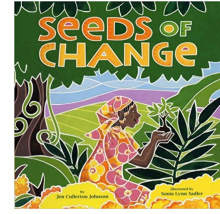


Unit 1: How We Learn in Our School Communities



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>
