



WEEK 2 Day 4

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

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

Materials and Preparation	<ul style="list-style-type: none"> • “Children’s Comments on Learning Groups and Group Learning” slides • “Children’s Comments on Learning Groups and Group Learning” excerpts, one for each child • Text Talk notebooks • writing tools <p>To orient to this lesson, review the Studios “I am Playing” slides. Consider how the ideas in the text connect to children’s experiences in the classroom.</p>
Opening 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>
Text and Discussion 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>
paragraph 8 slide 4	<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>
paragraph 17 slide 5	<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>
paragraph 20 slide 6	<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>
Key Discussion or Activity 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>
Closing 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>
Standards	<p>R.4.2: Ask and answer questions about who, what, when, where, how, and why.</p> <p>SL.2.2.b: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Ongoing assessment	<p>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>

Notes
