



## WEEK 3 Day 5

### Text Talk “Dear Teacher” (video)

<b>Big Ideas</b>	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
<b>Weekly Question</b>	How do we make sure that each member of our community can do their best learning?
<b>Content Objective</b>	I can describe key details from a video. (R.5.2.a)
<b>Language Objective</b>	I can have respectful conversations about what helps my classmates learn. (SL.1.2.a)
<b>SEL Objectives</b>	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)
<b>Vocabulary</b>	<b>advice:</b> a suggestion <b>directions:</b> instructions for how to do something <b>enrich:</b> to improve the quality of something <b>heartfelt:</b> meant strongly <b>sincerely:</b> in a true way <b>slouch:</b> to not stand or sit up straight
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=ITMLzXzgB_s">"Dear Teacher"</a> video (https://www.youtube.com/watch?v=ITMLzXzgB_s)</li><li>• technology to project video for whole group viewing</li><li>• crayons, 2 of each color, and box or bag, for the Matching Crayons routine</li></ul> 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"> <li>• chart paper and markers</li> </ul> <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"> <li>• Weekly Question Chart</li> </ul>
<b>Opening</b> 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>
<b>Text and Discussion</b> 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>
<b>Key Discussion and Activity</b> 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>
<b>Closing</b> 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>
<b>Weekly Question Chart</b> 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>
<b>Standards</b>	<p><b>R.5.2.a:</b> Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</p> <p><b>SL.1.2.a:</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>

<b>Ongoing assessment</b>	<p>Note how children identify key details from the video. What details do children cite as important?</p> <p>Pay attention to learning strengths and needs children identify in the video's students.</p> <p>Note how children extend their thinking to describe what they need in order to do their best learning.</p> <p>Focus attention on children's developing communicative behaviors: What does it look like when children are listening to each other? How do they ask for clarification about others' ideas? How do they ask questions? Do they sustain multiple conversational turns?</p> <p>Importantly, this is an opportunity to get to know the children's learning preferences and needs based on their self-reporting. Compare children's remarks and insights to previous observations and information shared by children's family members to date.</p>
---------------------------	--

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