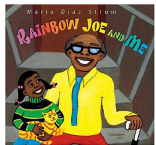


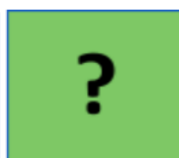
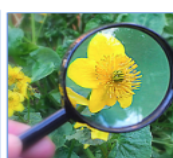
Unit 1: How We Learn in Our School Communities

WEEK 4 At a Glance

Weekly Question: Why is school important?		
Texts  	Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>ability, commitment, education, equal rights, government, persistence, quality, right</i> Day 3: Past Tense Verbs Day 4: Past Tense Verbs Day 5: Answering the Weekly Question	
	Text Talk Day 1: UN Convention on the Rights of the Child, Read 1 Day 2: UN Convention on the Rights of the Child, Read 2 Day 3: <i>Seeds of Change: Planting a Path to Peace</i> , Read 1 Day 4: <i>Seeds of Change: Planting a Path to Peace</i> , Read 2 Day 5: <i>Seeds of Change: Planting a Path to Peace</i> , Read 3	
	Stations Guided Independent Reading	
	Mentor texts    	
	Science and Engineering Lessons 1 & 2: Matter and Its Interactions: Exploring Properties of Materials: Strength and Flexibility	Studios Children begin a shared Building Design Notebook, interact with the world map, and act out their stories with costumes and props.
	Writing: Personal Recount Day 1: Deconstruction and Individual Construction: Verbs Day 2: Deconstruction, Joint and Individual Construction: Title; Personal Recount Planner Days 3 - 4: Individual Construction; Assessment; individual/small group/whole group lessons, as needed Day 5: Peer-to-Peer Feedback	

At a Glance U1 W4

WEEK 4 Studios



Weekly Question

Why is school important?

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners. Mathematical communities encourage collaboration, risk taking, and building upon each other's ideas.
Materials and Preparation	<p><u>For the Math Studio:</u></p> <ul style="list-style-type: none"> • Jump the Line (2-5) blackline master • Three spinners • Markers (chips, rocks, old game pieces)
Opening	<i>You can use your mental math strategies to be the first player to land exactly on a target number picked by you.</i>

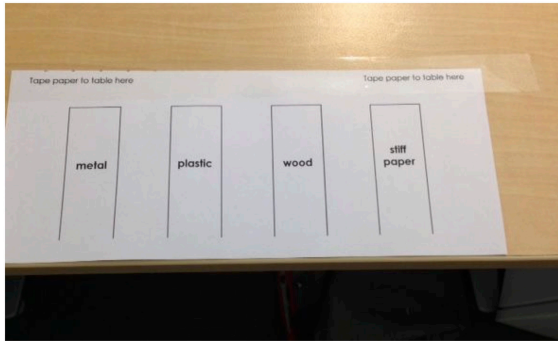
Math	<p>Jump the Line I can add or subtract fluently.</p> <p><u>Process:</u> Students take turns making strategic choices about numbers to add or subtract to reach target numbers.</p> <p>Students choose three target numbers and mark them on the number line. Both players start at the beginning of the number line. They spin all three spinners and decide which of the moves they want to use on their turn. Students take turns spinning and moving, trying to land exactly on the target numbers. The first player to land on two target numbers wins.</p>
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Math Studio U1. Wk4

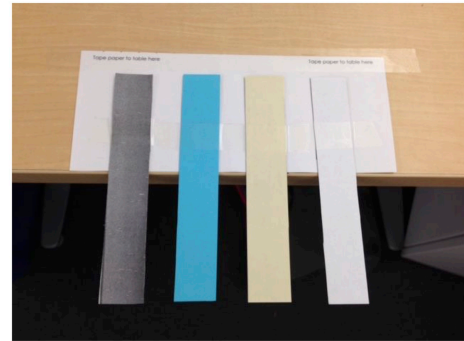
	<p><u>Facilitation:</u></p> <p><i>Tell me how you chose to (+) or (-) on that last move. What number will you need to spin to land on your target number? How does subtracting help in this game?</i></p> <p><u>Ongoing Assessment:</u></p> <p>Check for accuracy with addition and subtraction. Note strategies students use for strategic choices.</p>

Standards	<p>AR.C.2 Understand and apply properties of operation and the relationship between addition and subtraction within 20.</p> <p>2.OA.B.2</p>
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Properties of Materials: An experiment to test strength and flexibility



1. Tape the edge of the paper securely lined up to the table's edge.



2. Tape each material securely in its space so that half of the material is hanging over the edge.

3. Place pennies, one at a time, on the end of one material. Observe carefully to watch for the moment when the material bends. When that happens, count the pennies and put an **x** in that many boxes next to that material.

4. Repeat for each material, recording how many pennies each material holds until it bends.

5. Continue adding up to 10 pennies to each remaining material and recording results.

Tape paper to table here

Tape paper to table here

metal

plastic

wood

**stiff
paper**

WEEK 4 Lesson 1

Science and Engineering: Matter and Its Interactions Exploring properties of materials: Strength and Flexibility	
Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	How do different materials react when we apply weight on them?
Content Objectives	I can collect data about the flexibility of different materials when weight is applied to them.
Language Objective	I can talk with my partner about what each of us notices during an experiment. (SL.2.2.b)
Vocabulary	flexibility: the capacity to bend without breaking strength: how much force is needed to break a material
Materials and Preparation	<p>Cut apart the directions and templates along the dotted line, or provide scissors for the children to do this as the experiment begins.</p> <ul style="list-style-type: none"> • directions and template for experiment, one for each pair of children • masking, packing, or other strong tape • 1-gallon ziplock plastic bags, one for each pair of children (reused from previous weeks) <p>In each bag, prepare an identical kit of materials: from Week 3 (each measured 6"x1"), one for each pair of children:</p> <ul style="list-style-type: none"> • large index cards or cover stock, cut to 6"x1", one for each pair of children • pennies, 20 for each pair of children (\$4.00-\$5.00 worth) • Science and Engineering packets • writing and drawing tools <p>Bring one bag of materials to the whole group for demonstration, along with one set of directions and template and the tape. Have a stable, hard surface such as a chair or small table in or very close to the meeting area to demonstrate the experiment setup.</p>

<p>Opening 10 minutes</p>	<p>Remind children about the work they have been doing in previous lessons. <i>When we built the dolls' chairs, one thing we discovered is that materials have specific properties. We saw how certain materials worked well for this task, and others did not. Then we began to look more closely at the properties of materials and how people use them to build and design all kinds of objects, like ones we use every day in school or at home.</i></p> <p>Introduce the work for the week. <i>This week we will continue to explore properties of materials. Just like professional scientists do, you will conduct an experiment to observe and record what happens when we apply weight to different materials: metal, wood, plastic, and paper. We will concentrate on how flexible these materials are. When we say that a material is flexible we mean that it can bend easily without breaking. What does it mean when we say that our bodies are flexible?</i></p> <p>Invite children to experiment with this idea by reaching for their toes or bending at the waist from side to side. <i>When we talk about a material being flexible, we are thinking about how far it can bend, without breaking, when we put force or weight on it.</i></p> <p>Model the experiment set up. <i>Our experiment today requires a precise set-up.</i></p> <p>Follow the directions to set up the experiment: Tape the paper template to the edge of the hard surface, and then tape each material securely in its place according to the template (so that half of each material is positioned to jut out from the edge). <i>To do this experiment, you will place pennies, one at a time, on the end of one material. You can choose any material to start with. Observe carefully for the moment when the material starts to bend. When that happens, count the pennies.</i></p> <p>Demonstrate with the piece of plastic. <i>After you have counted the pennies that made the material bend, put an x in that many boxes under the name of the material. Repeat the experiment with each material, and record your results each time.</i></p> <p>Model recording data on the corresponding page of the model Science and Engineering packet. <i>Talk with your partner about what you notice as you conduct your experiment. Are you noticing the same things? Do your results surprise you? Why or why not?</i></p>
<p>Investigation 20 minutes</p>	<p>Send children to set up and conduct this experiment. Children will need help to set the experiment up precisely. As they work, prompt them to have productive conversations with their partners.</p>

	<p><i>Are you noticing the same things?</i> <i>Do your results surprise you? Why or why not?</i></p> <p>Remind children to record their findings in their packets.</p>
Closing 10 minutes	Give children ample time to clean up their work spaces and store their materials, including the templates, in the materials bags.
Standards	<p>MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Assessment	<p>Take note of how carefully children work and what help they need reading, interpreting, and following the directions.</p> <p>What is the quality of children’s conversation about what they find? How do children record their findings?</p> <p>Are their predictions reasonable? What do they reveal about children’s prior experiences with and knowledge about materials?</p> <p>What words do children use to describe the properties of these materials?</p> <p>Use this information to facilitate discussion at the end of the next session.</p>

Notes

WEEK 4 Lesson 2

Science and Engineering: Matter and Its Interactions

Properties of Materials: Strength and Flexibility

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	How do different materials react when we apply weight on them?
Content Objective	I can analyze the results of an experiment to test the strength of different Materials. (MS-PS1-2)
Language Objectives	I can talk with classmates about my conclusions. I can ask questions about materials to further my understanding.
Vocabulary	flexibility: the capacity to bend without breaking least: the smallest amount most: the greatest amount strength: how much force is needed to break a material
Materials and Preparation	<ul style="list-style-type: none"> Science and Engineering packets chart paper and marker Title the chart paper Questions about Materials.
Opening 6 minutes	<p><i>Today we will look at and talk about what happened during your strength and flexibility experiments. First, you'll look at the data you recorded and think with your partner about what you noticed. This will get you ready to talk about it all together.</i></p> <p><i>Let's read the questions in your packets.</i></p> <p>Have children turn to the appropriate page, and read the questions chorally. <i>Look at the data in your notebooks to help you answer them.</i></p>
Investigation 22 minutes	<p>Gather the children in the whole group, with their packets. Facilitate a discussion, asking children to share their conclusions and the evidence that supports them.</p> <p><i>Which material is the most flexible? What evidence do you have to support that?</i></p>

	<p><i>Which material is the least flexible? What evidence do you have to support that?</i></p> <p><i>What material is the strongest? What evidence do you have to support that?</i></p> <p><i>What else did you notice?</i></p> <p><i>What other answers did anyone find?</i></p> <p><i>Based on your findings about strength and flexibility, what do you think would be a good use for each of these materials? Turn and talk to your partner.</i></p> <p>Harvest several ideas.</p> <p><i>What questions do you have now that you'd like to investigate? You can begin with, "I'd like to know more about _____," or "I would like to investigate if _____."</i></p> <p>Write children's questions on the Questions about Materials chart. After the lesson, post the chart at the Discovery Studio to provoke further exploration.</p>
Closing 2 minutes	Give children ample time to clean up their work spaces and store their materials, including the templates, in the materials bags.
Standards	MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
Assessment	<p>Pay attention to the ways children report findings, cite evidence, and formulate questions.</p> <p>Ask children to use the self-assessment questions at the end of the lesson's page in the Science and Engineering packet. Listen in to conversations between pairs or engage children in individual conversations about these practice standards.</p>

Notes	
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UN Convention on the Rights of the Child conversation prompts: Cut apart and provide with the physical text and audio recording.

Article 29:

What should education help children do?

UN Convention on the Rights of the Child

Article 32:

How could work be harmful to children?

UN Convention on the Rights of the Child

After reading:

Why are these rights important in every country around the world?

UN Convention on the Rights of the Child

I agree with you. I also think ____.

Why do you think that?

I don't think I agree with you because ____.

Talk About It



Children going to school in flood season in Indonesia

<https://theirworld.org/news/most-dangerous-journeys-to-school-in-world>



Children going to school in flood season in Indonesia

<https://theirworld.org/news/most-dangerous-journeys-to-school-in-world>

Vocabulary Station U1 W4

Unit 1: How We Learn in Our School Communities

WEEK 4

Stations

Station	Activities	Materials
Guided Independent Reading		<ul style="list-style-type: none"> individual book bags
Teacher groups: strategic small group instruction		
Listening & Speaking	Listen and Respond	<ul style="list-style-type: none"> audio recording and technology UN Convention on the Rights of the Child text excerpts conversation prompts
Science Literacy	How can scientists describe the properties of solid materials?	<ul style="list-style-type: none"> Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 3 Weekly Words cards Recording sheets Choose 3! menu Prompts and Examples
	Think About It: If you had a very long journey to school, why would it be important for you to get there? What do you look forward to?	<ul style="list-style-type: none"> Week 3 Weekly Words cards Week 4 image, 2 copies cut apart Week 4 sheets
Word Work (align skills with literacy program)	Marking glued sounds	<ul style="list-style-type: none"> Week 4 Read It, Write It, Mark It sheets activity directions card
	Writing words with digraphs	<ul style="list-style-type: none"> Week 4 Look, Cover, Write, Check sheets activity directions card
Writing	Prompt from Text Talk Day 1: How does playing help you learn?	<ul style="list-style-type: none"> UN Convention on the Rights of the Child Writing Station Response sheet

Name: _____

Look	Cover	Write	Check
------	-------	-------	-------

If there is a digraph, underline it. Then write each word. ✓

from	<hr/> <hr/> <hr/>	
full	<hr/> <hr/> <hr/>	
walk	<hr/> <hr/> <hr/>	
both	<hr/> <hr/> <hr/>	
talk	<hr/> <hr/> <hr/>	
pull	<hr/> <hr/> <hr/>	

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

Name: _____

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

Read the words. Box the glued sounds. Write the words.

hang	<hr/> <hr/> <hr/>
rank	<hr/> <hr/> <hr/>
sung	<hr/> <hr/> <hr/>
pink	<hr/> <hr/> <hr/>
ring	<hr/> <hr/> <hr/>
Sam	<hr/> <hr/> <hr/>

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

Word Work Station U4 W4

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

Read the words. Box the glued sounds. Write the words.

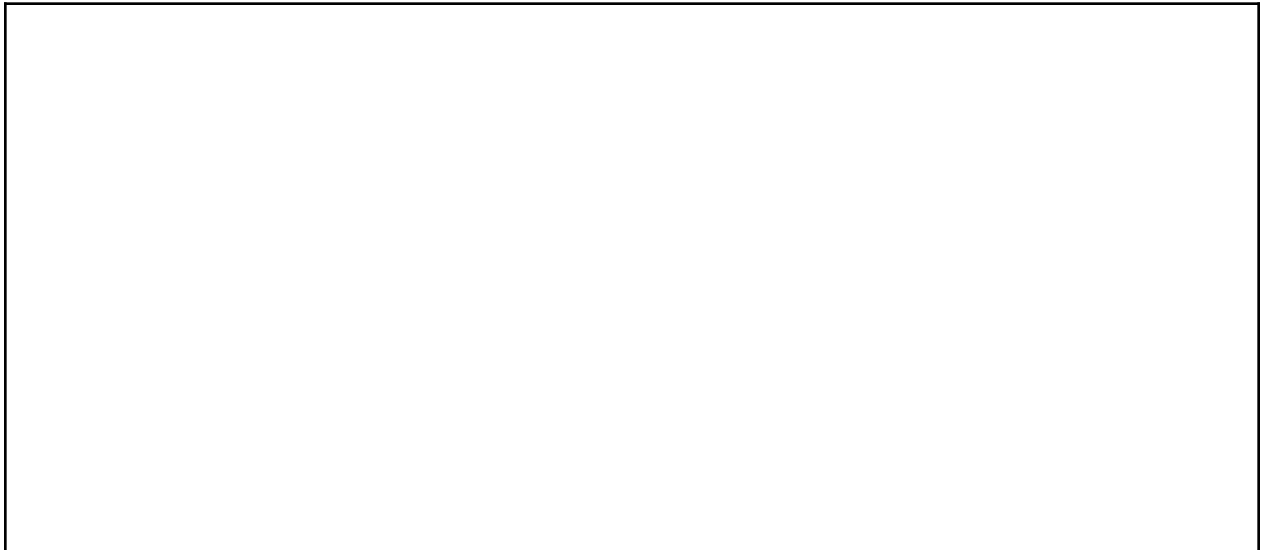
tall	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
flick	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
pass	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
pinch	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
thank	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
spring	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
chess	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>

Talk About It

Name: _____ Date: _____

If you had a very long and difficult journey to school, why would it be important for you to get there? What do you look forward to?

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: **UN Convention on the Rights of the Child**

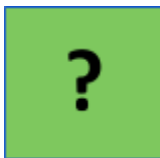
Name: _____ Date: _____

How does playing help you learn? Draw and write about some ways that playing helps you learn.



Unit 1: How We Learn in Our School Communities

WEEK 4 Studios



Expanding Work in Studios

Children begin a shared Building Design Notebook, interact with the world map, and act out their stories with costumes and props.



Big Idea	We all learn. We can learn different things, in different ways, for different reasons.
Weekly Question	Why is school important?
Materials and Preparation	<ul style="list-style-type: none">• new studios prompts• Observation Sheets <p>Studios materials and preparation continue as from previous weeks, with the following additions.</p> <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none">• pencils or other writing tools• Building Design sheet, many copies, three-hole punched• binder (with sheet protectors, optional) <p>Add several blank Building Design sheets to the binder. Add a label and name (Building Ideas or Designs for Building, for example).</p> <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none">• States of Matter video (https://youtu.be/JQ4WduVp9k4?si=ly82NinLquUwmk7y)• What is Matter video (https://youtu.be/QQsybALJoew?si=Lf93szse563v-5_6)• technology to enable small group or individual viewing• Science and Engineering packets• writing and drawing tools



Studios U1 W4

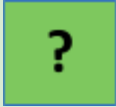

	<p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> • Jump the Line (2-5) blackline master • 3 spinners • markers (e.g., chips, rocks, old game pieces) <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> • world map Situates the map at children’s eye-level in the Research Studio. Alternately, move the Research Studio to where the map is already posted. • sticky notes • writing tools <p><u>New for the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> • fabric squares • clothespins Place the fabric squares and clothespins in the existing studio bin, or devise another way to make them available—on hooks, in a separate basket (with clothespins clipped around the edge for easy access), or on a shelf, for example. • Storytelling Books • writing and drawing tools <p>Check and replenish all Studios bins as needed.</p> <p>Decide which studios need particular attention, and bring those bins to the whole group.</p> <p>In the Opening Basket, place the Studios Planner and a few sample materials from each studio. Include prompts, and review them, as needed, as those studios are introduced.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
<p>Opening</p>	<p>The opening whole group meeting is brief to allow children maximum time working in the studios. Give quick reminders and updates and dismiss children to their chosen studios.</p> <p><i>Here’s something new for the <u>Building Studio</u>: Sometimes you build something that comes out perfectly! You want to save it, but you can’t. This book is a place where we can collect great</i></p>

	<p><i>building ideas.</i></p> <p>Show the binder with title and a blank sheet.</p> <p><i>You can also look in the book when you want to find ideas about something to build or get tips on how to build something successfully.</i></p> <p><i>You have another video to watch in the <u>Discovery Studio</u>. Talk with your classmates and write your responses to the questions in your packet.</i></p> <p><i>We have started thinking about learning in places around the world. This week in the <u>Research Studio</u>, use the map to look for places you know, and find places you are curious about. You can write ideas or questions on sticky notes and put them right on the big map. For example, someone in my family comes from Japan. It is way over here, on the continent of Asia. I am curious about what the weather is like in Japan right now. I'm going to write that question, "What is the weather like?" and stick it on the map.</i></p> <p><i>If you see a question on the map and you have a connection or a related question, you can add another sticky note to that one.</i></p> <p><i>Finally, you have been telling and writing and drawing stories in the <u>Writing and Storytelling Studio</u>. Now you can act your stories out with costumes! You can also use these pieces of fabric as props, such as a flag, blanket, or animal.</i></p> <p>Show the Jump the line gameboard and spinner.</p> <p><i>You can use your mental math strategies to be the first player to land exactly on a target number picked by you.</i></p> <p>Demonstrate how to use a piece of cloth and clothespin to make a couple of different garments (cape, apron, skirt, etc.). Ask children to volunteer their ideas about how to use the fabric and clothespins.</p> <p><i>Now, when you are in this studio, you can make your stories come alive in a new way. You and a friend might take turns acting out each other's stories.</i></p> <p><i>Don't forget that you can also continue making puppets in the <u>Art Studio</u>, and you can use your puppets in the Writing and Storytelling Studio.</i></p> <p>Refer to the Studios Planner.</p>
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	<p><i>Think now about which studio you'd like to begin working in today. You may be trying a new studio, or you may be going back to some work you were doing before.</i></p> <p>A one-minute Turn and Talk can be useful to help children set their purpose. Dismiss children to work.</p>
Facilitation	<p>Circulate through studios and check in with children about what they are pursuing.</p> <p>Refer to the Weekly Question and to studio-specific prompts and resources.</p> <p>Direct children's attention to each other's work. Encourage them to ask each other for help and collaboration.</p>

<p>Art</p> 	<p>Making Puppets <i>Continues from Week 3.</i></p> <p><u>Objective:</u> I can make a puppet to represent myself or another learner.</p>
<p>Building</p> 	<p>Our Building Design Notebook <u>Objective:</u> I can sketch design ideas and make them available to my classroom community as a source of inspiration.</p> <p><u>Process:</u> Before, during, or after building, children sketch and label their structures and add them to the community resource.</p> <p><u>Facilitation:</u> As children build, encourage them to record their successful designs and add them to the book.</p> <p><i>How is your building going? Have you encountered any challenges so far?</i> <i>That will be really helpful for other children to see. Would you please make a sketch of that part of your structure so other builders can see how you solved that problem?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Ask children to share designs they have sketched.</p> <p>Take a photo of the structure to share alongside the sketch so that children can see the relationship between the two representations and</p>

	<p>discuss what features make the sketch useful for others.</p> <p><u>Ongoing Assessment:</u> Review sketched designs for evidence of children’s development in communication through print, use of vocabulary, fine motor control, spatial awareness, and connection to/awareness of others.</p> <p>Talk with children about their structures and listen to understand how they connect their built structures to their sketched renditions. Note children’s willingness to trade in building materials for a writing tool.</p>
<p>Discovery</p> 	<p>Properties of Materials</p> <p><u>Objective:</u> I can respond thoughtfully to questions about a video I have watched.</p> <p><u>Process:</u> Children watch the video. After watching, children discuss the video and reread the questions. Then, individually or with a partner, children write their responses in their packets.</p> <p><u>Ongoing Assessment:</u> Review children’s packets to assess their understanding of the properties of materials.</p>
<p>Math</p> 	<p>Jump the Line</p> <p><u>Objective:</u> I can add or subtract fluently.</p> <p><u>Process:</u> Children take turns making strategic choices about numbers to add or subtract to reach target numbers.</p> <p>Children select three target numbers and mark them on the number line. Both players start at the beginning of the number line. They spin all three spinners and decide which of the moves they want to use on their turn. Children take turns spinning and moving, trying to land exactly on the target numbers. The first player to land on two target numbers wins.</p> <p><u>Facilitation:</u> <i>Tell me how you chose to (+) or (-) on that last move. What number will you need to spin to land on your target number? How does subtracting help in this game?</i> </p>

	<p><u>Considerations:</u> Allow children to also choose from Mental Math from Week 3.</p> <p><u>Ongoing Assessment:</u> Check for accuracy with addition and subtraction. Note children's strategies.</p>
<p>Research</p> 	<p>The World Map</p> <p><u>Objective:</u> I can explore the world map and make connections among places I already know and places I am learning about.</p> <p><u>Process:</u> Children will likely begin identifying and marking places they know (perhaps starting with Boston), places they have visited, and places their families talk about. Children add sticky notes with their questions and ideas about different places on the posted map.</p> <p><u>Facilitation:</u> Encourage children to move between the map, books, and conversations with others.</p> <p><i>What have you found on the map?</i> <i>What do you wonder about that place?</i> <i>How can you write that question/idea on a sticky note?</i></p> <p><u>Ongoing Assessment:</u> Take note of children's knowledge about the world map and the language they use to describe locations.</p>
<p>Writing and Storytelling</p> 	<p>Acting Out Stories</p> <p><u>Objective:</u> I can make costumes and props and use them to act out my stories.</p> <p><u>Process:</u> Fluidly and in any order, children tell, write and draw, and act out stories. The fabric and clothespins can serve as costumes or other props. Children might create or collect other props to make their stories come to life, as well.</p> <p><u>Facilitation:</u> Help children organize their narratives and manage materials.</p> <p><i>What is this story about?</i> <i>Who are the characters?</i> <i>How might you use these materials to make a costume that shows which character is which?</i></p>

	<p><i>What can you write or draw to show the characters and action of this story?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Invite a few children to act out a story for the whole group. Other children can offer feedback about how convincing they find the costumes or props and make suggestions for what to add or change. Children might also offer feedback on the stories themselves, shared by reading or showing pages of their Storytelling Books, with clarifying questions and suggestions for additional elements.</p> <p><u>Ongoing Assessment:</u> Listen to children’s stories and observe the elements they choose to enact and the characters they choose to costume. Note themes, language, vocabulary use, and interactions among actors and storytellers.</p> <p>If children record their stories in writing and/or drawing, their notebooks act as artifacts for the development of writing, narrative, language, and vocabulary, as well as insight into their interests, thoughts, and perceptions of self, others, and the world.</p>
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<p>Standards</p> <p>(Boston 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 1) and the following studio-specific standards.</p> <p><u>Math</u> AR.C.2 Understand and apply properties of operation and the relationship between addition and subtraction within 20.</p> <p><u>Art:</u> Visual Arts 1.3 Learn and use appropriate vocabulary related to methods, materials, and techniques. Learn to take care of materials and tools and to use them safely.</p> <p><u>Discovery</u> 2-PS1-1. Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency. 2-PS1-2. Test different materials and analyze the data obtained to determine which materials have the properties that are best suited for an intended purpose. 2.K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.</p>
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	<p><u>Research</u></p> <p>Social Studies 2.T4.3. Locate and analyze information and present a short research report on the physical features, resources, and people of a country outside the United States.</p> <p><u>Writing and Storytelling</u></p> <p>Theatre 1.3 Pretend to be someone else, creating a character based on stories or through improvisation, using properties (props), costumes, and imagery.</p>
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<p>Notes</p>

A design to build a _____

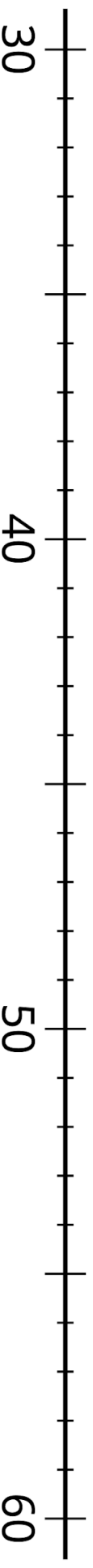
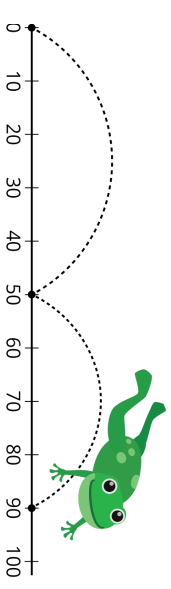
For assistance, ask _____

Helpful tips: _____

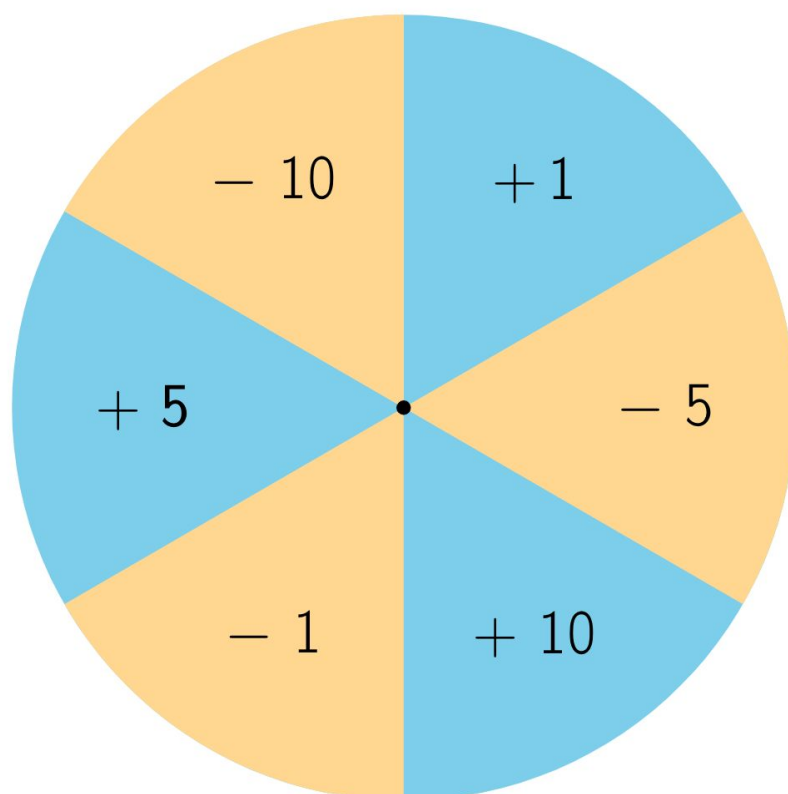
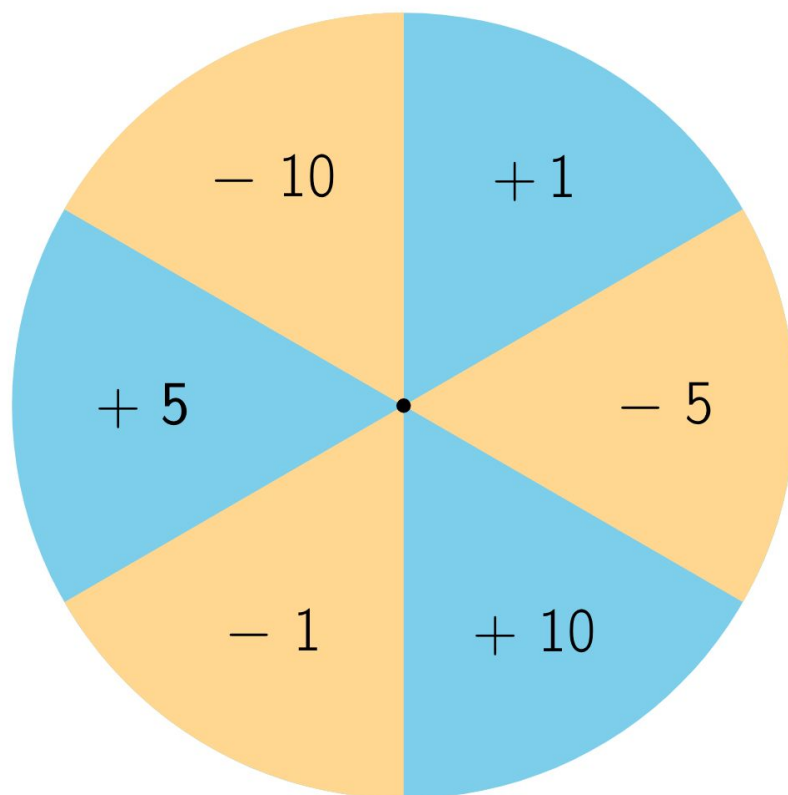
Jump the Line Stage 1 Gameboard

Directions:

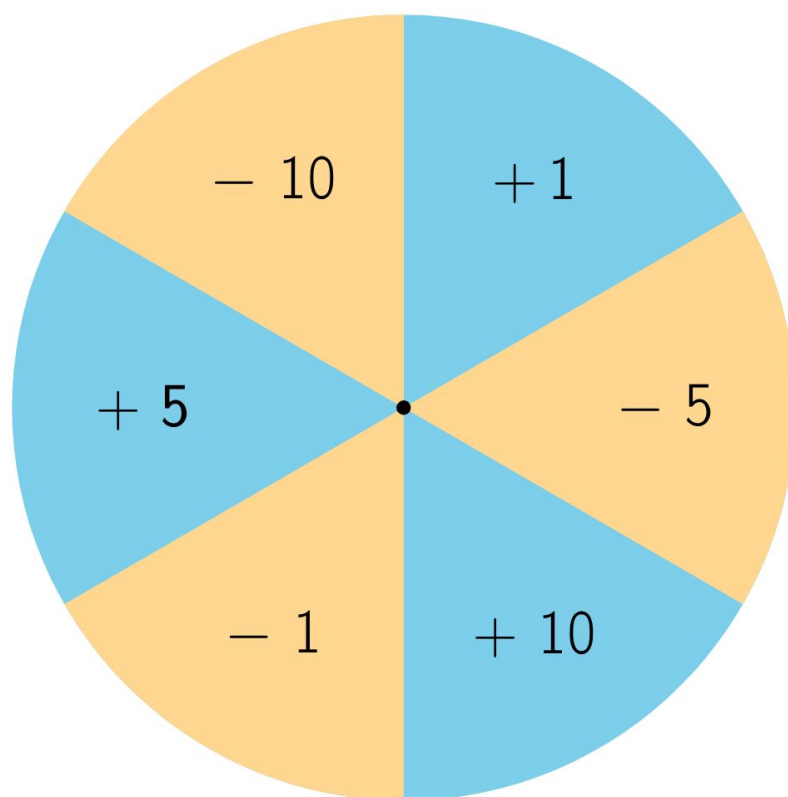
- Together with your partner, decide on 3 target numbers and mark them on your number line.
- On your turn:
 - Spin all 3 spinners. Decide which moves you want to use on your turn.
 - Mark where you ended up on the number line.
- Take turns spinning and moving on the number line. The first partner to land on 2 of the target numbers wins.



Jump the Line Stage 1 Spinners



Jump the Line Stage 1 Spinners



Art Studio

While you are working, think about:

Who does this puppet represent?

How does she or he learn best?

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

Why is school important to this character?

Building Studio

While you are working, think about:

How does this help other learners in my classroom community?

How can I represent my structure so other people can understand it?

Discovery Studio

While you are working, think about:

What am I learning about properties of materials?

How do engineers choose materials for their designs?

How do engineers know if they have come up with a good design?

Math Studio

While you are working, think about:

Tell me how you chose to (+) or (-) on that last move.

What number will you need to spin to land on your target number? How does subtracting help in this game?

What strategy is working for you?

Research Studio

While you are watching the video, think about:

What can I find on the map?

What do I want to know about school in places far away and close to home?

Writing and Storytelling Studio

While you are working, think about:

What is my story about?

How are the events connected?

What do the characters care about?


Why is school important to the characters in my story?

What do my costumes show?

Writing Station Response: **UN Convention on the Rights of the Child**

Name: _____ Date: _____

How does playing help you learn? Draw and write about some ways that playing helps you learn.



UN Convention on the Rights of the Child In Child Friendly Language



"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse. Article 35 No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel or harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Articles 43 to 54
These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.



Canadian
Heritage

Patrimoine
canadien





Convention on the Rights of the Child

Text Talk Week 4, Day 2



CONVENTION ON THE RIGHTS OF THE CHILD



Adopted by the General Assembly on the
United Nations on 20 November 1989

Child-friendly version

<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>



Article 28

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.



Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



Article 31

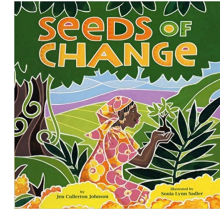
You have the right to play and rest.



Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Unit 1: How We Learn in Our School Communities



WEEK 4 Day 3

Text Talk

Seeds of Change: Planting a Path to Peace

Read 1 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	Why is school important?
Content Objectives	<p>I can use key details from the text to describe Wangari's beliefs about education. (R.5.2.a, L.6.2.a)</p> <p>I can locate Kenya on the world map. (History and Social Studies 2.T2.1 Boston)</p>
Language Objective	I can recount key details from the text in conversation with my partner and the group. (SL.2.2.a)
SEL Objective	I can express whether or not I share Wangari's beliefs about education and why. (Self-Awareness)
Vocabulary	<p>abundant: having plenty of</p> <p>ancestor: a person who lived in an earlier generation</p> <p>beckon: to ask to come</p> <p>* commitment: dedication to something or to an idea</p> <p>* equal rights: when all people have access to the same things and ideas</p> <p>foreign: from another country</p> <p>freedom: the right to act, speak, or think as one wants</p> <p>* government: leadership of a country, state, or town</p> <p>nourishment: food needed to grow and live</p> <p>patience: the ability to wait without giving up</p> <p>* persistence: the ability to keep going, even through challenges</p>

Text Talk U1 W4 D3

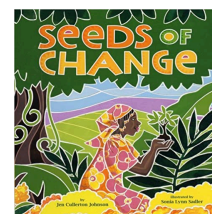
	seedling: a young plant, sprouted from a seed
Materials and Preparation	<p>If possible, borrow a copy of <i>Mama Miti</i> from a first grade classroom (<i>Focus on First</i> Unit 1, Week 5) or the school library, for reference.</p> <ul style="list-style-type: none"> • <i>Seeds of Change: Planting a Path to Peace</i> Jen Cullerton Johnson Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins “‘Come,’ Wangari’s mother called.” • world map and pushpin or other marker • Text Talk notebooks • writing tools <p>On the whiteboard write:</p> <p>Using key details, describe Wangari’s beliefs about education.</p> <p>Do you share Wangari’s beliefs about education? Why or why not?</p>
Opening 1 minute	<p>Introduce the book and purpose for reading.</p> <p><i>Today we are going to read Seeds of Change: Planting a Path to Peace. This is a biography of Wangari Matthai, written by Jen Cullerton Johnson and illustrated by Sonia Sadler. We will read to identify key details that tell us why school is important to Wangari Matthai. We will also read to find out how Wangari’s ideas about school are important to us.</i></p>
Text and Discussion 25 minutes	<p>Show the book, <i>Mama Miti</i>.</p> <p><i>Do you remember reading Mama Miti in first grade? Let’s share what we already know about Wangari Matthai.</i></p> <p>Turn through a few pages of the book, and invite children to share their knowledge. As needed, support children by offering reminders such as: “Mama Miti” was the name given to Wangari Matthai. She was an important environmental activist who planted trees with the help of many women. She started the Green Belt Movement.</p> <p><i>Wangari Mattai was from Kenya, a country in the continent of Africa.</i></p> <p>Show and pin Kenya on the world map.</p> <p><i>This gives us some background as we read Seeds of Change: Planting a Path to Peace.</i></p>
page 6	<i>What is Wangari learning about her people’s relationship to trees?</i>
page 9	<p>Check for comprehension of key details and connect to unit content.</p> <p><i>What do we know so far about Wangari as a learner? What key details tell you that?</i></p>

page 17	<p><i>Turn and talk to a partner. What does Wangari love about school? Why is school important to her?</i></p> <p><i>Let's take a Note Break. This Note Break will help us identify key details. In your Text Talk notebook, answer these same questions: What does Wangari love about school? Why is school important to her? How do you know this? Cite details from the text.</i></p>
page 20	<p>Define terms.</p> <p><i>We know that rights are what people should have and be able to do. Equal rights are when all people have access to the same things and ideas.</i></p>
page 24	<p><i>What is Wangari's big idea?</i></p>
page 35	<p><i>Turn and talk. What do we learn about women's rights? Why is education important to Wangari as a woman?</i></p> <p>Finish reading the text.</p>
Key Discussion 13 minutes	<p>Think, Pair, Share</p> <p>Prompt 1: <i>Using key details, describe Wangari's beliefs about education. [We can learn to persist and persevere in our education. Girls and women have the right to an education.]</i></p> <p>Prompt 2: <i>Do you share Wangari's beliefs about education? Why or why not?</i></p>
Closing 1 minute	<p><i>Today we read Seeds of Change to identify key details that tell us about Wangari Matthai's beliefs about education. We also considered whether or not we share Wangari's beliefs about school and why.</i></p>
Standards (Boston Standard)	<p>R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.</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> <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> <p>2.T2.1 On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas,</p>

	bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).
Ongoing assessment	<p>Listen in to children's comments with partners and in whole group discussion. Review children's writing.</p> <p>How do children describe the central message in both conversation and writing?</p> <p>What connections to children make to their own experience as learners?</p> <p>What relevant vocabulary do children use in their conversation and writing?</p>

<p>Notes</p>

Unit 1: How We Learn in Our School Communities



WEEK 4 Day 4

Text Talk

Seeds of Change: Planting a Path to Peace

Read 2 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	Why is school important?
Content Objective	I can use details from the text to determine and describe the central message in <i>Seeds of Change</i> . (R.5.2.a)
Language Objective	I can use words and phrases, used in the text and in our conversations, to describe the characters, key details, and the central message. (L.6.2.a)
SEL Objective	I can identify why being empowered as a learner is important to me. (Self-Awareness)
Vocabulary	<p>abundant: having plenty of</p> <p>ancestor: a person who lived in an earlier generation</p> <p>beckon: to ask to come</p> <p>* commitment: dedication to something or to an idea</p> <p>* equal rights: when all people have access to the same things and ideas</p> <p>foreign: from another country</p> <p>freedom: the right to act, speak, or think as one wants</p> <p>* government: leadership of a country, state, or town</p> <p>nourishment: food needed to grow and live</p> <p>patience: the ability to wait without giving up</p> <p>* persistence: the ability to keep going, even through challenges</p> <p>seedling: a young plant, sprouted from a seed</p>

Text Talk U1 W4 D4

Materials and Preparation	<ul style="list-style-type: none"> • <i>Seeds of Change:Planting a Path to Peace</i>, Jen Cullerton Johnson • Text Talk notebooks • writing tools <p>On the whiteboard write:</p> <p>What is the central message of <i>Seeds of Change</i>?</p> <p>Why is this message important to you as a learner?</p>
Opening 1 minute	Set a purpose for reading. <i>We are going to read Seeds of Change again. Today we will read to identify and describe the central message. We will describe why this message is important to us as learners.</i>
Text and Discussion 25 minutes page 6	<i>How is Wangari connected to her ancestors?</i>
page 17	<i>What is unique about Wangari’s experience of school?</i>
page 20	Begin identifying the central message of the book. <i>What does Wangari want to share with Kenyan women? Why is this important? Turn and talk to a partner.</i> <i>Let’s take a Note Break to record your thoughts about the central message of the book. Why is what Wangari wants to share with Kenyan women important?</i>
page 23	<i>What is happening to the land? How does this affect mothers and children? Why is this important?</i>
page 27	<i>What is the Green Belt Movement?</i>
page 35	<i>What do we learn about women’s rights?</i> <i>Turn and talk. What are the “seeds of change?”</i>
Key Discussion or Activity 13 minutes	Think, Pair, Share Prompt 1: <i>What is the central message of Seeds of Change? Use details from the text to describe it.</i> [Learning and school can empower all people, including women, to make changes in their community. Children may cite the way that Wangari’s education empowered her. She used her voice to support

	<p>Kenyan women to make changes in the environment and in their communities.]</p> <p>Think, Pair, Share. <i>This time when we use the Think, Pair, Share routine, we'll write or draw as we think. This helps us prepare to talk with our partners.</i></p> <p>Introduce the prompt. <i>Why is the message from Seeds of Change important to you as a learner?</i></p> <p>Give children a minute to process their thinking by writing in their Text Talk notebooks. <i>Now, turn to your partner and share your ideas.</i></p> <p>Gather the children back as a group and invite a few to share their thoughts.</p>
Closing 1 minute	<p><i>Today, as we read Seeds of Change again, we identified and described the central message of the book—that learning and school can empower all people, including women, to make changes in their community. We described why this message is important to us personally, as learners. Tomorrow we will read excerpts from Seeds of Change and the UN Convention on the Rights of the Child and do some writing.</i></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>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>Listen in to children's comments with partners and in whole group discussion. Review children's writing.</p> <p>How do children describe the central message in both conversation and writing?</p> <p>What connections to children make to their own experience as learners?</p> <p>What relevant vocabulary do children use in their conversation and writing?</p>

Name: _____

Date: _____

working with _____

Seeds of Change and the UN Convention on the Rights of the Child Excerpts

<u>Underline</u> details that define rights.	What do we learn about the importance of the right to learn?
<p>Article 29 from the UN Convention on the Rights of the Child:</p> <p>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p><i>These details show that...</i></p>
<p><i>Seeds of Change</i>, page 23</p> <p>Many [women] planted seedlings. Some men laughed and sneered. Planting trees was women's work, they said. Others complained that Wangari was too outspoken—with too many opinions and too much education for a woman.</p> <p>Wangari refused to listen to those who criticized her.</p> <p>Instead she told them, "Those trees [you] are cutting down today were not planted by [you] but by those who came before. You must plant trees that will benefit the community to come..."</p>	<p><i>These details show that...</i></p>

Using key details in the excerpts, explain why education is an important right for all.

CONVENTION ON THE RIGHTS OF THE CHILD



Adopted by the General Assembly on the United Nations on 20 November 1989

“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important.

Article 28

You have the right to a good quality education.
You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31

You have the right to play and rest.

Article 32

You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

From: www.unicef.org

Unit 1: How We Learn in Our School Communities

WEEK 4 Day 1



Text Talk

UN Convention on the Rights of the Child

Read 1 of 2

Big Idea	Communities can include and support all learners.
Weekly Question	Why is school important?
Content Objectives	<p>I can ask and answer questions about the text to clarify my understandings about education. (R.4.2)</p> <p>I can make connections between the articles and state my opinions about why education is a right for children. (R.6.2.b)</p> <p>I can explain why the government should ensure and protect my right to a high quality education. (2.T4.2-Boston)</p>
Language Objective	I can describe key ideas from the text read aloud. (SL.2.2.a)
SEL Objective	I can recognize the supports that our school and community provide to children. (Social Awareness)
Vocabulary	<p>article: a section of a legal document that outlines a rule</p> <p>convention: meeting, especially a large and official one</p> <p>* education: the act of learning and being taught, especially in school</p> <p>recorded: written down or saved in some other way, to look at later</p> <p>* right: what someone should have and be able to do</p> <p>United Nations: a collection of countries from around the world who work together to make sure people's rights are being respected</p> <p>version: a certain form or type of something</p>

<p>Materials and Preparation</p>	<p>Read to become familiar with the “Convention on the Rights of the Child” (http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx), through Article 42. Read the child-friendly version and rehearse language to use with the children.</p> <p>For more context, see the Unicef CRC30 website (https://www.unicef.org/crc/index_30229.html).</p> <p>Note that 196 countries have ratified the Convention; the United States is the only country that has yet to do so, although it has signed it. Be wary of how, if shared with children, this fact has the potential to derail the conversation, as children will likely have questions and may feel injustice about why this is so. Decide ahead of time if (and if so, how) to address the United States’ stance on the Convention. The document is used here for its global significance.</p> <ul style="list-style-type: none"> • “UN Convention on the Rights of the Child in Child-Friendly Language,” one copy to read aloud • projector and screen • Convention on the Rights of the Child slides (Articles 28, 29, 31, 32) • Convention on the Rights of the Child, Articles 28, 29, 31, 32, copy for each child • Text Talk notebooks • writing tools • crayons, 2 of each color, and box or bag, for the Matching Crayons routine • Writing Station sheet: UN Convention on the Rights of the Child, 1 copy for teacher <p>On the whiteboard, write the Writing Station prompt.</p> <ul style="list-style-type: none"> • chart paper and markers <p>Prepare the Weekly Question Chart with the question, Why is education important?</p>
<p>Opening 1 minute</p>	<p>Introduce the text and purpose for reading.</p> <p><i>Today we’re going to look at a text written by some adults who are part of the United Nations. The United Nations is a group of adults from countries all around the world. In 1990 (__ years ago), people at the United Nations got together to talk about children’s rights—what all children in the world should have and be able to do.</i></p> <p><i>The text names the rights that 196 countries have agreed on. It is called the “Convention on the Rights of the Child.” This text is written for adults, with formal language. We are going to use a version that’s written for children—since it’s about children, it’s</i></p>

	<i>important for children to be able to understand it!</i>
Text and Discussion 25 minutes	Distribute copies of the articles on a clipboard to each child. <i>Listen while I read a few of the agreements, called “Articles,” in the convention.</i>
Article 28 slide 3	Read Article 28. <i>Why should children be encouraged to go to school? [School helps us learn and grow; School helps set us up for success in the future.]</i>
Article 29 slide 4	Echo read Article 29. <i>According to this article and in your own words, what are the things that education should help people do?</i>
Article 31 slide 5	Chorally read Article 31. Distribute Text Talk notebooks and writing tools. <i>Why is play included in this article? Let’s take a two minute Note Break to write or draw our thoughts about why play is included in Article 31.</i> As children write, note the connections they make between playing and learning. <i>Turn and share your note with a partner.</i> <i>Why are both “play” and “rest” important? Turn and talk.</i>
Article 32 slide 6	Read Article 32. <i>What protection does this article provide to children?</i>
Key Discussion 15 minutes	<i>We agree that children should have these rights. Now let’s think about why education is so important. What difference does education make? Take a moment to think about that while we get ready to talk to a new partner.</i> Use the Matching Crayons routine to pair children up for discussion. As needed, remind children how the routine works. Introduce the Writing Station. <i>In Text Talk today, we discussed the importance of playing. This week at the Writing Station, you will draw and write about the ways playing helps you learn. As you write this week, connect your ideas about playing as learning to some of your activities in Studios.</i> <i>This is the sheet you will use, with the prompt at the top. Let’s read the prompt together.</i> Invite children to chorally read the prompt. Discuss children’s questions as a group.

Closing 1 minute	<p><i>We agree with people in countries all over the world that children should get to go to school, and we've recorded some ideas about why education is so important. Let's keep these ideas in mind tomorrow, as we think about the authors' purpose in writing these articles.</i></p> <p>Collect the articles for use in the Day 2 lesson.</p>
Weekly Question Chart 2 minutes	<p>Introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering the question: Why is school important? We will be collecting and recording our ideas here.</i></p> <p><i>Are there any thoughts or connections you would like to record based on today's reading and discussion?</i></p> <p><i>We will add more to our chart during the week.</i></p>
Standards (Boston standard)	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect.</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> <p>2.T4.2 Explain the characteristics of a country.</p>
Ongoing assessment	<p>As children talk, circulate, listen in, and take notes. Also make notes about how children participate in paired and whole group conversations and consider what supports they might need to most productively engage.</p> <p>Do children answer questions about key details in the text?</p> <p>Do children make connections between the four articles to form opinions about children's rights related to education?</p>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 4 Day 2



Text Talk

UN Convention on the Rights of the Child

Read 2 of 2

Big Idea	Communities can include and support all learners.
Weekly Question	Why is school important?
Content Objectives	<p>I can explain the authors' purpose for writing the Convention on the Rights of the Child. (R.9.2.b)</p> <p>I can explain why the government should ensure and protect my rights to a high quality education. (2.T4.2- Boston)</p>
Language Objective	I can participate in collaborative conversations with my peers. (SL.1.2)
SEL Objective	I can identify my educational rights and explain why these rights matter. (Decision Making)
Vocabulary	<p>article: a section of a legal document that outlines a rule</p> <p>convention: meeting, especially a large and official one</p> <p>* education: the act of learning and being taught, especially in school</p> <p>recorded: written down or saved in some other way, to look at later</p> <p>* right: what someone should have and be able to do</p> <p>United Nations: a collection of countries from around the world who work together to make sure people's rights are being respected</p>
Materials and Preparation	<ul style="list-style-type: none">● projector and screen● Convention on the Rights of the Child slides (Articles 28, 29, 31, 32)● Convention on the Rights of the Child, Articles 28, 29, 31, 32, copy for each child● Text Talk notebooks● writing tools

Text Talk U1 W4 D2

	<ul style="list-style-type: none"> chart paper and markers <p>Prepare the following chart.</p> <table border="1"> <tr> <th colspan="2">What additional article about children’s educational rights would you add to the Convention of the Rights of the Child?</th></tr> <tr> <th><u>Ideas</u></th><th><u>New Article for our classroom</u></th></tr> <tr> <td></td><td></td></tr> </table> <p>As background, review to become familiar with the Studios: I Am Playing slides (Introduction, Part 2: Components). Consider the purpose of play.</p>	What additional article about children’s educational rights would you add to the Convention of the Rights of the Child?		<u>Ideas</u>	<u>New Article for our classroom</u>		
What additional article about children’s educational rights would you add to the Convention of the Rights of the Child?							
<u>Ideas</u>	<u>New Article for our classroom</u>						
Opening 2 minutes	<p>Introduce the purpose for reading.</p> <p><i>Today we’re going to determine why the authors’ from the United Nations wrote the Articles about education in the Convention of the Rights of the Child. As we discussed yesterday, the United Nations is a group of adults from countries all around the world.</i></p> <p><i>The authors of the Convention of the Rights of the Child had different backgrounds. They were government officials, human rights advocates, lawyers, health specialists, social workers, educators, child development experts, and religious leaders—from all over the world! They spent 10 years writing this Convention. Why do you think they spent so long creating it?</i></p> <p>Elicit a few responses.</p>						
Text and Discussion 22 minutes Article 28 slide 3	<p>Distribute Text Talk notebooks and child-friendly articles.</p> <p><i>Before we reread the articles today, we’ll begin with a Note Break. In your notebook, take two minutes to write why you think the authors of the Convention of the Rights of the Child included these four articles: 28, 29, 31, and 31.</i></p> <p><i>As we reread each Article, let’s think about the authors’ purpose in writing it.</i></p> <p>Echo read Article 28.</p> <p><i>What did the authors’ want to communicate in Article 28?</i></p> <p>Elicit a few responses.</p>						
Article 29	Assign Partners A and B.						

slide 4	<p><i>As you read this Article together, think about what the authors were communicating. Partner A, read the first sentence, and Partner B, read the second sentence.</i></p> <p>Give children a moment to read.</p> <p><i>What did the authors want to communicate in Article 29? Turn and talk.</i></p>
Article 31 slide 5	<p>Chorally read Article 31.</p> <p><i>What is the purpose of play? Turn and talk.</i></p> <p><i>It is so important for us to have time to play because when we play, we learn! Now that we have discussed the purpose of play, what was the author's purpose for including Article 31?</i></p> <p>Elicit a few responses.</p>
Article 32 slide 6	<p>Echo Article 32.</p> <p><i>By writing Article 32, what question did the authors want to answer? Turn and talk.</i></p> <p>Elicit a few responses.</p>
Key Discussion or Activity 15 minutes	<p><i>We just analyzed the authors' purpose in writing each article. Let's take another Note Break. Turn to your first response to the question, "What was the authors' purpose in writing these articles?" Take two minutes to revise or add to your response.</i></p> <p>After children have time to write, harvest several ideas. Encourage children to explain their thinking. Remind them they can agree with the "Me, too" signal.</p> <p>Think, Pair, Share.</p> <p><i>Now that we have determined the authors' purpose for writing these four articles about children's rights related to education, let's think about creating a new article. Based on the authors' purpose, what additional article about children's educational rights would you add to the Convention of the Rights of the Child?</i></p> <p>To prompt thinking, consider asking questions such as, What was the authors' purpose in writing these articles? What else is important to you in education? What else do you think children need to do to do their best learning?</p> <p>Return to the whole group and record children's ideas on the left hand side of the chart.</p> <p><i>Now let's use your ideas to create one article together. This will be an article that will describe a right or rights that you have as</i></p>

	<p><i>members of our classroom community.</i></p> <p>Collectively write a one- or two-sentence article that aligns to the authors' purpose for the UN Convention for the Rights of the Child.</p> <p>Revisit the Weekly Question, if relevant.</p>
Closing 1 minute	<p><i>We know that the authors wrote each Article of the Convention for the Rights of the Child to protect specific rights for children, and we focused on rights having to do with learning. Today we recorded your ideas for an additional article that aligns to the authors' purpose. We will use it to ensure that your rights are upheld in this classroom.</i></p>
Standards (Boston Standard)	<p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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> <p>2.T4.2. Explain the characteristics of a country.</p>
Ongoing assessment	<p>As children talk, circulate, listen in, and take notes. Also make notes about how children participate in paired and whole group conversations and consider what supports they might need to most productively engage.</p> <p>Do children identify the authors' purpose in creating the articles?</p> <p>Do children share ideas and suggestions about additional educational rights?</p> <p>How do children connect their ideas for additional articles to the authors' purpose?</p>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 4 Day 5

Vocabulary & Language

Answering a Weekly Question

Weekly Questions	Week 3: How do we make sure that each member of our community can do their best learning? Week 4: Why is school important?
Language Objective	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
Vocabulary: Week 3	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: to admire deeply support: to give assistance sympathetic: showing care for understanding: aware of other people's feelings, sympathetic
Week 4	ability: skill or talent commitment: dedication to something or to an idea education: teaching or being taught about something, especially in school equal rights: when all people have access to the same things and ideas government: leadership of a country, state, or town persistence: the ability to keep going, even through challenges quality: being excellent right: what someone should have and be able to do

Materials and Preparation	<ul style="list-style-type: none"> • Week 4 Answering the Weekly Question sheets, one for each small group • pencils, one or two for each small group • Weekly Questions for Weeks 3 and 4, printed or projected • Weekly Words cards for Weeks 3 and 4 <p>Reflect on how children are working in small groups to date and the roles specific children take in these groups. Strategically assign children to groups of four, and plan where each group will work around the classroom.</p>
Opening	<p><i>Today we'll go back to the routine where you use Weekly Words to answer one of our Weekly Questions. You'll work in small groups.</i></p> <p>Re-introduce the Answering a Weekly Question routine:</p> <ul style="list-style-type: none"> • Walk through the sheet, reading the directions. Read the two questions and show children where they can reference the Weekly Word cards. • Explain where each group will work. • Demonstrate the signal for finishing up small group work. <p><i>You will work with your group to come up with one sentence that answers one of the Weekly Questions. Don't try to use all the words! Just use the ones that make sense in your answer.</i></p>
Key Activity	<p>To the extent needed, model the activity, inviting children to contribute. 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 word use.</p>
Closing	<p><i>This routine is a way for you to show what you are learning about new words. Next time we use this routine, we'll come back together to share one or two of your answers.</i></p> <p>Share reflections about how the routine went and affirm children's efforts.</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.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and</p>

	adverbs to describe (e.g., When other kids are happy, that makes me happy).
Ongoing assessment	<p>Listen to children’s conversations as they work. How accurately do children use words in context? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions. How effectively do children work in their groups? What roles do they take on?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.</p> <p>Reflect on the routine. What worked well? What will need to be reinforced in the Week 6 lesson to make it run more smoothly?</p>

<p>Notes</p>

Names: _____

Check the question you answer. Circle the words you use. Write your response.

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

___ Why is school important?

collaborate	respect	ability	government
compassionate	support	commitment	persistence
imagination	sympathetic	education	quality
judge	understanding	equal rights	right

Unit 1: How We Learn in Our School Communities

WEEK 4 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	Why is school important?
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	ability: skill or talent commitment: dedication to something or to an idea education: the act of learning and being taught, especially in school equal rights: when all people have access to the same things and ideas government: leadership of a country, state, or town persistence: the ability to keep going, even through challenges quality: being excellent right: what someone should have and be able to do
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. Make sure to teach equal rights <i>after</i> teaching right . <ul style="list-style-type: none">• Week 4 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>ability (noun) Elaboration: <i>We often think of what babies can't do, but look: this baby has the ability to crawl, and is working on the ability to walk!</i></p> <p>Think, Pair, Share prompt: <i>What is an ability your partner has? Do you have that same ability?</i></p>
	<p>commitment (noun) Elaboration: <i>"We're all in it together!" This expression shows that we feel a commitment to each other, to the team, to the goal we are aiming for. A commitment is a kind of promise. In our classroom community, we have made a commitment to ____.</i></p> <p>Think, Pair, Share prompt: <i>How can you show that you have a commitment to making our classroom a positive place for all of us?</i></p>
	<p>education (noun) Elaboration: <i>Education includes all of the things we are learning at school—writing, mathematics, science, reading, developing new skills with tools and materials... You come to school to get an education.</i></p> <p>Think, Pair, Share prompt: <i>Why is education important?</i></p>
	<p>equal rights (noun) [Note: Teach after teaching right.] Elaboration: <i>Equal means "same." If children here have the right to rest and play and learn, that's good for you. But if some children have to work and not receive an education, not everyone has equal rights.</i></p> <p>Think, Pair, Share prompt: <i>Why is it important for children to have equal rights?</i></p>
	<p>government (noun) Elaboration: <i>Our government includes the Mayor, councilors, and other people who make sure the people in our town have the services and resources they need.</i></p>

	<p>Think, Pair, Share prompt: <i>With your partner, share what you know about something the government of the United States does for people who live here.</i></p> <hr/> <p>persistence (noun) Elaboration: <i>It might take you a long time and a lot of practice to learn to do a perfect cartwheel. This requires persistence, trying it over and over and over again, even when you feel like giving up!</i></p> <p>Think, Pair, Share prompt: <i>Have we met any characters who showed persistence? What were they trying to accomplish?</i></p> <hr/> <p>quality (adjective) Elaboration: <i>This word can be used in different ways. Here, we are talking about education being “high quality,” which describes something that is valuable and well done or well made. This is a quality chair I’m sitting in—it’s comfortable, sturdy, and it won’t fall apart easily. A high quality education includes children having strong teachers—and good quality materials.</i></p> <p>Think, Pair, Share prompt: <i>What can communities do to make sure that all children receive a quality experience in school?</i></p> <hr/> <p>right (noun) Elaboration: <i>People have been talking and advocating for hundreds and hundreds of years about their rights—for fair pay, good housing for all, education, for example.</i></p> <p>Think, Pair, Share prompt: <i>Finish these sentences with your partner:</i> <i>You have a right to ____.</i> <i>I have a right to ____.</i> <i>We all have a right to ____ together.</i></p>
Closing	<p><i>This week, we’re talking about why school is important. 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 <i>Foundations</i> 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>

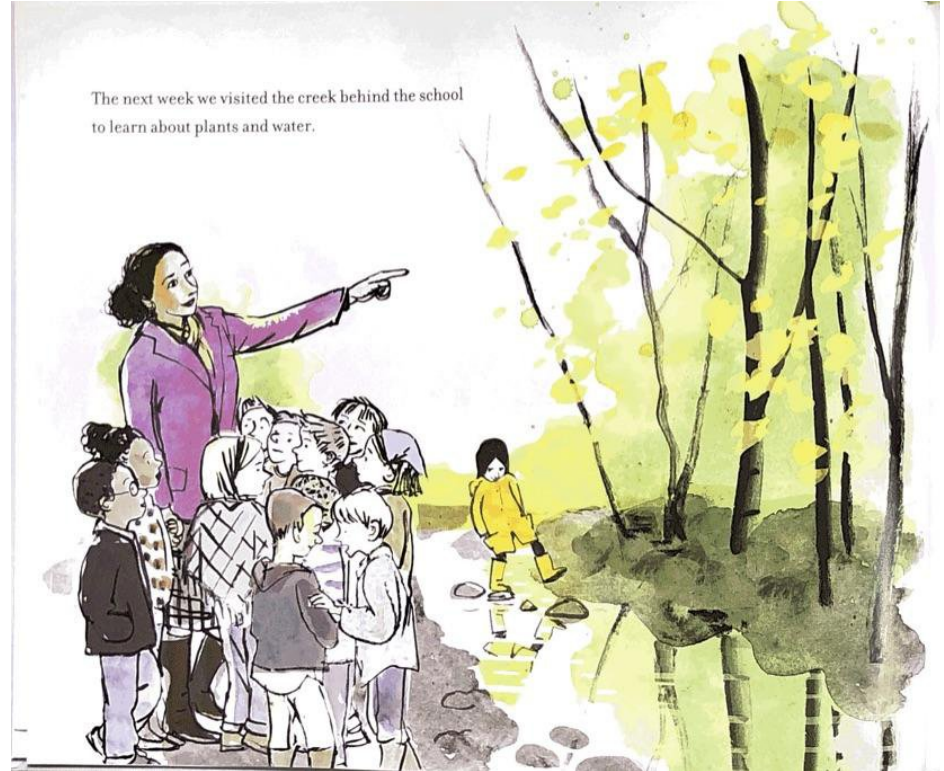
<p>Notes</p>

Past Tense Verbs

Vocabulary & Language Week 4, Days 3-4

Verb Tense

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



Verbs: The Past Tense

read

called

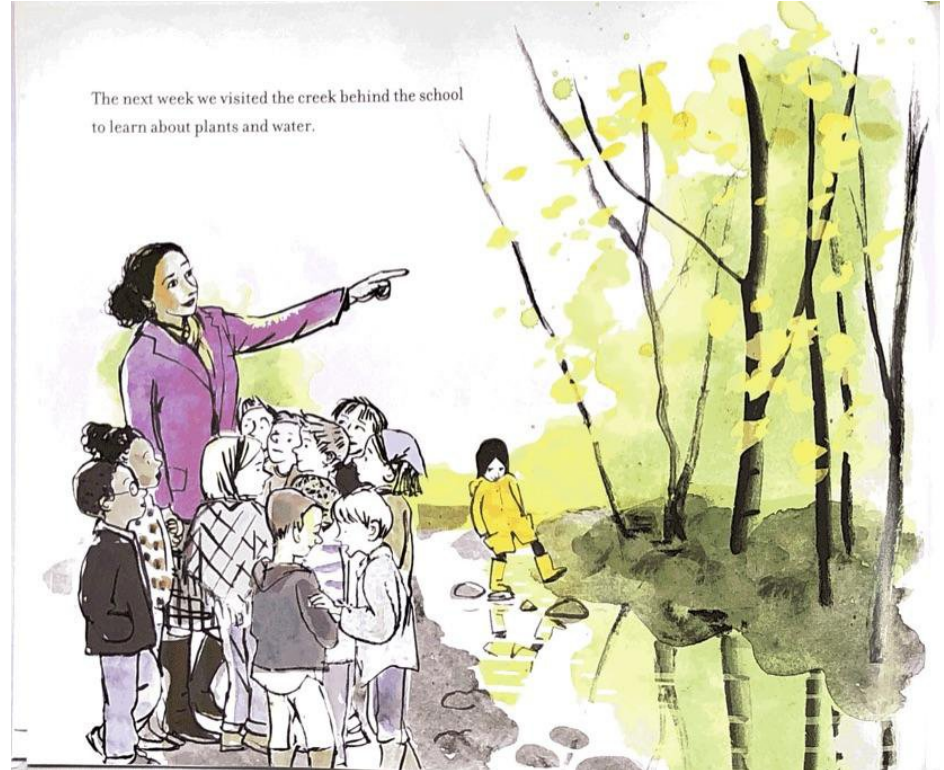
practiced

explored

played

wrote

explained



Verbs: The Past Tense

call - calleded

play - playeded

explain - explaineded



Verbs: The Past Tense

practice/- practiceded

explore/- exploreded



Verbs: The Past Tense

write

wrote

read

read



Unit 1: How We Learn in Our School Communities

WEEK 4 Day 3

Vocabulary & Language

Past Tense Verbs

Weekly Question	Why is school important?
Language Objective	I can change verbs to the past tense. (L.1.2.d)
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being tense: the form of a verb that specifies time past: what has already happened
Materials and Preparation	<ul style="list-style-type: none">• Past Tense Verbs slides• Week 2 Weekly Words cards: admire, belong, explain On the whiteboard list these three words with space to record the past tense form of each.
Opening	<i>In Writing we learned that verbs are words that show thoughts, feelings, and actions. Today we are going to continue learning about verbs in the past tense.</i>
Discussion	<i>The verb tense is the form of the verb that specifies time.</i>
slide 2	<i>This sentence names an event that already happened, so the verb is in the past tense.</i> Read the sentence.
slide 3	<i>All of these verbs are in the past tense, because they show actions that already happened.</i> Read the list of verbs.
slide 4	<i>To put these verbs in the past tense, we add -ed.</i> Read and discuss the verbs on the slide.
slide 5	<i>To put these verbs in the past tense, we take off the final -e and then</i>

	<p><i>add -ed.</i></p> <p>Read and discuss the verbs on the slide.</p>
slide 6	<p><i>Some verbs, called irregular verbs, have different forms in the past tense.</i></p> <p>Click the animation to reveal the word “write.”</p> <p><i>Let’s read this word together.</i></p> <p>Read the word “write.”</p> <p><i>What is the past tense form of this verb, that shows it already happened? [wrote]</i></p> <p>Click the animation to reveal the past tense verb.</p> <p><i>What changed in the word to go from “write” to “wrote”? [the vowel]</i></p> <p><i>Let’s read another word together.</i></p> <p>Click the animation, and read the word “read.”</p> <p><i>What is the past tense form of this verb, that shows it already happened? [read]</i></p> <p>Click the animation to reveal the past tense verb.</p> <p><i>What changed in the word to go from “read” to “read”? [the word is spelled the same way but pronounced differently]</i></p>
	<p><i>These Weekly Words are verbs: admire, belong, and explain.</i></p> <p><i>With a partner, choose one of the verbs. Decide together what the past tense form of the verb is. Be ready to share with the rest of the class what the past tense is and how you formed it.</i></p> <p>Circulate to support children’s discussions.</p> <p>Bring the class back together. For each of the Weekly Words, have one pair share the past tense form of the verb, including how to spell it. Write the verb on the board. Invite other pairs to share whether they formed the past tense in the same way.</p>
Closing	<p><i>Today you changed verbs to the past tense to show actions that already happened. Tomorrow you will identify the verbs in your personal recount and change them to the past tense.</i></p>
Standards	<p>L.1.2.d: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
Ongoing assessment	<p>Reflect on the class discussion.</p> <p>Do children accurately change verbs to the past tense?</p> <p>Which patterns need to be taught/retaught?</p>

Unit 1: How We Learn in Our School Communities

WEEK 4 Day 4

Vocabulary & Language

Past Tense Verbs

Weekly Question	Why is school important?
Language Objective	I can change verbs to the past tense. (L.1.2.d)
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being tense: the form of a verb that specifies time past: what has already happened
Materials and Preparation	<ul style="list-style-type: none">• Past Tense Verbs slides, for reference• children's personal recounts, from Writing lessons• writing tools <p>On the whiteboard write: Verbs I need help with</p>
Opening	<i>You have been working on personal recounts, which document events that have already happened. Today you are going to review the verbs in your writing to make sure that they are all in the past tense.</i>
Discussion slides 4-6	<i>Remember, to form the past tense of a verb, sometimes you add -ed; sometimes you remove the final -e and add -ed; and sometimes you need to change the verb in a different way.</i> Review the slides in more detail, as needed.
	<i>Go back to your personal recount and underline the verbs. Check each verb to see if it is in the past tense, showing that the action already happened. If the verb is not in the past tense, change it to the past tense. If you come to a word and you are not sure how to change it to the</i>

	<p><i>past tense, ask a classmate. If no one can help you, come up to the board and write your verb here. We will work together to change tricky verbs to the past tense.</i></p> <p>Send children to work, either back at their seats or remaining on the rug. As they work, circulate to support them with identifying verbs.</p>
	<p>Invite children back to the whole group with their writing.</p> <p>As a class, decide how to change the tricky verbs on the board to the past tense.</p>
Closing	<p><i>Today you changed verbs to the past tense to show actions that already happened. You can continue this work during Writing.</i></p>
Standards	<p>L.1.2.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
Ongoing assessment	<p>Reflect on the class discussion.</p> <p>Do children accurately identify verbs?</p> <p>Do they accurately change verbs to the past tense?</p> <p>Which regular patterns need to be retaught?</p> <p>Which irregular past tense verbs do children struggle with? When can these patterns be addressed (Foundations, Writing)?</p>

Notes



ability

noun

<https://www.zerotothree.org/resources/202-steps-toward-crawling>



commitment

noun

<https://aurora.edu/academics/undergraduate/coaching/index.html>

Weekly Words U1 W4

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



education

noun

<https://www.unicef.org/education/girls-education>



equal rights

plural noun

<https://eachother.org.uk/know-rights-celebrate-protect-story-behind-human-rights-animation/>

Weekly Words U1 W4

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



government

noun

https://www.istockphoto.com/photo/state-capitol-building-augusta-maine-gm115205677-10184186?utm_source=pixabay&utm_medium=affiliate&utm_campaign=SRP_image_sponsored&utm_content=https%3A%2F%2Fpixabay.com%2Fimages%2Fsearch%2Fmaine%2520capitol%2F&utm_term=maine+capitol



persistence

noun

<https://dancingloud.wordpress.com/2013/06/26/cartwheel-challenged-some-strategies/>

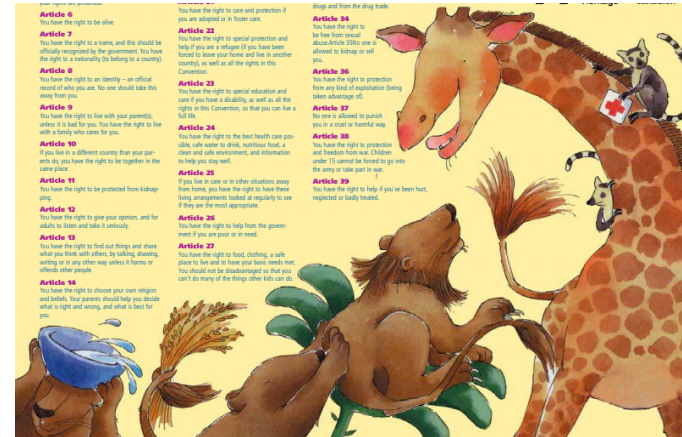
Weekly Words U1 W4

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



quality
adjective

<https://www.omnidetroit.top/products.aspx?cid=134&cname=baby+building+blocks+wooden>



right
noun

https://drive.google.com/file/d/1goSnD3Udso6fcaWJV_zhlsKh0wGSrkww/view?usp=sharing

Weekly Words U1 W4

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

Weekly Words

Unit 1, Week 4

ability

noun

skill or talent



commitment

noun

dedication to something or to an
idea



education

noun

the act of learning and being taught,
especially in school



government

noun

leadership of a country, state, or
town



persistence

noun

the ability to keep going, even
through challenges



quality

adjective

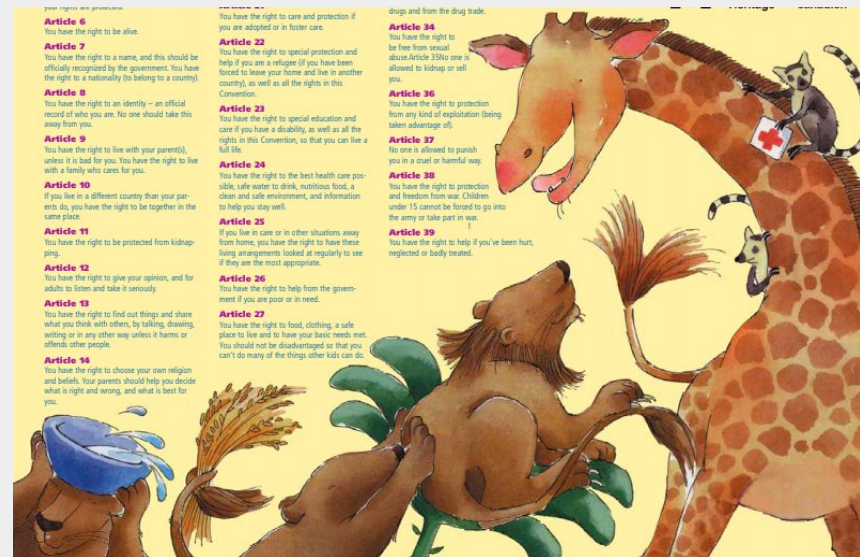
being excellent



right

noun

what someone should have and be able to do



equal rights

plural noun

suggestion or guidance for doing something





Optional Extension Lesson

Writing Personal Recount

Deconstruction and Joint Construction: Adding Dialogue

Content Objectives	<p>I can discuss how Karen Hesse uses dialogue. (R.9.2.a)</p> <p>I can decide when to add dialogue to writing. (W.3.2, W.2)</p>
Language Objective	I can dramatize a story, adding dialogue.
Vocabulary	<p>dialogue: conversation between two or more characters</p> <p>entice: to draw the reader in; make the reader want to know more</p>
Materials and Preparation	<p>Select one child's work to use in modeling inserting dialogue. Identify a child who would be comfortable with receiving support and feedback from the group to improve their work. Check in with the child first to make sure they are comfortable with the process that will be used. Choose a selection from the child's personal recount that does not include dialogue, but in which dialogue could be easily inserted. Write the selection on chart paper or project it, for the class to practice inserting dialogue.</p> <ul style="list-style-type: none"> • Personal Recount anchor chart, from Week 1, Day 1 • projector and screen • Dialogue slides • class list for keeping track of work shared, from Week 1, Day 3 • sticky notes
Opening 3 minutes	<p><i>Writers make their stories more interesting and tell more about their characters by adding dialogue. Dialogue is a conversation between two or more characters in a story.</i></p> <p><i>We are going to look at a selection from Come On, Rain! to see how Karen Hesse uses dialogue.</i></p>
Deconstruction 10 minutes	<p>Read the paragraph beginning with "I am sizzling..."</p> <p><i>As I reread the passage, think about how Karen Hesse uses</i></p>

slide 1	<p><i>dialogue. What does the dialogue show? How much dialogue does she use? How does Karen Hesse show that dialogue is happening?</i></p> <p>Reread the passage.</p> <p>Discuss the questions with children.</p> <ul style="list-style-type: none"> • <i>What does the dialogue show?</i> [the relationship between Tessie and Mamma; what Tessie wants to do; why Mamma does not want her to put on her bathing suit] • <i>How much dialogue does Karen Hesse use?</i> [In this selection, the dialogue and the rest of the text are about equal. The selection switches between dialogue and other text and the character's statements are brief.] • <i>How does Karen Hesse show in her writing that dialogue is happening?</i> [quotation marks; verbs like "asks" and "says"]
Joint Construction 16 minutes	<p><i>Now we are going to take a look at _____'s writing and help them add dialogue to their personal recount.</i></p> <p>Have children sit in a circle on the rug, leaving space in the middle for a stage.</p> <p>Read the selection from the child's writing. Ask several children to dramatize the selection, taking on the roles of the characters and inserting dialogue for each character according to the scene. Repeat the process two or three times, with different groups of children using different dialogue.</p> <p>Reread the child's selection and decide together the most effective way to insert dialogue.</p> <ul style="list-style-type: none"> • Are there descriptive sentences that could be replaced with dialogue? • Where does it make sense for characters to speak? • Are there times where dialogue can provide more information about the characters and their relationships? <p>Record children's feedback on sticky notes. Attach these to the appropriate pages in the presenter's notebook, to use for future revisions.</p>
Closing 1 minute	<p><i>Today we practiced using dialogue to make a personal recount more interesting. Writers do not always need to include dialogue, but it is one tool we use to improve our writing. Next week we are going to work on revising and publishing your work to make it more enticing. You might choose to add dialogue to your personal recount.</i></p>
Standards	<p>R.9.2.a: Acknowledge differences in the points of view of characters.</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> <p>W.2: Develop, strengthen, and produce polished writing by using a</p>

once, right before my turn



phrases of time: adverbs that describe when



practiced

verbs that relate to the topic and develop characters; in the past tense

Unit 1: How We Learn in Our School Communities

WEEK 4 Days 3-4

During Days 3-4, children continue to write independently. In addition, children's writing is assessed using the Personal Recount Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review children's Personal Recount Observation Tools. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Personal Recount: (see the attached lessons for recommendations)

- orientation
- sequence of events
- development of events
- conclusion
- phrases of time
- verbs
- dialogue (note that this is an optional extension lesson)

Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in Foundations

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and Foundations posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 3-4. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 3

Target Students (individual, small group, or whole group?):

Topic:

Day 4

Target Students (individual, small group, or whole group?):

Topic:

Writing Personal Recount

Deconstruction and Revision: Orientation

Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- *Come On, Rain!* chart, from Week 2, Day 4
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes a strong orientation
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Come On, Rain!* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who is in the story, when and where it happened, and an introduction to what happened.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation: who is in the story, when it happened, where it happened, and an introduction to what happened. Note that some elements may be included in the illustration, and some in the words.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, through illustration or words.

Writing Personal Recount

Deconstruction and Revision: Sequence of Events

Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- *A Letter to My Teacher* chart, from Week 3, Day 1
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *A Letter to My Teacher* chart, and review that the sequence of events includes the events of the personal recount, in order.
- Have children tell their personal recounts to a new partner. Have the partners identify if anything did not make sense or seemed to be missing from the story.
- Have children check their writing to see if they wrote all of the events that they told.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add the missing events to their stories.

Writing Personal Recount

Deconstruction and Revision: Development of Events

Materials:

- *A Letter to My Teacher* chart, from Week 3, Day 1
- Development of Events packets, from Week 3, Day 2
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *A Letter to My Teacher* chart, and review that the sequence of events includes the events of the personal recount, in order.
- Show the Development of Events packets, and review that writers include sub-events to make their personal recounts more interesting.
- Have children review their sequence of events and choose one to develop more.
- Guide children to orally tell, and then write, sub-events to go along with the chosen major event.

Writing Personal Recount

Deconstruction and Revision: Conclusion

Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- *Come On, Rain!* chart, from Week 2, Day 4
- *A Letter to My Teacher* chart, from Week 3, Day 1
- mentor text for personal recount: *Come On, Rain!*, *A Letter to My Teacher*, or a child's writing that includes a strong conclusion
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart. Review the stages of personal recount.
- Show the *Come On, Rain!* and *A Letter to My Teacher* charts, and review the conclusions. Remind children that personal recounts can end with a final event, a feeling, or a reflection on the experience.
- If the mentor text is a child's writing, read the conclusion and have the children identify which type of conclusion the author includes.
- Refer children back to their conclusions.
- If children have not included a conclusion, have them work with a partner or with teacher guidance to add a conclusion. Use questions, like the following, to prompt children's thinking.
 - What happened last?
 - How did you feel after doing that?
 - What was that experience like for you?

Writing Personal Recount

Deconstruction and Revision: Phrases of Time

Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- Phrases of Time chart, from Week 3, Day 1
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart and Phrases of Time chart. Review that events are introduced with phrases of time.
- Have children review how they introduce each event.
- Guide them to replace words such as “then” and “next” with phrases that more precisely describe when the event happened.

Writing Personal Recount

Deconstruction and Revision: Verbs

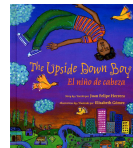
Materials:

- Personal Recount anchor chart, from Week 2, Day 2
- Personal Recount Verbs chart, from Day 1
- children's personal recounts

Process (small or whole group):

- Show the Personal Recount anchor chart and Personal Recount Verbs chart. Review the qualities of verbs in personal recounts (a variety of verbs that relate to the topic and develop the characters, that are written in the past tense).
- Help children identify the verbs in their personal recounts.
- Guide them to replace general verbs with specific verbs that relate more closely to the topic, referring to the list in the Personal Recount Verbs chart.
- As necessary, assist children with changing all verbs to the past tense.

Unit 1: How We Learn in Our School
Communities



WEEK 4 Day 2

Writing Personal Recount

Deconstruction, Joint Construction, and Individual Construction: Title;
Personal Recount Planner

Content Objective	I can write a title that is informative and enticing. (W.3.2, W.2)
Language Objective	I can discuss what makes an effective title for a personal recount. (SL.1.2, W.3.2)
Vocabulary	<p>conclusion: the end</p> <p>enticing: drawing the reader in; making the reader want to know more</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>informative: providing useful information</p> <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>publish: to prepare writing for an audience</p> <p>revise: make changes to writing</p> <p>sequence of events: the events in a personal recount, in order</p> <p>stages: the parts of a piece of writing</p> <p>sub-events: the smaller events and details that tell more about the major events</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	<ul style="list-style-type: none"> child's Personal Recount Stages chart, from Week 3, Day 5 personal recount mentor text images, from Week 2, Day 2 Personal Recount anchor chart, from Week 2, Day 2 <p>Glue the remaining images to the chart, under Examples.</p> <ul style="list-style-type: none"> <i>A Letter to My Teacher, Come On, Rain!, Rainbow Joe and Me, The Upside Down Boy</i> writing tools

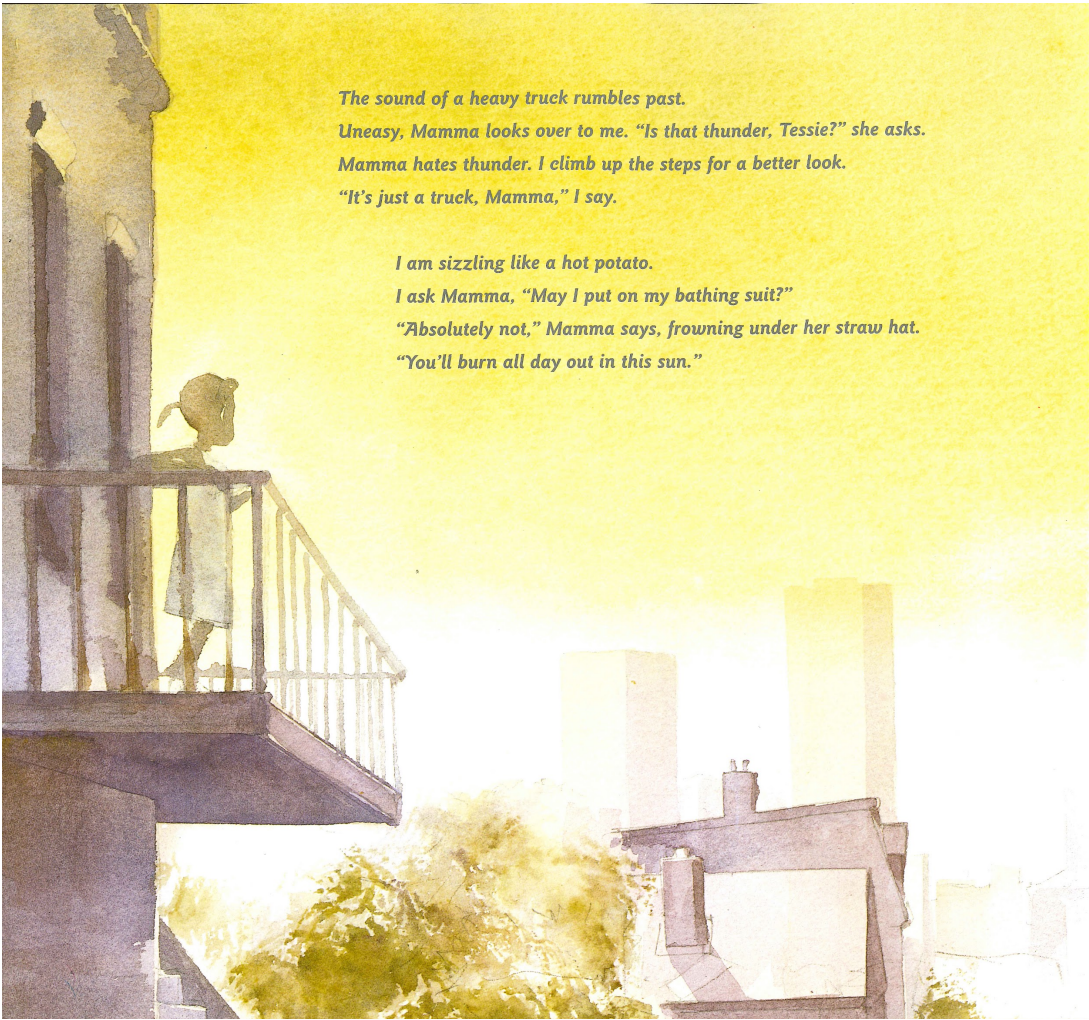
Writing U1 W4 D2

	<ul style="list-style-type: none"> • writing notebooks • Personal Recount Observation Tools, from Week 2, Day 3 • Personal Recount Planner, one copy for each child • children’s writing folders
Opening 1 minute	<i>You have written the orientation, sequence of events, and conclusion of your personal recount, and today you will write your title. We will look at a variety of books to find out how writers choose the titles for their personal recounts.</i>
Deconstruction 8 minutes	<p>Show <i>The Upside Down Boy</i>. <i>This book, The Upside Down Boy, is another example of a personal recount, because Juan Felipe Herrera documents events from his childhood in order and in an entertaining way.</i></p> <p>Refer to <i>The Upside Down Boy</i> on the Personal Recount anchor chart under Examples.</p> <p>Read the title of each of the personal recount mentor texts. <i>The titles of personal recounts are both informative—telling the reader what the recount is about—and enticing—drawing the reader in. You’ll also notice that the titles are not full sentences; they provide this information in a short phrase. What do you notice about the words the writers used in their titles? Turn and talk to a partner.</i></p> <p>Harvest ideas from the children. Some possibilities include:</p> <ul style="list-style-type: none"> • <i>A Letter to My Teacher</i> and <i>Rainbow Joe and Me</i> both use the words “me” or “my,” indicating that the story is a personal one. • <i>Rainbow Joe and Me</i>, <i>A Letter to My Teacher</i>, and <i>Rainbow Joe and Me</i> provide a preview of the characters in the story. • <i>Come On, Rain!</i> previews the problem in the story. It includes an exclamation point, which shows how badly they want the rain to come.
Joint Construction 5 minutes	<p>Display the child’s Personal Recount Stages chart, and read the personal recount. Point to the Title line. <i>Think about _____’s personal recount. What would be a good title?</i> Collect the children’s ideas and write them on the teacher whiteboard.</p> <p><i>Now _____ has a lot of options to choose from. _____, is there one title that fits your personal recount the best, or would you like to keep thinking?</i></p> <p>If the child is ready, record the chosen title in the chart. If not, allow them to keep thinking as the other children go to work. After the child has written their title, send them to write their personal recount on paper.</p>
Individual	<i>Think about your own personal recount. What is it about? Spend a</i>

<p>Construction 8 minutes</p>	<p><i>minute thinking of a title for your personal recount. When you and your partner are ready, discuss your title ideas. Listen to your partner, and think about these questions:</i></p> <ul style="list-style-type: none"> • <i>Does the title match what the story is about?</i> • <i>Is the title interesting?</i> <p><i>When you and your partner have decided on your titles, you will write them in your notebooks, on the same page as the orientation of your personal recount.</i></p> <p>As children write, circulate to support their work.</p>
<p>Closing 9 minutes</p>	<p><i>For the next two days you will write a personal recount that you will receive feedback about and later revise and publish. You can add to a personal recount you have already written or begin a new one. Remember, this personal recount will be written for your classmates about an experience you’ve had in school.</i></p> <p>Show the Personal Recount Planner.</p> <p><i>This Personal Recount Planner is a tool you can use to plan your work. You’ll notice that this planner looks a little different from the one we have been using to talk about the stages, or parts, of personal recounts. The first page has space for planning your orientation and includes the elements we have been discussing: who is in the story, where and when it happened, and an introduction to what happened.</i></p> <p><i>The next part—the sequence of events—looks different. The bold boxes at the top are for planning the major events of your recount. There is space for four events on each page. You will use as many spaces as you need for the events in your story.</i></p> <p><i>The boxes below the bold boxes are for planning the sub-events, the smaller events and details that give more information about the major events.</i></p> <p><i>After the sequence of events is the conclusion section. The boxes at the top are a reminder of the types of conclusion you can choose—with a final event, by talking about why the experience was important, or with a feeling. Put a checkmark in the box to indicate which type of conclusion you would like to include, and write your notes in the box.</i></p> <p><i>Finally, there is a line at the beginning of the orientation page to write your title.</i></p>

Dialogue

Writing Week 4, Days 3-4 (optional)



*The sound of a heavy truck rumbles past.
Uneasy, Mamma looks over to me. "Is that thunder, Tessie?" she asks.
Mamma hates thunder. I climb up the steps for a better look.
"It's just a truck, Mamma," I say.*

*I am sizzling like a hot potato.
I ask Mamma, "May I put on my bathing suit?"
"Absolutely not," Mamma says, frowning under her straw hat.
"You'll burn all day out in this sun."*

WEEK 4 Day 5

Writing Personal Recount

Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.2, W.3.2, W.2.2.a)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.1.2.a)
Vocabulary	feedback: specific, helpful suggestions given to improve work personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain publish: prepare writing for an audience revise: make changes to writing
Materials and Preparation	Select one child with whom to model giving and receiving feedback. <ul style="list-style-type: none">• children's personal recounts Set aside the writing of the child chosen to model feedback.• Personal Recount Feedback sheet, one copy for each child and one for modeling• writing tools• writing folders
Opening 1 minute	<i>Today we are going to provide feedback to each other to improve our writing. When we provide feedback to each other, we will give specific and helpful suggestions. The writers may choose to incorporate these suggestions or not. We will first work together to analyze _____'s personal recount and provide them with specific feedback. Then, you will each work with a partner to provide feedback.</i>
Peer-to-Peer Feedback Practice	Introduce the Personal Recount Feedback sheet. <i>This is the paper we will use to provide feedback. At the top, there is a space for the writer's name and the reviewer's name. If you are</i>

8 minutes	<p><i>the person reading your writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here's how this will work. When you begin working with your partner, you, the writer, will read your personal recount aloud.</i></p> <p><i>After listening to your personal recount, your partner, the reviewer, will answer three questions.</i></p> <p><i>The first question is, "Does it begin with an orientation?" If the personal recount begins with an orientation, the reviewer will check "Yes." If not, they will check "No." If there is no orientation, talk about how the writer should introduce the personal recount, and write a plan in the box.</i></p> <p><i>The second question is, "Does it include all events?" If the personal recount includes all events, the reviewer will check "Yes." If something is missing, they will check "No." If something is missing, talk about what is missing and what can be added so that it is complete. Then write that event in the box below.</i></p> <p><i>The last question is, "Does it end with a conclusion?" If the personal recount ends with a conclusion, the reviewer will check "Yes." If not, they will check "No." If there is no conclusion, talk about how the writer should end the personal recount, and write a plan in the box.</i></p> <p><i>Let's try it together. _____, please read us your personal recount.</i></p> <p><i>Now let's look at our feedback sheet. Remember, our first question is, "Does it begin with an orientation?"</i></p> <p>Harvest several children's ideas. Check "Yes" or "No" on the checklist, and discuss why that choice was made. If the orientation is missing, work together to suggest a plan for including an orientation. Repeat the process with the other questions.</p>
Peer-to-Peer Feedback 20 minutes	<p><i>Now you will provide feedback to each other.</i></p> <p>Partner the children and send them with writing notebooks, writing tools, and Personal Recount Feedback sheets. As the children work, circulate to support them. Have children store their Personal Recount Feedback sheets in their writing folders.</p>
Closing 1 minute	<p><i>Today, you provided each other with feedback to make your writing even better! Next week, you will revise and publish your personal recounts.</i></p>
Standards	W.3.2: Use a combination of drawing and writing to communicate a topic

	<p>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>W.2.2.a: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</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>
Ongoing assessment	<p>Observe and take notes as children provide feedback.</p> <p>What feedback are children given? Does it match your assessment?</p> <p>What next steps do children set for themselves?</p> <p>Are there any trends emerging?</p>

Noes:

Personal Recount Feedback

Writer's Name: _____

Reviewer's Name: _____



Does it begin with an **orientation**?

☐ Yes

☐ No

orientation plan:



Does it include all **events**?

☐ Yes

☐ No

events to add:



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

Does it end with a **conclusion**?

☐ Yes

☐ No

conclusion plan:

Name: _____

Date: _____

Personal Recount Planner

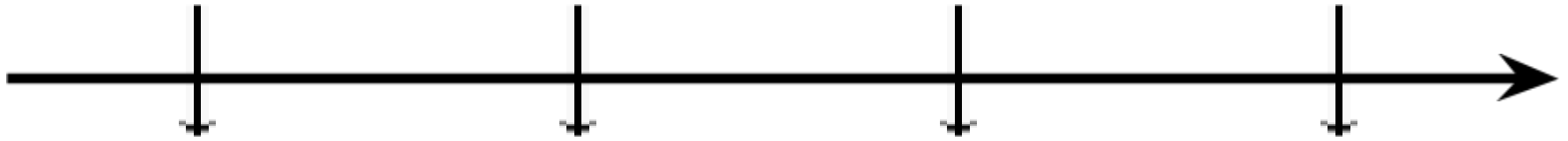
Title: _____

Orientation:

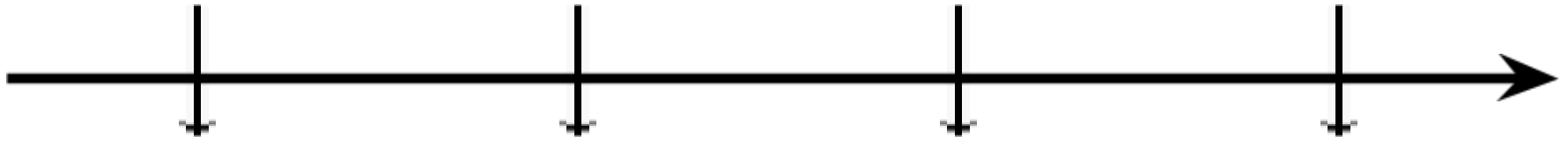
Who	When	Where	What

Writing U1 W4 D2

Sequence of Events:

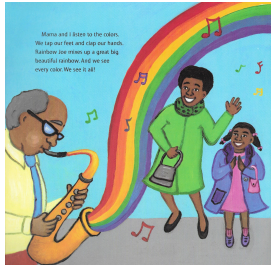


Sequence of Events:

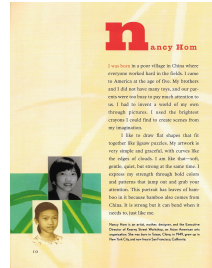


Conclusion:

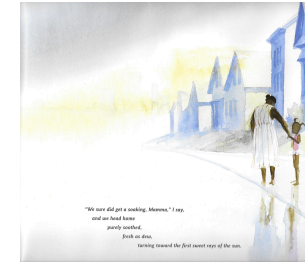
Final event



Telling why the experience was important

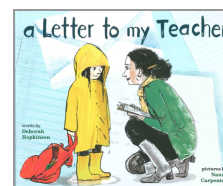


Feeling



Writing U1 W4 D2

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



WEEK 4 Day 1

Writing Personal Recount

Deconstruction and Individual Construction: Verbs

Content Objective	I can list verbs that relate to a topic. (W.3.2, W.2.2.a)						
Language Objectives	<p>I can discuss how the verbs in a personal recount relate to the topic and develop the characters. (SL.1.2.a, L.1)</p> <p>I can write verbs in the past tense. (L.1.2.d, L.5)</p>						
Vocabulary	<p>action verb: a verb that express action</p> <p>phrase of time: a group of words that indicates when something happened</p> <p>saying verb: a verb used to show that a character is speaking, and how the character is speaking</p> <p>sensing verb: a verb that show what characters are thinking or feeling</p> <p>tense: the form of a verb that specifies time</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p> <p>variety: many different</p>						
Materials and Preparation	<ul style="list-style-type: none"> personal recount mentor text images: language Personal Recount anchor chart, from Week 1, Day 2 Under the Stages section of the chart, write Language. Glue on the language images. <i>A Letter to My Teacher</i>, Deborah Hopkinson Personal Recount Verbs Cards, cut apart chart paper <p>Prepare the following Personal Recount Verbs chart.</p> <table border="1"> <thead> <tr> <th colspan="2">Personal Recount Verbs</th></tr> </thead> <tbody> <tr> <td><u>A Letter to My Teacher</u></td><td>experience at school</td></tr> <tr> <td></td><td></td></tr> </tbody> </table>	Personal Recount Verbs		<u>A Letter to My Teacher</u>	experience at school		
Personal Recount Verbs							
<u>A Letter to My Teacher</u>	experience at school						

	<div> <div></div> <div></div> </div> <ul style="list-style-type: none"> • sticky notes, one for each child • writing tools
Opening 1 minute	<p><i>We have been learning a lot about personal recounts. Last week we learned about phrases of time, one language feature writers use. Today we are going to learn about another language feature of personal recount: verbs. Verbs are words that show the thoughts, feelings, and actions of characters.</i></p>
Deconstruction 15 minutes	<p><i>One purpose of personal recounts is to entertain readers. We learned that writers can do this by developing their events—adding more detail about what happened in each event.</i></p> <p><i>Another way writers can do this is by including a variety, or many different kinds, of verbs. The verbs in personal recounts give the reader more information about the topic and the characters.</i></p> <p><i>I collected some verbs from A Letter to My Teacher and put them here, on these cards. We are going to think about how the verbs relate to the topic and characters of the story.</i></p> <p>Hold up the “marched” card.</p> <p><i>This verb is “marched.” How does “marched” relate to the topic of A Letter to My Teacher, or give information about its characters?</i></p> <p><i>“Marched” is an action verb; it shows an action that happened in the story. There are different ways the student could have gotten to school. She could have walked or danced, but instead she marched. Using this particular verb gives us more information about her as a character.</i></p> <p><i>In pairs you will read and discuss other verbs from the text. Some are action verbs, like “marched.” Some are saying verbs, which the author uses to show that a character is speaking and how they are speaking. There is one sensing verb, which shows how the character is thinking or feeling.</i></p> <p><i>With your partner, read the verb. Then explain what this verb tells you, the reader, about the topic and characters of the story.</i></p> <p>Hold up and read each verb card before distributing them to pairs. For the following cards, clarify who did the action.</p> <p>grinned: teacher</p> <p>hollered: student</p>

	<p>curled: class asked: teacher explained: student</p> <p>As children discuss the verbs, circulate to support their conversations.</p> <p>Bring the class back together. Have pairs share their verbs and explain how they relate to the topic and characters in the book.</p> <p>Show the Verbs chart. <i>Here we are going to start a collection of verbs that will help us as we write. I'll add these cards to the A Letter to My Teacher side of the chart.</i></p>
<p>Individual Construction 13 minutes</p>	<p><i>The other side of the chart says "experience at school." We are going to collect some verbs here related to this topic, because the personal recounts you are writing are about an experience you had at school. One verb I think is important is "practiced." I'm going to write that on our chart. I said "practiced," instead of "practice," because personal recounts are written in the past tense—they use verbs that show that the actions already happened.</i></p> <p>Think, Pair, Share. <i>What are some other things you have done at school?</i></p> <p>After children share their ideas, send them with writing tools and sticky notes to write one verb related to school experiences.</p> <p>After writing their verbs, have children attach their sticky notes to the chart. Then facilitate a class discussion about the collected verbs. Work together as a class to edit any verbs that need to be changed to the past tense.</p> <p><i>We thought of a lot of great verbs! As we continue to think about experiences at school, we might find more verbs to add to our chart!</i></p>
<p>Closing 1 minute</p>	<p>Show the Personal Recount anchor chart. <i>Today we learned that the verbs in personal recounts are written in the past tense and that they relate to the topic and characters. Tomorrow you will continue working on writing your personal recounts.</i></p> <p>Note: Leave the Verbs chart posted and continue to add related verbs from other texts.</p>
<p>Standards</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. W.2.2.a With guidance and support from adults and peers, focus on a topic</p>

Personal Recount Verbs Cards



marched



grinned



visited



hollered



curled



hated



yelled



croaked



asked



practiced



explored



explained

Unit 1: How We Learn in Our School Communities

WEEK 4 Day 5



Text Talk

Seeds of Change: Planting a Path to Peace and **UN Convention on the Rights of the Child** Read 3 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	Why is school important?
Content Objectives	<p>I can gather details from two texts to explain why education is an important right for all. (R.5.2.a, R.5.2.b)</p> <p>With a partner, I can annotate and gather details to respond to a question in writing. (W.1.2.B)</p>
Language Objective	I can discuss the texts with my partner and with the group. (SL.1.2)
Vocabulary	<p>benefit: to make better</p> <p>environment: the natural world</p> <p>outspoken: speaking out strongly, sharing opinions honestly</p> <p>peacefully: without disturbing or disrupting, calmly</p> <p>respect: honoring the needs and wants of others</p> <p>* right: what someone should have and be able to do</p> <p>seedling: a young plant, sprouted from a seed</p> <p>talent: special ability</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Seeds of Change: Planting a Path to Peace</i>, Jen Cullerton Johnson • <i>Seeds of Change</i> and UN Convention on the Rights of the Child sheet, copy for each child • whiteboards, clipboards, or other writing surfaces

Text Talk U1 W4 D5

	<ul style="list-style-type: none"> • writing tools • chart paper and marker <p>Prepare the following chart.</p> <table border="1"> <tr> <th>Key details that define rights</th><th>What do we learn about the importance of the right to learn?</th></tr> <tr> <td> <p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><i>Seeds of Change</i>, page 23</p> </td><td></td></tr> <tr> <td colspan="2"> <p>Using key details in the text, explain why education is an important right for all.</p> </td></tr> </table> <ul style="list-style-type: none"> • Weekly Question Chart <p>On the whiteboard write:</p> <p>Explain why education is an important right for all.</p>	Key details that define rights	What do we learn about the importance of the right to learn?	<p>Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><i>Seeds of Change</i>, page 23</p>		<p>Using key details in the text, explain why education is an important right for all.</p>	
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<p>Using key details in the text, explain why education is an important right for all.</p>							
<p>Opening 1 minute</p>	<p>Set a purpose for reading.</p> <p><i>Today we are going to read excerpts, or sections, from Seeds of Change and from the UN Convention on the Rights of the Child. We will annotate these excerpts to highlight key details that define rights and help us understand the importance of the right to learn. Then, you will write to explain why education is an important right for all.</i></p>						

Text and Writing 25 minutes	<p>Distribute the text excerpt sheets, clipboards, and writing tools.</p> <p>As a group, chorally read both passages.</p> <p>In the left hand column of the chart, model annotating Article 29 for key details: Underline words and phrases that define rights. Have children annotate on their sheets at the same time. (Some examples might include underlining “use your talents and abilities” and “live peacefully.”)</p> <p>In the right hand column, model writing in response to the question, beginning with the phrase, “These details show that...” Have children record on their own sheets. (An example is: These details show that the right to learn includes living peacefully and using our talents and abilities.)</p> <p>Send children in partners to read and annotate the excerpt from <i>Seeds of Change</i>, and then to write how the selected details show that education is an important right for all. Circulate as children work to support identifying important words and phrases and articulating what they show. (Some examples include underlining “much education,” and “outspoken”; and in the right column: These details show that the right to learn means having a lot of education and speaking up to use our voices for change.)</p>
Discussion and Activity 10 minutes	<p>Bring children back to the whole group.</p> <p>Harvest several ideas about key details from the <i>Seeds of Change</i> excerpt and what they show. Record these ideas on the chart.</p> <p>Continue the discussion to complete the bottom section of the chart, coming to some consensus about how these details show why education is an important right for all. [Education is an important right for all. All people deserve to learn in order to live peacefully, have a voice that is heard and take care of the environment and their community.]</p> <p>Give children time to write an idea on the back of their own sheets.</p>
Closing	<p><i>Today we read and annotated excerpts from Seeds of Change and the UN Convention on the Rights of the Child, underlining key details about what rights are and why the right to learn is important. Then, in writing, we explained why education is an important right for all.</i></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: Why is school important?</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: education is a right for all, education can lead to benefits for the community, etc.</p> <p>Save this chart 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>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</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>Listen in to discussions and observe annotations.</p> <p>How are children annotating and reading? Do they choose key details?</p> <p>Do children discuss comfortably with their partners?</p> <p>Review children's writing.</p> <p>How do children write about the two texts?</p> <p>Do they cite details to explain why education is an important right for all?</p>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 4 Day 5



Text Talk

Seeds of Change: Planting a Path to Peace and **UN Convention on the Rights of the Child** Read 3 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	Why is school important?
Content Objectives	<p>I can gather details from two texts to explain why education is an important right for all. (R.5.2.a, R.5.2.b)</p> <p>With a partner, I can annotate and gather details to respond to a question in writing. (W.1.2.B)</p>
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Text Talk U1 W4 D5

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