



WEEK 2 Day 5

Text Talk “Children’s Comments about Learning” Read 2 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 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.
Language Objective	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)
SEL Objective	I can communicate clearly and listen actively to my peers. (Relationship Skills)
Vocabulary	continent: the world’s biggest areas of land country: an area of land with its own government, a nation prompt: a cue or hint about what to talk about or do slip: a small piece of paper, usually long and narrow
Materials and Preparation	Review the Inner-Outer Circle routine, in Introduction, Part 1: Routines. <ul style="list-style-type: none"> “Children’s Comments on Learning Groups and Group Learning,” copy for each child and one for the teacher 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"> chart paper and markers <p>Prepare the following Learning Alone and Together chart.</p> <table border="1"> <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"> world map and pushpin or other marker 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. 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. 	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>Opening 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 country of Italy [show Italy on the world map, insert a pushpin or other marker], on the continent 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>Text 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>Discussion 25 minutes</p>	<p>Introduce the conversation prompts: <i>I’m going to give each of you a slip of paper with a conversation prompt 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>
Weekly Question Chart 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>
Closing 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>
Standards	<p>R.10.2.a: Describe how reasons support specific points the author makes in a text.</p> <p>SL.1.2.a: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about</p>

	<p>the topics and texts under discussion).</p> <p>SL.2.2.a: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Ongoing assessment	<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>Notes</p>
