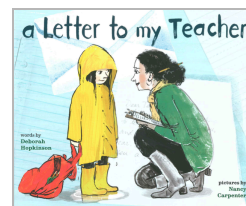
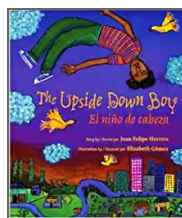


Unit 1: How We Learn in Our School Communities

WEEK 2 Day 3



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

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

Text Talk U1 W3 D3

Words in Spanish (not defined in the text)	<p>chico: son</p> <p>Papi: Father</p> <p>campesinos: people who work on a farm or in fields</p> <p>Pio, pio, piii: chirp chirp (a sound from a bird)</p> <p>campo: countryside</p> <p>uno, dos: one, two</p>				
Materials and Preparation	<ul style="list-style-type: none"> • <i>The Upside Down Boy</i>, Juan Felipe Herrera Flag pages 10 and 24. • <i>A Letter to My Teacher</i>, Deborah Hopkinson Flag pages 9 and 24. • <i>The Upside Down Boy</i> and <i>A Letter to My Teacher</i> excerpts child copy, one for each pair of children • <i>The Upside Down Boy</i> and <i>A Letter to My Teacher</i> excerpts slides • sticky notes, 2 for each child • pencils, one for each child • writing surfaces • chart paper and markers <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>
Key Discussion or Activity 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>
Closing 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>
Standards	<p>R.6.2.a: Describe how characters in a story respond to major events and challenges.</p> <p>SL.1.2.b: Build on others' talk in conversations by linking their comments to the remarks of others.</p>
Ongoing assessment	<p>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>

Notes
