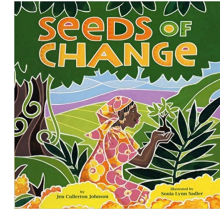


Unit 1: How We Learn in Our School Communities



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>