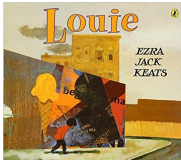
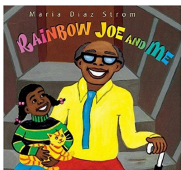
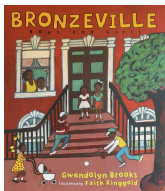
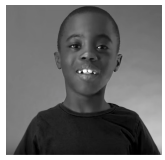
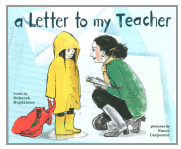



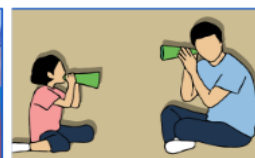
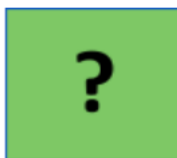
Unit 1: How We Learn in Our School Communities

WEEK 3 At a Glance

Weekly Question: How do we make sure that each member of our community can do their best learning?	
Texts    	Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>collaborate, compassion, imagination, judge, respect, support, sympathetic, understanding</i> Day 3: Shades of Meaning: Adjectives Day 4: Shades of Meaning: Adjectives Day 5: Making and Using New Words
	Text Talk Day 1: <i>Louie</i> , Read 1 Day 2: <i>Louie</i> , Read 2 Day 3: <i>Rainbow Joe and Me</i> Day 4: “Narcissa” (poem, from <i>Bronzeville</i>) Day 5: “Dear Teacher” (video)
	Stations Guided Independent Reading
	Listening & Speaking: Listen & Respond (<i>Rainbow Joe and Me</i>) Science Literacy: Solid objects guessing game Vocabulary: Choose 3!, Think About It Word Work: select from activities Writing: follows from Text Talk Week 3, Day 3
Mentor texts  	<div> Science and Engineering Lesson 1: Matter and Its Interactions: Exploring Properties of Solid Materials Lesson 2: Quadrat Study 1 </div> <div> Studios New materials and processes are added to Art, Research, and Writing and Storytelling. Children learn and practice a routine for considering and furthering their own and each other’s work. </div>
	Writing: Personal Recount Day 1: Deconstruction: Phrases of Time Day 2: Deconstruction: Development of Events Day 3: Joint and Individual Construction: Revise Sequence of Events Day 4: Deconstruction, Joint and Individual Construction: Conclusion Day 5: Individual Construction

At a Glance U1 W3

WEEK 3 Studios



Weekly Question

How do we make sure that each member of our community can do their best learning?

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Materials and Preparation	<p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> • (3) Marked cube (+10, +20, +30, +40, +50, +60) • Number cards 0-40. Resource Folder
Opening	<p>Show students a container of cubes and dice.</p> <p><i>In our math lessons this week we are going to work on mentally adding sets of 10 to a given number to find the sum. You will have an opportunity to practice this skill using these cubes that have numbers on them. What do you notice about the numbers on this die? (+10, +20, +30, +40, +50, +60).</i></p>

Math	<p>Mental Math (adding ten)</p> <p>I can use mental math to add tens to any number.</p> <p><u>Introduction:</u></p> <p><i>You can use this deck of cards to determine your starting number. These dice will challenge you to quickly add on to your starting number by tens .</i></p> <p><u>Process:</u></p>
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	<p>Pick a number from the deck of number cards. Roll the cube to see how many tens you will add to that number.</p> <p><u>Facilitation:</u> Let the students explore adding ten to the number shown on the deck of cards. Some students may enjoy staying with one number card, yet continue to roll the cube to “race to 100”</p> <p><u>Ongoing Assessment:</u> Monitor students as they find sums. Are they showing an understanding of place value?</p>

Standards	QR.C.6 Use place value understanding and properties of operations to add and subtract. 2.NBT.B.5
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WEEK 3 Lesson 1

Science and Engineering: Matter and Its Interactions

Exploring properties of materials: Solid Materials

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	What are solid objects made of?
Content Objectives	I can identify properties of materials. (2-PS1-1) I can describe and compare the properties of solid objects. (Practice 5, 2-PS1-1)
Language Objective	I can talk with a partner about the properties of materials. (SL.2.2.b)
Vocabulary	gas: an airlike substance liquid: a substance that flows material: what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard matter: everything on Earth that takes up space, or material solid: something that is firm and has a stable shape
Materials and Preparation	<ul style="list-style-type: none">● Materials and Properties chart, from Week 2● 1-gallon ziplock plastic bags, one for each pair of children (reused from Week 2)● the following materials measured at 6"x1" pieces, enough for each pair of children to have one, plus one more:<ul style="list-style-type: none">○ metal, such as a short ruler, or similar material○ stiff plastic, such as a short ruler, or similar material○ wood or similar material○ Cardboard○ aluminum foil○ flexible plastic, such as from a shower curtain○ tissue paper <p>In each bag, prepare an identical kit of materials.</p> <ul style="list-style-type: none">● index cards, about 7● glue stick

	<p>With the extra materials, prepare word cards: attach a sample of each material to a separate card and write the name of the material.</p> <div data-bbox="691 233 1013 394" data-label="Image"> </div> <p>Bring one bag of materials to the whole group for demonstration.</p>
<p>Warm Up 10 minutes</p>	<p><i>Last week we started exploring materials and their properties. Today and tomorrow we will learn more about the properties of some materials.</i></p> <p><i>The materials you had available to build the chair are made of what scientists call matter. Matter is everything on Earth that takes up space. Our bodies, the tables, the rug, the water in the [fish tank or sink], the air we exhale... all of these are matter. Scientists divide matter into three different groups, or categories: solid (like the rug), liquid (like water), and gas (the air we exhale).</i></p> <p>Ask children to put their hands in front of their mouths to feel the air as they breathe out.</p> <p><i>All of the kinds of matter, or materials, that you used last week to build your chairs are solids. Today and tomorrow we will learn more about solid materials and their properties.</i></p> <p>Refer to the Materials and Properties chart. Identify the materials as solid matter.</p> <p>Model the investigation with a bag of materials and with one child acting as a partner.</p> <p><i>With your partner, take one material out of the bag, name it, and then take turns describing it, or naming its properties.</i></p> <p>For example:</p> <p>Teacher: <i>This is a piece of metal. This metal is shiny.</i> Child: <i>This metal is smooth.</i> Teacher: <i>This metal is flexible.</i> <i>When you run out of ideas for one material, pull another material out of the bag, and start again.</i></p> <p>Distribute one bag of materials to each pair of children. Send them to work in pairs throughout the classroom.</p>
<p>Instruction/ Practice 30 minutes</p>	<p>Bring the group back together.</p> <p><i>Now that you have thought about the properties of each material, let's play a guessing game.</i></p>

	<p>Spread out all the materials from one bag so that everyone can see them. Silently identify one material.</p> <p><i>I'm thinking of a material whose properties are _____ and _____. Talk with your partner: Which one am I thinking of? When you agree about which material I'm describing, choose that same material from your own bag and hold it up.</i></p> <p><i>Remember, two properties of the material I'm thinking of are _____ and _____. </i></p> <p>Respond to children's guesses, naming properties of the materials they show.</p> <p><i>I see a material that is _____ but it isn't _____. </i></p> <p>Allow children time to make comparisons and talk about why they chose certain materials. As materials are identified, add the corresponding cards to the Science and Engineering Word Wall. These will serve as a reference throughout the unit.</p> <p>Continue playing until all of the materials have been identified. Model and then play a new game.</p> <p><i>Let's play one more game, called Find it! I will say the name of a solid material, such as wood or plastic. You and your partner will walk around the classroom to find something made of that material. When you find something, have a conversation: Why might an engineer have decided to use that material to build that object?</i></p> <p>For example: Wood.</p> <p>Walk around the classroom to identify a piece of wooden furniture, and think aloud:</p> <p><i>Engineers might have chosen to build this shelf with wood because wood is strong. It won't break if we put lots of heavy books on it.</i></p> <p>Name each material, allowing children time to move in pairs around the classroom to identify objects made of each material and articulate why the material might have been chosen for a given purpose. Note that more than one material may be appropriate for a single function (both metal and wood might be used for sturdy shelves, for example), but that aesthetic decisions are also part of the design process (wood may look nicer).</p>
Synthesis/ Cool Down 10 minutes	<p><i>You are already making some important discoveries about materials and their properties. You'll have more time to use these materials in the Discovery Studio.</i></p>
Standards (Boston Science Standard)	<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> <p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties</p>

Assessment	Observe and listen in as children work together, noting their vocabulary, how they handle materials, and what kinds of knowledge they bring to the experience. Make note of children's discoveries and misconceptions. Pay attention to how children interact with their partners.

<p>Notes</p>

WEEK 3 Lesson 2

Science and Engineering: Quadrant Study 1

This lesson connects to but interrupts the study of Matter and Its Interactions to introduce the year-long Quadrant Study, in which children will carefully study a small area of the schoolyard to observe changes over time.

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	What solid matter is in my environment?
Content Objective	I can describe the properties of objects I observe on a small piece of land. (Practice 5, 2-PS1-1)
Language Objective	I can describe a material and its properties in speaking and writing. (SL.2.2.b, W.2.5b)
Vocabulary	<p>distribution: the way something is shared in a group or spread over an area</p> <p>isolate: to set apart</p> <p>material: what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard</p> <p>quadrat: a small area of habitat, usually selected to collect data about the distribution of plants or animals</p> <p>solid: something that is firm and has a stable shape</p>
Materials and Preparation	<p>Ahead of the lesson, identify an area of the schoolyard where Science and Engineering lessons will reliably start. At least once, to differentiate this time from recess (also from fire drills and end of day dismissal), have children practice going outside to this area of the schoolyard and listening to directions.</p> <p>:</p> <p>Identify a large, outdoor area where children can observe a variety of different solids, such as asphalt, rock, soil, plants, wood or plastic equipment or furniture.</p> <ul style="list-style-type: none">• hula hoops or equivalent lengths of rope or twine knotted to enclose a circle, one for each child

	<ul style="list-style-type: none"> ● Science and Engineering packets ● writing and drawing tools, in one or more containers to carry outdoors ● hand lens, one for each child ● chart paper and markers
Warm Up 10 minutes	<p><i>We're going to do something very different today: we're going to work outside! This will begin something we'll continue at different times throughout the whole school year: a quadrat study. In a quadrat study scientists study the distribution of objects or organisms in an area—or how many of something there are. Sometimes scientists use a square frame with a grid to mark or isolate an area, but we can use anything that shows the space we will observe. We're going to use these [hula hoops/ ropes/ etc.]. When we are working outside as scientists, it is important that we follow some safety guidelines.</i></p> <p>Review safety expectations with the class. Remind children which materials are safe to touch and which should not be touched. Distribute children's packets and hand lenses. Take the children out to the schoolyard with quadrat markers (hula hoops/ropes).</p>
Instruction/ Practice 30 minutes	<p>Once outside and in a good spot for this observation, demonstrate how to place the quadrat marker on the ground. Model observing everything within its frame and identifying and describing as many solid objects as possible. Demonstrate making a precise observational drawing. Include information about the properties of the objects in both drawings and with labels.</p> <p>Assign children to different spots in the schoolyard as previously identified for this activity.</p> <p>As children work, circulate to support children's observation, identification, description, and recording. Identify a few children to share their work with the whole group.</p>
Synthesis/ Cool Down 10 minutes	<p>Bring the children back indoors. Set aside all materials except children's packets. Ask identified children to share and describe their work. Encourage them to use precise vocabulary. Prompt classmates to provide additional words describing the same materials as they might have observed them in their own quadrats.</p> <p><i>We have discovered solid matter outside in our schoolyard—different kinds of matter than we find inside. We are also finding out that the more carefully we describe the properties of a material, the more likely someone else will know what the material is.</i></p>

Standards (Boston Science Standard)	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. 2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
Assessment	Observe and listen in as children work together, noting their vocabulary, how they handle materials, and what kinds of knowledge they bring to the experience. Make note of children's discoveries and misconceptions. Pay attention to how children interact with their partners.

Notes

Rainbow Joe and Me conversation prompts: Cut apart and provide with the physical text and audio recording.

Page 1:

Which character is telling the story?
How do you know?

Rainbow Joe and Me

Page 19:

Why does Eloise close her eyes and
try to mix colors when she is painting?

Rainbow Joe and Me

After reading:

How are Joe and Eloise similar?
How are they different?

Rainbow Joe and Me

I agree with you. I also think ____.

Why do you think that?

Talk About It



<https://www.responsiveclassroom.org/who-needs-extra-movement-breaks/>



<https://www.responsiveclassroom.org/who-needs-extra-movement-breaks/>

Vocabulary Station U1 W3

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

Unit 1: How We Learn in Our School Communities

WEEK 3

Stations

Station	Activities	Materials
Guided Independent Reading		<ul style="list-style-type: none"> individual book bags
Teacher groups: Continue needed assessments, begin meeting with small groups		
Listening & Speaking	Listen and Respond	<ul style="list-style-type: none"> audio recording and technology <i>Rainbow Joe and Me</i> book conversation prompts
Science Literacy	Solid objects guessing game	<ul style="list-style-type: none"> Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 2 Weekly Words cards Recording sheets Choose 3! menu Prompts and Examples
	Think About It: Why is it helpful to take breaks at school? What kind of breaks do you like to take? Why?	<ul style="list-style-type: none"> Week 2 Weekly Words cards Week 3 image, 2 copies cut apart Week 3 sheets
Word Work (align skills with literacy program)	Marking bonus letters and glued sounds	<ul style="list-style-type: none"> Week 3 Read It, Write It, Mark It sheets activity directions card
Writing	Prompt from Text Talk Day 3: What do the illustrations and words show about Eloise's imagination? How do you think Eloise's imagination helps her learn?	<ul style="list-style-type: none"> <i>Rainbow Joe and Me</i> Writing Station Response sheet <p>Preparation notes: Provide two copies of the book for children to refer to as they work. In each, flag pages 2, 14 and 20 to bring children's attention to those illustrations.</p>

Name: _____

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

Star the words with a bonus letter. Box the glued sounds.

miss	<hr/> <hr/> <hr/>
fall	<hr/> <hr/> <hr/>
all	<hr/> <hr/> <hr/>
toss	<hr/> <hr/> <hr/>
off	<hr/> <hr/> <hr/>
mess	<hr/> <hr/> <hr/>

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

Read It	Write It	Mark It
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Star the words with a bonus letter. Box the glued sounds.

puff	<hr/> <hr/> <hr/>
kiss	<hr/> <hr/> <hr/>
cliff	<hr/> <hr/> <hr/>
bluff	<hr/> <hr/> <hr/>
spill	<hr/> <hr/> <hr/>
chess	<hr/> <hr/> <hr/>

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

Talk About It

Name: _____ Date: _____

Why is it helpful to take breaks at school? What kind of breaks do you like to take? Why?

Look carefully at the image. **Talk** with your partner, **draw and write** about your ideas, and then **share** your writing. Use important vocabulary words as you talk and write. **Circle** the important words you use.

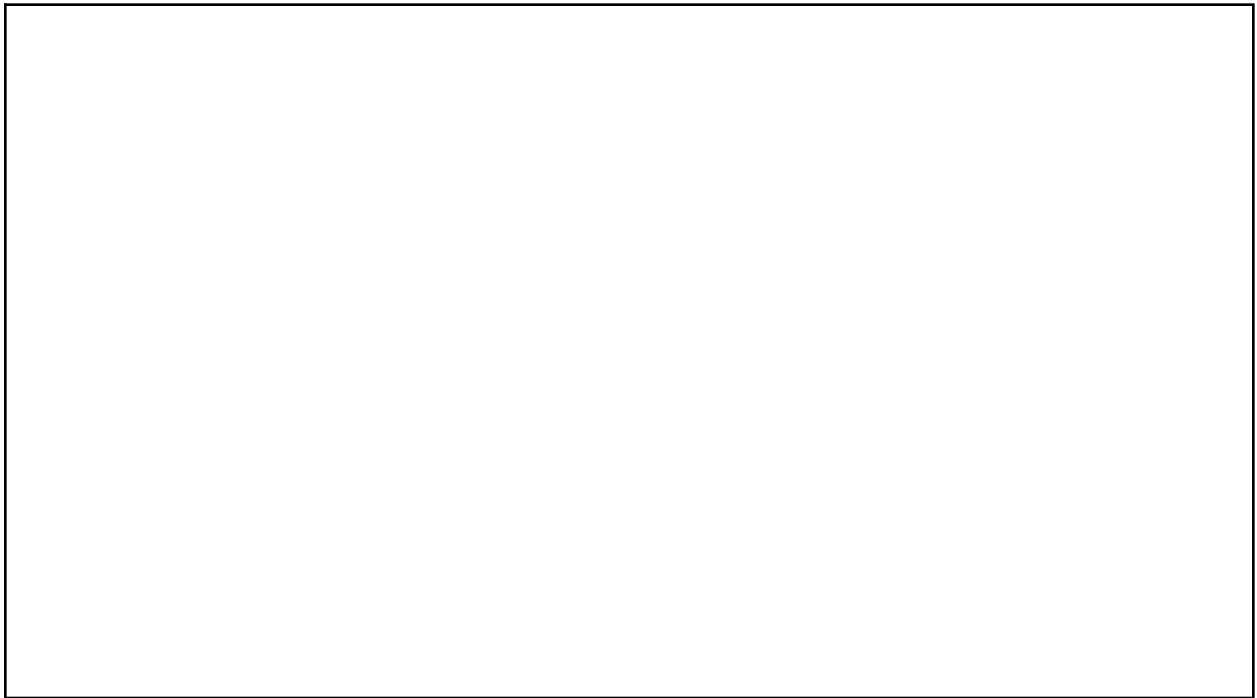


Writing Station Response: ***Rainbow Joe and Me***, Maria Diaz Strom

Name: _____ Date: _____

What do the illustrations and words show about Eloise's imagination?

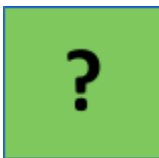
How do you think Eloise's imagination helps her learn?



Writing Station U1 W3 D3

Unit 1: How We Learn in Our School Communities

WEEK 3 Studios



Introducing new materials and Introducing the Thinking and Feedback routine

New materials and processes are added to Art, Research, and Writing and Storytelling. Also, children learn and practice a routine for considering and furthering their own and each other's work. Stagger these introductions on different days.

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	How do we make sure that each member of our community can do their best learning?
Vocabulary <i>specific to Thinking and Feedback</i>	challenge: something that is making a task difficult continue: to keep going with something that has been started feedback: reactions or thoughts about what someone has done improve: to make better in some way inspire: to give someone else an idea about something to do or try listen: to pay attention with your ears and understand what someone is saying look: to point your eyes toward something with full attention notice: to pay attention and think about what you see revise: to change something to try to improve it strategy: a plan of action suggest: to give someone an idea to think about or something to try wonder: to think about something you want to find out, to ask a question

Materials and Preparation	<p><u>For Thinking and Feedback:</u></p> <p>Read the Thinking and Feedback section of the Routines document for an explanation of how this protocol-driven conversation works.</p> <ul style="list-style-type: none"> ● one piece of children’s individual or collaborative work from studios ● Thinking and Feedback visuals ● paper and clipboard, notebook, or sticky notes and pen/pencil <p>Plan which day Thinking and Feedback will be introduced, and preserve about 15 minutes after children work in studios for the whole group conversation.</p> <hr/> <ul style="list-style-type: none"> ● new studios prompts <p>Cut apart and replace studios prompts.</p> <ul style="list-style-type: none"> ● Observation Sheet <p>Studios materials and preparation continue as from previous weeks, with the following additions.</p> <p><u>New for the Art Studio:</u></p> <ul style="list-style-type: none"> ● <i>Louie</i>, Ezra Jack Keats ● card stock, cut in half ● pencils ● black pens ● colored pencils ● scissors ● popsicle sticks ● liquid glue ● plastic glue spreaders <p>Arrange all materials in the Art Studio for children’s easy access and organized clean up. Place samples of these new materials in the Opening Studios basket.</p> <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none"> ● Properties of Materials video (https://www.youtube.com/watch?v=XbX4xY1sqQo), 10 minutes ● technology to enable small group or individual viewing* ● Science and Engineering packets ● writing tools <p><i>* Note: Two studios include videos this week—Discovery and Research. If technology is limited to one device, position the studios near each other with both videos cued to play.</i></p> <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● 3 marked cubes (+10, +20, +30, +40, +50, +60)
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	<ul style="list-style-type: none"> ● number cards 0-40 <p><u>New for the Research Studio:</u></p> <p><i>Note: The “Dear Teacher” Text Talk lesson happens on Day 5; introduce this studio activity after that lesson or in Week 4.</i></p> <ul style="list-style-type: none"> ● “Dear Teacher” video* (https://www.youtube.com/watch?v=ITMLzXzgB_s), 2 minutes ● technology to enable small group or individual viewing ● “What do we need to do our best learning?” chart, from Text Talk Day 5 Hang the chart in or near the Research Studio. ● writing tools ● Excerpts from “Children’s Comments on Learning in Groups and Group Learning,” for reference <p><i>* Note: Two studios include videos this week—Discovery and Research. If technology is limited to one device, position the studios near each other with both videos cued to play.</i></p> <p><u>New for the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> ● Storytelling Books (blank books), one for each child Determine a place to keep these books for easy access whenever children will have time to write freely. ● writing and drawing tools: pencils, pens, colored pencils ● markers ● Roll a Story dice <p>Decide which studios need particular attention, either to introduce a new material or process (see descriptions below), or in response to observed challenges. Bring those bins to the whole group. (The Opening script includes all studios where something new is introduced; use only those necessary to help children begin working productively.)</p> <p>In the Opening Basket, place the Studios Planner and a few sample materials from each studio. Include prompts, and review them, as useful, as those studios are introduced.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p>
Opening	<p><u>To introduce Thinking and Feedback:</u></p> <p><i>After Studios today, we’ll come back to the meeting area to look carefully at something someone is working on. That meeting will be called Thinking and Feedback. Give me a signal if you have been part of a Thinking and Feedback meeting before, maybe in first grade or kindergarten.</i></p>



	<p>Allow children to share experiences, and then continue to introduce this week's Studios.</p> <p>Spend no more than a minute or two introducing a particular studio, and then give a quick reminder about what is continuing in other studios. Having a few materials in the Opening Basket provides a visual cue.</p> <p><i>You can make puppets in the <u>Art Studio</u>!</i></p> <p>Hold up the book <i>Louie</i>.</p> <p><i>Louie's friends use puppets to tell a story, and Louie is able to participate in school and with friends through his connections with one of the puppets. We learn something about how Louie learns in this story.</i></p> <p><i>Just like in the book by Ezra Jack Keats, we can tell stories with puppets. In the Art Studio are some new materials for making simple puppets. You might already have ideas about how to make a puppet.</i></p> <p>Show the materials briefly. Describe the process of outlining, coloring, and cutting out a puppet, as needed. This level of instruction might also happen in a small group at the Art Studio.</p> <p><i>This is one tool that might be new to you.</i></p> <p>Hold up a glue spreader.</p> <p><i>Do you know what this is used for?</i></p> <p>Hold up a bottle of liquid glue.</p> <p><i>When you use this kind of glue, it's easy to get too much glue in one place and not enough in another place. This glue spreader helps to get an even coat of glue so that the materials dry and stick well.</i></p> <p>Demonstrate use of the glue spreader, including where to put it down so that it does not leave glue on the shared work surface.</p> <p><i>In the <u>Discovery Studio</u> you'll find a video to watch and think about.</i></p> <p>Show the technology that will be used for this purpose.</p> <p><i>After you watch, choose one of the questions in your Science and Engineering packet, on page 6, to think, talk, and write about.</i></p> <p>Show students a container of cubes and dice.</p> <p><i>In our Math Studio this week we are going to work on mentally</i></p>
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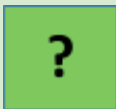
	<p><i>adding 10 to a given number to find the sum. You will have an opportunity to practice this skill using these cubes that have numbers on them. What do you notice about the numbers on this die? (+10, +20, +30, +40, +50, +60).</i></p> <p>[After the Day 5 Text Talk lesson:]</p> <p><i>There's also a video in the <u>Research Studio</u>: the one we have already watched together. Watch it again, and then add to the chart we started during Text Talk to answer this question: "What do we need to do our best learning?" You can write words or draw pictures to communicate your ideas about this. Look at these special books! Here, for the <u>Writing and Storytelling Studio</u>, you can write and draw your stories and keep them all in one place. That will make it easy if you want to continue a story that doesn't feel finished, or to make chapters, or to go back to an old story and keep working on it.</i></p> <p><i>Make sure to write your name on the front cover and decorate it, if you'd like. Open to the very first page and write the date, and then you can write or draw your story.</i></p> <p>Refer to the Studios Planner to prompt children to plan their work. Dismiss children to studios.</p>
Facilitation	<p>As in previous weeks, circulate among the studios, asking questions and offering assistance to capture and sustain children's engagement.</p> <p>While children are working, identify a piece of work will likely generate a productive group conversation. This should be work in progress or work that the creator(s) will be willing to revisit. Have a preparatory conversation with the child(ren) whose work will be presented to the group. Consider choosing work from a child who already demonstrates familiarity and comfort with the Thinking and Feedback routine.</p> <p>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>
Thinking and Feedback	<p>Gather the children back in the whole group. Children who are already very familiar with the Thinking and Feedback routine can help explain how it works.</p>


	<p><i>Let's sit in a big circle so that you can all see each other. You will also need to see this piece of work.</i></p> <p>Hold up the work being shared and allow children to organize themselves for this meeting.</p> <p><i>One way we can make sure that each member of our community can do their best learning is to give each other feedback. In a Thinking and Feedback meeting, we will usually talk about just one piece of work. When we do this, we are helping the child or children who have been creating it to think about how to continue or improve their work; we are also learning about ideas and strategies we might use in our own work.</i></p> <p><i>Thinking and Feedback has five steps. We're going to go through them one at a time. As always when we are in a large group, please signal when you have something to say or a question to ask.</i></p> <p>Facilitate a conversation that moves through the Thinking and Feedback routine one step at a time. Refer to the visuals.</p> <p>Make sure to act as a facilitator, not a director, for this conversation. The goal is not to steer a child's work in a particular direction but to open up possibilities for where the work might go to become most satisfying and successful, and to inspire others.</p> <p>Adults might participate in the conversation along each step of the routine; be mindful that adults' ideas carry extra weight, and let the children's voices, ideas, and questions take center stage.</p>
Ongoing assessment	<p>As the routine becomes more familiar and comfortable, make a habit of taking notes as children offer feedback and ask questions. Share these notes back with the presenting child(ren) to inform next steps. Sticky notes with classmate's suggestions or questions can be affixed directly onto children's work.</p> <p>Pay attention to children's language and their use of unit vocabulary.</p> <p>Also note children's developing social and emotional skills: how do they manage waiting for a turn, offer and accept feedback, and participate in the group?</p> <p>Review these notes regularly.</p>

Closing	<p><i>Today we did something new: we used the Thinking and Feedback routine.</i></p> <p><i>We will do this at least once a week from now on so we can reflect on our work in Studios and support each other's learning.</i></p> <p><u>At the end of the week:</u></p> <p>Close Studios a few minutes earlier than usual in order to give children time to reflect on their work.</p> <p><i>Think to yourself now, or reflect, on what you experienced during Studios time this week. Did you do what you planned? Did you change your mind? Are you satisfied with your work? Do you wish you had done something differently?</i></p> <p>Provide a sentence frame, such as "This week in Studios, _____," as helpful.</p> <p><i>Turn and listen to your partner reflect on their time in studios.</i></p>
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<p>Art</p> 	<p>Making Puppets</p> <p><u>Objective:</u></p> <p>I can make a puppet to represent myself or another learner.</p> <p><u>Process:</u></p> <p>Children make puppets of themselves and other learners, as they wish, by drawing, coloring, and cutting out characters, and then gluing popsicle sticks to the backs, as handles.</p> <p>Once dry, these puppets may be used (in the Building and/or Writing and Storytelling Studios) to tell and expand stories about experiences in schools.</p> <p><u>Facilitation:</u></p> <p>Get to know the puppets and encourage children to articulate something about their puppets as distinct characters with particular learning profiles.</p> <p><i>Who does this puppet represent?</i></p> <p><i>How do they learn best?</i></p> <p><i>Are there any props or objects this learner would like to have?</i></p> <p><i>Can you make that to go with your puppet?</i></p> <p><u>Thinking and Feedback Possibilities:</u></p> <p>Many new materials have been introduced. Children may bring a project that demonstrates successful strategies and/or challenges with these materials.</p>
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	<p>Invite children to present their puppet characters as well as the process of using the materials.</p> <p><u>Ongoing Assessment:</u> Children are simultaneously exploring new materials, inventing puppets, and interacting with the content by making connections to the text.</p> <p>Observe and make note of children’s use of tools and materials (scissors grip and control, tactile sensitivity). Pay attention to the characters children represent through their puppets—they may represent themselves, family members, characters from a text, or imaginary characters, for example. Ask children questions in order to become acquainted with these important people and personas.</p> <p>Notice to what degree children are connecting to the content of the unit generally and to the weekly question specifically: How might we make sure that this character can do their best learning?</p> <p>Notice children’s use of vocabulary. Use observations to plan or enhance upcoming vocabulary lessons.</p>
<p>Building</p> 	<p>Building Schools and Other Places We Know <i>Continues from previous weeks</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><u>Thinking and Feedback Possibilities:</u> Children might bring drawings of their buildings to the group and talk about challenges they faced in building their planned designs. Projecting a photo of a built structure (or physically gathering the group around the structure itself) opens the possibility of talking about the actual building in relation to the drawing.</p>
<p>Discovery</p> 	<p>Video: Clothing and Building Materials</p> <p><u>Objective:</u> I can watch a video and answer questions about it.</p> <p><u>Process:</u> Children watch the video. After watching, children discuss the video and reread the questions. They then choose just one set of questions</p>

	<p>to respond to in their packets. Then, individually or with a partner, children write their responses.</p> <p><u>Facilitation:</u> Support children as they choose and talk about the questions and record their answers. Suggest a question that is most approachable for children, as needed.</p> <p><u>Ongoing Assessment:</u> Review children's packets to assess their understanding of the properties of materials.</p>
<p>Math</p> 	<p>Mental Math (adding ten)</p> <p><u>Objective:</u> I can use mental math to add tens to any number.</p> <p><u>Process:</u> Children pick a number from the deck of number cards. Then they roll the cube to see how many tens to add to that number.</p> <p><u>Facilitation:</u> Let the children explore adding ten to the number shown on the deck of cards. If needed, offer laminated 100s charts.</p> <p><u>Considerations:</u> Could this be done using money (\$10 +3 or \$10 +30)?</p> <p><u>Ongoing Assessment:</u> Monitor children as they find sums. Are they showing an understanding of place value?</p>
<p>Research</p> 	<p>What Do We Need for Learning?</p> <p><u>Objective:</u> I can think about and represent what my classmates and I need to do our best learning.</p> <p><u>Process:</u> Children watch the video again, individually or in small groups. Afterwards, they talk together about their own preferences and habits of learning, and contribute their ideas to the class chart. Children may draw as well as write their ideas.</p> <p><u>Facilitation:</u></p>

	<p>Be sure to spend some time at the Research Studio probing children’s thinking about themselves and others as learners with particular preferences and needs.</p> <p><i>How do you feel about noise and quiet when you are trying to think? What about when you are making something?</i></p> <p><i>Where do you most prefer to sit in the classroom?</i></p> <p><i>Which is easier for you: being with a large group, like during Text Talk, or being in a small group? Is it always the same?</i></p> <p>Refer to “Children’s Comments on Learning in Groups and Group Learning” and ask children to look again at those ideas.</p> <p><u>Ongoing Assessment:</u></p> <p>Use the specific information on the chart to get to know and ask more questions about the children as individuals and as a learning group.</p> <p>Use this chart to plan subsequent conversations about learning, including for the project beginning in Week 6.</p> <p>Leave the chart in the Research Studio or in another highly visible and accessible space. Children may continue to add to the chart, and it will be referenced again explicitly in Week 8.</p>
<p>Writing and Storytelling</p> 	<p>Our Storytelling Books</p> <p><u>Objective:</u></p> <p>I can record my stories with writing and drawing.</p> <p><u>Process:</u></p> <p>Children first write their names with marker on the covers. Allow them to do this fancifully, artfully, seriously—in any way that will give them a sense of excitement and ownership.</p> <p>Going forward, children may write and draw their stories in these books, revisiting and revising, borrowing past themes, considering strategies for communicating with words and illustrations.</p> <p>Children may incorporate their puppets from the Art Studio to act out stories.</p> <p><u>Facilitation:</u></p> <p>Point children toward resources in other studios, other children’s stories, and books read during Text Talk or Writing to help generate story ideas.</p> <p><i>What kinds of stories do you think you will begin to write first in</i></p>

	<p><i>this book?</i> <i>Maybe you can get a story idea from a friend.</i> <i>Will you begin with words or with drawings to tell this story?</i> <i>Where did you get that idea? Have you tried using the story dice?</i> <i>Do you need any other resources to help you think about your story?</i></p> <p>Offer to scribe stories into children’s Storytelling Books, as appropriate.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite a child to share a story that she or he has just begun; a story that has either words or illustrations (but not the other); or a story that you think could use some peer guidance for sense-making.</p> <p><u>Ongoing Assessment:</u> The Storytelling Books serve as artifacts of children’s development of narrative structure and language, illustration, and writing conventions. Review them regularly.</p> <p>Feedback for writing and drawing might be offered directly in the books via sticky notes; make sure that this feedback is constructive and positive, staying away from over-correction, direction, or assignments.</p> <p>Notice whether children include an orientation in their personal stories.</p> <p>While children are working, pay attention to the ways they construct their stories:</p> <ul style="list-style-type: none"> Do they tell, draw, or write first? What resources do they draw upon? Do they continue a narrative from one studio/writing session to the next? How do children seem to feel about the process of writing? How do they seem to feel about the stories they produce?
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<p>Standards</p> <p>(Boston Visual Arts Standards)</p>	<p>Standards addressed will depend on the studios in which children work. Some possibilities include developing work towards those listed in the Studios Introduction (Part 2) and the following studio-specific standards.</p> <p><u>Art:</u> Visual Arts 1.3 Learn and use appropriate vocabulary related to</p>
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	<p>methods, materials, and techniques. Learn to take care of materials and tools and to use them safely.</p> <p><u>Math:</u></p> <p>QR.C.6 Use place value understanding and properties of operations to add and subtract. 2.NBT.B.5</p> <p><u>Writing and Storytelling:</u></p> <p>W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p>
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<p>Notes</p>

Art Studio

While you are working, think about:

Who does this puppet represent?

How do they learn best?

Are there any props or objects this learner would like to have? How can I make that?

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?

How can I show my building in a drawing?

Discovery Studio

While you are working, think about:

How are materials used?

Are the same materials always used in the same ways?

How do engineers make decisions about which materials to use?

Math Studio

While you are working, think about:

How are you arriving at your answer?

What strategies are you using?

How can we make this activity more challenging?

Research Studio

While you are watching the video, think about:

What do people need to do their best learning?

What does this mean for our classroom?

Writing and Storytelling Studio

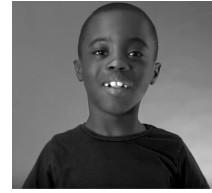
While you are working, think about:

Where can I get story ideas?

What words and pictures can help me tell this story?

What other resources could help me think about my story?

What stories are my classmates telling?



WEEK 3 Day 5

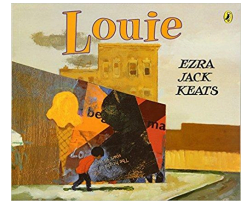
Text Talk “Dear Teacher” (video)

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	How do we make sure that each member of our community can do their best learning?
Content Objective	I can describe key details from a video. (R.5.2.a)
Language Objective	I can have respectful conversations about what helps my classmates learn. (SL.1.2.a)
SEL Objectives	I can consider what I need in order to do my best learning. (Self Awareness). I can have respectful conversations with others about how we all learn. (Self Awareness, Relationship Skills)
Vocabulary	advice: a suggestion directions: instructions for how to do something enrich: to improve the quality of something heartfelt: meant strongly sincerely: in a true way slouch: to not stand or sit up straight
Materials and Preparation	<ul style="list-style-type: none">• "Dear Teacher" video (https://www.youtube.com/watch?v=ITMLzXzgB_s)• technology to project video for whole group viewing• crayons, 2 of each color, and box or bag, for the Matching Crayons routine Read the description for Matching Crayons in the Introduction, Part

	<p>2: Components, and think ahead about what will be required to make this routine most successful.</p> <ul style="list-style-type: none"> • chart paper and markers <p>At the top of one piece of paper write, “What do we need to do our best learning?” Post this chart in the meeting area.</p> <ul style="list-style-type: none"> • Weekly Question Chart
Opening 1 minute	<p>Introduce the text and set a purpose for the lesson.</p> <p><i>Our text today is a video called “Dear Teacher.” In this video, several students talk to the camera as if they are talking to their teacher, explaining how they learn best. The video is just two minutes long. We will watch it two times: once so you can ask questions about anything you didn’t hear or understand, and then again. Afterwards, we’ll have a discussion about how some children do their best learning and what we need in order to do our best learning.</i></p>
Text and Discussion 8 minutes	<p>Watch the video once straight through.</p> <p>Then, give children an opportunity to ask clarifying questions and to define unfamiliar vocabulary. This may require replaying particular segments that children identify. For example, the tenth child to speak is difficult to hear (at :55, “Sometimes my mom and dad end up doing all of my homework,” and at 1:20, “Give me homework I can do all by myself.”).</p>
8 minutes	<p>Watch the video a second time. Offer to stop at any point when children want to remark on or ask a question about what they’ve noticed. (Before showing the video again, identify a way children will signal their desire to stop.)</p> <p>Facilitate a short conversation:</p> <p><i>What do these students want us to know? Why are they talking to their teachers?</i></p>
Key Discussion and Activity 17 minutes	<p>Use the Matching Crayons routine to pair children up for discussion.</p> <p><i>Matching Crayons is a new routine. We’ll use it to hear perspectives from new partners. This is how it works:</i></p> <p><i>Each person will take one crayon from the bag without looking. When everyone has a crayon, you’ll stand up and find the other person with your same color crayon. This will be your talking partner.</i></p> <p>Walk children through the routine to establish pairs, and then offer the discussion prompt.</p> <p><i>Perhaps you have something in common with one of the children in the video. Or perhaps you have a sibling (a brother or sister), a</i></p>

	<p><i>cousin, or a friend whom this video makes you think about. What connections do you make to these children and how they talk about learning?</i></p> <p>After two minutes, bring the children back to the large group. Ask a few children to share connections their partners and they have made. Continue the whole group discussion.</p> <p><i>How do some children do their best learning?</i></p> <p>Turn to the chart and read the question at the top:</p> <p><i>What do we need to do our best learning?</i></p> <p><i>The children in the video told us what they need to do their best learning. We also have learned what supports Louie, Eloise and Narcissa might use to do their best learning. What do we need in this classroom so that all of us can do our best learning?</i></p> <p>Harvest two ideas and write them on the chart.</p>
Closing 1 minute	<p><i>This chart is going to be at the Research Studio today and next week. There, you can watch the video again. Think about your own learning, and add your ideas about what you and your friends need to do your best learning in our classroom and in our school. We'll look at the chart again in a few days to see what you have added.</i></p> <p>Note that after children add to this chart in the Research Studio, it will be saved and then used again on Week 6, Day 2.</p>
Weekly Question Chart 5 minutes	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: How do we make sure that each member of our community can do their best learning?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: children who are quiet might have certain learning needs, how learners use their imagination, playing is a way of learning, etc.</p> <p>Save this and previous Weekly Question Charts for use in Week 5.</p>
Standards	<p>R.5.2.a: Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</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 the topics and texts under discussion).</p>

Unit 1: How We Learn in Our School Communities



WEEK 3 Day 1

Text Talk

Louie

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	How do we make sure that each member of our community can do their best learning?
Content Objective	Using key details, I can describe what I learn about a character based on illustrations and text. (R.4.2, R.11.2.a, R.11.2.b)
Language Objective	I can recount details from the text. (SL.2.2.a)
SEL Objective	I can recognize the learning styles of a unique learner. (Social Awareness)
Vocabulary	appear: to suddenly be seen continue: to keep going disappear: to cause something to not be seen anymore explain: to talk about clearly so someone else understands introduce: to make known a new person or thing moment: a short period of time sight: the ability to see suddenly: happening quickly
Materials and Preparation	<ul style="list-style-type: none">• <i>Louie</i>, Ezra Jack Keats Pre-mark the pages in the book. Page 1 begins, “Susie and Roberto were...”• Louie sheet, one for each child• pencils

Text Talk U1 W3 D1

	<ul style="list-style-type: none"> whiteboards, clipboards, or other writing surfaces <p>On the whiteboard, write:</p> <p>What have we learned about Louie? How might he like to play and learn?</p> <p>Children will work in partners to complete the Louie sheet. Identify partners ahead of time.</p>
Opening 1 minute	<p>Introduce the purpose for reading.</p> <p><i>Today we will read Louie, written and illustrated by Ezra Jack Keats. When we read, we will identify key details in the words and illustrations that depict Louie's character. We will consider what this might indicate about him as a learner.</i></p> <p>Describe the reading response activity.</p> <p><i>We will stop several times as we read so you can complete this paper together with your partner. This will be a little bit like taking a Note Break, but you'll be thinking with a partner. Arrange yourselves so that you are sitting next to your partners. You'll each have your own sheet, but you can put both your names on them so we remember who worked together.</i></p> <p>Distribute Louie sheets, pencils, and writing surfaces.</p>
Text and Discussion 27 minutes page 2	<p><i>As I read now, you'll write notes in the left hand column of your sheet.</i></p> <p>Read the column heading. Then read the text, pausing as outlined below to discuss children's ideas, gauge comprehension, and allow time to write. Encourage children to find information in both the illustrations and the text. Provide time for children to make quick notes (words and phrases) on the left hand side of their Louie sheets.</p> <p><i>What do we learn about Louie?</i> [Louie may not speak much to other children.] <i>Jot down a note on your sheet.</i></p>
page 5	<p>Check for understanding, drawing children's attention to the words and illustrations.</p> <p><i>Turn and talk to your partner. What is happening in the words and illustrations? What does this tell us about Louie? How might he like to play and learn?</i> [Louie is very interested in Gussie; He might like using puppets or pretending in order to play and learn; Louie may not understand that audience members should listen and not talk out loud during a puppet show.]</p> <p>Allow children time to make notes.</p>

page 15	<i>What have we learned about how Louie talks? [Louie does not speak much. He seems to listen more.] Make a note on your sheet.</i>
page 18	Invite children to share their observations about the illustration and what this might communicate about Louie. [Louie's body appears hunched over and this tells me that he might feel lonely; Louie is small in a big city and this tells me that he might feel small.]
page 23	<i>Turn and talk to your partner. What is happening here? What does that tell us about Louie? [Louie might be having dreams about Gussie because he really likes that puppet; Louie might have a lot of dreams like this; Maybe this is the way Louie thinks about things.] Jot a note on your sheet.</i>
page 31	<i>What do you notice on this page? What do you think is going on here? [There are no words on this page. The way that Louie runs to Gussie makes me think that he's excited about the surprise.]</i>
Key Discussion 10 minutes	<p>Provide time for children to stop, look at their papers, and share their ideas with the whole group.</p> <p><i>What have we learned about Louie? How might he like to play and learn?</i></p> <p><i>What do you think can help Louie do his best learning? Turn and talk, and write your ideas on the right hand side of your sheet, under this question: What supports can help Louie do his best learning?</i></p> <p>After partners talk and write, discuss this question with the whole group. Then allow time for children to add additional notes to their sheets with their partners, informed by the group discussion.</p>
Closing 1 minute	<i>Today we identified what we know about Louie by looking closely at the text and illustrations. Then, we thought about how he could do his best learning. That might help you think about yourselves and your classmates as learners, too.</i>
Weekly Question Chart 1 minute	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: How do we make sure that each member of our community can do their best learning? We can record our ideas here.</i></p> <p><i>Today we considered how Louie likes to learn and play. He likes to play with puppets and not so much through talking. Let's add this to our chart: People play and learn in different ways..</i></p>

	<i>We can add more to our chart during the week.</i>
Standards	<p>R.4.2: Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.11.2.a: Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b: Compare and contrast two or more versions of the same story presented in diverse forms</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>Pay attention to children’s contributions to the discussion. Do children recount and describe what they learn about Louie based on illustrations and text?</p> <p>Gather children’s work and note any trends regarding what children understand about the story as well as what they think will help Louie do his best learning (the right-hand column).</p>

Notes

Name: _____

Date: _____

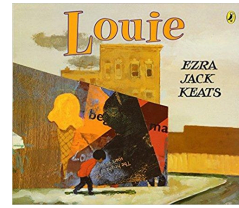
working with _____

Louie

What do we learn about Louie from illustrations and text?	What supports can help Louie do his best learning?

Unit 1: How We Learn in Our School Communities

WEEK 3 Day 2



Text Talk

Louie

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	How do we make sure that each member of our community can do their best learning?
Content Objectives	I can use dialogue to understand the main character. (RL.9.2.a)
Language Objective	I can talk with my classmates about key points of dialogue and how they help me understand Louie as a learner. (SL.1.2)
Vocabulary	appear: to suddenly be seen continue: to keep going disappear: to cause something to not be seen anymore explain: to talk about clearly so someone else understands introduce: to make known a new person or thing moment: a short period of time peek: to look at quickly, perhaps from a secret place sight: the ability to see slip: to pass through stage: a place for performers, often raised off the floor stare: to look at something very seriously suddenly: happening quickly thought: to have an idea inside one's own head

Text Talk U1 W3 D2

Materials and Preparation	<p>Plan to have children work with the same partners as in the previous lesson.</p> <ul style="list-style-type: none"> • <i>Louie</i>, Ezra Jack Keats • <i>Louie</i> Dialogue Excerpt sheets, one for each pair of children • writing and drawing tools • whiteboards, clipboards, or other writing surfaces <p>On the whiteboard write:</p> <p>Based on details in the dialogue, what supports might help Louie do his best learning?</p>
Opening 1 minute	<p>Set the purpose for reading.</p> <p><i>Today we'll read to identify important dialogue—times when characters talk—to determine support that might help Louie do his best learning.</i></p>
Text and Discussion 18 minutes page 5	<p>Read the full text through. Pause as indicated to define vocabulary words and to initiate discussions about dialogue and what dialogue reveals about Louie as a learner.</p> <p>Define vocabulary.</p> <p>Introduce <i>is what you do when you want someone to meet someone else. The mouse wants everyone to meet Gussie.</i></p>
page 9	<p>Stop to discuss children's thoughts about what Louie says.</p> <p><i>How does Louie respond to Gussie?</i></p>
page 12	<p>Read the page, and then reread the dialogue.</p> <p><i>What is happening now? How does Susie react to Louie? What does she say? Turn and talk to a partner.</i></p>
page 15	<p>Define vocabulary.</p> <p><i>Roberto explains to Louie that Gussie is tired. Explain means to tell someone carefully so that the other person understands.</i></p> <p><i>Turn and talk to a partner. What is happening now? How does Louie feel about Gussie? Does this give you any ideas about Louie as a learner?</i></p>
page 23	<p>Check for understanding.</p> <p><i>What is happening? Think for a moment, and then turn and talk to your partner. What do we learn about Louie?</i></p>

	Read to the end of the story.
Key Activity 20 minutes	<p>Introduce and distribute the <i>Louie</i> Dialogue Excerpt sheets.</p> <p><i>Now you will work with a partner to read excerpts of dialogue in Louie, underline and describe the key details that help us learn about Louie, and identify supports that might help Louie do his best learning.</i></p> <p>Echo read each section of key dialogue in the left hand column. Respond to any questions about the task.</p> <p>After children work for fifteen minutes, bring them back to the whole group. Ask two or three pairs to share what they identified in one section of dialogue and what that reveals about learning supports Louie might benefit from.</p>
Closing 1 minute	<i>Today, we read to identify important dialogue that helps us describe supports that might help Louie do his best learning.</i>
Standards	<p>R.9.2.a: Acknowledge differences in the points of view of characters.</p> <p>SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	Listen in on children's conversations during the Turn and Talks and as they work together on the sheets. Review children's annotations and writing. Note how children identify key details in dialogue and what they reveal about Louie.

Notes

Names: _____ and _____ Date: _____

Louie Dialogue Excerpts

<u>Underline</u> details that help us get to know Louie.	What do we learn about Louie from dialogue and key details?
Example: "I <u>never heard a word out of him.</u> " "Me neither," said Susie.	<i>This dialogue shows that Louie usually doesn't talk very much.</i>
"Hello! Hello!" [Louie said] Roberto peeked over the stage. "It's Louie!" he whispered. "He's talking to Gussie. He won't stop. What'll we do?" (p.11)	
"Hi Louie," Susie said in Gussie's voice. "Nice to see you. But me and the mouse gotta get on with the show. Will you please sit down? There's lots more to come." Louie sat down.	
Louie grabbed the puppet and held on to it. "What'll I do now?" Susie whispered to Roberto. "Gussie is very tired," explained Roberto. "She has to go home now." Louie waited a minute, then let go of Gussie.	

Based on key details in the dialogue of the text, what supports might help Louie do his best learning?

Narcissa

By Gwendolyn Brooks

Illustrated by Faith Ringgold

Some of the girls are playing jacks.
Some are playing ball.
But small Narcissa is not playing
Anything at all.

Small Narcissa sits upon
A brick in her backyard
And looks at tiger-lillies,
And shakes her pigtails hard.

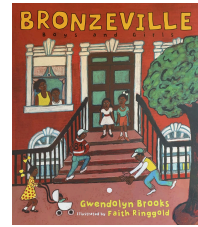
First she is an ancient queen
In pomp and purple veil.
Soon she is a singing wind.
And, next, a nightingale.

How fine to be Narcissa,
All-changing like all that!
While sitting still, as still, as still
As anyone ever sat!



Unit 1: How We Learn in Our School Communities

WEEK 3 Day 4



Text Talk “Narcissa” from *Bronzeville*

Big Idea	Communities can include and support all learners.
Weekly Question	How do we make sure that each member of our community can do their best learning?
Content Objectives	I can describe how words and phrases supply rhythm and meaning in a poem. (R.4.2, R.5.2.a) I can compare the central message of two texts. (R.5.2.a, R.7.2.a)
Language Objective	I can demonstrate understanding of word relationships and nuances in word meanings in a poem. (L.5)
SEL Objective	I can recognize Narcissa as a unique learner and be aware of myself as a learner, too. (Social Awareness, Self Awareness)
Vocabulary	ancient: from long long ago jacks: a game of tossing a small ball and picking up pieces from the ground while the ball is in the air pomp: fancy things that make a person proud tiger-lily: a kind of flower
Materials and Preparation	<ul style="list-style-type: none">• “Narcissa,” Gwendolyn Brooks, child copies, one for each child• “Narcissa” slides• Text Talk notebooks• writing and drawing tools <p>On the whiteboard write:</p> <p>What do you think Narcissa is thinking about? Why do you think so?</p>

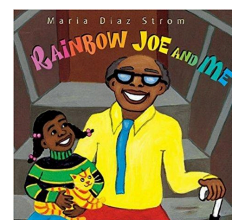
Text Talk U1 W3 D4

	What are the central messages of <i>Rainbow Joe</i> and “Narcissa?” texts? How could we make sure that both Narcissa and Eloise could do their best learning?
Opening 1 minute	<p>On slide 1 (book cover), introduce the author and context. <i>Gwendolyn Brooks was the first African American woman to win a Pulitzer Prize for writing, a very important award. The poems in this book are about children living together in one neighborhood in Chicago, called Bronzeville.</i></p> <p>Set the purpose for reading. <i>We’ll read one of these poems, “Narcissa.” We’ll identify key words and details that help us consider the character of Narcissa as a learner. Then we will compare two learners we’ve met—Eloise from Rainbow Joe and Me and Narcissa. We will describe the central messages from these two texts and explain how Narcissa and Eloise could each do their best learning.</i></p>
Text and Discussion 18 minutes	<p>Read the poem fluently all the way through.</p>
Read 2	<p>Read the poem a second time, this time with pauses for meaning. <i>Let’s read it again, this time more slowly. Let’s think together about what the poet means.</i></p> <p>Ideas that may surface include: People like to do different things; Imagination can be powerful. Children may relate the poem to their own imaginations or ways of learning.</p>
Reads 3 and 4	<p>Invite the whole group to read the poem chorally. Then, invite children to whisper read the poem with a partner.</p>
Read 5	<p>Regroup to reread the poem stanza by stanza, giving special attention to specific words and to the rhythm of the language. Identify line breaks and their purpose in setting the rhythm. Identify and notice how rhymes contribute emphasis to that rhythm.</p> <p><i>Gwendolyn Brooks wrote this poem in short lines and stanzas. How does this help us understand its meaning?</i> <i>Why might the poet describe Narcissa as “small”?</i> <i>Do you think that Narcissa feels small? What evidence do you find in the poem?</i></p>
Key Activity 20 minutes	<p>Think, Pair, Share</p> <p>Prompt 1. <i>Read stanza 3 again with your partner. What do you think Narcissa is thinking about? Why do you think so?</i></p>

	<p>Note Break</p> <p>Distribute Text Talk notebooks and writing and drawing tools.</p> <p>Before the second Think, Pair, Share in response to Prompt 2, invite children to take a Note Break responding to Prompt 1.</p> <p>Think, Pair, Share</p> <p>Prompt 2: <i>What are the central messages of Rainbow Joe and “Narcissa?” How could we make sure that both Narcissa and Eloise could do their best learning?</i></p>
<p>Closing</p> <p>1 minute</p>	<p><i>Today we read a poem called “Narcissa,” paying close attention to the words and the way the poem is written on the page to understand Narcissa as a learner. Then we compared the central messages of Rainbow Joe and “Narcissa” in order to explain how Narcissa and Eloise could each do their best learning.</i></p>
<p>Standards</p>	<p>R.4.2: Ask and answer questions about who, what, when, where, how and why.</p> <p>R.5.2.a: Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p>R.7.2.a: Describe how words and phrases supply rhythm and meaning in a text.</p> <p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p>
<p>Ongoing assessment</p>	<p>Listen to conversations.</p> <p>How do children make meaning of this poem? Do children use the way the poem is written and its language?</p> <p>How do children describe the central message of the poem?</p> <p>How do children relate personally to Narcissa?</p> <p>What comparisons do children make between the two learners, Narcissa and Eloise?</p> <p>Review the Text Talk notebooks.</p> <p>How do children justify their ideas about what Narcissa is thinking?</p>

Unit 1: How We Learn in Our School Communities

WEEK 3 Day 3



Text Talk *Rainbow Joe and Me*

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	How do we make sure that each member of our community can do their best learning?
Content Objective	I can use details in the text and illustrations to describe how Rainbow Joe and Eloise use their imaginations as learners. (R.4.2, R.11.2.a, R.11.2.b)
Language Objective	Using complete sentences, I can share my thoughts about a text. (L.2.3.f)
SEL Objective	I can take the perspective of others and consider how we could support a learner like Eloise in our classroom. (Social Awareness)
Vocabulary	believe: to trust that something is true blind: unable to see either partially or at all; visually impaired hum: to make a noise like a song, with closed lips * imagination: the ability to form new ideas or images in your mind, thinking about things that may not be real visually impaired: having a sense of sight that does not work fully; unable to see well or at all
Materials and Preparation	This text features a character who is blind. Consider the children in the class and how they might connect to Rainbow Joe. During the lesson, acknowledge the lived experience and expertise of children with visual impairments. <ul style="list-style-type: none">● <i>Rainbow Joe and Me</i>, Maria Diaz Strom

Text Talk U1 W3 D3

	<p>Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the first illustrated page with Eloise's face.</p> <ul style="list-style-type: none"> • writing and drawing tools • Writing Station Response: <i>Rainbow Joe and Me</i>, 1 copy for teacher <p>On the whiteboard, write:</p> <p>What do the illustrations and words show about Eloise's imagination? How do you think Eloise's imagination helps her learn?</p> <p>If Rainbow Joe or Eloise were part of our classroom community, how would we make sure that they could do their best learning? (If there are children in the classroom with visual impairments, acknowledge their lived experience and how the class includes them in order to make sure all can do their best learning.)</p> <p>Below this, write the Writing Station prompt.</p>
Opening 1 minute	<p>Set a purpose for today's reading.</p> <p><i>Today we will read Rainbow Joe and Me, written and illustrated by Maria Diaz Strom. Today when we read, let's think about key details in the text and illustrations that help us understand how the characters use their imaginations and how this helps them learn. Imagination is the ability to form new ideas or pictures in your mind, thinking about things that may not be real.</i></p>
Reading and Discussion 24 minutes page 4	<p><i>What do the illustrations on these pages show about Eloise's imagination? How do you think Eloise's imagination helps her learn?</i></p>
page 6	<p><i>Show with your body how you would hum and tap your feet. Now turn to a partner: What does the text tell us about Rainbow Joe?</i></p> <p><i>What might we infer, or guess, about how Rainbow Joe learns best?</i></p>
page 18	<p><i>How do the illustrations show Rainbow Joe talking about colors? Why did Maria Diaz Strom include Eloise in these illustrations, too?</i></p> <p>Read to the end of the story.</p> <p><i>At the end of the story, "Rainbow Joe mixes up a great big beautiful rainbow," and Eloise and her mother can see and understand it. Turn and talk with a partner. What does this mean?</i></p>

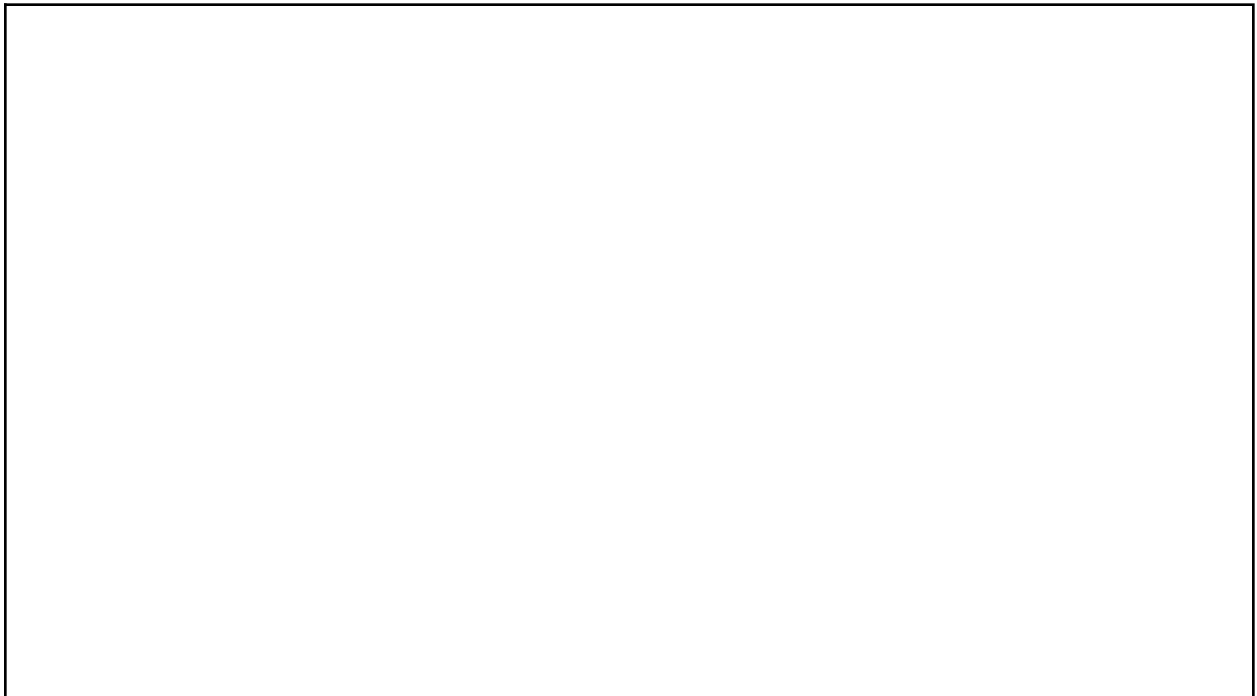
	<i>How are Eloise and her mother using their imaginations?</i>
Key Discussion 14 minutes	<p>Think Pair Share</p> <p>Prompt 1: <i>What do the illustrations and words show about Eloise's imagination? How do you think Eloise's imagination helps her learn?</i></p> <p>If children need prompting, refer to page 2, 14, and/or 20.</p> <p>Prompt 2: <i>If we had a learner like Rainbow Joe or Eloise in our class, how would we make sure that they could do their best learning?</i></p> <p>(If the class includes children with visual impairments, acknowledge those ways they are already supported to learn.)</p> <p>Introduce this week's Writing Station.</p> <p><i>In our Writing Station this week, we will respond to the first question we've just discussed: What do the illustrations and words show about Eloise's imagination? You will also write about how Eloise's imagination might help her learn.</i></p> <p>Read the 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.</p> <p>At the Writing Station, provide two copies of the book for children to refer to as they work. Flag pages 2, 14 and 20 to bring children's attention to those illustrations.</p>
Closing 1 minute	<i>Today we used key details in the text and illustrations to help us understand how the characters use their imagination as learners.</i>
Standards	<p>R.4.2: Ask and answer questions about who, what, when, where, how and why.</p> <p>R.11.2.a: Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b: Compare and contrast two or more versions of the same story presented in diverse forms</p> <p>L.2.3.f: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
Ongoing assessment	<p>Note how children are talking about the characters as learners.</p> <p>Do children use key details in both the illustrations and words to describe the character?</p> <p>Do children describe how the characters use their imagination?</p>

Writing Station Response: ***Rainbow Joe and Me***, Maria Diaz Strom

Name: _____ Date: _____

What do the illustrations and words show about Eloise's imagination?

How do you think Eloise's imagination helps her learn?



Writing Station U1 W3 D3

Unit 1: How We Learn in Our School Communities

WEEK 3 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How do we make sure that each member of our community can do their best learning?
Language Objectives	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)
Vocabulary	collaborate: to work together compassionate: showing concern for others imagination: the ability to form new ideas or images in your mind, thinking about things that may not be real judge: to form an opinion about respect (v): to admire deeply; (n): admiration support: to give assistance sympathetic: showing care for understanding: aware of other people's feelings, sympathetic
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none">• Week 3 Weekly Words cards• chart paper Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
Opening Day 1	<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	<i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i>

Teaching the words	<p>collaborate (verb) Elaboration: <i>So far in second grade you have had many opportunities to collaborate. When you collaborate, you don't just sit next to each other, you work together to accomplish something. You can collaborate with just one person or with a whole group!</i></p> <p>Think, Pair, Share prompt: <i>When are two times that you like to learn through collaborating with others?</i></p>
	<p>compassionate (adjective) Elaboration: <i>In the stories we are reading we see examples of characters feeling compassionate toward others.</i></p> <p>Think, Pair, Share prompt: <i>What examples can you think of?</i></p>
	<p>imagination (noun) Elaboration: <i>This child has used their imagination to create some kind of flying machine out of a box, a costume, and a story about travel.</i></p> <p>Think, Pair, Share prompt: Hold up a common object. <i>Use your imaginations: what could this become, besides just a plain old ____?</i></p>
	<p>judge (verb) Elaboration: <i>People do not always judge something in the same way, because we have different ideas and opinions about what we think is valuable or good or beautiful. A common expression is, "Judge for yourself." It means, decide what you think of something.</i></p> <p>Think, Pair, Share prompt: <i>Judge this:</i> Point to a common area of the classroom. <i>Is this a good space for learning? Tell your partner what you think about it and why.</i></p>
	<p>respect (verb, noun) Elaboration: <i>These two women respect each other. We can tell by their actions.</i></p>

	<p><i>People can demonstrate respect for others through a greeting, through the words they use, and through actions.</i></p> <p>Think, Pair, Share prompt: <i>What are some words or actions you use to show respect for someone?</i></p> <hr/> <p>support (verb) Elaboration: <i>Let's agree to support each other this year in our classroom. That will make this a great learning community!</i></p> <p>Think, Pair, Share prompt: <i>What is something someone can do to support you as a learner?</i></p> <hr/> <p>sympathetic (adjective) Elaboration: <i>Sympathetic is a synonym of compassionate. Both words mean showing care for others. When you feel sympathetic towards someone, you might say, "I know how you feel."</i></p> <p>Think, Pair, Share prompt: <i>With your partner, finish this sentence: "I am sympathetic when someone in my family ____."</i></p> <hr/> <p>understanding (adjective) Elaboration: <i>Here's another synonym of compassionate and sympathetic. In this image, it looks like the bigger kid is understanding about the little one not being quite sure about going in the water. In A Letter to My Teacher, the teacher was understanding with the student.</i></p> <p>Think, Pair, Share prompt: <i>What can you say or do to show someone that you feel understanding towards them?</i></p>
Closing	<p><i>This week, we're talking about how we can make sure each of us can do our best learning in our second grade classroom. The words we're studying will help us to talk about this, our texts, and other experiences we're having together.</i></p>
Standards	<p>SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>

	<p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.5.2.a: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Ongoing assessment	<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 phonics 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>

<p>Notes</p>

WEEK 3 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	How do we make sure that each member of our community can do their best learning?
Language Objective	I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.2, L.4.2.c)
Vocabulary	collaborate: to work together imagination: the ability to form new ideas or images in your mind, thinking about things that may not be real judge: to form an opinion about respect: to admire deeply support: to give assistance
Materials and Preparation	<ul style="list-style-type: none">• Week 3 Making and Using New Words sheets, one for each small group Strategically assign children to groups of four, and select one or two words for each group to work with. Circle these words on the sheets. (They may or may not be the same words for each group.)• pencils, one or two for each small group• Week 3 Weekly Words cards, those listed above
Opening	<p><i>We're going to practice Making and Using New Words again today.</i></p> <p>Reintroduce the Making and Using New Words routine:</p> <ul style="list-style-type: none">• Walk through the sheet, reading the directions.• Note that words have been chosen for each group to work with. Show children where they can reference the corresponding, illustrated Weekly Word cards. <p><i>You will work with your group to make some new words. Then you will use one of those new words in a sentence. Let's try it together again to make sure each group knows just what to do. This is</i></p>

	<i>different from the Answering a Weekly Question routine we used last week.</i>
Key Activity	<p>Model the activity as needed, inviting children to contribute. With each new word children suggest, check for sense-making. Ask children what the new word means. Record the words, and then think aloud to use one of the words in a sentence.</p> <p>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 knowledge about how words are formed.</p>
Closing	<i>This routine is a way for you to show what you are learning about new words. To keep practicing this new routine, you stayed in your small groups for the whole time. Next week we'll come back together to share some of the words and sentences you make.</i>
Standards	<p>SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>L.4.2.c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
Ongoing assessment	<p>Listen to children's conversations as they work.</p> <p>What knowledge do children demonstrate about parts of words?</p> <p>What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children's interactions.</p> <p>How effectively do children work in their groups?</p> <p>What roles do they take on?</p> <p>Review each sheet. Use children's answers to inform planning for successive lessons, revisiting words and suffixes, and informal conversations with individual children.</p> <p>Reflect on the routine.</p> <p>What worked well?</p> <p>What will need to be reinforced in the Week 5 lesson to make it run more smoothly?</p>

Names: _____

Choose one Weekly Word. Underline the base word. Make new words by adding or changing suffixes. Write the words. Check to make sure they make sense. What do the new words mean?

Weekly Words	Suffixes	New Words
collaborate	- s	_____
imagination	- ed	_____
judge	- ing	_____
respect	- es	_____
support		_____

Write a sentence with one of the new words.

Unit 1: How We Learn in Our School Communities

WEEK 3 Day 3

Vocabulary & Language

Shades of Meaning: Adjectives

Weekly Question	How do we make sure that each member of our community can do their best learning?
Language Objectives	I can identify and use adjectives. (L.1.2.b) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.2.b)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea meaning: definition material: what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard property: the attribute or characteristic of an object similar: almost the same
Materials and Preparation	<ul style="list-style-type: none">• sticky notes, about 10 Write the words “rough” and “smooth” on two of the sticky notes.• pen• whiteboard and marker
Opening	<i>In our Science lessons we have been discussing the properties of materials. Texture is one of these properties. Today we will identify, use, and distinguish shades of meaning among adjectives that describe texture.</i>
Discussion	<i>The adjectives <u>rough</u> and <u>smooth</u> both describe textures. But they are opposites: they describe very different textures. In fact, there are lots of adjectives that describe different textures. Each adjective has a slightly different meaning.</i> <i>Similar means almost the same. Let’s think of words that have a meaning similar to “rough.”</i>

	<p>As children think of words, write each one on a separate sticky note (e.g., bumpy, coarse).</p> <p><i>Now let's think of words that have a similar meaning to "smooth."</i></p> <p>As children think of words, write each one on a separate sticky note (e.g., flat, even).</p> <p><i>Now, help me arrange these words on the board in a way that makes a continuum from one opposite to the other.</i></p> <p>Draw a horizontal line on the board with arrows at each end to represent a continuum.</p> <p><i>We'll put the word that means the roughest on one end of the continuum and the word that means the smoothest on the other.</i></p> <p>Sort the words with children's input, asking them to offer their rationale for where they place each word. Encourage a conversation about the subtle differences among words.</p>
Closing	<p><i>Today you generated and sorted adjectives that describe texture. Tomorrow we will use these adjectives to describe objects.</i></p> <p>Note: Preserve the whole continuum or save just the sticky notes to use in the following day's lesson.</p>
Standards	<p>L.1.2.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.5.2.b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe texture.</p> <p>Can children offer appropriate adjectives?</p> <p>Can children articulate their reasoning for sorting adjectives in a specific way?</p>

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Unit 1: How We Learn in Our School Communities

WEEK 3 Day 4

Vocabulary & Language

Shades of Meaning: Adjectives

Weekly Question	How do we make sure that each member of our community can do their best learning?
Language Objectives	I can use adjectives to describe the properties of materials. (L.1.2.b) I can distinguish shades of meaning among adjectives by placing them on a continuum and discussing their meanings. (L.5.2.b)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea meaning: definition material: what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard property: the attribute or characteristic of an object similar: almost the same Adjectives generated during the Day 3 lesson
Materials and Preparation	<ul style="list-style-type: none">adjectives on sticky notes, from Day 3 On the whiteboard, arrange the sticky notes along the continuum as established on Day 3. <ul style="list-style-type: none">a collection of classroom objects with different textures, enough for each child to hold and describe one
Opening	<i>Yesterday we sorted adjectives that describe texture. Today we are going to use those adjectives to describe objects.</i>
Discussion	Review the continuum of adjectives describing rough and smooth. Briefly summarize the discussions from the lesson to make sure that children remember the nuances in meaning among the words. With children sitting on the perimeter of the rug, distribute classroom objects. <i>Observe your object closely.</i>

	<p>Think, Pair, Share.</p> <p><i>Which adjective best describes the texture of your object?</i></p> <p><i>Why is that the most accurate adjective?</i></p> <p>Invite some children to share with the whole group their objects, the adjectives they chose to describe them, and their rationale for why those adjectives are the most accurate.</p>
Closing	<p><i>Today you carefully chose among similar adjectives to precisely describe an object.</i></p>
Standards (Boston Science Standard)	<p>L.1.2.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.5.2.b: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>2-PS1-1. Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding the shades of meaning among adjectives that describe texture.</p> <p>Can children articulate their reasoning for matching a given adjective to the texture of a particular object?</p>

Notes



collaborate

verb

<https://www.cradlcase.com/giving/children-collaborating/>



compassionate

adjective

<https://zenfulspirit.com/2017/10/12/cultivate-compassion-everyday-life/>

Weekly Words U1 W3

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



imagination

noun

<http://geiendorsed.com/blog/beyond-the-classroom/encouraging-childrens-pure-imagination/>



judge

verb

<https://www.houstonchronicle.com/opinion/editorials/article/Thumbs-up-thumbs-down-12295067.php>

Weekly Words U1 W3

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



respect

verb, noun

<https://www.asmallworld.com/explorer/articles/seven-ways-greeting-each-other-around-world>



support

verb

<https://www.cnn.com/2020/05/30/us/how-to-be-an-ally-guide-trnd/index.html>

Weekly Words U1 W3

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



sympathetic

adjective

<https://www.merriam-webster.com/words-at-play/sympathy-empathy-difference>



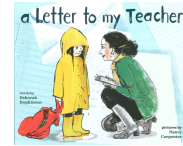
understanding

adjective

<https://www.twiversity.com/2016/11/when-an-older-sibling-has-a-favorite-twin/untitled-design-741/>

Weekly Words U1 W3

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



WEEK 3 Day 4

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction:
Conclusion

Content Objective	I can write the conclusion of a personal recount. (W.3.2, W.2)
Language Objective	I can discuss the best type of conclusion for the class's personal recount. (SL.1.2)
Vocabulary	<p>conclusion: the end</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>sequence of events: the events in a personal recount, in order</p> <p>stages: the parts of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> • Personal Recount anchor chart images: conclusion • Personal Recount anchor chart, from Week 2, Day 2 • <i>Come On, Rain!</i>, Karen Hesse • <i>Come On, Rain!</i> chart, from Week 2, Day 4 • <i>A Letter to My Teacher</i>, Deborah Hopkinson • <i>A Letter to My Teacher</i> chart, from Day 1 • jointly constructed personal recount, from Week 2, Day 3 • writing tools • children's notebooks • personal Recount Observation Tools, from Week 2, Day 3
Opening 1 minute	<p>Refer to the Personal Recount anchor chart.</p> <p><i>We have been learning a lot about personal recounts! We know that they begin with an orientation, followed by the sequence of events. Today we are going to learn about another stage, or part, of personal recounts.</i></p>
Deconstruction 12 minutes	<p>Show the <i>Come On, Rain!</i> chart.</p> <p><i>Personal recounts end with conclusions. Sometimes writers end</i></p>

<p><i>Come On, Rain!</i> pages 25-26</p>	<p><i>their personal recounts with one final event; sometimes they talk about why the experience was important; and sometimes they end with a feeling. I am going to read the last page of Come On, Rain! As I read, think about which kind of conclusion Karen Hesse chooses.</i></p> <p>Read the last page. Harvest children's ideas. <i>Karen Hesse concludes her story with a feeling. She uses Tessie's words and a description of Tessie and Mamma walking home to give the feeling of happiness and calmness.</i></p> <p>In the Conclusion section of the <i>Come On, Rain!</i> chart, write: "We sure did get a soaking, Mamma," I say, and we head home purely soothed, fresh as dew, turning toward the first sweet rays of the sun.</p>
<p><i>A Letter to My Teacher</i> pages 28-30</p>	<p>Show the <i>A Letter to My Teacher</i> chart. <i>Now let's read the conclusion in A Letter to My Teacher. As I read, think about what type of conclusion Deborah Hopkinson chooses: a final event, talking about why the experience was important, or a feeling.</i></p> <p>Read the last pages. Harvest children's ideas. <i>Deborah Hopkinson concludes her story by reflecting on why the experience was important. The narrator is writing a letter as an adult telling her teacher that her experiences in second grade made her want to become a teacher, too.</i></p> <p>In the Conclusion section of the <i>A Letter to My Teacher</i> chart, write: The student became a teacher.</p> <p>Add the conclusion anchor chart image to the Personal Recount anchor chart, below Sequence of Events.</p>
<p>Joint Construction 7 minutes</p>	<p><i>Let's go back to the personal recount we have been working on and think about how we would like to conclude it. What would be the best way to end: with a final event, a feeling, or talking about why the experience was important?</i></p> <p>Decide together which type of conclusion to write, and what to write. Then write the conclusion together as a class.</p>
<p>Individual Construction 9 minutes</p>	<p><i>Now it's your turn to write a conclusion for your personal recount. Reread your story to yourself. Then think about what conclusion makes sense. Tell your conclusion to your partner before you draw and write it.</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>

Closing 1 minute	<i>Today we learned about the conclusions of personal recounts.</i> <i>Tomorrow you will continue writing.</i>
Standards	<p>W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>Reflect on the whole group discussion.</p> <p>Which type of conclusion do children identify for <i>Come On, Rain!?</i> <i>For A Letter to My Teacher?</i></p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>How do children conclude their personal recounts?</p> <p>Are there any trends emerging?</p>

Notes

Personal Recount anchor chart images

stages

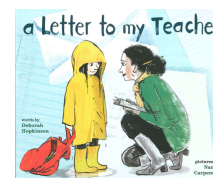


*did get a soaking. Mamma," I say,
we head home
purely soothed,
fresh as dew,
turning toward the first sweet rays of the sun.*

conclusion:
final event,
telling why the
experience was
important,
or a feeling

Writing U1 W3 D4

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WEEK 3 Day 2

Writing Personal Recount

Deconstruction: Development of Events

Content Objective	I can identify sub-events. (W.3.2)
Language Objective	I can discuss how sub-events make major events more entertaining. (SL.1.2)
Vocabulary	<p>develop: to add more; to elaborate; to stretch out</p> <p>document: to record, sometimes by writing</p> <p>entertain: to interest someone</p> <p>genre: a type of writing</p> <p>major events: the most important events</p> <p>phrase of time: a group of words that indicates when something happened</p> <p>purpose: the reason for doing or creating something</p> <p>sub-events: the smaller events and details that tell more about the major events</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>A Letter to My Teacher</i>, Deborah Hopkinson • writing tools • Development of Events, Packet A, one copy for the class • Development of Events, Packets B-J, one copy for each pair of children <p>If there are more than nine pairs of children, have more than one pair work on the longer passages (Packets E, F, and G).</p> <ul style="list-style-type: none"> • <i>A Letter to My Teacher</i> chart, from Day 1
Opening 5 minutes	<p><i>When we started learning about personal recount, we learned that the purpose of the genre is to document a sequence of events and to entertain.</i></p> <p><i>Yesterday we learned that writers introduce new events using phrases of time. Today we are going to continue to talk about the sequence of events.</i></p> <p>Show the <i>A Letter to My Teacher</i> chart.</p>

	<p>The events on this chart are the major events of the story. These are the most important events.</p> <p>Read the events.</p> <p>Right now, these events do not sound very interesting. One way that an author makes a personal recount more entertaining is to develop these events.</p>					
<p>Deconstruction 8 minutes</p> <p>pages 2-3</p>	<p>Introduce Development of Events Packet A.</p> <p>This is a tool that we will use to understand how Deborah Hopkinson develops—or adds more to—the events. There is one page for each major event in the story. You’ll see the title of the book here [point to it on a sheet], and the major event here. This part of the sheet says Sub-Events. That means the other events and details the author includes to tell more about what happened and to make the story entertaining.</p> <p>As a class we are going to look at the first major event, which is “The student marched to school on the first day.”</p> <p>Read “I was the one who marched...” to the end of that page. Have children turn and talk to discuss what other details the author includes. Harvest ideas from the children and fill them in on the Development of Events sheet. See the following example.</p> <table><tr><td>Development of Events</td></tr><tr><td>Title: <u>A Letter to My Teacher</u></td></tr><tr><td>Major Event: The student marched to school on the first day.</td></tr><tr><td>Sub-Events: She marched through every puddle.</td></tr><tr><td>She wore a bright yellow coat and a dark, stormy frown.</td></tr></table>	Development of Events	Title: <u>A Letter to My Teacher</u>	Major Event: The student marched to school on the first day.	Sub-Events: She marched through every puddle.	She wore a bright yellow coat and a dark, stormy frown.
Development of Events						
Title: <u>A Letter to My Teacher</u>						
Major Event: The student marched to school on the first day.						
Sub-Events: She marched through every puddle.						
She wore a bright yellow coat and a dark, stormy frown.						
<p>Deconstruction 12 minutes</p>	<p>Now you will work in pairs to do the same thing for other major events from A Letter to My Teacher. Each pair will work on a different major event.</p> <p>You and your partner will read the major event on your sheet and then reread the pages of the book where the event happened. As you read, find the other events Deborah Hopkinson includes to develop the main event. Write these in the Sub-Events section of your sheet.</p> <p>As children work, circulate to support them. Choose one pair’s work to</p>					

	highlight in the closing. This work may serve as a model or be used to give feedback.
Closing 5 minutes	Have one pair of children share their work by reading the major event they explored, as well as the sub-events. As a class, discuss how the sub-events make the major event more entertaining.
Standards	W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. SL.1.2: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
Ongoing assessment	During the concluding discussion, note the extent to which children are able to articulate how sub-events make major events more interesting. When analyzing the children's Development of Events sheets, consider the following: What do they include as sub-events? Do they choose a few related events, or do they list everything else on the page with the major event?

Notes

Name: _____

Date: _____

Development of Events - Packet A

Title: *A Letter to My Teacher*

Major Event: The student marched to school on the first day.

Sub-Events:

Name: _____

Date: _____

Development of Events - Packet B

Title: *A Letter to My Teacher*

Major Event: The student and teacher met.

Sub-Events:

Name: _____

Date: _____

Development of Events - Packet C

Title: <i>A Letter to My Teacher</i>
Major Event: The teacher introduced the class to their second grade work.
Sub-Events:

Name: _____

Date: _____

Development of Events - Packet D

Title: *A Letter to My Teacher*

Major Event: The class visited the creek behind the school.

Sub-Events:

Name: _____

Date: _____

Development of Events - Packet E

Title: *A Letter to My Teacher*

Major Event: The student took the pet mouse home over vacation.

Sub-Events:

Name: _____

Date: _____

Development of Events - Packet F

Title: *A Letter to My Teacher*

Major Event: The teacher encouraged the student as she learned to read.

Sub-Events:

Name: _____

Date: _____

Development of Events - Packet G

Title: *A Letter to My Teacher*

Major Event: The class took a field trip to an old house.

Sub-Events:

Name: _____

Date: _____

Development of Events - Packet H

Title: *A Letter to My Teacher*

Major Event: The class planted a garden.

Sub-Events:

Name: _____

Date: _____

Development of Events - Packet I

Title: *A Letter to My Teacher*

Major Event: The class had a party and served salad from the ingredients they grew.

Sub-Events:

Name: _____

Date: _____

Development of Events - Packet J

Title: *A Letter to My Teacher*

Major Event: The student gave the teacher a memory quilt.

Sub-Events:

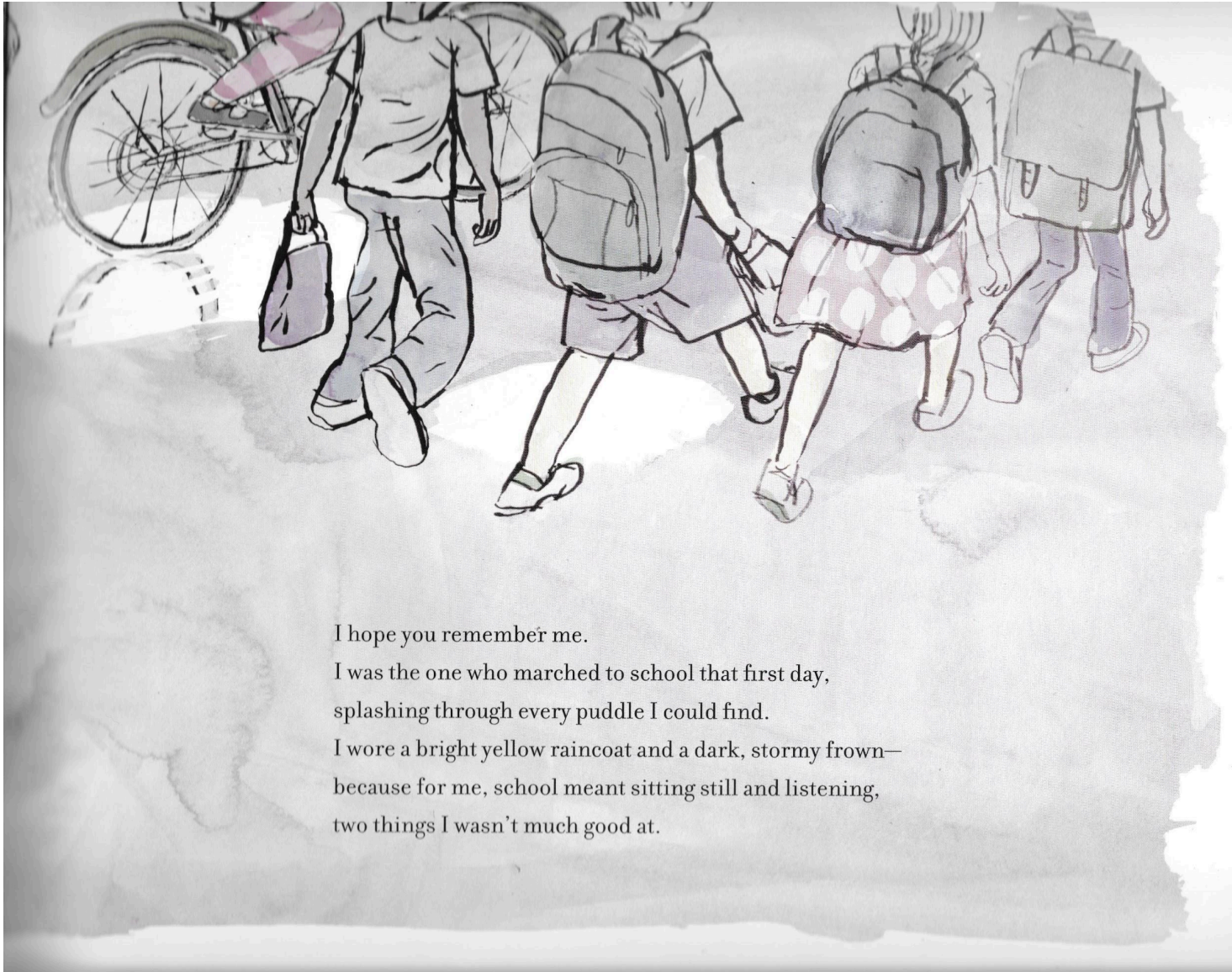
Development of Events - Packet A



Writing U1 W3 D2

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Development of Events - Packet A



I hope you remember me.
I was the one who marched to school that first day,
splashing through every puddle I could find.
I wore a bright yellow raincoat and a dark, stormy frown—
because for me, school meant sitting still and listening,
two things I wasn't much good at.

Writing U1 W3 D2

Development of Events - Packet B



Writing U1 W3 D2

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Development of Events - Packet B

I stood there ornery and dripping,
just sure I'd get in trouble.
But instead you grinned at me.
"Good morning! Look at you,
standing there like Mary Kingsley
just back from canoeing up the Ogooué River."

"Who?" I said. "Where?"
"Mary Kingsley, the fearless explorer," you explained.
"Someday we'll read about her—and crocodiles.
Now get the mop."
Crocodiles!

Development of Events - Packet C

After taking attendance, you made a big announcement:

“Welcome! This year we’ll be planting the first-ever
Second-Grade Garden.

It will be our great experiment.”

“Yay! We get to dig in the mud!” I shouted.

“True, but first we read about plants,” you said.

“We’ll use math to measure our plot,
and we’ll write our garden plan.”

Reading? Math? Writing?

I was better at running and jumping.



Writing U1 W3 D2

Development of Events - Packet C



Writing U1 W3 D2

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Development of Events - Packet D



Writing U1 W3 D2

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Development of Events - Packet D

When you weren't watching, I started to hop the rocks.
Right in the middle I got stuck.
"Look at me! I'm Mary What's-Her-Name," I hollered,
trying to sound brave.
"Watch out for crocodiles," you called back.
Then you rushed to rescue me.



On the way back, you held my hand,
and never told anyone how much I was shaking.

Writing U1 W3 D2

Development of Events - Packet E



All fall, I tried hard to sit still.
Right before Thanksgiving vacation,
you asked who wanted to take the Mouse Brothers home.
“Me! Pick me!” I shouted.

Writing U1 W3 D2

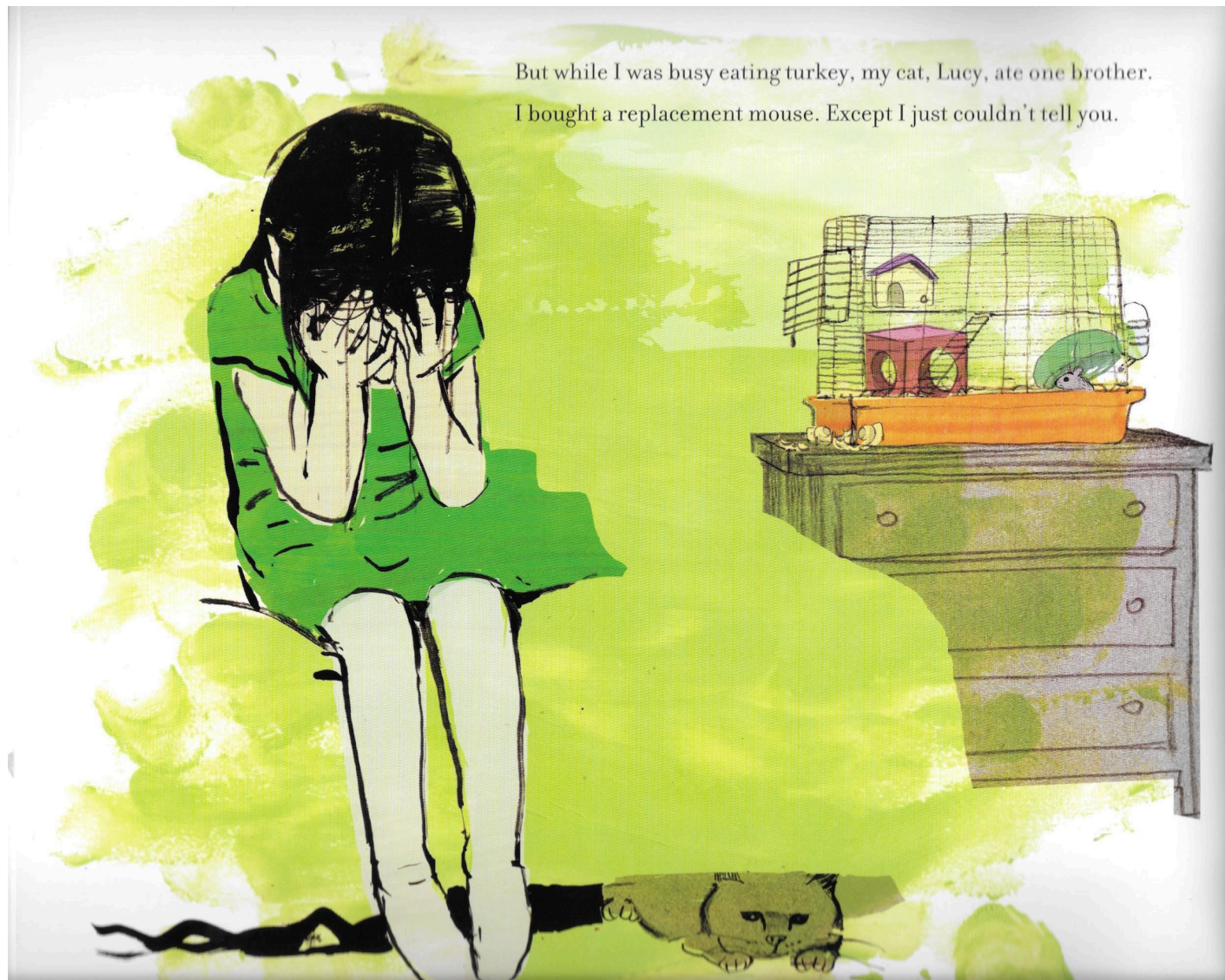
Development of Events - Packet E



Writing U1 W3 D2

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Development of Events - Packet E



Writing U1 W3 D2

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Development of Events - Packet E

One day when we were cleaning their cage,
you called me over to your desk and told me that
we might have to change the brothers' names
to Ma and Pa Mouse.

"You knew the whole time," I said.

Laughing, you said, "Might as well get used to it:
teachers see everything."



Writing U1 W3 D2

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Development of Events - Packet F



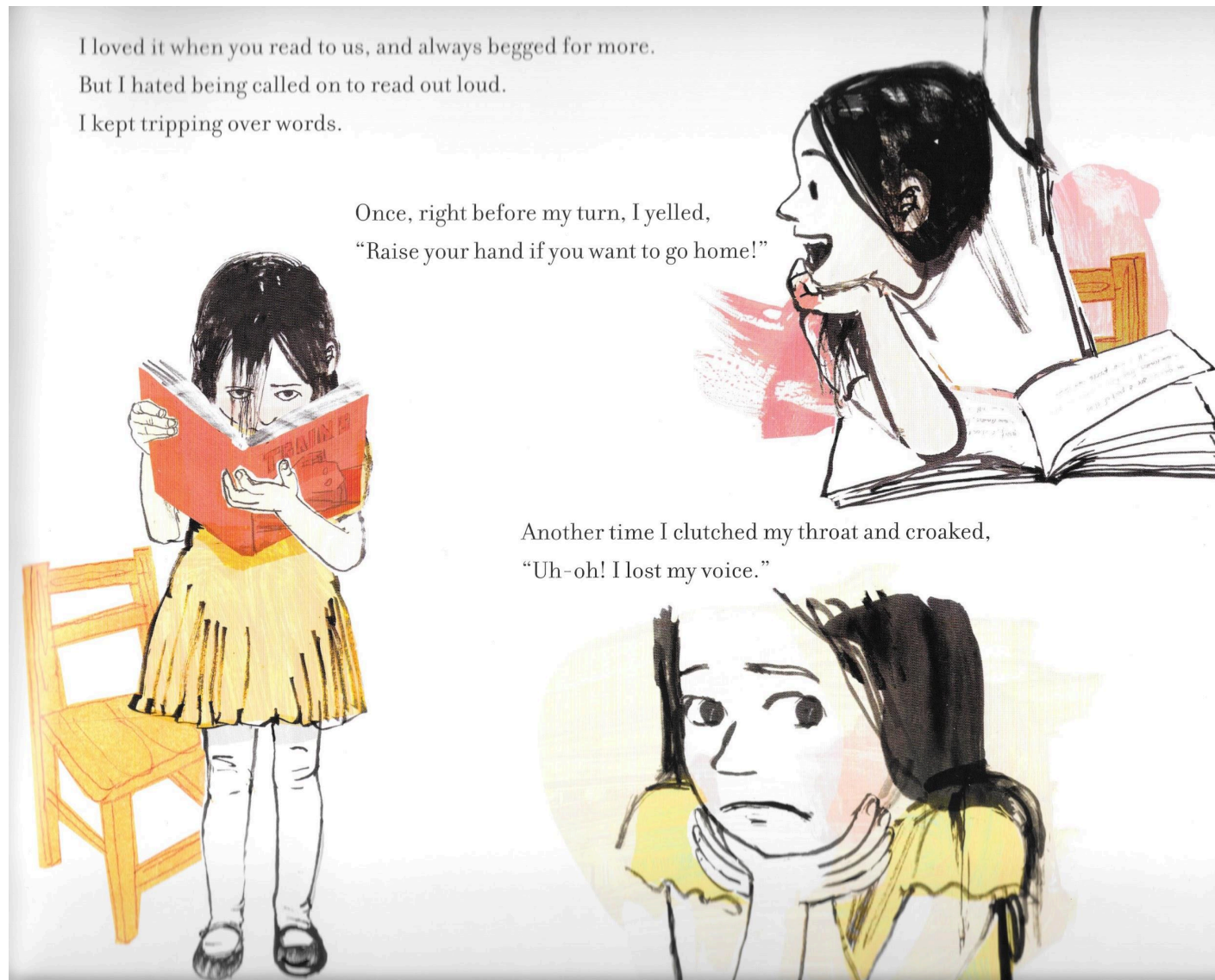
When winter came,
the reading corner became our secret garden of stories.
On Friday afternoons, we all curled up in a heap to listen—
just like our new litter of mice.

Writing U1 W3 D2

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Development of Events - Packet F



Writing U1 W3 D2

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Development of Events - Packet F



Writing U1 W3 D2

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Development of Events - Packet F



Nothing fooled you, though.
You called me to your desk and asked,
“When we make our garden,
do you think the seeds will grow right away?”
“No!” I said. “Everyone knows they need time and sun and water.”
“Well, learning to read takes time, too,” you said.
“Now, I think you have a cat.”
I nodded. “Lucy, the one who likes mice.”
“I’d like you to read to Lucy every day,” you suggested.
“It might keep her out of trouble.”
I giggled. “Maybe I’ll read her *Puss in Boots*!”

Writing U1 W3 D2

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Development of Events - Packet F

I practiced hard and you gave me extra help, too.
One day you brought me a special book.
“I met a real author and he autographed it
just for you,” you said.
I looked at the cover and sounded out the words.
“Wow! It’s about her! That explorer, Mary Kingsley.”
You smiled. “Next week, you can share it with the class.”



Writing U1 W3 D2

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Development of Events - Packet G

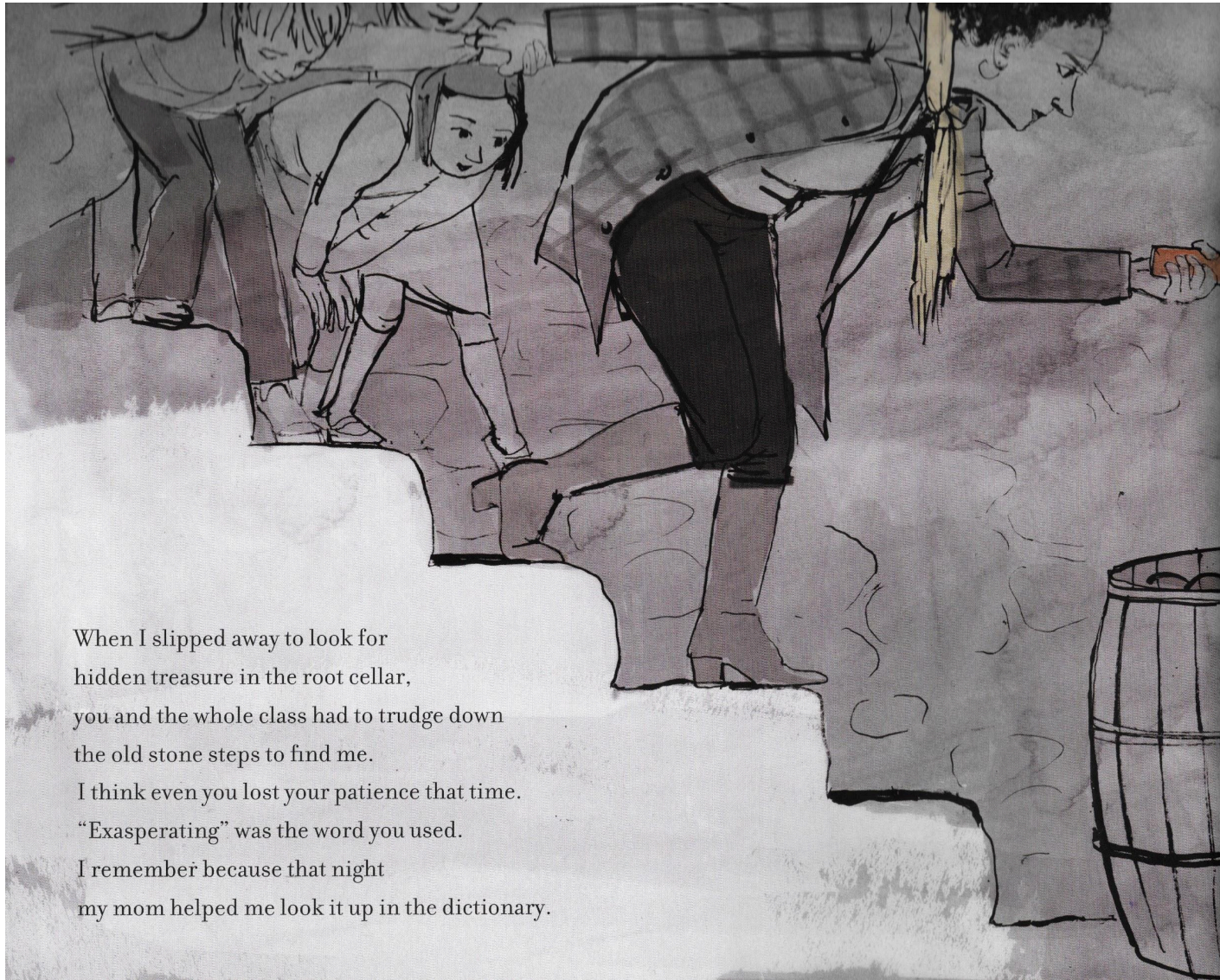


In March we explored our town.
We went on a field trip to an old house.
It was full of history—and secret stairways.

Writing U1 W3 D2

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Development of Events - Packet G



When I slipped away to look for
hidden treasure in the root cellar,
you and the whole class had to trudge down
the old stone steps to find me.
I think even you lost your patience that time.
“Exasperating” was the word you used.
I remember because that night
my mom helped me look it up in the dictionary.

Writing U1 W3 D2

Development of Events - Packet G



Writing U1 W3 D2

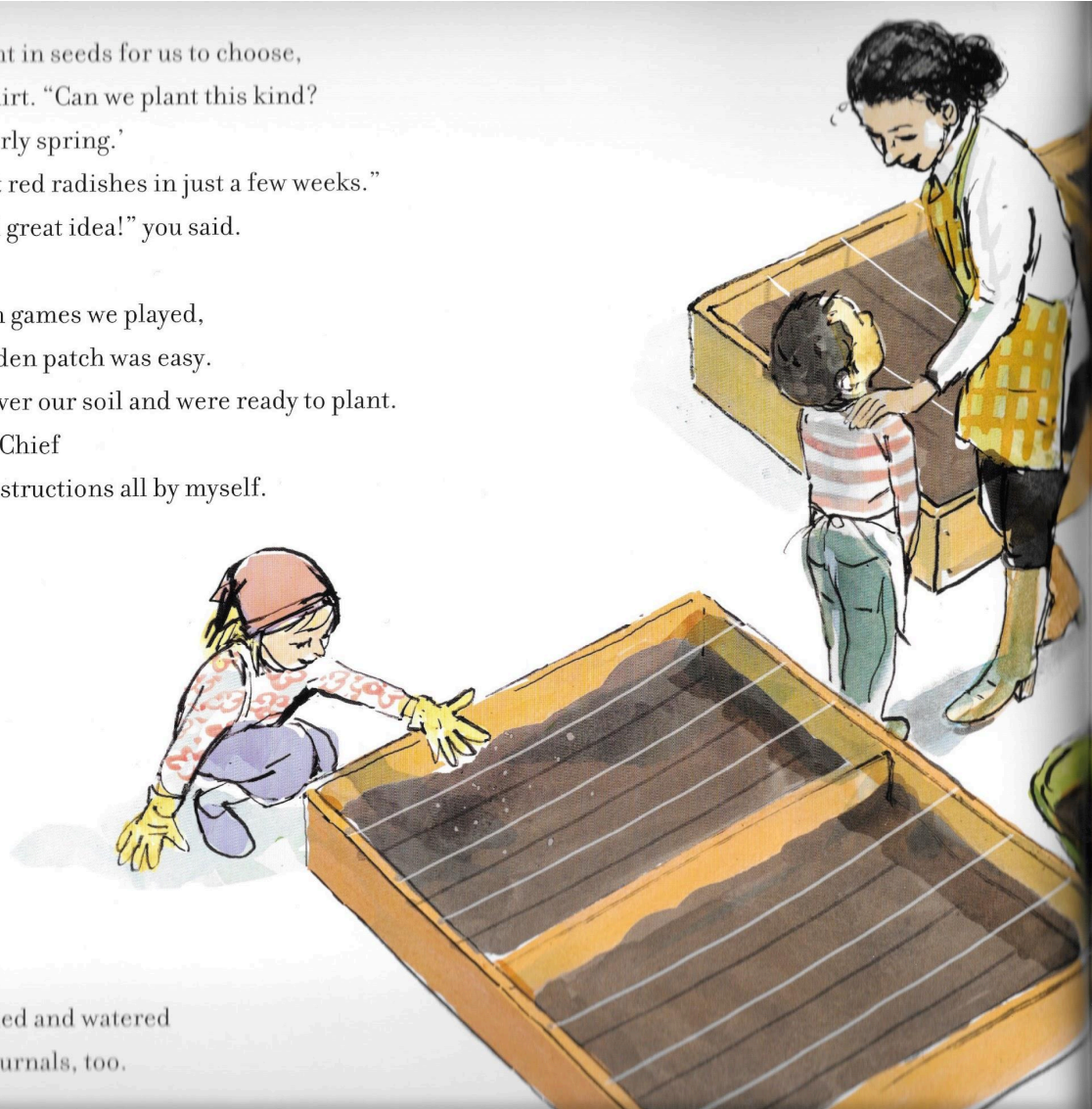
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Development of Events - Packet H

The day you brought in seeds for us to choose,
I tugged on your shirt. "Can we plant this kind?
The packet says 'early spring.'
We can have bright red radishes in just a few weeks."
"Good reading and great idea!" you said.

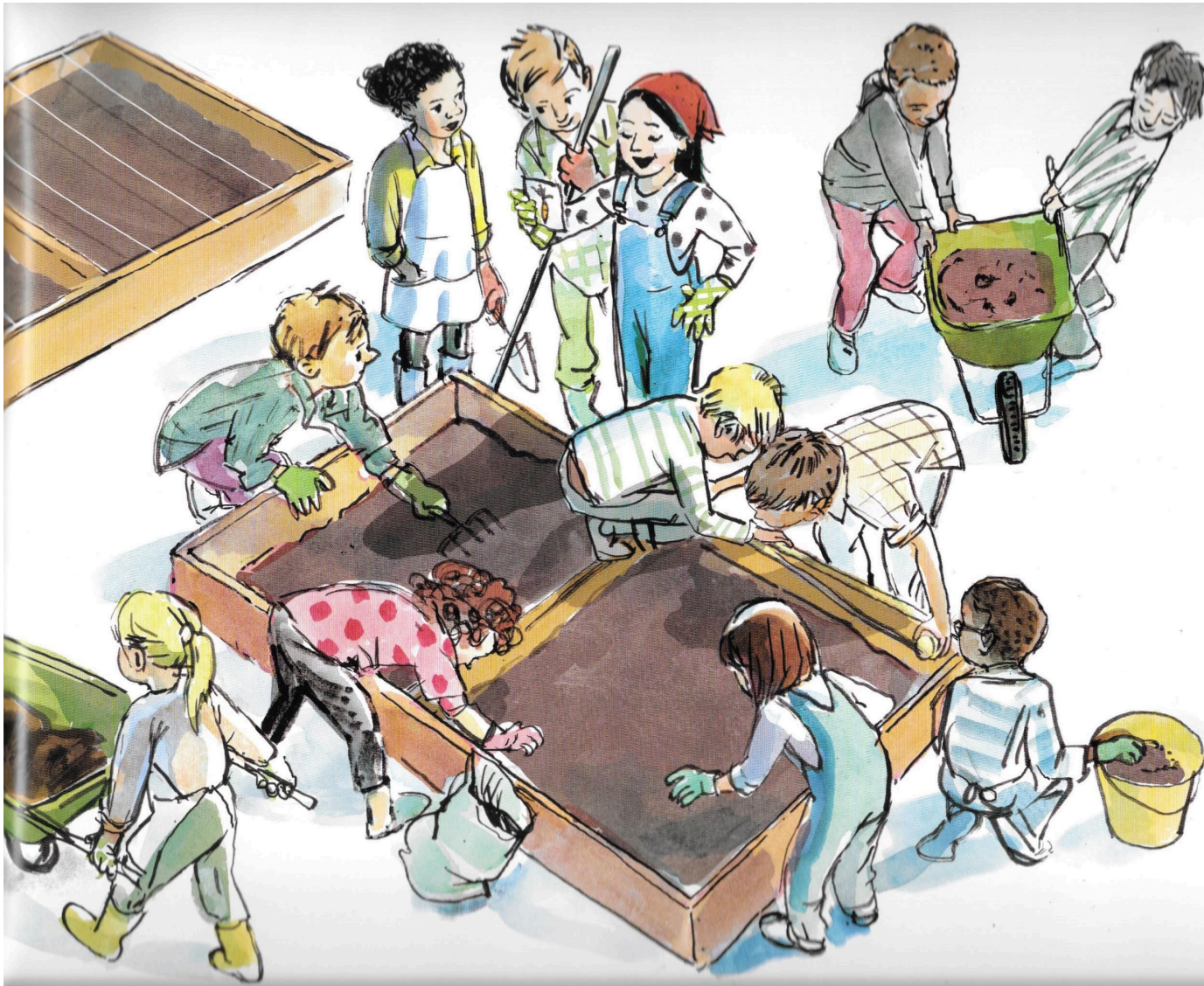
Thanks to the math games we played,
measuring our garden patch was easy.
At last we turned over our soil and were ready to plant.
I was Radish Crew Chief
and read out the instructions all by myself.

All spring we weeded and watered
and kept garden journals, too.



Writing U1 W3 D2

Development of Events - Packet H



Writing U1 W3 D2

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Development of Events - Packet I



Writing U1 W3 D2

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Development of Events - Packet I



Writing U1 W3 D2

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Development of Events - Packet J

I didn't know how to say thank you.
So on the last day I gave you a present:
a memory quilt.

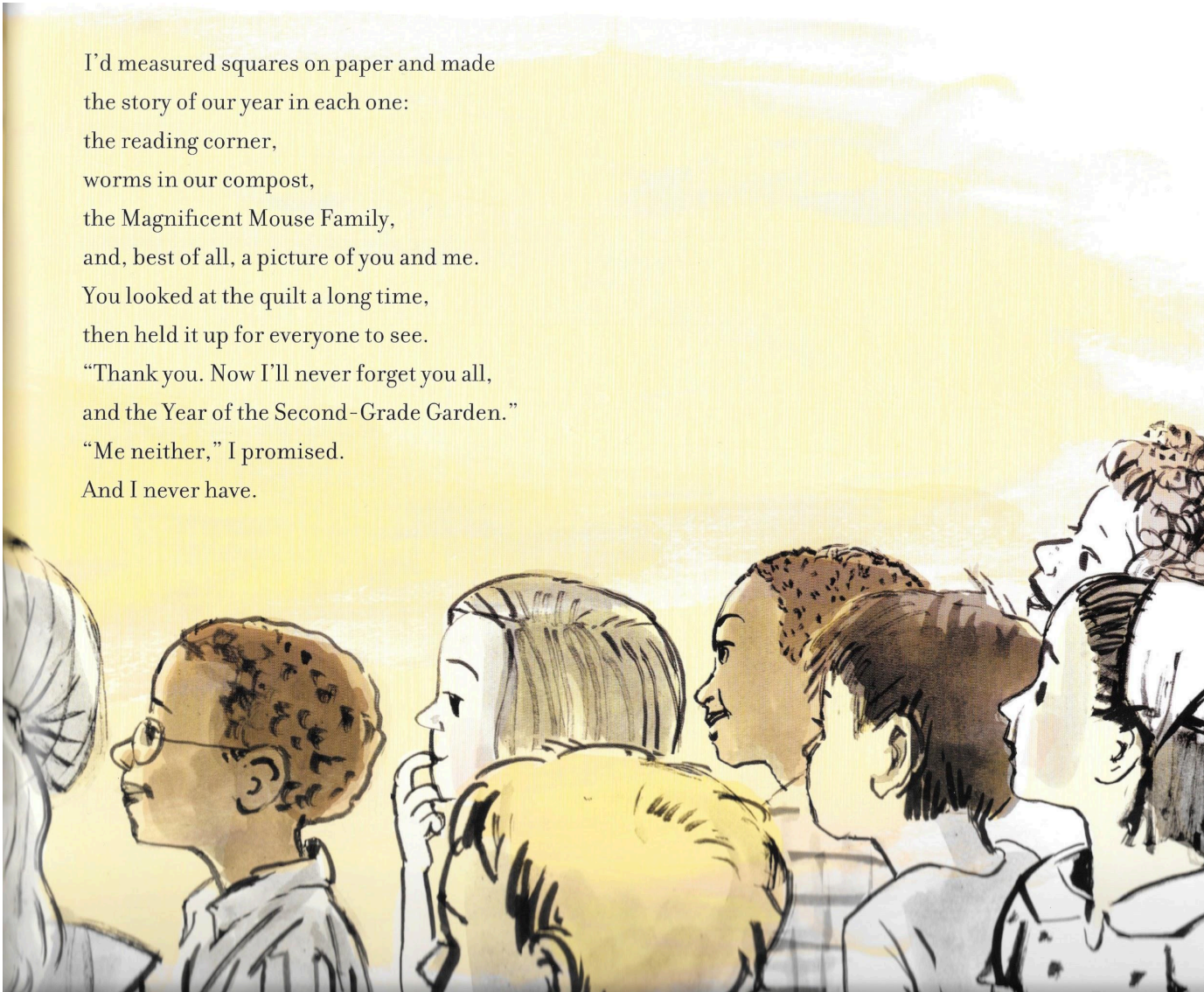


Writing U1 W3 D2

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Development of Events - Packet J

I'd measured squares on paper and made
the story of our year in each one:
the reading corner,
worms in our compost,
the Magnificent Mouse Family,
and, best of all, a picture of you and me.
You looked at the quilt a long time,
then held it up for everyone to see.
"Thank you. Now I'll never forget you all,
and the Year of the Second-Grade Garden."
"Me neither," I promised.
And I never have.



Writing U1 W3 D2

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Writing U1 W3 D2

Unit 1: How We Learn in Our School Communities

WEEK 3 Day 5

Writing Personal Recount

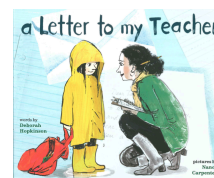
Individual Construction

Content Objective	I can write a personal recount. (W.3.2, W2)																												
Language Objectives	I can recount the events in someone else’s personal recount. (SL.4.2) I can use phrases of time to introduce new events. (L.1.2.b)																												
Vocabulary	audience: an individual or group for whom a piece of writing is composed conclusion: the end orientation: in a personal recount, the text that introduces the story personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain phrase of time: a group of words that indicates when something happened sequence of events: the events in a personal recount, in order stages: the parts of a piece of writing																												
Materials and Preparation	<ul style="list-style-type: none">chart paper Prepare the following Personal Recount Stages chart. <table><tr><th colspan="4">Personal Recount Stages</th></tr><tr><td colspan="4">Title:</td></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><tr><td colspan="4"></td></tr><tr><td colspan="4"></td></tr></table>	Personal Recount Stages				Title:				Orientation:				Who	When	Where	What	Sequence of Events:											
Personal Recount Stages																													
Title:																													
Orientation:																													
Who	When	Where	What																										
Sequence of Events:																													

	<div> <div></div> <div>Conclusion:</div> </div> <ul style="list-style-type: none"> • Personal Recount anchor chart, from Week 2, Day 2 • drawing and writing tools • children’s writing notebooks • Personal Recount Observation Tools, from Week 2, Day 3 <p>Identify one child who would like to share a personal recount. This child’s writing will be highlighted and worked with over a couple of lessons; the child should be prepared to receive feedback and suggestions.</p> <p>Develop a system for keeping track of which children have shared work with the class.</p>
Opening 1 minute	<p>Refer to the Personal Recount Stages chart.</p> <p><i>We used a chart like this to keep track of the stages of Come On, Rain! and A Letter to My Teacher. We are going to use the same kind of chart to keep track of our own personal recounts!</i></p>
Individual Construction 15 minutes	<p><i>Over the next few weeks you will write, revise, and publish a personal recount. When authors write, they choose a topic for their writing, and they write for a particular audience. You will be writing personal recounts for your classmates about an experience you’ve had in school, this year or another school year. This will help us as we get to know each other as learners.</i></p> <p><i>Now we are going to chart _____’s personal recount.</i></p> <p>Invite the child sharing their work to the front of the meeting area. Guide him to tell their personal recount, including all stages (orientation, sequence of events, and conclusion).</p> <p><i>Think about the orientation—the beginning: who was in _____’s story?</i></p> <p>Have the presenter call on a classmate to answer. Record the response in the Who portion of the chart.</p> <p>Repeat the process with When. Note that often children do not include when their stories happened. Guide him to include time information, for example “in the morning,” “the other day,” “when I was in kindergarten.”</p> <p>Repeat the process with Where and What. Note that the What portion of the orientation is an introduction to what happened in the story. For example, Tessie and Mamma were wishing for rain.</p> <p>Repeat the process to record the Sequence of Events and Conclusion. Note that the Title line will be filled in next week.</p>

Individual Construction 13 minutes	<p>Refer to the Personal Recount anchor chart.</p> <p><i>Remember, when you write today, you will write a personal recount about an experience you have had in school. Don't forget to include all of the stages of personal recount we have learned.</i></p> <p><i>To get ready, let's turn and talk. Think about what you would like to write, then tell the story to your partner.</i></p> <p>After children share their plans, send them to write. As children work, circulate to support them, and take notes on the Personal Recount Observation Tools.</p>
Closing 1 minute	<p><i>Today we heard and made a chart about _____'s personal recount, and you wrote your own personal recounts. Next week we will check in with _____ again!</i></p>
Standards	<p>W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>SL.4.2: Produce complete sentences when appropriate to the task and situation to provide requested detail or clarification.</p> <p>L.1.2.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>
Ongoing assessment	<p>Reflect on the whole group discussion.</p> <p>Which stages of the presenter's personal recount do children easily identify? Which are more challenging?</p> <p>Which stages does the presenter include? Which are missing?</p> <p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p>

Notes



WEEK 3 Day 1

Writing Personal Recount

Deconstruction: Phrases of Time

Content Objective	I can discuss how phrases of time signal order in a personal recount. (W.3.2)																
Language Objective	I can collect phrases of time from a text. (L.1.2.b, L.6.2.a)																
Vocabulary	<p>major events: the most important events</p> <p>orientation: in a personal recount, the text that introduces the story</p> <p>phrase: a group of words</p> <p>phrase of time: a group of words that indicates when something happened</p> <p>purpose: the reason for doing or creating something</p> <p>sequence of events: the events in a personal recount, in order</p> <p>stages: the parts of a piece of writing</p>																
Materials and Preparation	<ul style="list-style-type: none">● <i>A Letter to My Teacher</i> sequence of events strips Cut the strips apart and attach them to the chart, as below.● chart paper, 2 pieces Prepare the following charts. <table><tr><th colspan="4"><u>A Letter to My Teacher</u></th></tr><tr><td colspan="4">Orientation:</td></tr><tr><td>Who student teacher</td><td>When second grade</td><td>Where school</td><td>What school was difficult for the student</td></tr><tr><td colspan="4"></td></tr></table> <p><i>Chart continues on next page.</i></p>	<u>A Letter to My Teacher</u>				Orientation:				Who student teacher	When second grade	Where school	What school was difficult for the student				
<u>A Letter to My Teacher</u>																	
Orientation:																	
Who student teacher	When second grade	Where school	What school was difficult for the student														

Sequence of Events:



The student marched to school on the first day.



The student and teacher met.



The teacher introduced the class to their second grade work.



The class visited the creek behind the school.



The student took the pet mouse home over vacation.



The teacher encouraged the student as she learned to read.



The class took a field trip to an old house.



The class planted a garden.

	<div data-bbox="516 128 922 302"> </div> <p>The class had a party and served salad from the ingredients they grew.</p> <div data-bbox="516 342 922 516"> </div> <p>The student gave the teacher a memory quilt.</p> <p>Conclusion:</p> <div data-bbox="500 644 1362 823"> <p style="text-align: center;">Phrases of Time</p> </div> <ul style="list-style-type: none"> • projector and screen • Phrases of Time slides • Phrases of Time Excerpts A-L, one for each pair • writing tools • sticky notes, one for each pair
<p>Opening 5 minutes</p>	<p><i>Last week we read Come On, Rain! to learn about the purpose and some stages of personal recount. Today we are going to begin learning about the language of personal recount by looking closely at A Letter to My Teacher.</i></p> <p>Show the <i>A Letter to My Teacher</i> chart.</p> <p><i>Just like Come On, Rain!, A Letter to My Teacher is an example of a personal recount. The narrator recounts her experiences in second grade.</i></p> <p><i>A Letter to My Teacher begins with an orientation.</i></p> <p>Review the Orientation part of the chart, and refer to <i>A Letter to My Teacher</i>, pages 2-5, as needed to support discussion.</p> <p><i>After the orientation comes the sequence of events. Here on the chart are the major events in A Letter to My Teacher. Tomorrow we will look at these events more closely. Today we will look at how Deborah Hopkinson introduces these events.</i></p>
<p>Deconstruction 10 minutes</p>	<p><i>In personal recounts writers introduce new events by using phrases of time. Writers use these phrases to show the reader when</i></p>

	<p><i>something happened.</i></p>		
slide 1	<p>Read the first two paragraphs on the page. Then refer back to the beginning of the second paragraph.</p> <p><i>At the beginning of this paragraph, I heard a phrase of time. Deborah Hopkinsin writes “Once, right before my turn...” That tells us when this next event happened.</i></p> <p>Record the phrase of time in the chart. (See the example below.)</p> <p><i>As I continue reading, listen for phrases of time. Raise your hand if you hear one.</i></p> <p>Read the last paragraph. Harvest children’s ideas, and add the phrase of time to the chart.</p>		
slide 2	<p>Repeat the process of reading and recording the phrases.</p> <table><tr><th>Phrases of Time</th></tr><tr><td>Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring</td></tr></table> <p><i>Deborah Hopkinson uses phrases of time to tell the reader when different parts of her story happened. If she had just written “then” and “next” throughout the story, it would have been boring, and we would not have a good sense of when each event in the story happened.</i></p>	Phrases of Time	Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring
Phrases of Time			
Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring			
Deconstruction 10 minutes	<p>Provide pairs of children with one Phrases of Time excerpt and one sticky note. Have children work in pairs to read the passage and record the phrase of time on a sticky note. When they finish, have each pair place their sticky note on the Phrases of Time chart.</p>		
Closing 5 minutes	<p>Bring children back together, and review the collected phrases of time. See the following example (completed with children’s sticky notes).</p> <table><tr><th>Phrases of Time</th></tr><tr><td>Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring After taking attendance</td></tr></table>	Phrases of Time	Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring After taking attendance
Phrases of Time			
Once, right before my turn Another time The day you brought in seeds for us to choose At last All spring After taking attendance			

	<div> <p>The next week When you weren't watching All fall But while I was busy One day when we were cleaning their cage When winter came One day In March When I slipped away to look for hidden treasure in the root cellar On the Friday before summer vacation For a long time now</p> </div> <p><i>Deborah Hopkinson uses many different phrases to tell us when the parts of her story happened. We will keep this list of phrases of time to help us in our own writing, and we can collect more as we read other texts.</i></p> <p>Note: Leave the Phrases of Time chart posted and available to add to as other texts are read.</p>
Standards	<p>W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>L.1.2.b: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>L.6.2.a: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</p>
Ongoing assessment	<p>As children work, circulate to support them to identify the phrases of time. Note discussions they are having.</p> <p>Do children notice that these phrases introduce new events?</p>

Notes

Phrases of Time - Excerpt A

After taking attendance, you made a big announcement:

“Welcome! This year we’ll be planting the first-ever
Second-Grade Garden.

It will be our great experiment.”

“Yay! We get to dig in the mud!” I shouted.

“True, but first we read about plants,” you said.

“We’ll use math to measure our plot,
and we’ll write our garden plan.”

Reading? Math? Writing?

I was better at running and jumping.



Phrases of Time - Excerpt A



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Phrases of Time - Excerpt B



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Phrases of Time - Excerpt C

When you weren't watching, I started to hop the rocks.
Right in the middle I got stuck.
"Look at me! I'm Mary What's-Her-Name," I hollered,
trying to sound brave.
"Watch out for crocodiles," you called back.
Then you rushed to rescue me.



On the way back, you held my hand,
and never told anyone how much I was shaking.

Writing U1 W3 D1

Phrases of Time - Excerpt D



All fall, I tried hard to sit still.
Right before Thanksgiving vacation,
you asked who wanted to take the Mouse Brothers home.
“Me! Pick me!” I shouted.

Writing U1 W3 D1

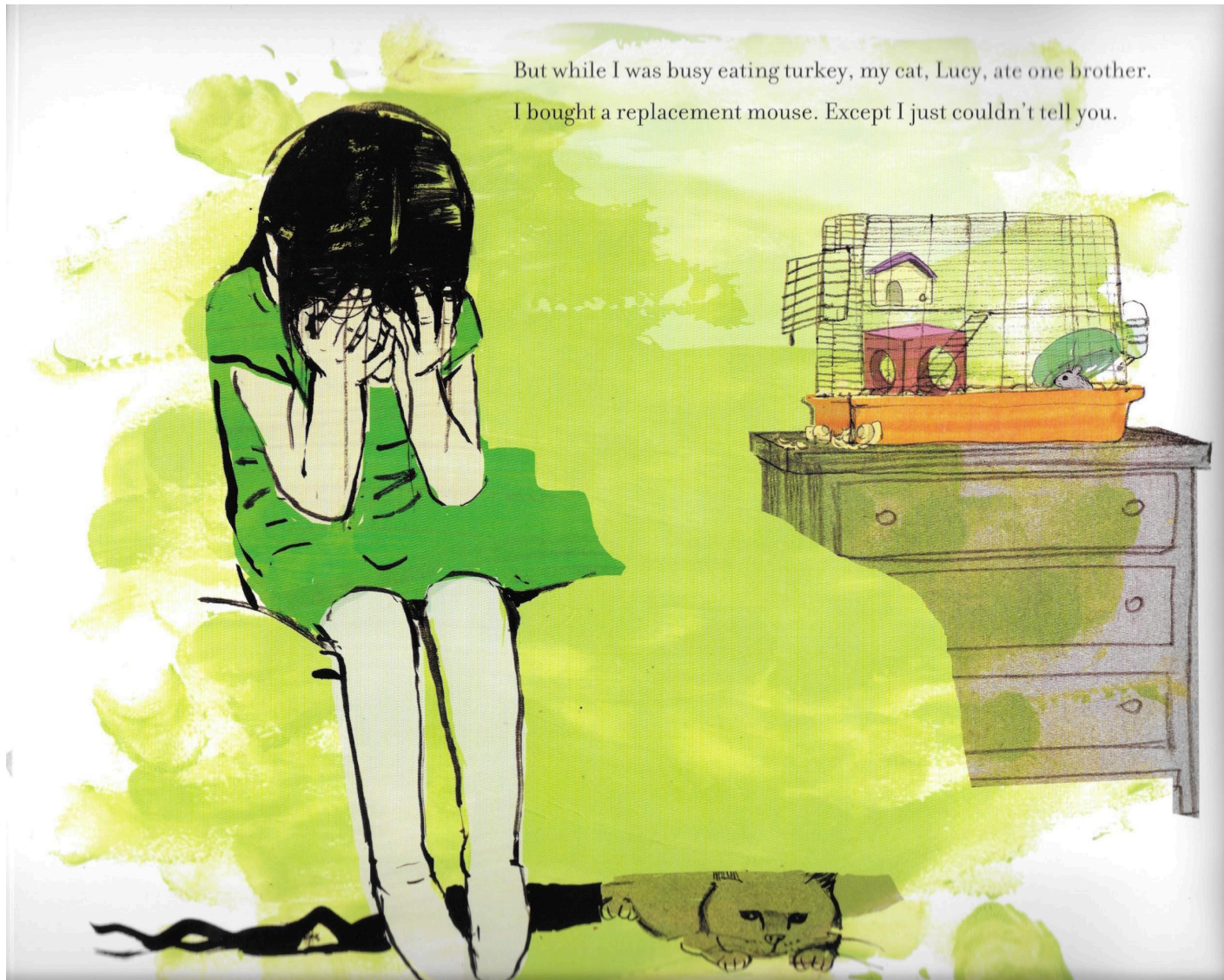
Phrases of Time - Excerpt D



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Phrases of Time - Excerpt E



But while I was busy eating turkey, my cat, Lucy, ate one brother.
I bought a replacement mouse. Except I just couldn't tell you.

Writing U1 W3 D1

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Phrases of Time - Excerpt F

One day when we were cleaning their cage,
you called me over to your desk and told me that
we might have to change the brothers' names
to Ma and Pa Mouse.

"You knew the whole time," I said.

Laughing, you said, "Might as well get used to it:
teachers see everything."



Writing U1 W3 D1

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Phrases of Time - Excerpt G



When winter came,
the reading corner became our secret garden of stories.
On Friday afternoons, we all curled up in a heap to listen—
just like our new litter of mice.

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Phrases of Time - Excerpt H

I practiced hard and you gave me extra help, too.

One day you brought me a special book.

"I met a real author and he autographed it
just for you," you said.

I looked at the cover and sounded out the words.

"Wow! It's about her! That explorer, Mary Kingsley."

You smiled. "Next week, you can share it with the class."



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Phrases of Time - Excerpt I

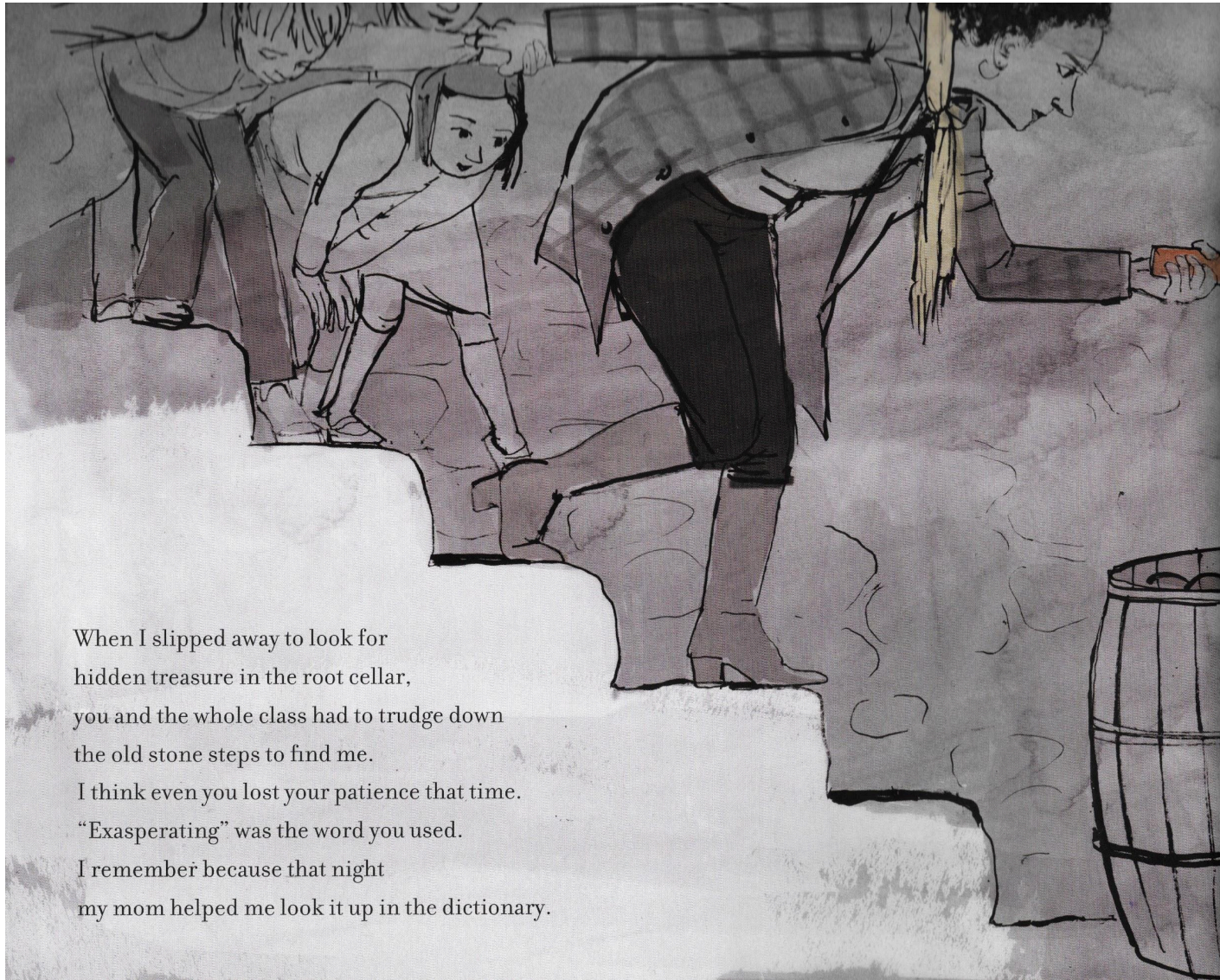


In March we explored our town.
We went on a field trip to an old house.
It was full of history—and secret stairways.

Writing U1 W3 D1

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Phrases of Time - Excerpt J



When I slipped away to look for
hidden treasure in the root cellar,
you and the whole class had to trudge down
the old stone steps to find me.
I think even you lost your patience that time.
“Exasperating” was the word you used.
I remember because that night
my mom helped me look it up in the dictionary.

Writing U1 W3 D1

Phrases of Time - Excerpt J



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Phrases of Time - Excerpt K

On the Friday before summer vacation,
we wrote out invitations to every class
to come enjoy the salad we'd grown ourselves.
"Splendid spinach," said the principal.
"It's because of the worms," I explained.



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Phrases of Time - Excerpt L



Writing U1 W3 D1

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Phrases of Time - Excerpt L

For a long time now
I've been wanting to write to tell you
that even though I didn't always listen,
and I know I was exasperating,
second grade really was the best year ever.

So I guess you won't be too surprised to hear
that I still like to stomp through creeks,
dig in the garden,
and even read out loud to my cat.

Most of all I want to tell you
that I'm about to start my first job.
And tomorrow morning, when I go to work,
I'll think about everything you helped me explore,
and try my best to be like you.



Writing U1 W3 D1

Unit 1: How We Learn in Our School Communities

WEEK 3 Day 3

Writing Personal Recount

Joint Construction and Individual Construction: Revise Sequence of Events

Content Objective	I can develop the events of a personal recount. (W.3.2, W.2)
Language Objective	I can use phrases of time to introduce new events. (L.1.2.e)
Vocabulary	<p>develop: to add more; to elaborate; to stretch out</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>phrase of time: a group of words that indicates when something happened</p> <p>revise: make changes to writing</p> <p>sequence of events: the events in a personal recount, in order</p>
Materials and Preparation	<ul style="list-style-type: none">• jointly constructed personal recount, from Week 2, Day 3• Before the lesson, identify one event to jointly revise.• drawing and writing tools• children's writing notebooks• personal Recount Observation Tools, from Week 2, Day 3• materials for reference (as needed): Phrases of Time chart, from Day 1; Personal Recount anchor chart, from Week 2, Day 2; Development of Events packets, from Day 2 <p>On the whiteboard, write:</p> <ol style="list-style-type: none">1. Introduce events using phrases of time.2. Add details to words and illustrations to develop events.
Opening 1 minute	<p><i>This week we have been learning more about the sequence of events in personal recounts. We learned that writers use phrases of time to introduce events and that they develop the events to make them more interesting to the reader.</i></p> <p><i>Today we are going to go back to our personal recounts and revise</i></p>

	<i>the sequence of events. When we revise, we make changes to improve our work.</i>
Joint Construction 10 minutes	<p><i>Let's go back to the personal recount we have been working on and think about how we can develop one of our events.</i></p> <p>Read aloud the chosen event.</p> <p><i>What can we add here? What else happened?</i></p> <p>As a class, add words and details to the illustration to represent the development of that event.</p> <p><i>Now let's think about exactly when this event happened. What phrase of time could we use to introduce this event?</i></p> <p>Note that the events preceding and following this event may need to be reviewed. Harvest the children's ideas and add a phrase of time to introduce the event.</p>
Individual Construction 18 minutes	<p><i>Now it's your turn to revise your sequence of events. First you will read the major events out loud to your partner to make sure none are missing.</i></p> <p><i>Then you will have two jobs.</i></p> <p>Refer to the tasks on the whiteboard.</p> <p><i>You will add phrases of time to introduce when each event happened, and you will add more information about each event. Add words and details to the illustration to show what else happened.</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>
Closing 1 minute	<i>Today we revised our sequence of events by adding phrases of time and developing events. Tomorrow we will learn about the conclusions of personal recounts.</i>
Standards	<p>W.3.2: Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p> <p>L.1.2.e: Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
Ongoing assessment	<p>As children write, circulate and take notes on the Personal Recount Observation Tool.</p> <p>Do children accurately introduce when events happened using phrases of time?</p>

	What do children add to develop their events?
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Notes

A Letter to My Teacher sequence of events



The student
marched to school
on the first day.



The student and
teacher met.

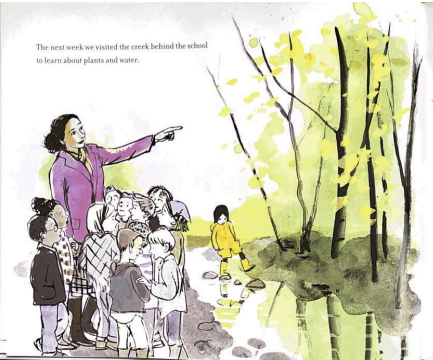
Writing U1 W3 D1

After taking attendance, you made a big announcement:
 "Welcome! This year we'll be planting the first-ever
 Second-Grade Garden.
 It will be our great experiment."
 "Yay! We get to dig in the mud!" I shouted.
 "True, but first we read about plants," you said.
 "We'll use math to measure our plot,
 and we'll write our garden plan."
 Reading? Math? Writing?
 I was better at running and jumping.



The teacher introduced the class to their second grade work.

The next week we visited the creek behind the school
 to learn about plants and water.



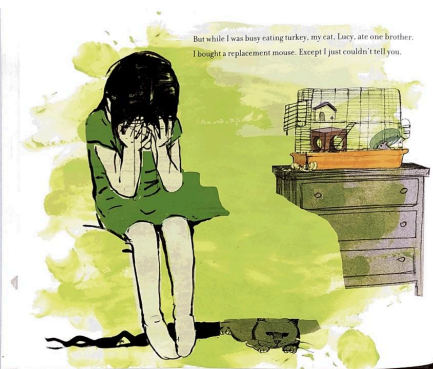
When you weren't watching, I started to hop the rocks.
 Right in the middle I got stuck.
 "Look at me! I'm Mary-What's-Her-Name," I bellowed,
 trying to sound brave.
 "Watch out for crocodiles," you called back.
 Then you rushed to rescue me.



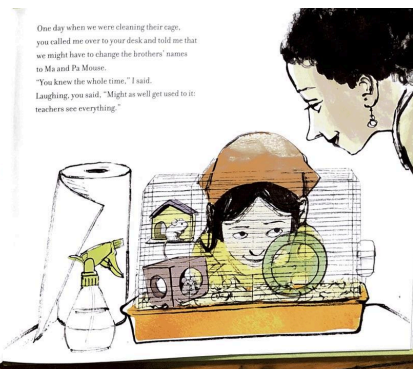
On the way back, you held my hand,
 and never told anyone how much I was shaking.

The class visited the creek behind the school.

But while I was busy eating turkey, my cat, Lucy, ate our brother.
 I bought a replacement mouse. Except I just couldn't tell you.



One day when we were cleaning their cage,
 you called me over to your desk and told me that
 we might have to change the brothers' names
 to Ma and Pa Mouse.
 "You knew the whole time," I said.
 Laughing, you said, "Might as well get used to it:
 teachers see everything."



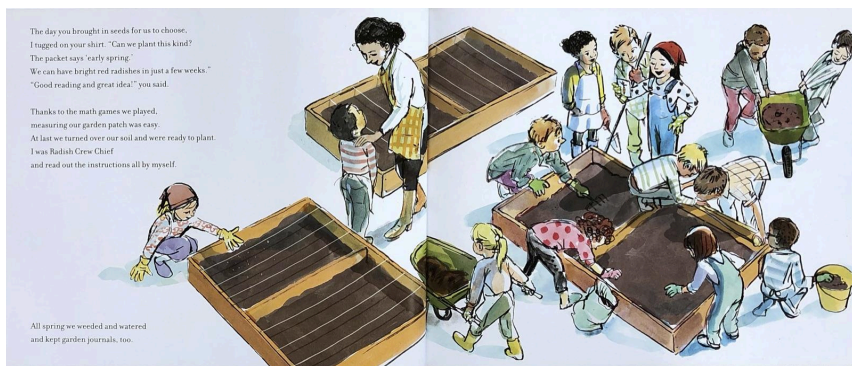
The student took the pet mouse home over vacation.



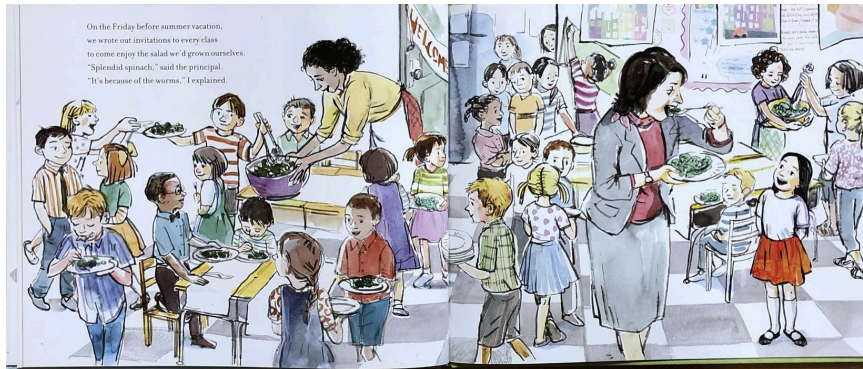
The teacher encouraged the student as she learned to read.



The class took a field trip to an old house.



The class planted a garden.



The class had a party and served salad from the ingredients they grew.



The student gave the teacher a memory quilt.