

## 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

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

<p><b>Materials and Preparation</b></p>	<p>Read to become familiar with the “<a href="http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx">Convention on the Rights of the Child</a>” (<a href="http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx">http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx</a>), through Article 42. Read the child-friendly version and rehearse language to use with the children.</p> <p>For more context, see the <a href="https://www.unicef.org/crc/index_30229.html">Unicef CRC30 website</a> (<a href="https://www.unicef.org/crc/index_30229.html">https://www.unicef.org/crc/index_30229.html</a>).</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 <b>if</b> (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"> <li>• “UN Convention on the Rights of the Child in Child-Friendly Language,” one copy to read aloud</li> <li>• projector and screen</li> <li>• <a href="#">Convention on the Rights of the Child</a> slides (Articles 28, 29, 31, 32)</li> <li>• Convention on the Rights of the Child, Articles 28, 29, 31, 32, copy for each child</li> <li>• Text Talk notebooks</li> <li>• writing tools</li> <li>• crayons, 2 of each color, and box or bag, for the Matching Crayons routine</li> <li>• Writing Station sheet: UN Convention on the Rights of the Child, 1 copy for teacher</li> </ul> <p>On the whiteboard, write the Writing Station prompt.</p> <ul style="list-style-type: none"> <li>• chart paper and markers</li> </ul> <p>Prepare the Weekly Question Chart with the question, Why is education important?</p>
<p><b>Opening</b> 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 <b>United Nations</b>. 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 <b>rights</b>—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 “<b>Convention</b> 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>
<b>Text and Discussion</b> 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>
<b>Key Discussion</b> 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.

<b>Closing</b> 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>
<b>Weekly Question Chart</b> 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>
<b>Standards</b>  (Boston standard)	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how, and why.</p> <p><b>R.6.2.b</b> Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect.</p> <p><b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>2.T4.2</b> Explain the characteristics of a country.</p>
<b>Ongoing assessment</b>	<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>

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