <p><b>SL.2.2.a:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>Note the quotes children chose during buddy reading and their explanations of why that quote is relevant to their preferred ways to learn.</p> <p>Do children follow along with their fingers during buddy reading?</p> <p>Do children explain the reason(s) why that quote resonates with them?</p> <p>Note how carefully children listen to others as they are speaking and whether they represent each others' ideas respectfully and accurately in discussion.</p> <p>Do children take turns speaking and listening?</p> <p>Do children accurately share their peer's thinking?</p> <p>Note how children manage the Inner-Outer Circle circle routine with multiple partners, and plan to support this routine as needed in future discussions.</p>

<p><b>Notes</b></p>
---------------------

## Unit 1: How We Learn in Our School Communities

### WEEK 2 Day 1



#### Text Talk *The Upside Down Boy* Read 1 of 3

<b>Big Ideas</b>	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
<b>Weekly Question</b>	What do we understand about ourselves and each other as learners?
<b>Content Objective</b>	I can describe how the main character responds to major events in the story using key details. (R.4.2, R.6.2.a)
<b>Language Objective</b>	I can describe key ideas from a text read aloud. (SL.2.2.a)
<b>SEL Objective</b>	I can consider the perspectives of others, including those from diverse backgrounds and cultures. (Social Awareness)
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>* <b>admire</b>: to like very much</li><li><b>conductor</b>: a person who leads a group of musicians</li><li><b>crash (waves)</b>: to rise up and fall back down</li><li><b>float</b>: to move on top of air or water</li><li><b>fade</b>: to lose color, to disappear</li><li><b>language</b>: a set of words and gestures people use to communicate</li><li><b>poem</b>: words arranged in an artistic way, sometimes with rhythm and rhyme</li><li><b>pronounce</b>: to say each sound slowly</li><li><b>sombrero</b>: a kind of tall hat with a large rim</li><li><b>tumble</b>: to roll down or onto</li></ul>

Text Talk U1 W2 D1

Words in Spanish (not defined in the text)	<p><b>chico:</b> son</p> <p><b>Papi:</b> Father</p> <p><b>campesinos:</b> people who work on a farm or in fields</p> <p><b>Pio, pio, piii:</b> chirp chirp (a sound from a bird)</p> <p><b>campo:</b> countryside</p> <p><b>uno, dos:</b> one, two</p>
Materials and Preparation	<ul style="list-style-type: none"> <li>• <i>The Upside Down Boy</i>, Juan Felipe Herrera</li> <li>• Text Talk notebooks</li> <li>• writing tools</li> <li>• chart paper and markers</li> </ul> <p>Prepare the Weekly Question chart. Post it in the whole group meeting area.</p> <ul style="list-style-type: none"> <li>• Writing Station Response: <i>The Upside Down Boy</i>, 1 copy for teacher</li> </ul> <p>On the whiteboard, write the Writing Station prompt.</p>
Opening 5 minutes  pages 2-3	<p>Introduce the book and purpose for reading.</p> <p><i>We will start a new book today! The title of the book is The Upside Down Boy, written by Juan Felipe Herrera and illustrated by Elizabeth Gomez. Just like we did with A Letter to my Teacher, we will read this book several times. Today we will read to identify key details that show how the main character, Juanito, reacts to events over the course of the story.</i></p> <p>Give children time to look at the cover.</p> <p>Turn to the first two pages that include the message from the author. Make connections with the children.</p> <p><i>Raise your hand if you speak another language, in addition to English. Some of you might speak or understand Spanish. This book is written in two languages, English and Spanish.</i></p> <p>Open to any page of the story, showing children that one side is written in Spanish and one in English.</p> <p><i>Why might the author choose to include both languages?</i></p> <p>Read the message from the author, and show the illustrations on pages 2 and 3.</p> <p><i>What do the author's message and these illustrations make you think the book may be about? Take some time to think about this as we prepare for a Note Break.</i></p> <p><i>Remember, when we take a Note Break, I'll ask you a question, and you'll first take a moment to think about it. Then, in your notebook, you will write down a note—just a few words—or do a quick sketch</i></p>

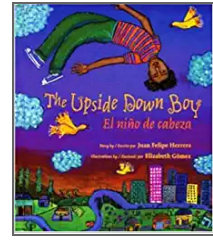
	<p><i>to help yourself remember what you were thinking. Then we will put our notebooks aside. I'm going to take a Note Break with you.</i></p> <p>Distribute Text Talk notebooks and writing tools, according to the particular classroom routine.</p> <p><i>Given the information from the title, the front cover, the author's message, and the illustrations we saw on those pages, take two minutes to sketch or write a prediction of what you think the story is about.</i></p> <p>After about two minutes, have children put aside their notebooks and writing tools.</p>
<p><b>Text and Discussion</b> 22 minutes</p> <p>Page 7</p>	<p>Read the text through with minimal stops. Pause briefly only on the indicated pages to explore vocabulary words or to initiate discussion.</p> <p>Discuss Juanito's feelings.</p> <p><i>Here in the beginning of the book, Juanito is starting school for maybe the first time. What details from the text show you how Juanito is feeling?</i></p> <p><i>Turn and talk to a partner. What might it be like to arrive in a brand new school? What about if you are starting school in a place where most people speak a different language than you?</i></p>
page 18	<p>Juanito shakes when in front of the class. Model thinking aloud.</p> <p><i>I am making a text connection to the character's experience in A Letter to My Teacher, when she was called on to read in front of the class. She also was feeling very unsteady or nervous.</i></p>
page 23	<p>Invite children to turn and talk.</p> <p><i>In the middle of the story, we learn more details about Juanito's family. What information did you learn about Juanito's parents?</i></p>
page 27	<p><i>Beethoven, Mozart, and Bach are composers of classical music from previous centuries, long ago. They all lived and worked in Europe. People still listen to this music today.</i></p>
page 31	<p>Stop to monitor comprehension of the key details and the story's development.</p> <p><i>Mrs. Andasola <b>admires</b> the work. This means she likes the work very much. Why does Juanito call himself "El Maestro Juanito"? What details from the text show what Juanito's experience at school is like now?</i></p>

<p><b>Key Discussion or Activity</b> 10 minutes</p>	<p>Have children take out their notebooks and review the predictions they recorded earlier.</p> <p><i>Turn and talk to your partner about your prediction. Were you correct or partially correct?</i></p> <p>Think, Pair, Share.</p> <p><i>This time when we use the Think, Pair, Share routine, we'll write or draw as we think. This helps us prepare to talk with our partners.</i></p> <p>Introduce the prompt.</p> <p><i>What did you learn about Juanito by the end of the book? What are some key details that support that idea?</i></p> <p>Give children a minute to process their thinking by writing in their Text Talk notebooks.</p> <p><i>Now, turn to your partner and share your ideas. Remember to find key details in the text that show what you have learned about Juanito.</i></p> <p>Gather children back as a group and invite a few to share their thoughts.</p> <p>Introduce the Writing Station Response.</p> <p><i>This week you will continue to work at the Writing Station. As you did last week, you will respond to a prompt that we have already discussed in Text Talk. In Text Talk today, we talked about what it would feel like to start at a new school where you spoke a different language than the teacher and most of the other children. This week you will draw and write about an experience you have had in a new place and meeting new people.</i></p> <p>Show the Writing Station Response sheet.</p> <p><i>This is the sheet you will use with the prompt at the top. Let's read the prompt together and answer any questions you might have.</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. Remind children of the location of the Writing Station in the classroom.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today, we read to find key details that described how Juanito's experience changed over time. Next time we read, we will think more about the specific language in the book and how that also helps us understand Juanito's character.</i></p>
<p><b>Weekly Question Chart</b> 2 minutes</p>	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What do we understand about ourselves and others as learners? We will record our ideas here.</i></p>



## Unit 1: How We Learn in Our School Communities

### WEEK 2 Day 2




#### Text Talk *The Upside Down Boy* Read 2 of 3

<b>Big Ideas</b>	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
<b>Weekly Question</b>	What do we understand about ourselves and each other as learners?
<b>Content Objectives</b>	I can determine the central message of the story. (R.5.2.a) I can identify how the language of the text gives the story meaning and deepens my understanding of Juanito. (R.7.2.a)
<b>Language Objective</b>	In conversation with my teacher and my classmates, I can determine and clarify tricky words and phrases that help me understand the text. (L.4)
<b>SEL Objective</b>	I can empathize with others, including those from diverse backgrounds and cultures. (Social Awareness)
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>* <b>admire</b>: to like very much</li><li><b>conductor</b>: a person who leads a group of musicians</li><li><b>crash (waves)</b>: to rise up and fall back down</li><li><b>float</b>: to move on top of air or water</li><li><b>fade</b>: to lose color, to disappear</li><li><b>language</b>: a set of words and gestures people use to communicate</li><li><b>poem</b>: words arranged in an artistic way, sometimes with rhythm and rhyme</li><li><b>pronounce</b>: to say each sound slowly</li><li><b>sombrero</b>: a kind of tall hat with a large rim</li><li><b>tumble</b>: to roll down or onto</li></ul>

Text Talk U1 W2 D2



Words in Spanish (not defined in the text)	<p><b>chico:</b> son</p> <p><b>Papi:</b> Father</p> <p><b>campesinos:</b> people who work on a farm or in fields</p> <p><b>Pio, pio, piii:</b> chirp chirp (a sound from a bird)</p> <p><b>campo:</b> countryside</p> <p><b>uno, dos:</b> one, two</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>The Upside Down Boy</i>, Juan Felipe Herrera</li> <li>• Weekly Question Chart, from Day 1, and markers</li> </ul>
<b>Opening</b> 1 minute	<p>Set today's purpose for reading.</p> <p><i>We have started to read this book, The Upside Down Boy by Juan Felipe Herrera. Today we'll read closely to find out more about Juanito as a learner. As you listen, you'll notice descriptive language that deepens your understanding of the story and characters.</i></p> <p><i>As we have discussions together in our classroom community, you might hear something that you agree with. When you agree with something or someone, you can make this silent signal that means "Me, too."</i></p> <p>Show children a silent signal to use, such as this one in American Sign Language, with the thumb pointing to the chest and pinky pointing toward the speaker.</p> 
<b>Text and Discussion</b> 26 minutes  page 10	<p>Clarify a phrase together.</p> <p><i>Juanito is enjoying finger painting, but at the same time he says "My tongue is a rock." This is the second time the author has used this phrase.</i></p> <p><i>Turn and talk. Based on what we know so far from the story, what do you think this phrase means? What makes you think that?</i></p>
page 14	<p>Think, Pair, Share</p> <p><i>What is happening in the story now? Why might Juanito describe himself as an "upside down boy"?</i></p> <p>Harvest children's ideas, and encourage them to explain their thinking to the whole group. Remind children they can agree with the silent "Me, too" signal.</p>
page 24	<p>Think aloud, and discuss descriptive language.</p> <p><i>I notice that the language here is very different. The author writes that Juanito "pours letters" onto the page and that the "waves tumble onto the page." What do you think these phrases mean?</i></p>

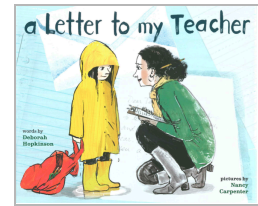
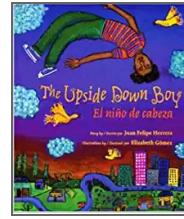
	<p><i>What do they tell us about Juanito as a writer and learner now?</i></p> <p><i>Turn and talk to your partner. How does this part compare to the part of the story when Juanito said “My tongue is a rock”?</i></p> <p>[Possible responses include:  Juanito feels more comfortable expressing his thoughts about his family and culture through poetry after Mama and Papi shared their experiences learning English.  Papi says, “Each word, each language has its own magic.” I think Juanito felt some of the magic of the words he was writing in his poem.  This is different from earlier in the story, on Juanito’s first day of school, when he was unsure of how to communicate in English with his teacher to answer her question about his painting.]</p>
page 28	<p>Continue to explore the meaning of the title phrase.</p> <p><i>Again Juanito calls himself “upside down.” Turn and talk. What details does Juanito give his father to explain this feeling? What do you think “upside down boy” means now?</i></p> <p>Read through the end of the text.</p> <p>Facilitate a group discussion to surface children’s current understanding about the ways Juanito learns.</p>
<b>Key Discussion or Activity</b> 12 minutes	<p>Think, Pair, Share using two full rounds.</p> <p>Prompt 1: <i>Why do you think the author titled the story “The Upside Down Boy”?</i></p> <p>Prompt 2: <i>We said that the phrase “upside down” helped us understand Juanito’s experience as a learner by showing that his new community and experiences felt completely different from his life in the campo, the countryside. What is an experience you had where you felt “upside down”?</i></p> <p>Have children echo read the question on the Weekly Question Chart.</p> <p><i>What do we understand about ourselves and others as learners?</i></p> <p><i>Are there any ideas you would like to record after today’s reading and discussion?</i></p>
<b>Closing</b> 1 minute	<p><i>Today we read closely to clarify interesting language that helps us understand Juanito as a character and as a learner. Tomorrow we’ll read to compare Juanito to another character we know: the second grade student in A Letter to My Teacher.</i></p>

<b>Standards</b>	<p><b>R.5.2.a:</b> Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p><b>R.7.2.a:</b> Describe how words and phrases supply rhythm and meaning in a text.</p> <p><b>L.4:</b> Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content.</p>
<b>Ongoing assessment</b>	<p>Pay close attention to which children are contributing their ideas. In particular, note how children express their understandings of tricky language that is critical to the story.</p> <p>Do children make connections between the author’s language choices and the meaning of the text?</p> <p>How do children describe what the “upside-down boy” means at different parts of the text?</p> <p>How do children connect to feeling “upside down”?</p> <p>Take notes during or after the session.</p>

<p><b>Notes</b></p>
---------------------

## Unit 1: How We Learn in Our School Communities

### WEEK 2 Day 3



### Text Talk *The Upside Down Boy* Read 3 of 3

<b>Big Ideas</b>	<p>We all learn. We can learn different things, in different ways, for different reasons.</p> <p>Communities can include and support all learners.</p>
<b>Weekly Question</b>	What do we understand about ourselves and each other as learners?
<b>Content Objectives</b>	<p>I can compare the characteristics of two learners by thinking about how they act around specific events. (R.6.2.a)</p> <p>I can explain how the community benefits from all learners.</p>
<b>Language Objective</b>	I can discuss my ideas with my classmates. (SL.1.2.b)
<b>SEL Objective</b>	I can appreciate all learners, including those from diverse backgrounds and cultures. (Social Awareness)
<b>Vocabulary</b>	<p><b>* admire:</b> to like very much</p> <p><b>conductor:</b> a person who leads a group of musicians</p> <p><b>crash (waves):</b> to rise up and fall back down</p> <p><b>float:</b> to move on top of air or water</p> <p><b>fade:</b> to lose color, to disappear</p> <p><b>language:</b> a set of words and gestures people use to communicate</p> <p><b>poem:</b> words arranged in an artistic way, sometimes with rhythm and rhyme</p> <p><b>pronounce:</b> to say each sound slowly</p> <p><b>sombrero:</b> a kind of tall hat with a large rim</p> <p><b>tumble:</b> to roll down or onto</p>

Text Talk U1 W3 D3

Words in Spanish (not defined in the text)	<p><b>chico:</b> son</p> <p><b>Papi:</b> Father</p> <p><b>campesinos:</b> people who work on a farm or in fields</p> <p><b>Pio, pio, piii:</b> chirp chirp (a sound from a bird)</p> <p><b>campo:</b> countryside</p> <p><b>uno, dos:</b> one, two</p>				
Materials and Preparation	<ul style="list-style-type: none"> <li>• <i>The Upside Down Boy</i>, Juan Felipe Herrera Flag pages 10 and 24.</li> <li>• <i>A Letter to My Teacher</i>, Deborah Hopkinson Flag pages 9 and 24.</li> <li>• <i>The Upside Down Boy</i> and <i>A Letter to My Teacher</i> excerpts child copy, one for each pair of children</li> <li>• <i>The Upside Down Boy</i> and <i>A Letter to My Teacher</i> excerpts slides</li> <li>• sticky notes, 2 for each child</li> <li>• pencils, one for each child</li> <li>• writing surfaces</li> <li>• chart paper and markers</li> </ul> <p>Prepare the following Two Learners chart.</p> <table border="1"> <tr> <th colspan="2">Two Learners</th></tr> <tr> <td>Student (<u>A Letter to My Teacher</u>)</td><td>Juanito (<u>The Upside Down Boy</u>)</td></tr> </table>	Two Learners		Student ( <u>A Letter to My Teacher</u> )	Juanito ( <u>The Upside Down Boy</u> )
Two Learners					
Student ( <u>A Letter to My Teacher</u> )	Juanito ( <u>The Upside Down Boy</u> )				
Opening 1 minute	<p>Set today's purpose for reading.</p> <p><i>Today we will read The Upside Down Boy for the last time all together. This time let's think about the ways Juanito learns best. We will also think about the second grader in A Letter to My Teacher and think about the ways she learns best. We will pay attention to how different characters respond to events and what this reveals about them.</i></p>				
Text and Discussion 20 minutes	<p>Read the flagged pages from each text fluidly. After reading the first page of each text, model thinking aloud about what you learned about the character and their learning styles. After reading the second page of each text, invite children to take Note Breaks—on sticky notes, instead of in their notebooks—to jot down the ways that Juanito and the second grader</p>				

	learn best.
<i>The Upside Down Boy</i> page 10	<p>Think aloud.</p> <p><i>It seems that Juanito has ideas when he has paint in front of him. This makes me think that Juanito learns and expresses his thinking through art. Regardless of the language one speaks, they can use their creativity and art, like Juanito, to communicate their thoughts.</i></p> <p>Connect how Juanito learns by making art to the Art Studio.</p> <p><i>This makes me think about how we learn and showcase our knowledge during Art Studio. We learn by using different art materials. Put your thumb up if you like learning during Art Studio.</i></p>
<i>The Upside Down Boy</i> page 24	<p><i>What do you notice? How does the author and illustrator help us to understand the ways Juanito learns best? Turn and talk to your partner. Then write or draw your idea on a sticky note.</i></p>
<i>A Letter to My Teacher</i> page 9	<p><i>Now we are going to read two pages from A Letter to My Teacher and think about the ways the main character, a second grade student, learns best. Let's look at the images and the text and think about what we know about the main character as a learner.</i></p> <p>Read page 9.</p> <p><i>What do we learn here? [She is adventurous and learns by pretending and storytelling. She pretends that she is a fearless explorer like Mary Kingsley. She likes playing, like jumping on rocks; when she gets stuck, she pretends she is someone else to help her get through a tricky situation, even when she is scared.]</i></p> <p>Connect how the second grader learns by pretending to the Writing and Storytelling Studio</p> <p><i>In the Writing and Storytelling Studio, we can share stories about experiences we have had and experiences we can imagine. We can be ourselves or pretend to be someone else. This helps us learn about what others' experiences may be like. Put two thumbs up if you like learning during Writing and Storytelling Studio.</i></p>
<i>A Letter to My Teacher</i> page 22	<p><i>What do you notice? How does the author and illustrator help us understand the ways the main character learns best? Turn and talk to your partner. Then write or draw your idea on a different sticky note.</i></p> <p>Give children a minute to write.</p> <p><i>What is the same and what is different about your two notes? How</i></p>

	<i>do you think learning by doing art is similar to or different from learning by writing?</i>
<b>Key Discussion or Activity</b> 18 minutes	<p>Draw children’s attention to the chart. Harvest their ideas from partner conversations and Note Breaks. Attach children’s notes to the class chart, grouping similar ideas together. Read aloud and discuss the ideas.</p> <p>Discuss similarities between the two learners, taking care to maintain a strengths-based approach to both characters. Write these ideas in the top space of the chart. [They both learn by doing; They both learn when they feel included in the group; They both learn well when they recognize their strengths and when their teacher acknowledges those strengths; They both learn through being creative and imaginative, etc.]</p> <p>Invite children to make connections between the characters’ and their own preferred learning styles. Remind children that it is wonderful that we learn in different ways and, just like Juanito and the second grader in <i>A Letter to My Teacher</i>, we get to learn and express our knowledge in many different ways in our classroom.</p> <p>Revisit the Weekly Question chart, if relevant ideas have surfaced.</p>
<b>Closing</b> 1 minute	<i>Today we looked at two texts to think about the events of the stories and how these events revealed the ways that these children learn best.</i>
<b>Standards</b>	<p><b>R.6.2.a:</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>SL.1.2.b:</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p>
<b>Ongoing assessment</b>	<p>Review and reflect on the chart. Consider children’s ideas about learners and learning.</p> <p>What similarities and differences do children identify between the two learners?</p> <p>How do children build on the ideas of their peers?</p> <p>Use this information to plan future conversations about the unit’s Big Ideas.</p>

<b>Notes</b>
--------------

Writing Station Response: ***The Upside Down Boy***, Juan Felipe Herrera

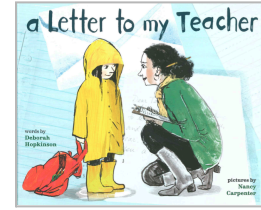
Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is an experience you had in a new place where you met new people?

Text Talk and Writing Station U1 W2 D1



## Unit 1: How We Learn in Our School Communities



### WEEK 2 Day 3

## Vocabulary & Language

### Adjectives

<b>Weekly Question</b>	What do we understand about ourselves and others as learners?
<b>Language Objective</b>	I can identify adjectives. (L.1.2.b)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>noun:</b> a word that names a person, place, thing, or idea
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>Adjectives slides</li> </ul> Note: This lesson uses slides 1-8.
<b>Opening</b>	<i>Last week we learned about nouns. This week we are going to learn about another part of speech: adjectives. We will identify adjectives in A Letter to My Teacher.</i>
<b>Discussion</b> slide 2	<i>An <b>adjective</b> is a word that describes, or tells about, a <b>noun</b>—a person, place, thing, or idea. Adjectives usually come before nouns in a sentence.</i>
slide 3	<i>Let's reread this page from A Letter to My Teacher.</i>
slide 4	<i>One noun on this page is "raincoat." The adjectives "bright yellow" describe what the raincoat is like.</i> Click the animation to show the noun and adjectives.
slide 5	<i>Another noun on this page is "frown."</i> Click the animation to show the noun and adjectives. <i>What adjectives are used to describe the frown?</i> Solicit one or two ideas, and then click the animation to show the adjectives.
slide 6	<i>Let's reread another page. Listen carefully to see if you hear any adjectives.</i>

slide 7	<p><i>A noun on this page is “help.” What adjective is used to describe “help”?</i></p> <p>Click the animation to show the adjective.</p>
slide 8	<p><i>A noun on this page is “house.” What adjective is used to describe the house?</i></p> <p>Click the animation to show the adjective.</p>
<b>Closing</b>	<p><i>Today you learned that adjectives describe nouns and you identified some adjectives from A Letter to My Teacher. Tomorrow we will use adjectives in sentences.</i></p>
<b>Standards</b>	<p><b>L.1.2.b:</b> Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>
<b>Ongoing assessment</b>	<p>During the discussion, listen for evidence that children are understanding adjectives.</p> <p>Do they identify the adjectives that describe the identified noun?</p> <p>Do they understand that adjectives provide more information about nouns?</p>

## Notes

## Unit 1: How We Learn in Our School Communities

### WEEK 2 Day 5

#### Vocabulary & Language

##### Answering a Weekly Question

<b>Weekly Questions</b>	Week 1: How do we want to work and learn together this year? Week 2: What do we understand about ourselves and each other as learners?
<b>Language Objective</b>	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
<b>Vocabulary:</b> <b>Week 1</b>	<b>agreement:</b> something that two or more people agree is true <b>brave:</b> having courage <b>community:</b> a group of people who share space and ideas <b>exasperating:</b> frustrating <b>fearless:</b> having courage, ready to do something that might be scary (without fear) <b>include:</b> to make someone or something part of a group <b>patience:</b> ability to wait calmly <b>still:</b> not moving
<b>Week 2</b>	<b>admire:</b> to like very much <b>advice:</b> guidance <b>aim:</b> purpose, a wanted outcome <b>anxious:</b> worried or nervous; also, wanting something very much <b>belong:</b> to be part of <b>expert:</b> someone who knows a lot about something or knows how to do something well <b>explain:</b> to talk or write about something clearly and precisely, so someone else understands <b>fearful:</b> afraid

<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Week 2 Answering the Weekly Question sheets, one for each small group</li> <li>• pencils, one or two for each small group</li> <li>• Weekly Questions for Weeks 1 and 2, printed or projected</li> <li>• Weekly Words cards for Weeks 1 and 2</li> </ul> <p>Strategically assign children to groups of four, and plan where each group will work around the classroom.</p>
<b>Opening</b>	<p><i>Each week, we learn and practice new words with the Weekly Words routine. Today you'll work in small groups to use some of the Weekly Words to answer one of our Weekly Questions.</i></p> <p>Introduce the Answering a Weekly Question routine:</p> <ul style="list-style-type: none"> <li>• Walk through the sheet, reading the directions. Read the two questions and show children where they can reference the Weekly Word cards.</li> <li>• Explain where each group will work.</li> <li>• Demonstrate the signal for finishing up small group work.</li> </ul> <p><i>You will work with your group to come up with one sentence that answers one of the Weekly Questions. Don't try to use all the words! Just use the ones that make sense in your answer. Let's try it together.</i></p>
<b>Key Activity</b>	<p>Model the activity, inviting children to contribute. 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 word use.</p>
<b>Closing</b>	<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 an answer or two.</i></p>
<b>Standards</b>	<p><b>SL.1.2:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.6.2.a:</b> Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and</p>



## Unit 1: How We Learn in Our School Communities

### WEEK 2 Days 1 & 2

#### Vocabulary & Language

##### Weekly Words

<b>Weekly Question</b>	What do we understand about ourselves and others as learners?
<b>Language Objectives</b>	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)
<b>Vocabulary</b>	<b>admire:</b> to like very much <b>advice:</b> guidance <b>aim:</b> purpose, a wanted outcome <b>anxious:</b> worried or nervous; also, wanting something very much <b>belong:</b> to be part of <b>expert:</b> someone who knows a lot about something or knows how to do something well <b>explain:</b> to talk or write about something clearly and precisely, so someone else understands <b>fearful:</b> afraid
<b>Materials and Preparation</b>	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none"><li>• Week 2 Weekly Words cards</li><li>• chart paper</li></ul> Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
<b>Opening Day 1</b>	<i>Today 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	<p><i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p><b>admire</b> (verb) Elaboration: <i>These two world leaders, Barack Obama in the United States and the Dalai Lama in Tibet, appreciate each other's work for peace. We can see by how they greet each other that they think very positively about each other.</i></p> <p>Think, Pair, Share prompt: <i>Who do you admire? Why do you admire that person?</i></p> <hr/> <p><b>advice</b> (noun) Elaboration: <i>We might ask someone for their opinion about what we should do when we are uncertain. We might want to follow the advice they give us, and we might not!</i> <i>During Thinking and Feedback, when we are giving suggestions, you could also say we are giving advice.</i></p> <p>Think, Pair, Share prompt: <i>What advice do you think these children might be giving or receiving from the puppet?</i> Or: <i>What is a piece of advice you have received from or given someone lately?</i></p> <hr/> <p><b>aim</b> (noun) Elaboration: <i>You might know "aim" as a verb: You aim your arm in a certain direction and throw the paper airplane that way.</i> <i>"Aim" as a noun is related; it's what you are trying to do. My aim is to go to bed early each night so I get enough sleep. The aim of these young runners is to win their race!</i></p> <p>Think, Pair, Share prompt: <i>Think about a studio you have started working in. What is your aim when you get to that area of our classroom? What do you hope to do there?</i></p> <hr/> <p><b>anxious</b> (adjective) Elaboration: <i>We all know what it feels like to be anxious—worried about something, not sure how it's going to turn out, and maybe a bit</i></p>

	<p><i>impatient to get it over with. Many people feel anxious about doing something for the very first time.</i></p> <p>Think, Pair, Share prompt: <i>Share a time when you have felt anxious.</i></p>
	<p><b>belong</b> (verb) Elaboration: <i>An important part of building a strong community is making sure every person feels that they belong. I want each of you to know that you belong here, in our classroom.</i></p> <p>Think, Pair, Share prompt: <i>How can you help someone be sure that they belong?</i></p>
	<p><b>expert</b> (noun) Elaboration: <i>This is a scientist. She is an expert. She knows a lot about a form of science. We can be an expert <u>at</u> doing something, or we can be an expert <u>about</u> a topic—knowing a great deal about that topic.</i></p> <p>Think, Pair, Share prompt: <i>Do you know someone who is an expert at something? Share it with your partner. Also share something you would like to become an expert at or about.</i></p>
	<p><b>explain</b> (verb) Elaboration: <i>During this lesson, I explain what words mean! When you want to tell someone else how to do something or about a topic you're an expert about, you tell that person what you know; you explain.</i></p> <p>Think, Pair, Share prompt: <i>Look at this picture. What do you think one person is explaining to the other?</i></p>
	<p><b>fearful</b> (adjective) Elaboration: <i>Last week we saw the word <b>fearless</b>—having courage or not being afraid. The suffix <b>less</b> means “without.” Without fear. Look at this word. The base word is again <b>fear</b>, and it has the suffix <b>ful</b>, which means “full of.” <b>Fearful</b> means full of fear, or afraid. When you feel fearful, you might also feel anxious.</i></p>



	<p><i>Just by changing the suffix, the words we make can be antonyms, or opposites.</i></p> <p>Think, Pair, Share prompt:  <i>Many situations can make people feel fearful. What situations can you and your partner think of?</i></p>
<b>Closing</b>	<p><i>This week, we're finding out about ourselves and each other as learners. The words we're studying will help us to talk about this, our texts, and other experiences we're having together.</i></p>
<b>Standards</b>	<p><b>SL.1.2:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>L.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p><b>L.5.2.a:</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
<b>Ongoing assessment</b>	<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>

<b>Notes</b>
--------------

## Unit 1: How We Learn in Our School Communities

### WEEK 2 Day 4

#### Vocabulary & Language

##### Nouns and Adjectives

<b>Weekly Question</b>	What do we understand about ourselves and others as learners?
<b>Language Objective</b>	I can identify and use nouns and adjectives. (L.1.2.a, L.1.2.b)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>noun:</b> a word that names a person, place, thing, or idea
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Adjectives slides, from Day 3</li><li>• paper and pencil, one for each child</li></ul>
<b>Opening</b>	<p><i>Last week we learned that <b>nouns</b> name people, places, things, or ideas.</i></p> <p><i>Today you will each write a sentence and identify the nouns. Then you will add adjectives to describe your nouns.</i></p>
<b>Discussion</b> slide 9	<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> <p>As children write, circulate to support them with getting their ideas on paper and identifying nouns.</p>
slide 10	<p><i>Choose one noun in your sentence. Use these questions to help you add at least one adjective to describe that noun.</i></p> <p>Circulate to support children as they add adjectives. Guide them to use the questions on the slide.</p>
	Bring the class back together. Invite a child to share their sentence. Ask them to identify one noun and at least one adjective to describe the noun. Repeat the process with another child, as time allows.
<b>Closing</b>	<p><i>Today you wrote sentences that included nouns and added adjectives to describe the nouns.</i></p>





# admire

verb

<https://www.psychologytoday.com/us/blog/putting-psyche-back-psychotherapy/201708/why-what-i-admire-in-you-also-says-something-about-me>



# advice

noun

<https://www.sesameworkshop.org/what-we-do/racial-justice>

Weekly Words U1 W2

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



aim

verb

[https://aausports.org/news.php?news\\_id=1801517](https://aausports.org/news.php?news_id=1801517)



anxious

adjective

<https://news.yale.edu/2019/03/12/new-way-combat-childhood-anxiety-treat-parents>

Weekly Words U1 W2

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



# belong

verb

<https://connectability.ca/2019/05/24/we-all-belong/>



# expert

noun

[https://unsplash.com/photos/side-view-of-female-biochemist-in-whitecoat-gloves-and-eyeglasses-looking-in-microscope-while-studying-virus-in-laboratory-Hv\\_Qw1UOgHQ](https://unsplash.com/photos/side-view-of-female-biochemist-in-whitecoat-gloves-and-eyeglasses-looking-in-microscope-while-studying-virus-in-laboratory-Hv_Qw1UOgHQ)

Weekly Words U1 W2

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





# explain

verb

<https://www.calacademy.org/educators/lesson-plans/habitat-adaptation-matchup>



# fearful

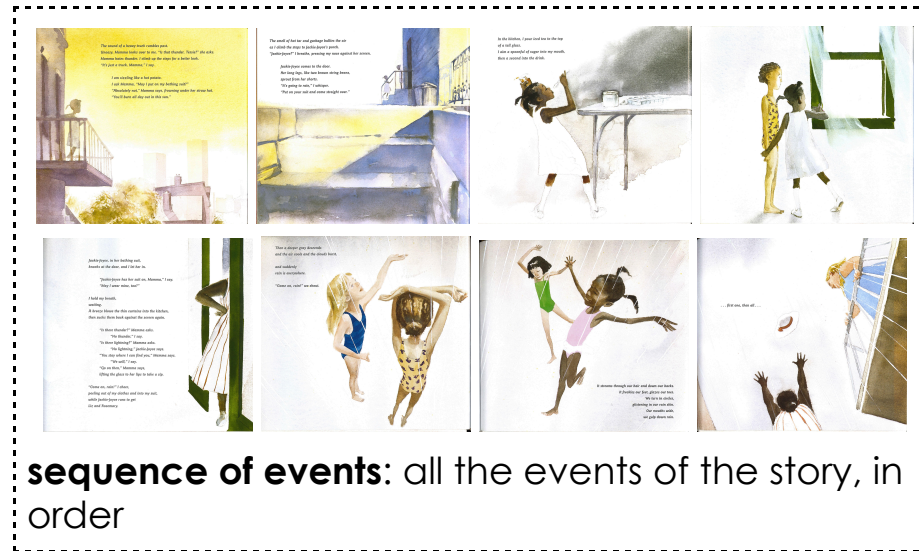
adjective

<https://www.attachmentproject.com/blog/fearful-avoidant-attachment-in-childhood/>

Weekly Words U1 W2

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

stages





## Unit 1: How We Learn in Our School Communities

### WEEK 2 Day 3

#### Writing Personal Recount

Joint Construction

Individual Construction

<b>Content Objective</b>	I can tell, draw, and write a personal recount. (W.3.2)
<b>Language Objective</b>	I can ask questions to understand my partner and answer questions to clarify my personal recount. (SL.2.2.b)
<b>Vocabulary</b>	<b>document:</b> to record, sometimes by writing <b>entertain:</b> to interest someone <b>genre:</b> a type of writing <b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain <b>sequence of events:</b> the events in a personal recount, in order
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• writing tools</li><li>• children’s writing notebooks, plus a teacher’s writing notebook, for modeling</li><li>• Personal Recount Observation Tool, one copy to complete for each child</li></ul>
<b>Opening</b> 1 minute	<i>Yesterday we started learning about <b>personal recount</b>, a genre written to document a sequence of events and to entertain. Today we are going to start writing personal recounts.</i>
<b>Joint Construction</b> 14 minutes	<i>Before you write your own personal recounts, we’ll write a personal recount together as a class. Let’s think about an experience we have had together as a class that we can write about.</i> Think, Pair, Share. <i>Try to think of something that might be interesting for someone else to read about.</i> After several children share their ideas, choose one experience to write about.

Writing U1 W2 D3

	<p><i>Can someone retell _____ [the class's experience]? What happened?</i></p> <p><i>For today, we are going to begin writing by sketching our personal recount across different pages. That way we can remember all of our ideas and go back and add to our writing on other days.</i></p> <p>In the teacher's modeling notebook, leave a blank page to add an Orientation in the next lesson. Then, model drawing a sketch of each event on separate notebook pages.</p>
<b>Individual Construction</b> 14 minutes	<p><i>During the next few weeks you will be writing personal recounts for your classmates, so that we can all get to know each other better.</i></p> <p><i>Now it's your turn to tell a personal recount. Take a moment to think about something that happened to you that you would like to tell your partner. When you have an idea for your personal recount, put a silent thumbs up in front of your chest.</i></p> <p>Model the silent signal. Allow children several minutes to prepare for telling their personal recounts.</p> <p>Review the routine for turning to talk to a partner. Guide children to move so they are sitting knee to knee with their partners. Review the routine for choosing who will talk first.</p> <p><i>The first partner will tell their personal recount, and the second partner will ask a question. Then the second partner will tell their personal recount, and the first partner will ask a question.</i></p> <p>As the children tell personal recounts to their partners, circulate to support them. When they finish telling their personal recounts, distribute notebooks and have children move to tables. Guide children to leave one blank page and then to sketch and/or write the events of their personal recounts, one on each page. As children write, circulate to support them.</p> <p>After writing, have children put away their writing notebooks.</p>
<b>Closing</b> 1 minute	<p><i>Tomorrow we will look more closely at the parts of Come On, Rain! to learn more about personal recounts, and we will continue to work on the personal recounts we began today.</i></p>
<b>Standards</b>	<p><b>W.3.2:</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>SL.2.2.b:</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>
<b>Ongoing assessment</b>	<p>As children write, circulate and ask them to tell their stories (not describe their drawings). Use their storytelling and drawing to assess the extent to</p>

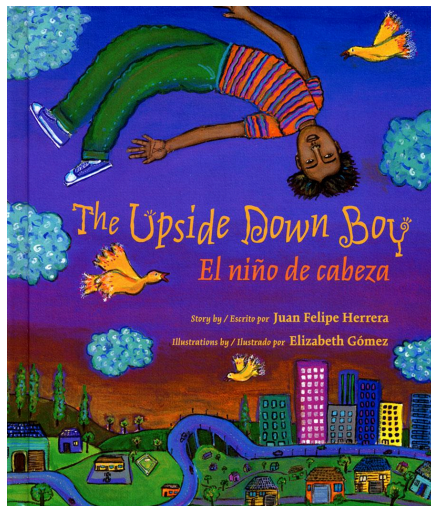
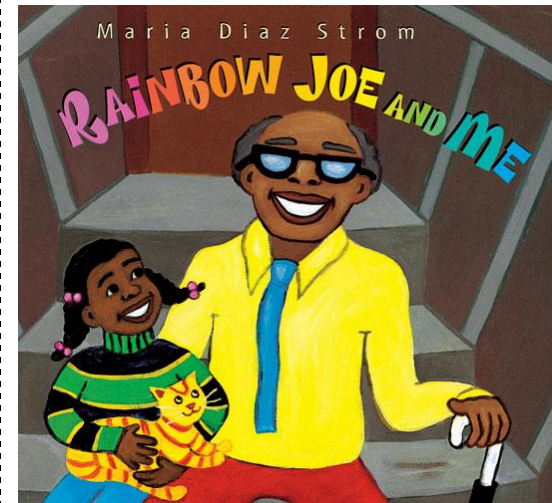
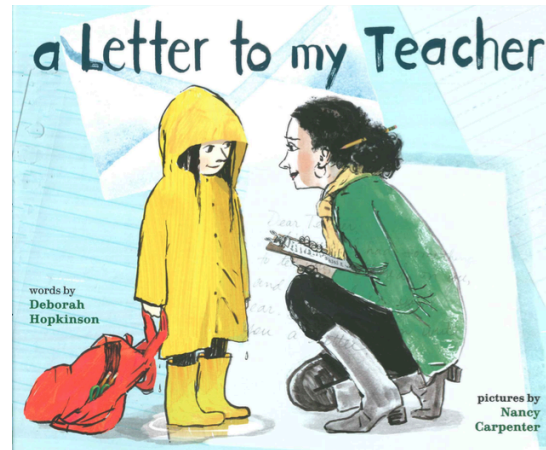
	<p>which children include the stages of personal recount (orientation, sequence of events, conclusion).</p> <p>Begin to take notes about children’s work on the Personal Recount Observation Tools. Note that these will be used throughout the unit to record children’s progress in the genre.</p>
--	--

**Notes**

--

## Personal Recount anchor chart images

### Mentor texts



Writing U1 W2 D2

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

Maine Department of Education



## WEEK 2 Day 4

### Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction: Orientation

Content Objective	I can write the orientation of a personal recount. (W.3.2, W.2)																
Language Objective	I can recount key ideas and details from a text. (SL.2.2.a)																
Vocabulary	<p><b>document:</b> to record, sometimes by writing</p> <p><b>entertain:</b> to interest someone</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>stages:</b> the parts of a piece of writing</p>																
Materials and Preparation	<ul style="list-style-type: none"><li>● <i>Come On, Rain!</i>, Karen Hess</li><li>● chart paper</li></ul> <p>Prepare the following <i>Come On, Rain!</i> chart.</p> <p>Note: On Day 5, separate strips with events from the book will be affixed to the chart under Sequence of Events; make each space sufficiently wide to accommodate these strips (about 3 x 10", provided on Day 5).</p> <table><tr><th colspan="4"><u>Come On, Rain!</u></th></tr><tr><td colspan="4">Orientation:</td></tr><tr><td>Who</td><td>When</td><td>Where</td><td>What</td></tr><tr><td colspan="4">Sequence of Events:</td></tr></table>	<u>Come On, Rain!</u>				Orientation:				Who	When	Where	What	Sequence of Events:			
<u>Come On, Rain!</u>																	
Orientation:																	
Who	When	Where	What														
Sequence of Events:																	

	<table><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td></td></tr><tr><td><b>Conclusion:</b></td></tr></table> <ul style="list-style-type: none"><li>● Personal Recount anchor chart images: orientation</li><li>● Personal Recount anchor chart, from Day 2</li><li>● jointly constructed personal recount, from Day 3</li><li>● drawing and writing tools</li><li>● children’s writing notebooks</li><li>● personal Recount Observation Tools, from Day 3</li></ul>								<b>Conclusion:</b>
<b>Conclusion:</b>									
<b>Opening</b> 1 minute	Refer to the Personal Recount anchor chart. <i>We have been talking about personal recount. We learned that the purpose of writing personal recounts is to document a sequence of events and to entertain readers. Today we are going to talk about the <b>stages</b>, or parts, of personal recounts, using Come On, Rain! as an example.</i>								
<b>Deconstruction</b> 9 minutes  pages 1-2	<p><i>The beginning of a personal recount is called an <b>orientation</b>. This part of the story sets up the reader with information needed to understand the story. The author includes <u>who</u> the story is about, <u>when</u> and <u>where</u> it happens, and an introduction to <u>what</u> happens in the story.</i></p> <p>Point to the Orientation section of the <i>Come On, Rain!</i> chart.</p> <p>Read the first two pages of the book. Ask children who the story is about, and fill in that portion of the chart [Mamma and Tessie; Note that the author does not give Tessie’s name until the next page, because she is the storyteller].</p> <p>Ask children when the story takes place. Note that the author does not explicitly name a date or time of day and year, but uses phrases, such as “endless heat” and “parched plants” to indicate that it is summer. Fill in this portion of the chart.</p> <p>Repeat the process to fill in where the story takes place [at their home; in</p>								

	<p>the city; New York City].</p> <p><i>The orientation also includes an introduction to what happened, without telling all of the events in the story. The “What” introduced in Come On, Rain! is that Tessie and Mamma are wishing for rain. I’m going to add that to our chart.</i></p> <p>Add the orientation anchor chart image to the Personal Recount anchor chart, below Stages. Note that other stages will be explored on following days.</p>
<b>Joint Construction</b> 9 minutes	<p><i>Let’s go back to the personal recount we started together yesterday and write the orientation.</i></p> <p>Share ideas orally. Model identifying the blank page left in the previous lesson, then write the first page of the class’s personal recount, introducing <u>who</u> is in the story, <u>where</u> and <u>when</u> it happens, and an introduction to <u>what</u> happened.</p>
<b>Individual Construction</b> 10 minutes	<p><i>Now it’s your turn to add an orientation to the personal recount you began last time. Think about how you will introduce your story to your classmates. Who was in your story? Where and when did it happen? How can you introduce what happened? Talk about this with your partner.</i></p> <p>Ask a few children to tell their orientations.</p> <p>Distribute children’s notebooks and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p>
<b>Closing</b> 1 minute	<p><i>Today we learned that personal recounts begin with orientations, which tell the reader who is in the story, where and when it happened, and an introduction to what happened. Tomorrow we will learn about another stage, or part, of personal recounts.</i></p>
<b>Standards</b>	<p><b>W.3.2:</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>W.2:</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.2.2.a:</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>How much support do children need to identify the elements of orientation?</p> <p>What are their confusions?</p>

	<p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>Which part(s) of the orientation do children include?</p> <p>Do they include the information with illustrations, words, or both?</p> <p>Which part(s) of the orientation do children omit?</p>
--	--

**Notes**



## Personal Recount anchor chart images

stages



**orientation** that introduces who is in the story, when and where it happened, and an introduction to what happened

Writing U1 W2 D4

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

## Personal Recount Observation Tool

Child's Name: \_\_\_\_\_

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<b>Orientation:</b> introduces who the story is about, where and when it happened, and what happened (Note how the child expresses each part - through illustration or with words.)		
<b>Sequence of Events:</b> Includes all events documented in sequence; includes major and sub-events		
<b>Conclusion:</b> concludes the recount with a final event, by talking about why the experience was important, or with a feeling (Indicate which is used.)		
<b>Title:</b> is informative (previews the topic of the story) and enticing (draws the reader in)		

Writing U1 W2 D3

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
<b>Phrases of Time:</b> introduces new events with phrases that indicate when they happened (rather than using “First,” “Then,” “Next,” etc.)		
<b>Verbs:</b> uses a variety of verbs to develop the topic and characters		

Suggestions for Week 5 revisions, based on observations

## Unit 1: How We Learn in Our School Communities

### WEEK 2 Day 1

#### Writing Personal Recount

##### Pre-Assessment

<b>Content Objective</b>	I can draw and write a true story from my life. (W.3.2)
<b>Language Objective</b>	I can recount a true story from my life to my partner. (SL.1.2.a)
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Personal Recount Pre-Assessment sheet, 3 copies for each child, plus a few extra copies</li><li>• writing tools</li><li>• Personal Recount Rubric, one copy to complete for each child</li><li>• Personal Recount Assessment Reflection</li></ul>
<b>Opening</b> 5 minutes	<p><i>Most of the time when we write this year, we will work together. You will talk to each other about your writing and get help from your classmates and from me. A few times during the year, I will ask you to write something all by yourselves, without help. This gives me a better idea of what you already know and helps me plan for our new Writing unit.</i></p> <p>Show the Personal Recount Pre-Assessment sheet.</p> <p><i>Each of you will get a sheet that looks like this. At the top there is a place to write your name and the date. Then it says “Write a true story from your life.” The story can be anything that happened in your life, like something you did with your family, or something you did at school.</i></p> <p><i>Before you write, you can practice your story by telling it.</i></p> <p>Think, Pair, Share.</p> <p><i>Tell your partner a true story from your life.</i></p>
<b>Individual Construction</b> 24 minutes	Distribute writing tools and Pre-Assessment sheets, and send the children to write.

<b>Closing</b> 1 minute	<i>It's so helpful for me to read your writing and to see what you already know! Tomorrow we will begin learning about a new genre of writing.</i>
<b>Standards</b>	<p><b>W.3.2:</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>SL.1.2.a:</b> 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>
<b>Ongoing assessment</b>	Use the Personal Recount Rubric to score each child's work. Then, complete the Personal Recount Reflection to plan for next steps.

## Notes





## WEEK 2 Day 2

### Writing Personal Recount

#### Deconstruction: Personal Recount Purpose

<b>Content Objective</b>	I can discuss the main purpose of a text. (R.9.2.b)
<b>Language Objective</b>	I can describe what I notice about a text. (SL.1.2)
<b>Vocabulary</b>	<p><b>communicate:</b> to share ideas with each other</p> <p><b>document:</b> to record, sometimes by writing</p> <p><b>entertain:</b> to interest someone</p> <p><b>genre:</b> a type of writing</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>purpose:</b> the reason for doing or creating something</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p>
<b>Materials and Preparation</b>	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Personal Recount (in the Introduction documents).</p> <ul style="list-style-type: none"> <li>• <i>Come On, Rain!</i>, Karen Hess Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “Come on, rain!”</li> <li>• Why We Write chart, from Week 1</li> <li>• Why We Write: <i>Come On, Rain!</i> sheet</li> <li>• Personal Recount anchor chart images: mentor texts</li> <li>• chart paper</li> </ul> <p>Prepare the following Personal Recount anchor chart. Cut out the images of <i>Come On, Rain!</i> and <i>A Letter to My Teacher</i> and glue them to the chart.</p>

	<div> <p><b>Personal Recount</b></p> <p><b>Purpose:</b> document a sequence of events; entertain</p> <p><b>Examples:</b></p> <div>   </div> <p><b>Stages:</b></p> </div>
<b>Opening</b> 1 minute	<i>Last week we learned that writers communicate in different ways, for different purposes, and that these different purposes and ways of writing are called <b>genres</b>. Today we will begin learning about a new genre of writing.</i>
<b>Deconstruction</b> 28 minutes	<p>Show <i>Come On, Rain!</i></p> <p><i>You may have read this book in first grade. It's called Come On, Rain!, by Karen Hesse.</i></p> <p><i>We are going to read this book together and think about its <b>purpose</b>—why Karen Hesse may have written it.</i></p> <p>Refer to the Why We Write chart.</p> <p><i>We will add our ideas to the Why We Write chart.</i></p> <p>Read the text through with minimal stops. Pause only briefly on the indicated pages to support comprehension.</p>
pages 1-3	<p><i>Who are the characters in the story so far? [Tessie, Mamma]</i></p> <p><i>Who is telling the story? How do you know? [Tessie; We know that one of the characters is telling the story, because it uses the word "I." We know that Tessie is the one telling the story because of the conversation between Tessie and Mamma.]</i></p>
page 4	<p><i>What is the problem in the story? [it is really hot; they are waiting for rain]</i></p>
page 28	<p><i>How did the problem get resolved? [it finally rained; the girls and their mothers played and danced in the rain to cool off]</i></p>
	<p><i>Why do you think Karen Hesse wrote Come On, Rain!?</i></p> <p>Harvest several ideas and record them on the <i>Come On, Rain!</i> Why We Write sheet.</p>

	<p>Refer to the Why We Write chart.</p> <p><i>Come On, Rain! has a similar purpose to one of the books we read last week. Which book is it most like? [A Letter to My Teacher]</i></p> <p><i>Let's put these books together on our chart.</i></p> <p>Tape the <i>Come On, Rain!</i> to the chart, next to <i>A Letter to My Teacher</i>.</p>
	<p>Introduce the Personal Recount anchor chart.</p> <p><i>Come On, Rain! and A Letter to My Teacher are both <b>personal recounts</b>. The word "personal" means something about yourself [point to yourself], and the word "recount" means to tell. In both books, the characters retell stories about themselves.</i></p> <p><i>There are two purposes, or reasons, an author writes a personal recount. One is to document a sequence of events. This means that the author writes what happened in the story, in order. Personal recounts are also meant to <b>entertain</b>, or be interesting to, readers.</i></p> <p><i>Think, Pair, Share: What part of Come On, Rain! is most entertaining to you?</i></p> <p>During the Share, walk through the illustrations as needed to review the events of the book. Harvest several children's ideas and refer back to the specific pages children mention.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we started learning about personal recounts, which are written to document a sequence of events and to entertain.</i></p> <p><i>Tomorrow we will begin writing personal recounts.</i></p> <p>Note: Leave the Personal Recount anchor chart posted to refer and add to throughout the unit.</p>
<p><b>Standards</b></p>	<p><b>R.9.2.b:</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>SL.1.2:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen for and make note of how children discuss the text.</p> <p>What do they notice about the text?</p> <p>What do children already know about the purpose of personal recount?</p>



## Personal Recount Pre-Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write a true story from your life.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. There are ten sets of these lines on the page.

## Personal Recount Pre-Assessment Reflection

What are areas of strength for most children?

What are the highest areas of need?

When and how will I address children's needs?  
 (See the table below for guidance about where elements appear in the unit.)

Purpose (W.3.2, W.2)	Week 2, Day 2
Structure (W.3.2, W.2)	Orientation: Week 2, Day 4 Sequence of Events: Week 2, Day 5; Week 3, Days 2-3 Conclusion: Week 3, Day 4
Language	Phrases of Time (L.1.2.b): Week 3, Day 1 Verbs (L.1.2.e, L.5): Week 4, Day 1
Conventions	Some conventions will be addressed through Foundations - or school level program.  In Week 4, Days 3-4, children write independently, with space for additional instruction in genre elements and conventions, based on children's needs.

## Grade 2 Personal Recount Rubric

Child's Name: \_\_\_\_\_

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.2, W.2)	Not Observed	1	2	3	4
to document a sequence of events; to entertain		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.3.2, W.2)	Not Observed	1	2	3	4
<b>Orientation:</b> introduces who the story is about, where and when it happened, and what happened		Attempts to introduce the story, but most elements are missing or unclear.	Attempts to introduce the story, but elements are missing or unclear.	Introduces who the story is about and when and where it happened.	Introduces who the story is about, where and when it happened, and what happened.
<b>Sequence of Events:</b> Includes all events documented in sequence; includes major and sub-events		Central event is vague or unclear. Does not include detail; may be very brief.	Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events.	Recounts two or more sequenced events. Includes some development of events.	Recounts and develops three or more sequenced events.
<b>Conclusion:</b> concludes the recount with a final event, by talking about why the experience was		Ends abruptly.	Conclusion is vague or confusing.	Concludes the recount with a final event, by talking about why the experience was important, or with a	Concludes the recount with a final event, by talking about why the experience was important, or with a

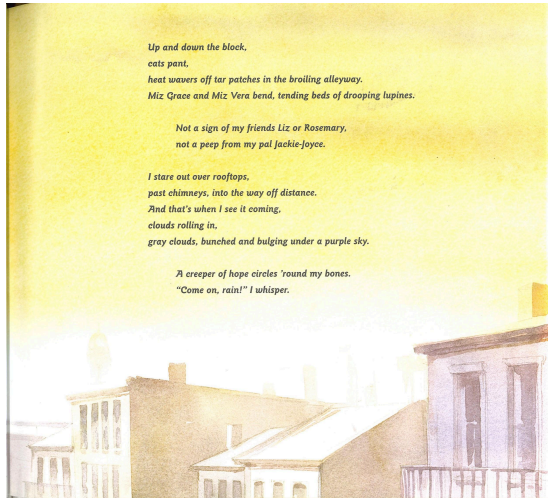
Writing U1 W2 D1

important, or with a feeling				feeling.	feeling. Creates a satisfying ending.
Language	<b>Not Observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Phrases of Time:</b> introduces new events with phrases that indicate when they happened ("The next day," rather than "Next.") (L.1.2.b)		Lack of temporal words and phrases causes confusion.	Minimal or no use of temporal words and phrases to signal event order.	Introduces most new events using phrases of time.	Introduces all new events using phrases of time.
<b>Verbs:</b> uses a variety of verbs to develop the topic and characters (L.1.2.e, L.5)		Verbs are written in different tenses. The same verbs are repeated throughout.	Most verbs are written in the past tense and related to the topic.	Includes past tense verbs related to the topic.	Includes a variety of past tense verbs related to the topic. Verbs help to develop characters.
Conventions	<b>Not Observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Sentence Complexity</b> L.2.3.f		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Produces, expands, and rearranges complete simple and compound sentences.
<b>Capitalization</b> L.2.2.a		Minimal or incorrect use of uppercase letters.	Inconsistently capitalizes the first word in a sentence, holidays, product names, and geographic names.	Aside from one error, capitalizes the first word in a sentence, holidays, product names, and geographic names.	Capitalizes the first word in a sentence, holidays, product names, and geographic names.

<b>Punctuation</b> L.2.2.b L.2.2.c		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation, commas and apostrophes.	Aside from one error, correctly uses end punctuation, commas, and apostrophes.	Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently-occurring possessives.
<b>Spelling</b> L.2.2.d L.2.2.e		Errors in spelling are severe and often obscure meaning.	Includes frequent errors in the spelling of learned spelling patterns and high frequency words.	Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials, word walls, personal dictionaries, etc.).	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words.

## Notes

*Come On, Rain!* sequence of events



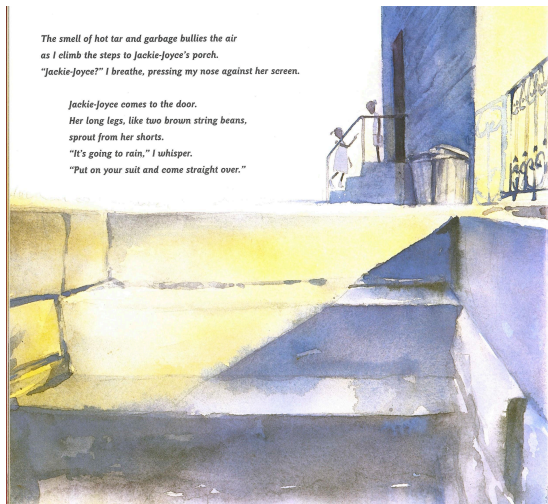
Up and down the block,  
cats pant,  
heat wavers off tar patches in the broiling alleyway.  
Miz Grace and Miz Vera bend, tending beds of drooping lupines.

Not a sign of my friends Liz or Rosemary,  
not a peep from my pal Jackie-Joyce.

I stare out over rooftops,  
past chimneys, into the waxy off distance.  
And that's when I see it coming,  
clouds rolling in,  
gray clouds, bunched and bulging under a purple sky.

A creeper of hope circles 'round my bones.  
"Come on, rain!" I whisper.

Tessie saw clouds  
rolling in.

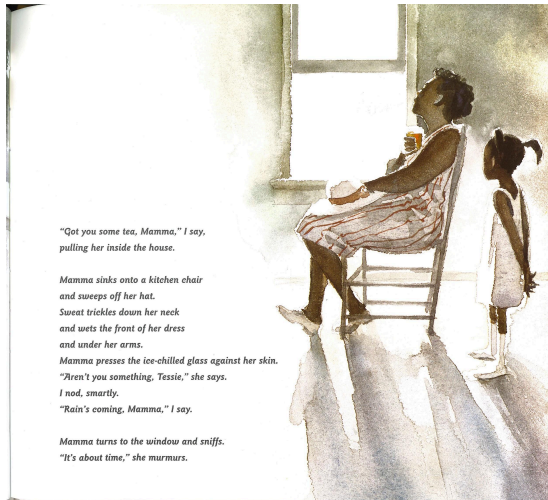


The smell of hot tar and garbage bullies the air  
as I climb the steps to Jackie-Joyce's porch.  
"Jackie-Joyce?" I breathe, pressing my nose against her screen.

Jackie-Joyce comes to the door.  
Her long legs, like two brown string beans,  
sprout from her shorts.  
"It's going to rain," I whisper.  
"Put on your suit and come straight over."

Tessie told  
Jackie-Joyce to put  
on her bathing suit.

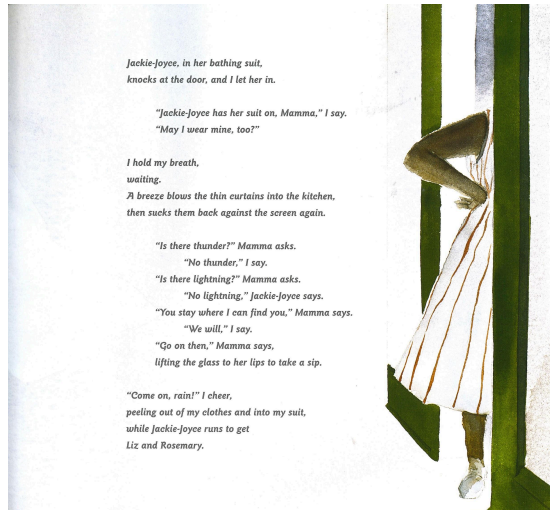




Tessie made  
Mamma iced tea.



Jackie-Joyce came  
to the house.



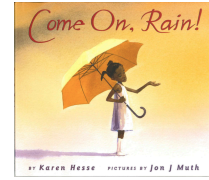
Tessie put on her bathing suit, while Jackie-Joyce ran to get Liz and Rosemary.



Tessie, Jackie-Joyce, Liz, and Rosemary danced and played in the rain.



Miz Glick, Miz Grace,  
Miz Vera, and  
Mamma came  
outside and danced  
with their daughters.



## WEEK 2 Day 5

### Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction:  
Sequence of Events

<b>Content Objective</b>	I can write the sequence of events of a personal recount. (W.3.2, W.2)
<b>Language Objective</b>	I can recount the events of <i>Come On, Rain!</i> in order. (SL.1.2, R.5.2.a)
<b>Vocabulary</b>	<p><b>major events:</b> the most important events</p> <p><b>orientation:</b> in a personal recount, the text that introduces the story</p> <p><b>personal recount:</b> a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p><b>sequence:</b> in a particular order</p> <p><b>sequence of events:</b> the events in a personal recount, in order</p> <p><b>stages:</b> the parts of a piece of writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Personal Recount anchor chart images: sequence of events</li> <li>● Personal Recount anchor chart, from Day 2</li> <li>● <i>Come On, Rain!</i>, Karen Hess</li> <li>● <i>Come On, Rain!</i> chart, from Day 4</li> <li>● <i>Come On, Rain!</i> sequence of events strips, cut apart</li> <li>● tape or glue, for attaching images to charts</li> <li>● jointly constructed personal recount, from Day 3</li> <li>● drawing and writing tools</li> <li>● children's writing notebooks</li> <li>● personal Recount Observation Tools, from Day 3</li> </ul> <p>For the beginning (Deconstruction) portion of this lesson, have children sit around the perimeter of the meeting area.</p>
<b>Opening</b> 1 minute	<p>Refer to the <i>Come On, Rain!</i> chart.</p> <p><i>We know that Come On, Rain! is a personal recount. In our last lesson we learned that personal recounts begin with an <b>orientation</b></i></p>

	<p><i>that introduces the story: who is in the story, where and when it happened, and what happened. Today we are going to look at the next <b>stage</b>, or part, of a personal recount.</i></p>
<p><b>Deconstruction</b> 9 minutes</p>	<p>Refer to the Sequence of Events portion of the chart.  <i>After the author introduces the reader to the story through the orientation, she or he writes the events of the story in order. This is called the <b>sequence of events</b>. Here is where we will record them on our chart.</i></p> <p>Show the <i>Mango, Abuela, and Me</i> sequence of events sheets.  <i>Here I have pictures and words that show the <b>major events</b>—the most important events—from Mango, Abuela, and Me. Let’s work together to put them in <b>sequence</b>, or in order, on our chart.</i></p> <p>Hold up each sheet individually. Show the picture and read the words.</p> <p>With children seated on the perimeter of the rug, lay out the sheets in the middle so that they can all be seen at once. As a class, work together to order the events, referring to the text as needed. Once the class has agreed on an order, invite several children to attach the events to the chart.</p> <p>Refer to the Personal Recount anchor chart. Add the sequence of events anchor chart image to the chart, below orientation.</p>
<p><b>Joint Construction</b> 9 minutes</p>	<p><i>Let’s go back to our class’s personal recount and begin adding words to our sequence of events. First let’s look at our sketches and retell the events. Then we’ll write the words.</i></p> <p>Show each sketch and retell the story together. Then use shared writing to write the words for several of the events.</p>
<p><b>Individual Construction</b> 10 minutes</p>	<p><i>Now you will go back to your personal recounts and add to your sequence of events. If you have not written words yet, you will add sentences. If you have not illustrated yet, you will add illustrations. Just like we did as a class, review your work so far and tell your personal recount. Then go back to add to each event.</i></p> <p>Distribute children’s notebooks, and send them to write. As children work, circulate to support them and take notes on the Personal Recount Observation Tool.</p> <p>Note: Children who have already completed illustrations and words for their sequence of events can write new personal recounts. Guide them to leave a blank page for adding a conclusion next week. Remind children to first tell their personal recounts and to include the orientation and sequence of events.</p>

<b>Closing</b> 1 minute	<i>Today we learned about the sequence of events and continued working on our own personal recounts. Next, we will begin learning about the language of personal recounts.</i>
<b>Standards</b>	<p><b>R.5.2.a:</b> Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p><b>W.3.2:</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>W.2:</b> Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p><b>SL.1.2:</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
<b>Ongoing assessment</b>	<p>Reflect on the whole group discussion.</p> <p>Are children able to recount and order the major events of <i>Come On, Rain!</i></p> <p>What are their confusions?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>Do children include all events, in sequence?</p> <p>How much do children write about each event? Do they develop the events?</p>

<b>Notes</b>
--------------



## Why We Write

