

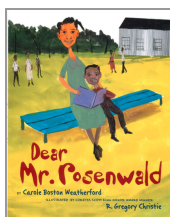
Unit 1: How We Learn in Our School Communities

WEEK 5 At a Glance

Weekly Question:

What can we learn about school from communities in the United States and around the world?

Texts



Vocabulary and Language

Days 1 & 2: Introduce Weekly Words: *accessible, deserve, disability, foundation, independence, pride, progress, raise*

Day 3: Shades of Meaning: Verbs

Day 4: Shades of Meaning: Verbs

Day 5: Making and Using New Words

Text Talk

Day 1: *Dear Mr. Rosenwald: The School That Hope Built*, Read 1

Day 2: *Dear Mr. Rosenwald: The School That Hope Built*, Read 2

Day 3: *Dear Mr. Rosenwald: The School That Hope Built*, Read 3

Day 4: Inclusive Playgrounds (slides), Read 1

Day 5: *Off to Class: "A Sense of Independence"* and How We Learn in Our School Communities Chart

Stations

Guided Independent Reading

Listening & Speaking: Listen & Respond (*Seeds of Change: Planting a Path to Peace*)

Science Literacy: How do scientists design experiments to test the properties of materials?

Vocabulary: Choose 3!, Think About It

Word Work: select from activities

Writing: follows from Text Talk Week 5, Day 3

Science and Engineering

Lessons 1 & 2: Matter and Its Interactions: Planning and Conducting an Experiment to Test Hardness

Studios

Beautiful Stuff is introduced in the Art and Building Studios; work in other studios continues.

Writing: Personal Recount

Days 1-2: Revising and Publishing

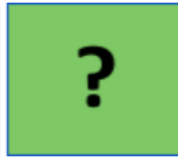
Day 3: Publishing

Day 4: Presentation and Celebration

Day 5: Post-Assessment

At a Glance U1 W5

WEEK 5 Studios



Weekly Question

What can we learn about schools from communities in the United States and around the world?

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Materials and Preparation	<u>For the Math Studio:</u> <ul style="list-style-type: none"> • Collections of small objects • Price tags & markers • Number cards: 1-10, (6) 5's, (10) 10's
Opening	<i>Our math center now has several small items for a toy store. You can determine how much each item should be worth. Your customers can pay for the toy using number cards as money.</i>

Math	<p>Toy Store I can add combinations of numbers with accuracy.</p> <p><u>Process:</u> Students create a store by display of toys that include price tags that represent one or two-digit numbers. "Customers" will pay for the objects using number cards that equal that amount. These objects are for use in the center and are not kept.</p>
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Studio U1 W5

	<p><u>Facilitation:</u></p> <p><i>What will you buy? How do you know you have enough money for that purchase?</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><u>Math:</u></p> <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>

WEEK 5 Lesson 1

Science and Engineering: Matter and Its Interactions

Planning an Experiment to Test Hardness

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	How do we design an experiment so that it is fair?
Content Objectives	I can consider the properties of materials to design an experiment to test hardness. (2-PS1-1.) I can consider different ways to collect data about the hardness of solid materials. (Practice 3, 2-PS1-2)
Language Objective	With my partner, I can explain an idea for a fair test. (SL.3.2.a)
Vocabulary	accurate: true hardness: the property of resisting pressure and scratching resist: to withstand or hold up against valid: follows rules variable: a part or feature that could change
Materials and Preparation	<ul style="list-style-type: none">● 1-gallon ziplock plastic bags, one for each pair of children● samples of all materials used in previous weeks (wood, stiff paper, cardboard, fabric, metal, plastic, styrofoam, aluminum foil, rubber),● enough for each pair of children to have a collection● samples of any other interesting materials● pennies, a few for each pair of children● blunt pencils, one or two for each pair of children <p>In each bag, prepare a kit of varied materials. These kits do not need to all contain the same materials.</p> <ul style="list-style-type: none">● Science and Engineering packets● writing and drawing tools● chart paper and markers● Create the following chart.

	A Fair Experiment to Test Hardness	
	Tool:	
	Pressure:	
	Materials to test:	
	Results:	

<p>Opening 10 minutes</p>	<p><i>Last week we conducted an experiment to test the flexibility of different materials. Remember how all the materials were the same size and shape and how we added the same amount of weight to each material? This is a very important part of designing an experiment: having most things be the same each time. In the experiment we conducted, why do you think it was important to set each material up the exact same way and to use just pennies, not other kinds of coins? What might have happened if we had used different weights for each material?</i></p> <p>Allow time for a short discussion, helping children consider the concept that having multiple variables does not yield definitive results.</p> <p>Introduce the concept of controlling variables while designing an experiment.</p> <p><i>When professional scientists and engineers design experiments, they want those experiments to be fair so they get accurate, or true, information. In an experiment, fair means that all of the variables, or parts, are kept the same except the one thing that's being tested. In our last experiment, the thing we were testing, the variable that changed, was the material.</i></p> <p>Give children a few minutes to talk together as a group or with partners about this concept.</p> <p><i>Pretty soon we will begin designing a chair that will meet the needs of learners. We want to choose materials with the right properties so we have the right kind of chair. We want to design a chair that people can use for a long time, not one that will break or wear out quickly. So, in this case, we want to know which materials will last a long time.</i></p> <p><i>Today we are going to design a new experiment. We're going to test materials for hardness. When we say hardness, we mean the material's ability to resist scratching and pressure. I'm not going to tell you how to do this; I'm going to ask you to design the experiment. Remember, you have to make it a fair experiment so you get accurate information about the hardness of different materials.</i></p> <p>Explain that today's time will be spent deciding how to conduct the experiment and that children will conduct the experiment during the following lesson.</p> <p><i>First, you'll work with your partner to think about a fair experiment. Here are your materials. There are some materials you will be testing to see how hard they are, and other items you might use as tools for scratching the materials to test them. The more pressure you need to apply to a material before it scratches, the harder the material is.</i></p> <p>Review the materials and come up with a plan to test hardness. In</p>
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	<p>designing your experiment, it will be helpful to think and talk about the properties of the materials you have. Then record your ideas in your packets. [Show the appropriate page.]</p> <p><i>After about ten minutes, we'll get back together to talk about your ideas and make a final plan for the experiments.</i></p> <p>Distribute the bags and packets, and send children to work.</p>
Investigation 30 minutes	<p>In pairs, children inspect the materials in their bags and discuss plans to make an experiment for hardness. They record these ideas in their packets, listing materials and describing a procedure in drawings and words.</p> <p>As children work, circulate and prompt their thinking about the materials, experimental fairness, and recording their plans.</p>
Closing 10 minutes	<p>Bring the group back together, with partners sitting together with their packets.</p> <p><i>We all need to agree on a fair experiment to test hardness. We will need to decide which materials we will test, what tool we will use, how much pressure to apply (how much scratching to do), and how we will record what we find out.</i></p> <p>Ask a few pairs of children to share their plans. Ask classmates to offer feedback.</p> <p><i>Is this experiment fair? Will it give us the information we need? Why or why not? If not, what could be changed to make it fair?</i></p> <p>Refer to the chart.</p> <p><i>Now that we've heard some of your ideas, let's try to decide all together how this experiment will work best. Remember, to be fair, we will want to change only one variable. For this experiment, to test the hardness of materials that might be useful for making a chair, the only variable that is changing is the material we are using. The tool we use to scratch and the amount of pressure we apply needs to be the same throughout the experiment.</i></p> <p>Walk through the chart one section at a time.</p> <p><i>Determining pressure is a bit tricky. How could we describe the right amount of pressure to use each time? About as much as you use when you write with a pencil on a piece of paper? What about when you tap your friend gently on the shoulder? What is the right amount of pressure to test hardness?</i></p> <p>Listen to, paraphrase, and synthesize children's ideas. Be sure to identify variables as they are introduced. Act as a scribe, and guide the group toward consensus for how to conduct the following day's experiment.</p>
Standards	<p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>

	2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
Assessment	This experience will require a good deal of listening and negotiation on the part of the children. Pay attention to children's understanding of the concept of fairness in an experiment. Assess how well they explain their thinking.

<p>Notes</p>

WEEK 5 Lesson 2

Science and Engineering: Matter and Its Interactions

Conducting an Experiment to Test Hardness

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	How do we design an experiment so that it is fair?
Content Objectives	I can design and conduct an experiment that is fair to test hardness. (2-PS1-2) I can collect data on the hardness of solid materials. (Practice 3, 2-PS1-2)
Language Objectives	I can communicate my observations and findings about a material's hardness in writing and speaking. (SL.2.2.a, W.1.2.b)
Vocabulary	hardness: the property of resisting pressure and scratching resist: to withstand or hold up against
Materials and Preparation	Review the experiment designed by the class in the previous lesson. all materials from Lesson 1. Prepare bags of materials for each pair of children according to the experiment plan. <ul style="list-style-type: none">• A Fair Experiment to Test Hardness chart, from Lesson 1• Science and Engineering packets• writing and drawing tools
Opening 5 minutes	Today you will conduct the experiment we agreed upon yesterday. Review the Fair Experiment to Test Hardness chart, talking through each part of the experiment. Distribute materials and packets, and send children to work with their partners.
Investigation 15 minutes	Children conduct the experiment as agreed in the previous lesson and record their findings in their packets.
Closing 10 minutes	<i>What did you find out?</i> Ask pairs of children to report their findings. Ask other children to

Unit 1: How We Learn in Our School Communities

WEEK 5

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 <i>Seeds of Change: Planting a Path to Peace</i> book conversation prompts
Science Literacy	How do scientists design experiments to test the properties of materials?	<ul style="list-style-type: none"> Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 4 Weekly Words cards Recording sheets Choose 3! menu
	Think About It: What are some things that learners can do in this Sensory Garden? How can a space like this help children learn?	<ul style="list-style-type: none"> Week 4 Weekly Words cards Week 5 image, 2 copies cut apart Week 5 sheets
Word Work (align skills with literacy program)	Marking closed syllables	<ul style="list-style-type: none"> Week 5 Read It, Write It, Mark It sheets activity directions card
	Writing vowel teams ee, ey, and ea	<ul style="list-style-type: none"> Week 5 Name It, Write It sheets activity directions card
	Scooping phrases, marking closed syllables	<ul style="list-style-type: none"> highlighters Week 5 Mark the Sentence sheets activity directions card
Writing	Prompt from Text Talk Day 3: How do the author's choices of words, phrases, sounds, and illustrations help us describe Ovella's learning community?	<ul style="list-style-type: none"> <i>Dear Mr. Rosenwald</i> Writing Station Response sheet

Stations U1 W5

Seeds of Change: Planting a Path to Peace conversation prompts: Cut apart and provide with the physical text and audio recording.

Page 6:

Why are trees important to Wangari's community?

Seeds of Change: Planting a Path to Peace

Page 17:

What is school like for Wangari?

Seeds of Change: Planting a Path to Peace

After reading:

What do we know from the text about how Wangari thinks about equal rights?

Seeds of Change: Planting a Path to Peace

I agree with you. I also think ____.

Why do you think that?

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

Talk About It



Sensory Garden, Public School 77, New York

<https://www.smithsonianmag.com/science-nature/where-are-the-greenest-schools-in-the-country-21576591/?page=3>



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Vocabulary Station U1 W5

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

Name: _____

Mark the Sentences

Read the sentence by scooping it into phrases. Highlight the closed syllable exceptions.

Jess has a bad cold.

The fox did not mind the cold.

Where do you want me to post
this test?

Jill goes to swim class.

Wind up the top and let it spin.



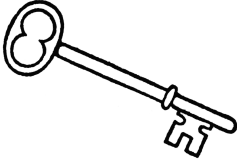



Which color do you like most?

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.
Distinguish long and short vowels when reading regularly spelled one-syllable words.

Name: _____

Name It	Sort It	Write It
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Name the picture. Write the word with the correct vowel team.

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	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Word Bank					
tea	bee	key	feet	bean	needle

Skills: Know spelling-sound correspondences for additional common vowel teams.

Word Work Station U1 W5

Name: _____

Read It	Write It	Mark It
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Read the words.

If the word is a closed syllable, write **c**.

If the word is a closed syllable exception, write **x**.

Write each word.

Examples:

cat
c

wild
x

sold	<hr/> <hr/> <hr/>
up	<hr/> <hr/> <hr/>
mind	<hr/> <hr/> <hr/>
test	<hr/> <hr/> <hr/>
blind	<hr/> <hr/> <hr/>
trip	<hr/> <hr/> <hr/>

Read It	Write It	Mark It
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Read the words.

If the word is a closed syllable, write **c**.

If the word is a closed syllable exception, write **x**.

Write each word.

Examples:

cat

c

wild

x

bolt	<hr/> <hr/> <hr/>
ask	<hr/> <hr/> <hr/>
cold	<hr/> <hr/> <hr/>
kick	<hr/> <hr/> <hr/>
post	<hr/> <hr/> <hr/>
slash	<hr/> <hr/> <hr/>

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.
Distinguish long and short vowels when reading regularly spelled one-syllable words.

What Do You Think About This?

Name: _____ Date: _____

What are some things that learners can do in this Sensory Garden? How can a space like this help children learn?

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: ***Dear Mr. Rosenwald***

Name: _____ Date: _____

How do the author's choices of words, phrases, sounds, and illustrations help us describe Ovella's learning community? Use evidence from "1921: One Room School" or choose another vignette from the book to support your ideas.

word, phrase, sound, illustration	What this describes about Ovella's learning community
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Unit 1: How We Learn in Our School Communities

WEEK 5 Studios










Introducing New Materials



Beautiful Stuff is introduced in the Art and Building Studios; work in other studios continues.

Big Ideas	<p>We all learn. We can learn different things, in different ways, for different reasons.</p> <p>Communities can include and support all learners.</p>
Weekly Question	<p>What can we learn about schools from communities in the United States and around the world?</p>
Materials and Preparation	<ul style="list-style-type: none"> • new studios prompts • Observation Sheets <p><u>New for the Art Studio:</u></p> <ul style="list-style-type: none"> • a collection of Beautiful Stuff • trays and containers (preferably clear) <p>Read the Beautiful Stuff Guide in Introduction documents to understand how these materials are introduced and used.</p> <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none"> • images of school buildings around the world Tack up images in the building area and/or insert them into the Building Design Notebook. • Building Design Notebook <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> • collections of small objects • white slips of paper to create price tags • markers • number cards: 1-10, (6) 5's, (10) 10's

	<p>For the Opening meeting, prepare a collection of Beautiful Stuff with enough pieces for each child to handle one.</p> <p>Check and replenish all Studios bins as needed.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
Opening	<p><i>We are going to look at some new materials for Studios. These will be kept in the Art Studio, but you might use them in other studios, as well, depending on what you are working on.</i></p> <p>Spread out some samples of Beautiful Stuff materials. <i>What do you notice about these materials?</i></p> <p><i>This is called “Beautiful Stuff” because it’s a collection of things, or “stuff” that you might just find around. You might not think it’s useful at first, but it could become something beautiful if you use it in a new way! Put a thumb up if you have used Beautiful Stuff in school before.</i></p> <p>Give children a moment to describe previous experiences with found, natural, and recycled materials.</p> <p><i>Let’s see what we have in our collection so far.</i></p> <p>Hand each child one object. <i>Look carefully at the object in your hands.</i> <i>How can you describe and compare your object with one your partner has?</i> <i>Turn and talk. Tell your partner as much as you can about your object...</i></p> <ul style="list-style-type: none"> ● <i>What does it look and feel like? Is it heavy, slippery, rough?</i> ● <i>Where do you think it might have come from?</i> ● <i>What can you imagine doing or making with it?</i> ● <i>How is your partner’s object similar to or different from yours?</i> <p>Collect the materials. <i>These materials will be stored in the Art Studio. You can explore them there. You can think about whether there is a material you might want to add to your puppet.</i></p> <p><i>Sometimes you will find a way to use some of these materials when you are building. You might also find a material that would help you tell and act out a story in the Writing and</i></p>

	<p><i>Storytelling Studio.</i></p> <p>Describe where the Beautiful Stuff collection will be stored, and talk about how to care for it, appropriate to established classroom systems and agreements.</p> <p>Spend no more than a minute or two introducing other studios, with notes as follows.</p> <p><i>Our <u>Math Studio</u> now has several small items for a toy store. You can determine how much each item should be worth. Your customers can pay for the toy using number cards as money.</i></p> <p><i>This week as you are <u>building</u>, you might think about all the different kinds of schools there could be. We know that children all around the world go to school in places that look very different from here. Here are some images for you to look at for inspiration. You are welcome to use Beautiful Stuff in your new buildings.</i></p> <p>Have children turn and talk to share their plans and then dismiss them to work.</p>
Facilitation	<p>Notice how children are approaching, talking about, sorting, and making use of Beautiful Stuff. Engage them in conversation about the observations and discoveries they make, and about the ideas and questions they have. Encourage children to think openly about the materials.</p> <p>As children continue working on their puppets, ask them whether adding some kind of Beautiful Stuff might make them more interesting.</p>

<p>Art</p> 	<p>Making Puppets <i>Continues from previous weeks.</i></p> <p><u>Objective:</u> I can make a puppet to represent myself or another learner.</p> <p>Children continue making puppets, possibly using Beautiful Stuff to add dimension.</p> <p><u>Thinking and Feedback Possibilities:</u> Children can share their puppets, especially those that have evolved through introduction to storytelling, in response to previous feedback</p>
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	from classmates, or with the addition of Beautiful Stuff.
Building 	<p>Building Schools Around the World</p> <p><u>Objective:</u> Inspired by schools around the world, I can build with blocks and new materials. I can add my designs to our Building Design Notebook.</p> <p><u>Process:</u> Children access a variety of resources to decide what kind of school to build and how to begin. They might identify a need for an element that can be best represented by something in Beautiful Stuff.</p> <p><u>Facilitation:</u> Ask children about their buildings and what has inspired them. Encourage them to consider introducing new materials to represent various elements of the schools they build.</p> <p><i>What can you tell me about this school you're building?</i> <i>Where did you get this idea? What inspired you to build this?</i> <i>Can you imagine going to a school like this? What do you think it would be like?</i> <i>Is there anything particularly challenging about building this school?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Gather the group around a physical structure in the Building Studio or bring/project a photo to the group.</p> <p>Presenting children might describe any challenges or successes in building and might explain the source of their inspiration.</p> <p><u>Ongoing Assessment:</u> How does what children are building communicate their ideas about school? What does a structure communicate about what is important to that child?</p>
Discovery 	<p>Properties of Materials <i>Continues from Week 4.</i></p> <p><u>Objective:</u> I can respond thoughtfully to questions about a video I have watched.</p> <p>Make sure that all children have an opportunity to have this experience.</p>

<p>Math</p> 	<p>Toy Store <u>Objective:</u> I can add combinations of numbers with accuracy.</p> <p><u>Process:</u> Children create a store by display of toys that include price tags that represent one or two-digit numbers. “Customers” pay for the objects using number cards that equal that amount.</p> <p><u>Considerations:</u> Offer play money or invite children to create their own money.</p> <p><u>Facilitation:</u> <i>What will you buy? Why?</i> <i>How do you know you have enough money for that purchase?</i> <i>What if you also add this item? How much would that cost?</i></p> <p><u>Considerations:</u> Offer play money or invite children to create their own money.</p> <p><u>Ongoing Assessment:</u> Check for accuracy with addition and subtraction. Note strategies children are using.</p>
<p>Research</p> 	<p>The World Map <i>Continues from Week 4.</i></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>Children make additional connections to the places where they might find the kinds of schools classmates are building in the Building Studio.</p>
<p>Writing and Storytelling</p> 	<p>Acting Out Stories <i>Continues and extends from previous weeks.</i></p> <p><u>Objective:</u> I can make costumes and props and use them to act out my stories.</p> <p>Fueled by imagination, the Roll a Story dice, and perhaps some simple props from Beautiful Stuff, children continue to tell stories and to record them in their notebooks through writing and drawing.</p>

Standards	<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>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>Building:</u> R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.d Compare and contrast the information presented by two texts on the same topic.</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-PS1-3. Analyze a variety of evidence to conclude that when a chunk of material is cut or broken into pieces, each piece is still the same material and, however small each piece is, has weight. Show that the material properties of a small set of pieces do not change when the pieces are used to build larger objects. 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> <p><u>Math</u> AR.C.2 Understand and apply properties of operation and the relationship between addition and subtraction within 20. 2.OA.B.2</p> <p><u>Research</u> Social Studies 1.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>
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(Boston Standards)	<u>Writing and Storytelling</u> Theatre 1.3 Pretend to be someone else, creating a character based on stories or through improvisation, using properties (props), costumes, and imagery.
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Notes

Art Studio

While you are working, think about:

What is this puppet's experience of school?

Where does this puppet live?

What could I add to make my puppet more interesting?

Building Studio

While you are working, think about:

Where in the world might this school be built?

What is special about this school?

What would it be like to go to a school like this?

What is challenging about building this structure?

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:

What will you buy? Why?

How do you know you have enough money for that purchase?

What if you also add this item? How much would that cost?

Research Studio

While you are working, 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?

What might school be like for my characters?

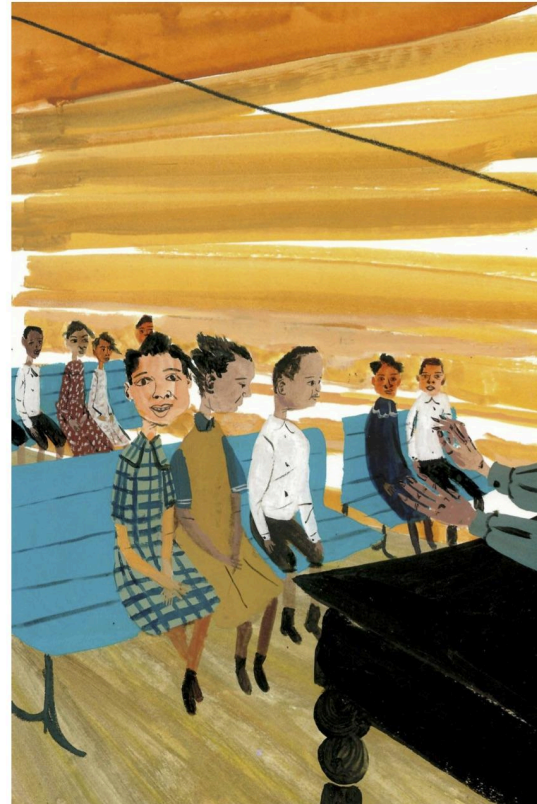
Dear Mr. Rosenwald Excerpts

1921: ONE ROOM SCHOOL

My teacher Miss Mays said,
You can't judge a school
by the building. When the roof leaks,
she calls us vessels of learning.
When the floor creaks, she says
knowledge is a firm foundation.
Wind whistles through walls,
blowing the sheet that splits the church
into two classrooms. Me on one side;
Junior on the other. Till I passed
fourth grade, I sat beside him,
counting with my fingers
and fidgeting on the pew.
Now I know better.

My school is not much to speak of,
but Mama says I'm lucky
even if class don't meet during harvest.
Down here, she said, some black children
go to school in shacks, corncribs
or not at all. Don't know what I'd do,
if I couldn't go to school.

Harvest break —
just when I memorized the times tables.
Instead of learning long division,
I'll be working in the field.



Text Talk U1 W5 D3

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

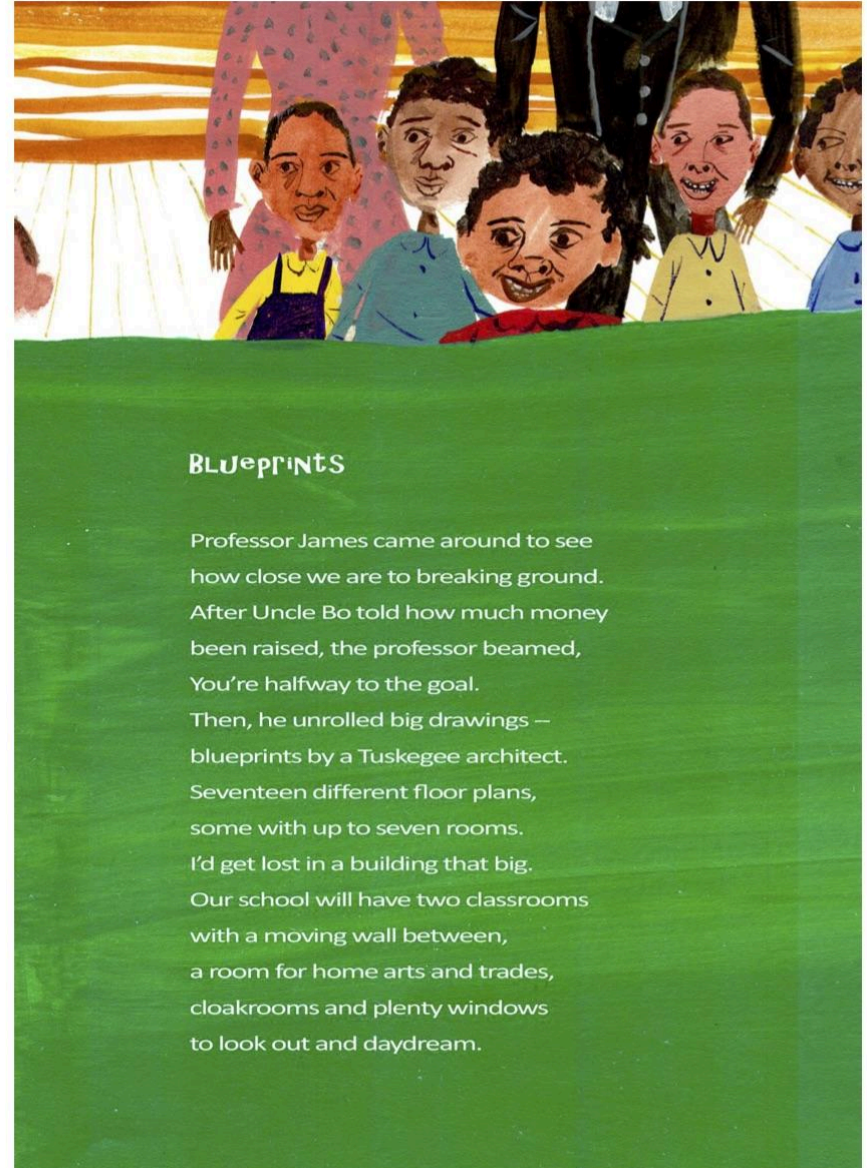


PASSING THE PLATE

Homecoming Sunday, a church-full.
Uncle Bo didn't need to preach a sermon
after going on about the new school.
Said we're gathering money a nickel
and dime at a time. The ushers passed
the plate. Afterwards, Uncle Bo
waved envelopes white neighbors sent.
Twenty dollars in all. Then, the choir sang:
The Lord will make a way somehow.

Just before the service ended,
Miss Etta Mae asked to have a word.
I was born a slave. Worked hard
even after freedom came. Never had time
for book-learning. Here's a dollar,
from money I been saving for my burial.
Hurry and build that school
so I can learn to read my Bible.

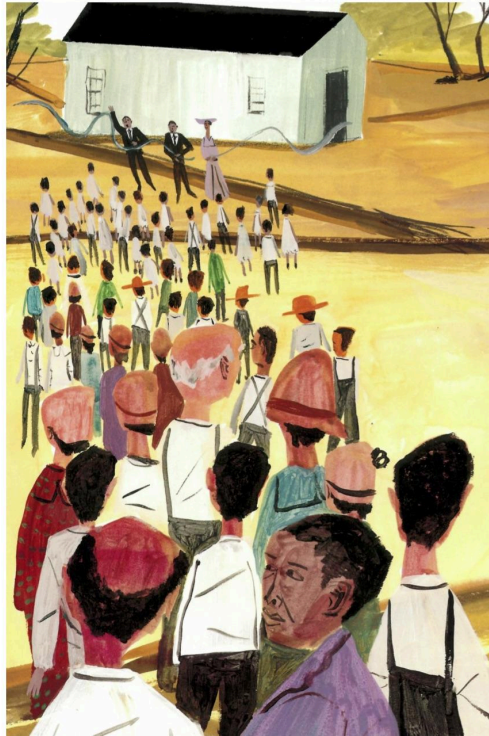
Text Talk U1 W5 D3



BLUEPRINTS

Professor James came around to see
how close we are to breaking ground.
After Uncle Bo told how much money
been raised, the professor beamed,
You're halfway to the goal.
Then, he unrolled big drawings —
blueprints by a Tuskegee architect.
Seventeen different floor plans,
some with up to seven rooms.
I'd get lost in a building that big.
Our school will have two classrooms
with a moving wall between,
a room for home arts and trades,
cloakrooms and plenty windows
to look out and daydream.

Text Talk U1 W5 D3



1922: White Oak School

Uncle Bo cut the ribbon at the doorway
and we marched into the new school,
proud as can be. The place sparkled.
After we sang "Lift Ev'ry Voice,"
Professor James told us to be proud.
Learning is priceless, he said.
He gave Miss Mays a framed picture
of Mr. Rosenwald for the lobby.
Uncle Bo called Miss Shaw up front.
A pretty, new teacher from the city.
No more eight grades in one room.
Miss Shaw has a sing-song voice.
Children, you are diamonds in the rough.
I will polish you bright as stars.

I had to speak next; clammy hands,
knees shaking, heart in my throat.
Thank you, parents and neighbors,
for building this brand new school.
Your sweat taught us a lesson:
Tomorrow is in our hands.

Text Talk U1 W5 D3

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 1



Text Talk

Dear Mr. Rosenwald: The School that Hope Built

Read 1 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	What can we learn about school from communities in the United States and around the world?
Content Objectives	I can formulate and discuss questions about key details in the text. (R.4.2) I can identify why school was different for Black children in the South at this time and how Mr. Rosenwald, along with the community, helped empower schools and families. (2.T5.3- Boston)
Language Objective	I can discuss my questions and answers about a story with my classmates. (SL.1.2.b)
Vocabulary	blueprint: a plan for a building fidget: to move around a lot, to squirm * foundation: an organization or institution that offers money to support the work other organizations or people fret: to worry harvest: time of year when crops are ready to be picked haul: to move or pull hurdle: something that is difficult, a problem rally: many people meeting together for a particular reason sprout: to start growing Note: The informational text, Historical Context for <i>Dear Mr. Rosenwald</i> , includes a glossary with additional words.

Text Talk U1 W5 D1

Materials and Preparation	<ul style="list-style-type: none"> • <i>Dear Mr. Rosenwald: The School that Hope Built</i>, Carole Boston Weatherford Pre-mark page numbers in the book to correspond with the lesson. Page 1 is titled “1921: One-Room School.” • projector and screen • “Some History of Rosenwald Schools” slides • “Some History of Rosenwald Schools,” copy for each child • sticky notes or paper squares, enough for each child to have three • writing tools • whiteboards, clipboards, or other writing surfaces • chart paper, two sheets <p>Title one sheet of chart paper Questions from Dear Mr. Rosenwald.</p> <p>On the other sheet, prepare the Weekly Question Chart with the question, What can we learn about school from communities in the United States and around the world?</p> <p>On the whiteboard, write:</p> <p>With a partner, read through your questions. Answer two of your questions using evidence from the text.</p> <p>For further information about the Rosenwald Schools, see Preserving Rosenwald Schools (https://drive.google.com/file/d/0B2b6s1XMQiU7RUdmbEY4R2JJckE/view?resourcekey=0-r2CdJEyvleV2y4MtC9XGdQ).</p> <p>In preparation for this lesson and related discussions, think carefully about how to talk about racism. This language may be helpful:</p> <p><i>People demonstrate racism in many ways, such as treating people in a different racial group in unfair, unkind, or even dangerous ways. Institutions demonstrate racism when they benefit or give privileges to people in one racial group but harm or exclude people in other racial groups.</i></p>
Opening 1 minute	<p><i>Today we will read a new book, a text of historical fiction, titled Dear Mr. Rosenwald: The School that Hope Built, written by Carole Boston Weatherford and illustrated by Gregory Christie. Mr. Rosenwald is an important person who supported schools, particularly schools for Black children.</i></p> <p><i>It is important to notice how this book is written—in poetic form, with each page telling a vignette, or a short story or poem, including its own title and short lines.</i></p>

	<p>Set a purpose for reading.</p> <p><i>Today we will read to formulate questions about key details of the text. We will jot down our questions during Note Breaks. For these Note Breaks, we will use sticky notes instead of our Text Talk notebooks. Then, we will try to answer a couple of our questions using evidence from the text.</i></p> <p><i>Before we read the book, we will read some historical information about the schools and the time period when the book takes place.</i></p>
Historical Context 6 minutes	<p>Distribute and chorally read the historical information. Clarify key vocabulary. Discuss understandings and questions as a group using the following questions. This is a short conversation to build collective background knowledge, not an exhaustive look at the text.</p> <p><i>What do you understand about Rosenwald Schools?</i></p> <p><i>What do you understand about the time period when they were built?</i></p> <p><i>What questions do you have?</i></p> <p>Have children set the Historical Information text aside.</p>
Text and Discussion 20 minutes page 1	<p>Distribute three sticky notes or paper squares to each child, along with clipboards and writing tools.</p> <p>Begin reading <i>Dear Mr. Rosenwald</i>. On the pages indicated, stop to formulate questions. At each stop, first provide children with time to think, and then have them talk with a partner to brainstorm questions before each jotting down one question.</p> <p>Read “1921: One-Room School.” Model brainstorming three questions and then choosing one to jot down. Some questions to consider:</p> <p>What is school like in 1921 for Ovella and Junior?</p> <p>What does it mean that children go to school in shacks and corncribs?</p> <p>What is it like for children to work during the harvest?</p> <p>Have children think, turn and talk, and then write a question.</p>
page 7	<p>Continue reading.</p> <p>Read “New School Rally.” Model brainstorming three questions and then choosing one to jot down. Some questions to consider:</p> <p>What does “young minds starved” mean?</p> <p>Why does Julius Rosenwald want to share his money?</p> <p>Why do the people have to raise their own money?</p>

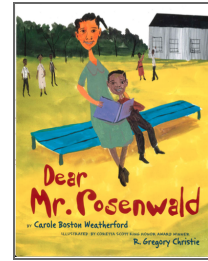
	<p>Why does Uncle Bo say that white people have to pitch in?</p> <p>Have children think, turn and talk, and then write a question on a new sticky note.</p>
page 28	<p>Continue reading.</p> <p>Read “1922: White Oak School.” Model brainstorming three questions and then choosing one to jot down. Some questions to consider:</p> <p>How do people contribute to the school?</p> <p>Why is this school so special?</p> <p>The school sparkled. Why?</p> <p>“Learning is priceless.” What does that mean?</p> <p>Ovella says, “Your sweat taught us lessons. Tomorrow is in our hands.” What does she mean by this?</p> <p>Have children think, turn and talk, and then write a question on a new sticky note.</p> <p>Read to the end.</p>
Key Activity 10 minutes	<p>Think, Pair, Share</p> <p><i>With a partner, try to answer two of your questions using evidence you remember from the text.</i></p> <p>Collect one question from each child, and then read some of them aloud.</p> <p>Identify questions that are connected, and group these together on chart paper.</p> <p><i>Which questions are we able to answer using evidence from the text? Which questions require us to read the book again to do further research?</i></p> <p>Save this chart for the lesson on Day 2.</p>
Closing 1 minute	<p><i>Today we read some historical information to give us context for this book. Then, as we read, we asked questions about the text. We also tried to answer some of those questions using evidence from the text. We are going to read this book again tomorrow. Perhaps we will find more answers to our questions.</i></p>
Weekly Question Chart 2 minutes	<p><i>Throughout this week, we will be asking and answering the question: What can we learn about school from communities in the United States and around the world? We can record our ideas here.</i></p>

	<p><i>In this book, we thought about what school was like in a certain place and time. We learned that school was different for Black and white children and that Mr. Rosenwald supported communities to build schools in the rural South. Communities could work together to improve their schools. Let's add this to our chart: Communities can work together to improve their schools.</i></p> <p>Record this idea.</p> <p><i>We can add more to our chart during the week.</i></p>
Standards (Boston Standards)	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>2.T5.3 Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p>
Ongoing assessment	<p>Take note of how children approach the task of formulating questions, and use their questions and responses for future instruction in asking questions.</p> <p>Do children use key details?</p> <p>Note how children grapple with the historical context and information about Rosenwald schools.</p> <p>Do children identify what is special about these schools?</p>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 2



Text Talk

Dear Mr. Rosenwald: The School that Hope Built

Read 2 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	What can we learn about school from communities in the United States and around the world?
Content Objectives	I can use the illustrations and text to help me understand the main character and her relationship to school. (R.11. 2.a, R.11.2.b)
Language Objective	I can discuss the character and Unit content with my partner and classmates. (SL.1.2)
Vocabulary	<p>blueprint: a plan for a building</p> <p>fidget: to move around a lot, to squirm</p> <p>* foundation: an organization or institution that offers money to support the work other organizations or people</p> <p>fret: to worry</p> <p>harvest: time of year when crops are ready to be picked</p> <p>haul: to move or pull</p> <p>hurdle: something that is difficult, a problem (revisit from <i>Off to Class</i>)</p> <p>rally: many people meeting together for a particular reason</p> <p>sprout: to start growing</p>
Materials and Preparation	<ul style="list-style-type: none">• <i>Dear Mr. Rosenwald: The School that Hope Built</i>, Carole Boston Weatherford• Questions from Dear Mr. Rosenwald chart, from Day 1 Review the questions and identify just two or three to be revisited in this lesson. Flag pages in the book that help answer those

Text Talk U1 W5 D2

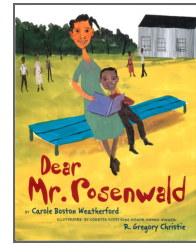
	<p>questions.</p> <ul style="list-style-type: none"> On the whiteboard, write: <p>What is school like for Ovella and other Black children in her community during this time period?</p> <p>Describe Ovella’s relationship to school and learning.</p>
Opening 2 minutes	<p>Remind children of the last read.</p> <p><i>The last time we read Dear Mr. Rosenwald: The School that Hope Built, we generated lots of questions. Let’s review a few of them.</i></p> <p>Read the selected questions aloud.</p> <p>Set a purpose for today’s session.</p> <p><i>Today during Text Talk we will not read the entire book. Instead, we will home in on a few important pages. We’ll use the text and illustrations to help us understand the character Ovella and her relationship to school at this story’s time and place.</i></p>
Text and Discussion 19 minutes page 1-2	<p>Read the pages indicated and facilitate whole group or partner discussions. While children are talking in pairs, circulate and check in.</p> <p>Read “1921: One-Room School.” Allow plenty of time for children to look at the illustration. Ask children to think about Ovella.</p> <p><i>Turn and talk: What is school like for Ovella and other Black children where she lives in 1921? How does she feel about school? What in the text and illustrations make you say that?</i></p>
page 3-4	<p>Read “Sharecropping.” Allow plenty of time for children to look at the illustration. Ask children to think about Ovella.</p> <p><i>What is it like for Ovella during the harvest? How do you know? What is meant by “same story as last year”?</i></p>
page 22	<p>Read “Hand-Me-Downs.”</p> <p><i>Turn and talk: How might school be different for a white child compared to Ovella at this time and place? What evidence in the text makes you say that?</i></p>
page 23-24	<p>Read “Playground.”</p> <p><i>Why are they setting up a playground? Why do you think playing is important to Ovella?</i></p>
page 30	<p>Read “Dear Mr. Rosenwald.”</p> <p><i>Why is school important to Ovella? Why do you think that? What evidence can you find?</i></p>

Key Discussion and Activity 18 minutes	<p>Think, Pair, Share</p> <p>Prompt 1: <i>What is school like for Ovella and other Black children in her community during this time period?</i></p> <p>Prompt 2: <i>Describe Ovella's relationship to school and learning.</i></p> <p>Revisit the questions selected on the chart from the previous read. Turn to those pages that relate to the questions, rereading aloud as appropriate and providing time for whole group conversation to answer the questions.</p>
Closing 1 minute	<p><i>Today we read a few passages closely and looked at illustrations to help us understand the character Ovella and her relationship to school.</i></p>
Standards	<p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms</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>While circulating, make notes of children's discussions. Write down some of the children's words as they explain their thinking.</p> <p>Do children use the illustrations and words in the text to describe what school is like for Ovella and other Black children?</p> <p>Do they describe Ovella's relationship to school and learning?</p> <p>What do children seem to understand about the story's historical context?</p>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 3



Text Talk

Dear Mr. Rosenwald: The School that Hope Built

Read 3 of 3

Big Idea	Communities can include and support all learners.
Weekly Question	What can we learn about school from communities in the United States and around the world?
Content Objective	I can consider how words and phrases support the meaning of the story. (R.7.2.a)
Language Objective	I can use context clues and other strategies to understand the meaning of words and phrases in poems. (L.4.2.a, L.6.2.a)
Vocabulary	blueprint: a plan for a building breaking ground: starting a new building project burial: a ceremony of putting the dead to rest fidget: to move around a lot, to squirm * foundation: an organization or institution that offers money to support the work other organizations or people fret: worry harvest: time year when crops are ready to be picked
Materials and Preparation	<ul style="list-style-type: none">• <i>Dear Mr. Rosenwald: The School that Hope Built</i>, Carole Boston Weatherford• <i>Dear Mr. Rosenwald</i> excerpts, copy for each child• Writing Station Response: <i>Dear Mr. Rosenwald</i>, 1 copy for teacher <p>On the whiteboard, write the Writing Station prompt.</p> <p>On the board, write:</p>

Text Talk U1 W5 D3

	<p>How do the author’s choices of words, phrases, and sounds help give meaning to this text?</p> <p>What have we learned from the text about this learning community?</p>
<p>Opening 1 minute</p>	<p>Set a purpose for today’s session.</p> <p><i>Today during Text Talk we will read Dear Mr. Rosenwald: The School that Hope Built one more time. Like last time, we will not read the entire book. Instead, we will focus on a few important pages and consider how words, phrases, and sounds support the meaning of the story. We will also think about all of our readings of Dear Mr. Rosenwald to identify what we have learned about this learning community.</i></p>
<p>Text and Discussion 20 minutes</p> <p>page 1</p>	<p>Distribute text excerpts.</p> <p>Read “1921: One Room School.”</p> <p><i>The narrator, Ovella, says, “Don’t know what I’d do,/ if I couldn’t go to school.” Find those lines and put your finger there. Let’s read it again together. What do you notice about the way this sentence looks and sounds? Why do you think the author did that?</i></p> <p><i>This is what we call a line break. This line break makes the reader pause in the rhythm of reading, and that pause emphasizes the importance of the sentence.</i></p> <p><i>This sentence is critical—this is what the book is mostly about: it tells how important school is to Ovella and her community.</i></p>
page 14	<p>Read “Passing the Plate.” Chorally read the second stanza again.</p> <p><i>The way burial and Bible are written, the sound of “b” gets emphasized. What is a burial? What does this emphasis tell us about the importance of school to community members like Miss Etta Mae?</i></p>
page 16	<p>Read “Blueprints.” Chorally read the first sentence a second time.</p> <p><i>“Professor James came around to see/ how close we are to breaking ground.” Thumbs up if you hear a rhyme.</i></p> <p><i>Turn and talk to a partner. What is important about this rhyme? [It emphasizes the importance and excitement of breaking ground.]</i></p>
page 28	<p>Read “1922: White Oak School.” Read the last stanza again.</p> <p><i>How is Ovella feeling? How do you know?</i></p>

	<p><i>Turn to a partner: What does the author mean when she writes, “Your sweat taught us a lesson:/ Tomorrow is in our hands.”</i></p>
<p>Key Discussion 18 minutes</p>	<p>Think, Pair, Share</p> <p>Prompt 1: <i>How do the author’s choices of words, phrases, and sounds help give meaning to this text?</i></p> <p>Prompt 2: <i>What can we learn from the text about this learning community?</i></p> <p>Introduce the Writing Station.</p> <p><i>In Text Talk today, we discussed how the author’s word choices added to our understanding of Dear Mr. Rosenwald: The School that Hope Built. This week at the Writing Station, you will write about how the author does this.</i></p> <p><i>You will also write about what we have learned from the text about this learning community. You will use details from the words and illustrations.</i></p> <p><i>This is the sheet you will use with the prompt at the top. Let’s read the prompt together and answer any questions you might have.</i></p> <p>Have children echo read the prompt. Discuss children’s questions as a group.</p>
<p>Closing 1 minute</p>	<p><i>Today we focused on a few important pages and considered how words, phrases, and sounds support the meaning of the story. We thought about all of our readings of Dear Mr. Rosenwald and identified what we have learned from the text about this learning community.</i></p>
<p>Standards</p>	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>L.4.2.a Use sentence-level context as a clue to the meaning of a word or phrase.</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>Ongoing assessment</p>	<p>Listen to children’s conversations in partners and in the whole group.</p> <p>How do children describe what the author is doing with language to give meaning to the text?</p>

	<p>Do children use context to determine the meaning of words and phrases?</p> <p>Do children synthesize learning from the text in their discussion about this learning community?</p> <p>Understanding line breaks and sounds in poetic language may be challenging. Support children’s conversations. This concept will be applied when children write autobiographical poems in Unit 3.</p>
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Notes

Some History of Rosenwald Schools

Text Talk Week 5, Day 1

The Rosenwald schools were **founded** by Julius Rosenwald about one hundred years ago. He was inspired by an important thinker named Booker T. Washington. Mr. Washington believed that all children, especially Black children, deserved a good education.

At this time, schools were **segregated**. White children went to schools with other white children. Black children and other children of color were not allowed to attend those schools.

Segregation was one of many **racist** laws at this time. Racist laws made sure that people, especially Blacks and people of color, were mistreated due to their race. Because of segregation, many Black children learned in places that were not schools—churches, homes, and other buildings.

Mr. Rosenwald wanted to change this. He **donated** a lot of money to build better schools for Black children in the **rural** south of the United States. The Black community where a school was built also had to raise money and gather materials to set up the schools. The white community needed to help, too, by contributing money and keeping up the schools.

More than five thousand schools were built,
and they offered a good education to children who didn't have
that opportunity before. Black communities were proud of these
schools. Some of the schools are still standing today.

Glossary

founded: started

segregate: to set or keep apart from others

racist: when actions, words, or ideas are based on the belief that one racial group is superior to, or better than, others

donate: to give

rural: having to do with the countryside

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Unit 1: How We Learn in Our School Communities

WEEK 5 Day 4



Text Talk Inclusive Playgrounds (slides)

Big Idea	Communities can include and support all learners.
Weekly Question	What can we learn about school from communities in the United States and around the world?
Content Objectives	I can identify why inclusive playgrounds are important for all learners around the world. (R.4.2, R.5.2.b) I can describe why play is important for learning. (R5.2.b)
Language Objective	I can use important new words, like “play” and “inclusion.” (L.6.2.a)
SEL Objective	I can discuss and consider inclusive solutions. (Decision making)
Vocabulary	<ul style="list-style-type: none">* accessible: able to be used by allaccommodate: to provide what is neededbarrier: obstacle or block to someone or something* foundation: an organization or institution that offers money to support the work other organizations or peopleinclusive: providing access for everyoneplay: action in the body or mind for enjoyment
Materials and Preparation	<ul style="list-style-type: none">• “Inclusive Playgrounds” slides• Architect Takharu Tezuka explains the open-plan kindergarten video (https://www.youtube.com/watch?v=gLb2jEUq-5o)• projector and screen <p>On the whiteboard write:</p>

Text Talk U1 W5 D4

	<p>Why are inclusive playgrounds important for all learners around the world?</p> <p>Why is play important for learning?</p>
<p>Opening 1 minutes</p>	<p>Introduce the text, and set a purpose for reading.</p> <p><i>Today we are going to read Inclusive Playgrounds, an informational text that tells us about inclusive and accessible playgrounds around the world. Inclusive means providing access for everyone. Accessible means able to be used by all.</i></p> <p><i>We will read to find out why inclusive playgrounds are important for all learners around the world and to think more about why play is important for learning.</i></p>
<p>Text and Discussion 30 minutes slide 1</p>	<p>Read Article 31 of the UN Convention on the Rights of the Child.</p> <p><i>Where are some places children can play?</i> As children name “playgrounds,” proceed to the next slide.</p>
slides 3-6	<p>Read the slides. Define words as needed to support comprehension.</p> <p><i>This text is created by pulling together different articles about playgrounds. What are some reasons the authors of these articles give for why playgrounds should be accessible?</i></p> <p>During the discussion, return to previous slides to support children citing evidence from the text.</p>
slides 7-9	<p>Read the slides. Define words as needed to support comprehension.</p> <p><i>What are some similarities and differences in these playgrounds in the United States and around the world?</i></p> <p><i>What can we learn from these playgrounds?</i></p>
slide 10	<p>Click on the image to play the video. The narration may be difficult for some children to understand. Encourage children to look very carefully at the images.</p> <p><i>What’s happening at this school?</i> <i>How does this school make play accessible and inclusive for all children?</i> <i>Why is playing important in this school?</i></p>
slide 11	<p><i>This is a park and playground next to the Children’s Museum here in Boston. Maybe you have been there!</i></p>

	<p>Read the caption. Allow children a moment to share knowledge and connections, if they have any. Steer away from an in-depth conversation about Martin Richards and the Boston Marathon at this moment, but be sure to revisit this important topic at another time with individual children or with the whole group.</p> <p>Click on the map to navigate to the website, where the map is interactive. Slide the cursor over some of the red dots to see descriptions of the park's features.</p>
slides 12-16	Scroll through the slides to show photos of some of the playground structures at Martin's Park. Pause to allow children to share observations and connections.
slide 17	<p>Read the poem on slide 17.</p> <p><i>Turn and talk to a partner. Why is a playground an important part of school?</i></p>
Key Discussion 8 minutes	<p>Think, Pair, Share</p> <p>Prompt 1: <i>Why are inclusive playgrounds important for all learners around the world?</i></p> <p>Prompt 2: <i>Why is play important for learning?</i></p>
Closing 1 minutes	<p><i>Today we read to identify why inclusive playgrounds are important for all learners around the world and thought more about why play is important for learning.</i></p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</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>SEL. Decision Making</p>
Ongoing assessment	<p>Ongoing Assessment:</p> <p>During the whole group discussion, notice whether children cite key ideas and details from the text.</p> <p>What reasons do they discover for the importance of inclusive playgrounds?</p> <p>How do they describe why play is important for learning?</p>

	How do children think about accessibility, difference, and the right to play?
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Notes

Inclusive Playgrounds Around the World

Text Talk Week 5, Day 4

Article 31

You have the right to play and rest.

Why cities need accessible playgrounds

Nearly one in five people have a disability in the U.S., yet most playgrounds aren't built to accommodate them

By **Megan Barber** | [@megcbarber](#) | Jul 20, 2018, 1:30pm EDT



An aerial view of the Salem Rehab Adaptive Playground, an inclusive therapy and community play area designed in part by Portland-based [Harper's Playground](#). | Courtesy of [2.ink Studio](#)

PLAY WEEK

All things urban recreation, from reinventing the sidewalk to innovations in children's playground design.

Lucia Dawkins loves to swing. Her mom, Juliet, says that when Lucia gets on a swing, “Her face just lights up into a big smile. It’s her favorite thing to do.” But unlike most of the children in parks

around Denver, Colorado, where she lives, 6-year-old Lucia doesn’t have a place to play.

That’s because at 2 weeks old, Lucia was diagnosed with a rare genetic condition called Pallister-Killian Syndrome. Lucia—nicknamed LuBird—is in a wheelchair, legally blind, and nonverbal. When she goes to parks with her two younger siblings, “the playground is such a barrier for her,” says Juliet Dawkins. “Often the surfacing alone is hard to push a wheelchair. And if we are able to access a playground, there isn’t anything for her to do.”

Playgrounds that don't work for everyone: a problem people are solving



“The planning for this playground at Holy Trinity School in St. Matthews, Kentucky started with a child in a wheelchair sitting outside the school’s playground watching while her friends played. She wasn’t able to access the entire area, and there weren’t any activities for her to engage in. People began to take note and from there conversations began expressing the need for change.”

What experts say



“Play areas should be designed to challenge children of different ages and abilities. At an inclusive playground, kids can learn to take risks together; none of them are left on the sidelines wishing they could participate.”

Inclusive Spaces to Play in the United States and Around the World

[Brooklyn's Playground](#) was named after Brooklyn Fisher, a child with spina bifida. When Brooklyn was a toddler, her dad sat her in a swing at a play park. The swing had no back support. Brooklyn fell out and hurt her head. Her parents had the idea of a playground that kids of all abilities could enjoy. In less than a year the park was built. The park features ramps, smooth surfaces, and therapeutic swings. Visitor Amanda Bakker took her child to the park and placed her in a swing. She noticed a child in a wheelchair playing on the pirate ship with her friends. "This is what it means to be included," she said.



Brooklyn's Playground, Pocatello, Idaho,
United States

Friendship Park was designed to support visitors with various special needs. It was overseen by a sensory therapy expert Michele Shapiro. Shapiro said that the social and physical aspects of the outdoor space go hand in hand. Opened in 2005, Friendship Park made history as the first inclusive playground in Israel.



Friendship Park, Ra'anana, Israel

Livvi's Place in Five Dock, New South Wales is the first all-inclusive playground in Australia. The idea for Livvi's Place started with John and Justine Perkins, whose daughter Olivia died when she was less than a year old as a result of a rare condition. The Perkinses established the Touched by Olivia Foundation, which works to develop inclusive play parks. The park features swings, musical equipment, a wheelchair- accessible carousel, and more. In 2010, the playground got a prize for being Australia's top play space.



Livvi's Place, Five Dock, New South Wales, Australia



Kindergarten, Tokyo, Japan

An inclusive playground at the

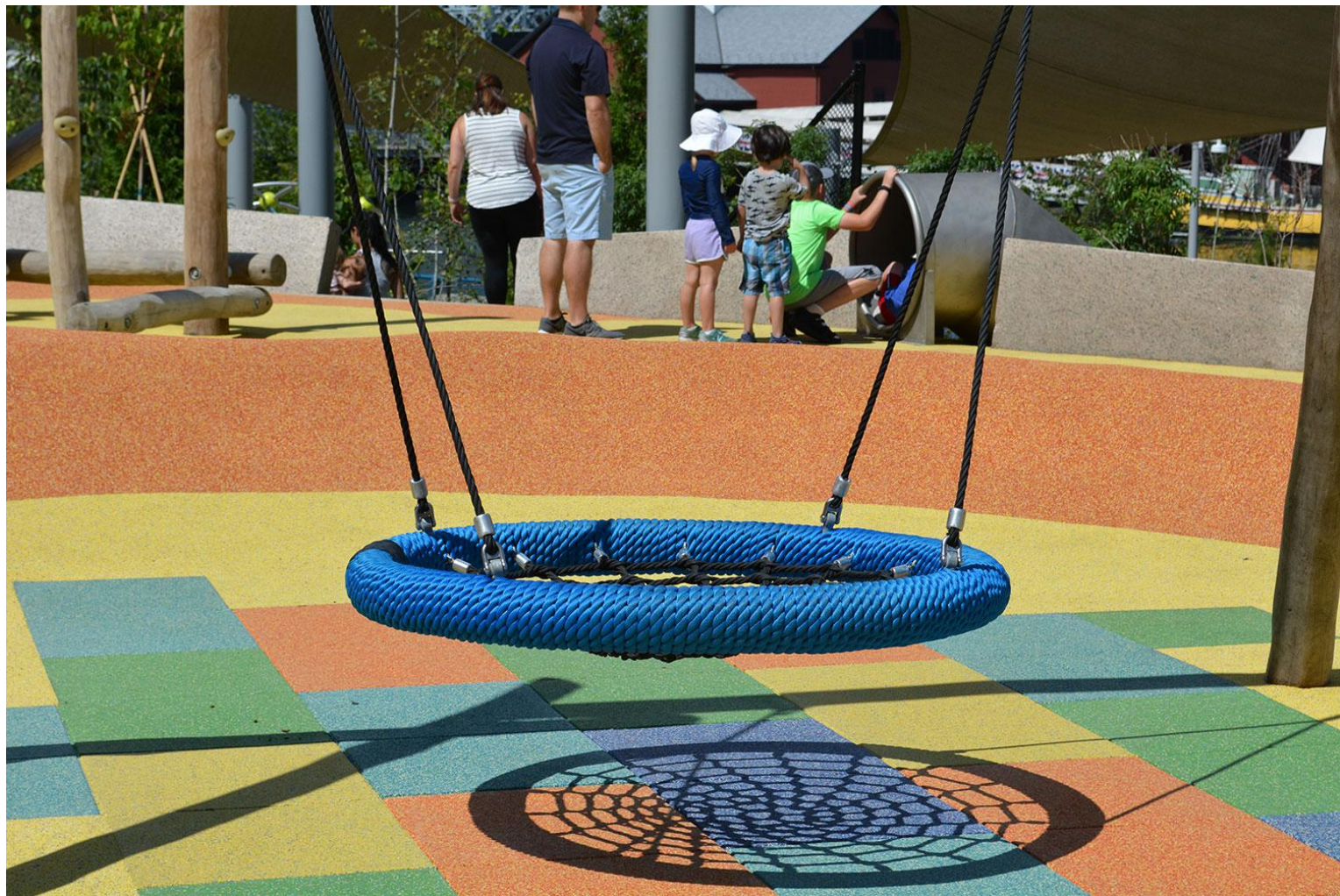


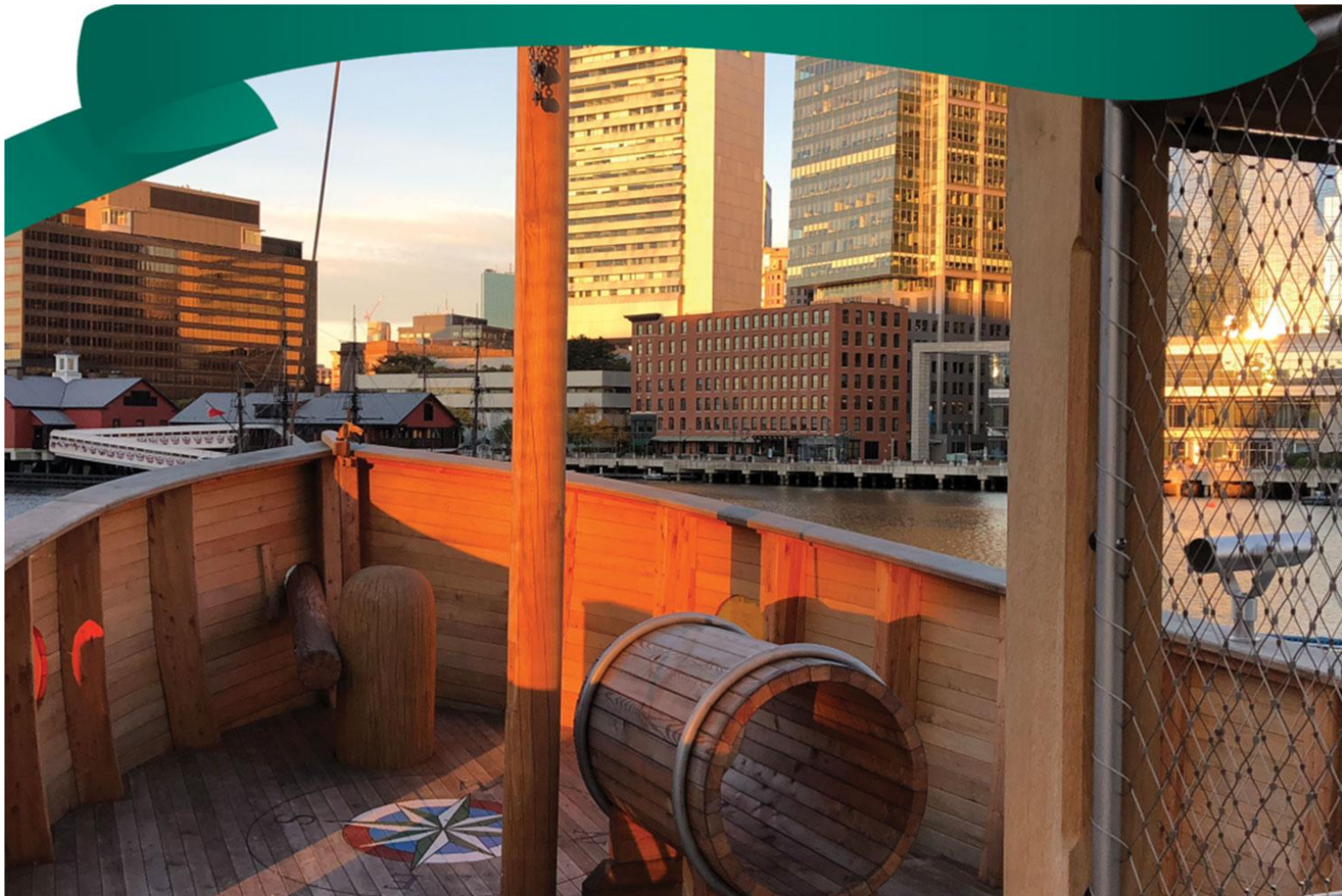
Martin's Park at the Smith Family Waterfront

Open Daily Dawn to Dusk

Martin's Park, a City of Boston park, honors the youngest victim of the Boston Marathon bombings, Martin Richard. Martin's Park is a symbol of Martin's welcoming and inclusive nature, and a unique outdoor play space created to support outdoor adventure and nature play. The Park, with its many inventive structures, is an inclusive play space offering opportunities for children of all abilities to experience discovery and exploration. Designed to encourage interaction with natural materials including plants, stone, and wood the Park offers the opportunity for rich outdoor play experiences that connect children with nature and with each other.











Why is a
playground
an important
part of a
school?



Playground

Daddy hung a swing from a branch of the old oak tree. And Uncle Bo drove a stake in the ground for horseshoes. Junior pitched first; almost got a ringer. I'll have to practice to beat him.



Citations

Slide 2: from the UN Convention on the Rights of the Child

Slides 3- 4: [Accessible playground design can build a more inclusive city](#)

Slide 5: [Holy Trinity School Inclusive Playground, St. Matthews, Kentucky | No Fault](#)

Slide 6: [Accessible or Inclusive? Playgrounds for Everyone Go Beyond ADA](#)

Slides 7-9: <https://www.special-education-degree.net/30-most-impressive-accessible-and-inclusive-playgrounds/>

Slide 7: <http://brooklynsplayground.org/>

Slide 9: <http://www.touchedbyolivia.com.au/>

Slide 10: Video: <https://www.youtube.com/watch?v=gLb2jEUq-5o>, Image:

<https://www.dezeen.com/2017/10/02/fuji-kindergarten-tokyo-tezuka-architects-oval-roof-deck-playground/>

Slides 11-16: <https://bostonchildrensmuseum.org/martins-park>

Slide 17: from *Dear Mr. Rosenwald: The School that Hope Built*, Carole Boston Weatherford and Gregory Christie

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 5



Text Talk

Off to Class: “A Sense of Independence” and How We Learn in Our School Communities Chart

Big Idea	Communities can include and support all learners.
Weekly Question	What can we learn about school from communities in the United States and around the world?
Content Objectives	<p>I can use key ideas to identify what the article is about as a whole and what each paragraph is about. (R.5.2.b)</p> <p>I can read a text excerpt closely to identify the author’s purpose in highlighting specific information. (R.9.2.b)</p> <p>I can gather details in the text to write about how this school provides a quality education. (W.1.2.b)</p> <p>I can find Scotland on a map of the world. (2.T2.1- Boston)</p>
Language Objective	I can use words and phrases from the text to cite important details. (SL.2.2.a)
SEL Objective	I can appreciate the diversity of different learning styles. (Social Awareness)
Vocabulary	<p>architect: someone who designs buildings and spaces</p> <p>design: a plan for creating something</p> <p>impairment: disability, something that can make some activities especially challenging</p> <p>* independence: freedom to do things oneself</p> <p>physiotherapy: help to develop muscles and movement</p> <p>residence: a place to live</p> <p>tactile: connected to the sense of touch</p>

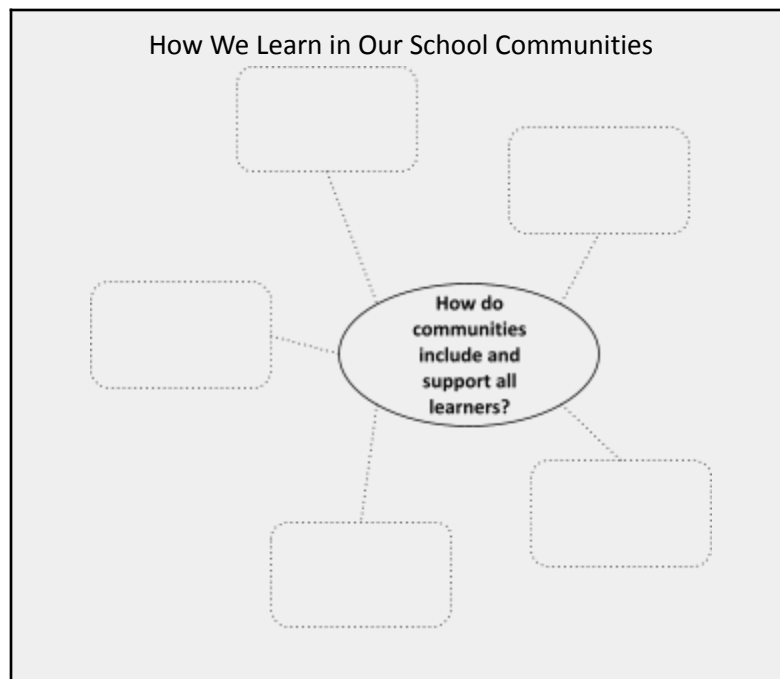
Text Talk U1 W5 D5

Materials and Preparation

- *Off to Class: Incredible and Unusual Schools Around the World, "A Sense of Independence,"* Susan Hughes, slides
- *Off to Class: A Sense of Independence* excerpt, copy for each child
- *Off to Class: A Sense of Independence* Reading Response sheet, copy for each child
- world map and pushpin or other marker

Review the Unit Question Chart routine in the Introduction, Part 2: Components.

- Weekly Question charts from Weeks 1-5
Review the charts and notice particularly important ideas and themes that have surfaced. Look especially for ideas that connect to and build upon each other over the course of the weeks. Consider categories by which ideas might be grouped, such as Inclusion or Activism (but do not write these on the chart).
Before the lesson, post the Weekly Question charts so that they are all visible for the whole group.
- chart paper
Create the How We Learn in Our School Communities chart. In the center of the paper, write the unit question: How do communities include and support all learners?



Note: the number of boxes will be determined by the conversation with the children. There are six big ideas in the unit, and the boxes might or might not correspond to these. Plan for about 5-8 boxes on the chart.

	<p>On the whiteboard write:</p> <p>How is this room at the Hazelwood School an important part of a good quality education where children can “use and develop your talents and abilities”?</p>
<p>Opening 2 minutes</p>	<p>Introduce the text.</p> <p><i>Today we will read a section from the book Off to Class: Incredible and Unusual Schools Around the World by Susan Hughes. The section is called A Sense of Independence. It is about a unique school in Scotland called the Hazelwood School.</i></p> <p>Locate Scotland on the world map and name the continent, Europe.</p> <p>Set a purpose for reading.</p> <p><i>As we read today, we will identify what each paragraph is mostly about and what the text is about as a whole. Then we will read one passage closely to understand what information the author highlights about the school. Finally, we will write about how a certain room at the Hazelwood School is an important part of a good quality education for all.</i></p>
<p>Text and Discussion 18 minutes</p> <p>slide 2</p>	<p>Read the text on slide 2. Point out text features, and identify the kinds of information they offer and how they contribute to understanding the section. Define words as needed for comprehension.</p> <p><i>Turn and talk to a partner. What is this paragraph about? What in the text helps us understand it?</i></p>
slide 3	<p>Read paragraph 1.</p> <p><i>What is this paragraph about? What in the text helps us understand it?</i></p> <p>Read paragraph 2.</p> <p><i>What is this paragraph about? What in the text helps us understand it?</i></p> <p>Read paragraph 3.</p> <p><i>What is this paragraph about? What in the text helps us understand it?</i></p> <p>Reread the entire slide.</p> <p><i>What are these three paragraphs about as a whole?</i></p>
slide 4	<p>Distribute the text excerpts (slide 4).</p> <p>Read the slide aloud. Then read the slide a second time, having children</p>

	<p>echo read each sentence.</p> <p><i>From closely reading this part of the text, what do we know about the kinds of things students learn at the Hazelwood School?</i></p> <p><i>What in the text tells us that?</i></p> <p><i>Why do you think the author chose to highlight this information about the Hazelwood School?</i></p>
slide 5	<p>Reread Article 29 of the UN Declaration on the Rights of the Child.</p> <p><i>What does this right describe? How is this related to the kind of inclusion the Hazelwood School offers?</i></p>
Key Activity 9 minutes	<p>Distribute Reading Response sheets. Talk through the task, then send children to work in partners, recording ideas on their own sheets.</p> <p><i>How is this room at the Hazelwood School an important part of a good quality education where children can “use and develop your talents and abilities”?</i></p>
Closing 1 minute	<p><i>Today we read about a unique school in Scotland called the Hazelwood School. We identified what parts and the whole text are about. We read an excerpt closely to find out what information the author highlights. Finally, you wrote about how one room at the Hazelwood School is an important part of a good quality education for all.</i></p>
Weekly Question Chart 2 minutes	<p>Read the Week 5 Weekly Question Chart.</p> <p>Quickly note 1-2 essential ideas.</p>
How We Learn in Our School Communities Chart 8 minutes	<p><i>We’ve been thinking about learning in school communities for a few weeks now. Let’s look back at some of the ideas we’ve had so far and see how we can make sense of them all together.</i></p> <p>Read the highlighted ideas on each Weekly Question Chart.</p> <p><i>Today we are going to work on a new chart to help us think about all our ideas about schools and communities so far. Let’s see if we can find patterns in our thinking and if they can help us answer a big question: How do communities include and support all learners?</i></p> <p>Model synthesizing ideas. Refer to ideas that have been marked with similar colors.</p> <p><i>These three ideas are all about inclusion. That makes me think: Inclusive classrooms and playgrounds are an important way that communities support all learners. I am going to write that sentence in a box on our chart.</i></p>

	<p>On the How We Learn in Our School Communities Chart, draw a box, write the sentence, and draw a line connecting the box to the question in the center.</p> <p>With children, create 4-7 more sentences that synthesize different ideas from the Weekly Question Charts. Record each sentence in a separate box on the How We Learn in Our School Communities chart.</p> <p>This chart will be added to in Week 8.</p>
<p>Standards</p> <p>(Boston Standards)</p>	<p>R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</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.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, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains).</p> <p>SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>During whole-group (and small-group) discussions, listen to understand how children make sense of the text.</p> <p>What do they understand?</p> <p>What text features do they access?</p> <p>How do they grapple with new vocabulary?</p> <p>Listen to children's discussion.</p> <p>What specific details in the text do children cite?</p> <p>How do children understand and articulate the author's purpose in highlighting the various rooms of the school?</p> <p>Review children's writing.</p> <p>How do they describe the room at the Hazelwood School?</p> <p>Do they explain how the room represents an important part of a "good quality education" where children can "use and develop talents and abilities"?</p>

Name: _____

Date: _____

working with: _____

Off to Class, A Sense of Independence Reading Response

Hazelwood School for Children and Young People with Sensory Impairment opened in 2007. It can take up to sixty students per year. Part of helping the students be independent is teaching them life skills, so the school has cooking and computer rooms. It also has a three-bedroom life skills house on campus, where some students stay in residence. The school also has a music room, an art room, physiotherapy rooms, and outdoor play areas with special bikes, swings, and tunnels.

How is this room at the Hazelwood School an important part of a good quality education where children can “use and develop your talents and abilities”?

Text Talk U1 W5 D5

Writing Station Response: ***Dear Mr. Rosenwald***

Name: _____ Date: _____

How do the author's choices of words, phrases, sounds, and illustrations help us describe Ovella's learning community? Use evidence from "1921: One Room School" or choose another vignette from the book to support your ideas.

word, phrase, sound, illustration	What this describes about Ovella's learning community
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

	<hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/>

Unit 1: How We Learn in Our School Communities

WEEK 5 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	What can we learn about school from communities in the United States and around the world?
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	accessible: able to be used by all deserve: to be in a position to receive something disability: a trait that might limit movement, senses, or other activities foundation: an organization or institution that offers money to support the work of other organizations or people independence: freedom to do things oneself pride: a feeling of pleasure in one's own accomplishments progress: forward movement, development toward something better raise: to lift up; to increase the amount of something
Materials and Preparation	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none">• Week 5 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	<p><i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p>accessible (adjective) Elaboration: <i>This swimming pool was designed to be accessible for people who cannot easily use stairs or a ladder to get into the water.</i></p> <p>Think, Pair, Share prompt: <i>Sometimes we hear announcements on the loudspeaker here at school. What tool might make these announcements accessible to someone who does not hear?</i></p>
	<p>deserve (verb) Elaboration: <i>You all deserve a high quality education; it's your right. You deserve it just because you are children. People also say that workers deserve a raise—more money at a job—when they have been working really hard.</i></p> <p>Think, Pair, Share prompt: <i>Little babies aren't ready to go to school yet. What do you think little babies deserve to help them grow healthy and happy?</i></p>
	<p>disability (noun) Elaboration: <i>A disability is a challenge. It makes it hard, but not impossible, to do some things. We can all help people with any disability by making sure we include each other.</i></p> <p>Think, Pair, Share prompt: <i>Say you want to design a chair for people with a certain kind of disability. What would you consider in your design?</i></p>
	<p>foundation (noun) Elaboration: <i>A building's foundation allows it to stand up. This is a different kind of foundation. A foundation is made of people who give and collect money to give to certain projects. For example, this foundation might give money so schools can buy computers.</i></p> <p>Think, Pair, Share prompt:</p>

	<p><i>If you created a foundation to have a positive impact in your community, what kind of project would that foundation support with money?</i></p>
	<p>independence (noun) Elaboration: <i>If you offered to help this child as she tries to put her shoes on, she might say, "I can do it!" She is working toward her independence.</i></p> <p>Think, Pair, Share prompt: <i>What is something that helps you or your family have independence?</i></p>
	<p>pride (noun) Elaboration: <i>This athlete from Brazil probably feels pride in herself because she won a medal. She shows that she feels pride in being part of her country's community by holding a flag.</i></p> <p>Think, Pair, Share prompt: <i>Talk about a time when you felt pride in yourself or in your community.</i></p>
	<p>progress (noun) Elaboration: <i>All through second grade, you will make progress as readers! You will become stronger and stronger readers. These builders are making progress on this house, getting it built, bit by bit.</i></p> <p>Think, Pair, Share prompt: <i>Why might making progress require persistence?</i></p>
	<p>raise (verb) Elaboration: <i>The verb raise has several meanings. In each of them, though, there is an idea of more or going up. When Ovella's community raised money, they got more money. When we raise the roof, we make a building taller. When I raise my expectations, I think you are able to do more.</i></p> <p>Think, Pair, Share prompt: <i>What is something you might like to raise money for? Why?</i></p>

Closing	<i>This week, we're learning about what school is like in different places, in the United States and around the world. The words we're studying will help us to talk about this, our texts, and other experiences we're having together.</i>
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 phonics 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>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	What can we learn about school from communities in the United States and around the world?
Language Objective	I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.1, L.4.2.c)
Vocabulary	deserve: to be in a position to receive something progress: forward movement, development toward something better raise: to lift up; to increase the amount of something
Materials and Preparation	<ul style="list-style-type: none">• Week 5 Making and Using New Words sheets, one for each small group <p>If this lesson is not on pace with the phonics program, it may not be appropriate to add the suffixes -er and -est to this sheet. Edit accordingly.</p> <p>Strategically assign children to groups of four. Determine whether words need to be pre-selected for each group, and do so if needed.</p> <ul style="list-style-type: none">• pencils, one or two for each small group• Week 5 Weekly Words cards, those listed above• chart paper and markers (2 different colors)
Opening	<p><i>This week we go back to the Making and Using New Words routine. Pay attention! This week you have two more suffixes to work with!</i></p> <p>Point out the comparative suffixes -er and -est, and model using them with one of the words.</p> <p><i>Today, after you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i></p> <p>Briefly model any parts of the activity with which children have been struggling. Answer children's questions about the routine.</p>

Key Activity	<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 knowledge about how words are formed.</p> <p>While children work, select one group to present their response to the class. Have the group identify one or two members who will present the words they made and read their sentence aloud.</p> <hr/> <p>After about 7 minutes, signal for children to finish their answers and return to the whole group.</p> <p>Invite the presenter(s) from the selected group to share the word they started with, new words they made, and then the sentence they wrote. <i>Please read your sentence slowly so I can write it down.</i> Write the sentence on the chart paper.</p> <p><i>Let’s see which Weekly Word they used and changed! I’ll read the sentence again, and you can let me know when you hear the word that came from one of our Weekly Words.</i></p> <p>Read the sentence aloud, slowly, and pause as children identify the Weekly Words. Circle that word with the contrasting marker. <i>Let’s think together about how this word changed and how that changed its meaning.</i></p> <p>Invite children from other groups to share any ways that this group’s work resembles their own.</p>
Closing	<p>Spend a minute reflecting together on this activity: What is fun about it? What is challenging? What did children discover?</p> <p><i>Next week we go back to the Answering a Weekly Question routine.</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.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
Ongoing assessment	<p>Listen to children’s conversations as they work.</p> <p>What knowledge do children demonstrate about parts of words? 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>Reflect on the whole group sharing of one group's response. What more was revealed about children's understanding of how words' meanings change according to their parts?</p> <p>Review each sheet. Use children's answers to inform planning for successive lessons, revisiting words and suffixes, and informal conversations with individual children.</p> <p>Reflect on the routine. What worked well? What will need to be reinforced in the Week 5 lesson to make it run more smoothly?</p>
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Notes

Names: _____

Choose one Weekly Word. Underline the base word. Make new words by adding or changing suffixes. Write the words. Check to make sure they make sense. What do the new words mean?

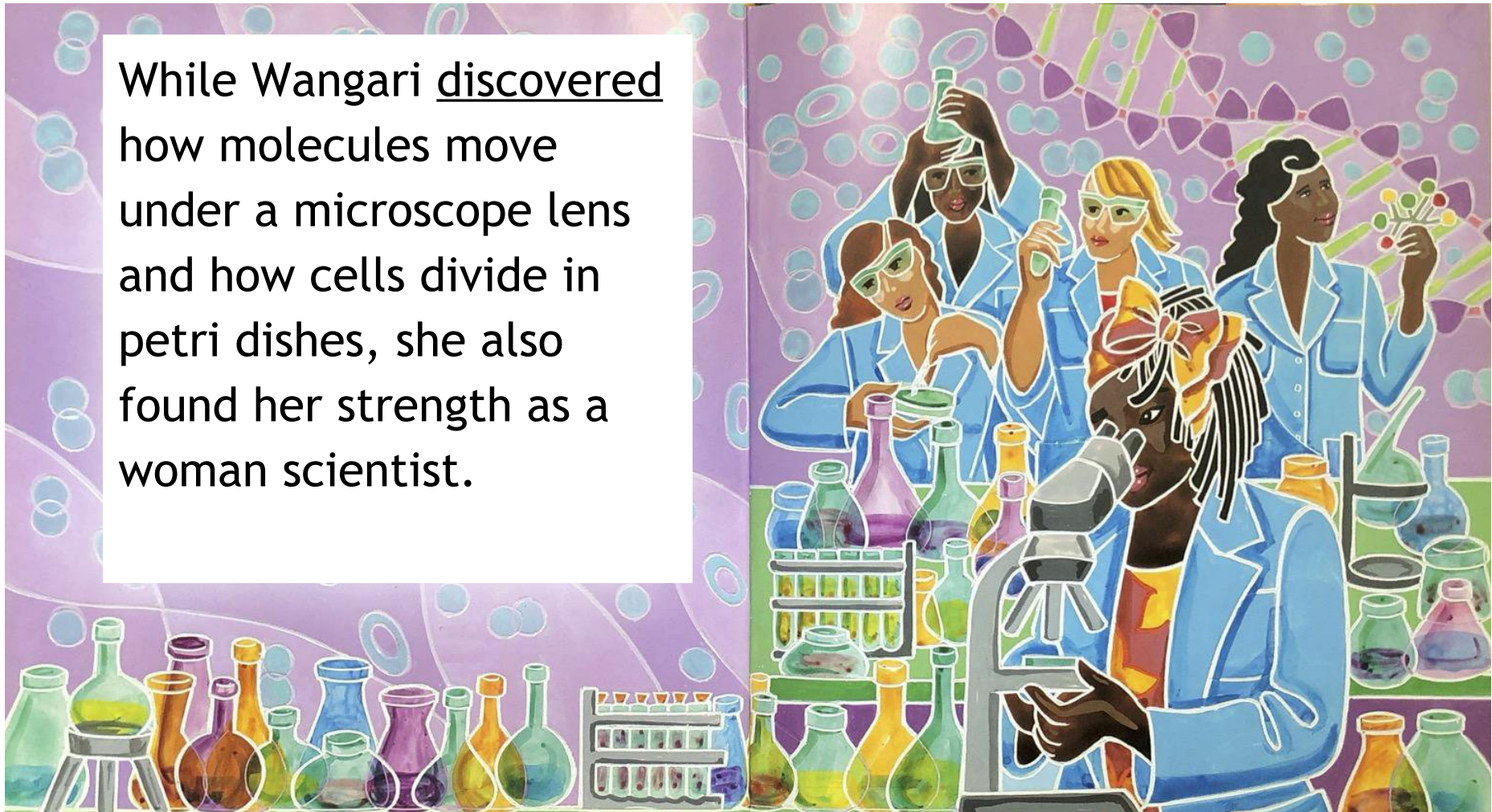
Weekly Words	Suffixes	New Words
<p>deserve</p> <p>progress</p> <p>raise</p>	<p>- s</p> <p>- ed</p> <p>- ing</p> <p>- es</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Write a sentence with one of the new words.

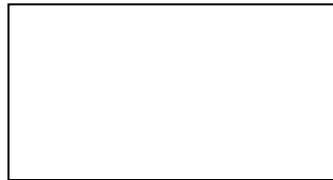
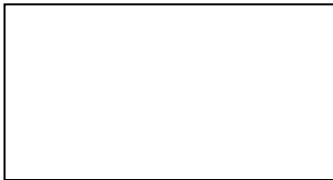
Shades of Meaning: Verbs

Vocabulary & Language Week 5, Days 3-4

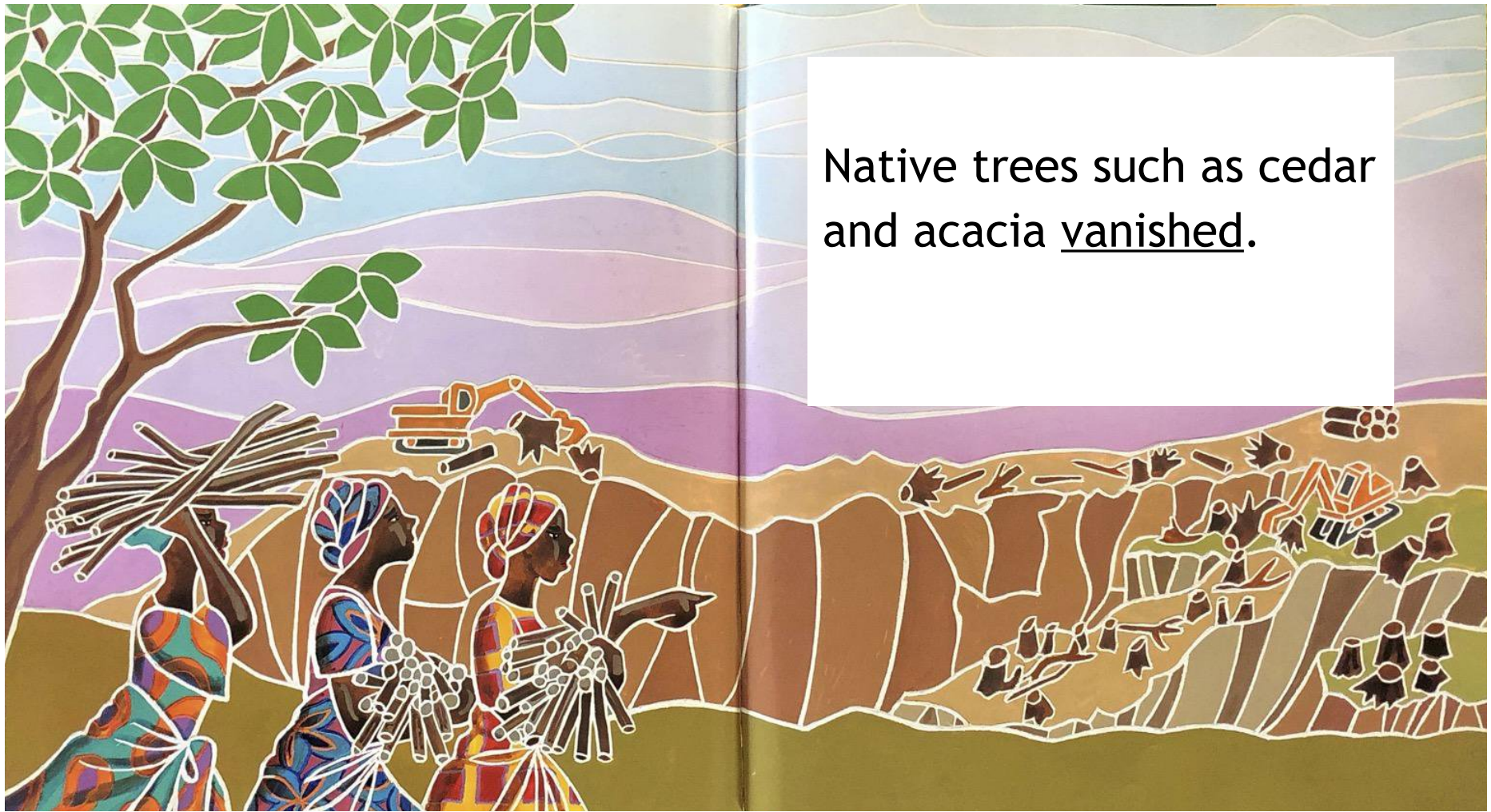
While Wangari discovered how molecules move under a microscope lens and how cells divide in petri dishes, she also found her strength as a woman scientist.



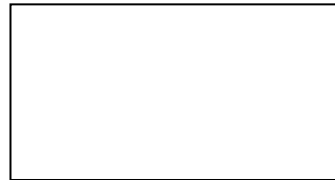
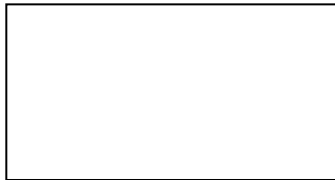
discovered



Native trees such as cedar and acacia vanished.



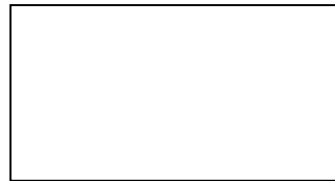
vanished



discovered



vanished



Unit 1: How We Learn in Our School Communities

WEEK 5 Day 3

Vocabulary & Language

Shades of Meaning: Verbs

Weekly Question	What can we learn about school from communities in the United States and around the world?
Language Objective	I can generate closely related verbs. (L.5.2.b)
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being meaning: definition similar: almost the same
Materials and Preparation	<ul style="list-style-type: none">• Shades of Meaning: Verbs slides Note: This lesson uses slides 1-5.• projector and screen Make a digital copy of the slides for the class to edit.
Opening	<p><i>This week we will continue to work with verbs by distinguishing the shades of meaning among closely-related verbs. We did the same work with adjectives a few weeks ago.</i></p> <p><i>Today we will look at two verbs from Seeds of Change and come up with other closely-related verbs. Tomorrow we will take these sets of verbs and talk about their shades of meaning.</i></p>
Discussion slide 2	<p><i>Let's reread this sentence from Seeds of Change, by Jen Cullerton Johnson.</i></p> <p><i>What does the verb "discovered" mean?</i></p>
slide 3	<p><i>Let's think of other verbs that have a similar meaning to "discovered."</i></p> <p>Record at least two verbs generated by children that have a similar meaning to "discovered," such as "learned" and "realized."</p>

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 4

Vocabulary & Language

Shades of Meaning: Verbs

Weekly Question	What can we learn about school from communities in the United States and around the world?
Language Objective	I can distinguish shades of meaning among verbs by placing them on a continuum and discussing their meanings. (L.5.2.b)
Vocabulary	verb: a word that expresses a physical action, mental action, or state of being meaning: definition similar: almost the same
Materials and Preparation	<ul style="list-style-type: none">class copy of Shades of Meaning: Verbs slides, from Day 3 Add the words generated during the Day 3 lesson to slides 6 and 7.
Opening	<i>Today we will look at the sets of verbs we created yesterday and discuss their shades of meaning.</i>
Discussion slide 6	Use the following steps to discuss each of the three (or more) words on the slide. <ol style="list-style-type: none">1. Read the word.2. Have a child dramatize the word.3. Have another child use the word in a sentence. <p><i>These three verbs have similar meanings, but there is some difference between them. Let's put them in order from least intense to most intense.</i></p> Move the word boxes on the slide to arrange the verbs by intensity. Facilitate further discussion of the nuances in word meanings. Move words on the slide as necessary to demonstrate these nuances.
slide 7	Use the following steps to discuss each of the three (or more) words on the slide. <ol style="list-style-type: none">1. Read the word.

	<ol style="list-style-type: none"> 2. Have a child dramatize the word. 3. Have another child use the word in a sentence. <p><i>These three verbs have similar meanings, but there is some difference between them. Let's put them in order from least intense to most intense.</i></p> <p>Facilitate further discussion of the nuances in word meanings.</p>
Closing	<p><i>Today we discussed the shades of meaning among similar verbs. Thinking about how similar words have slightly different meanings can help us use more precise language when we are speaking and writing.</i></p>
Standards	<p>L.5.2.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
Ongoing assessment	<p>Reflect on the lesson.</p> <p>Are children able to use the verbs in sentences?</p> <p>How do they order the verbs?</p> <p>What do children notice about the nuances in word meanings?</p>

Notes



accessible

adjective

<http://www.bespokefrance.com/holidays/holiday.php?property=102>



deserve

verb

<https://www.childrenshealthfund.org/all-children-deserve-to-be-happy-and-healthy/>

Weekly Words U1 W5

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



disability

noun

<https://news.ok.ubc.ca/2021/06/02/health-of-canadians-with-disabilities-suffering-during-the-pandemic/>



foundation

noun

<https://www.ifse.ca/financial-services-needs-female-leaders-next/>,
<https://digitalpromise.org/2019/04/29/equity-in-schools-access-technology/>

Weekly Words U1 W5

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



independence

noun

<https://canadianfamily.ca/kids/child/how-to-manage-an-independent-child/>



pride

noun

<https://go.chatwork.com/blog/en/2016/08/2016823how-the-olympics-deepens-cultural-pride.html>

Weekly Words U1 W5

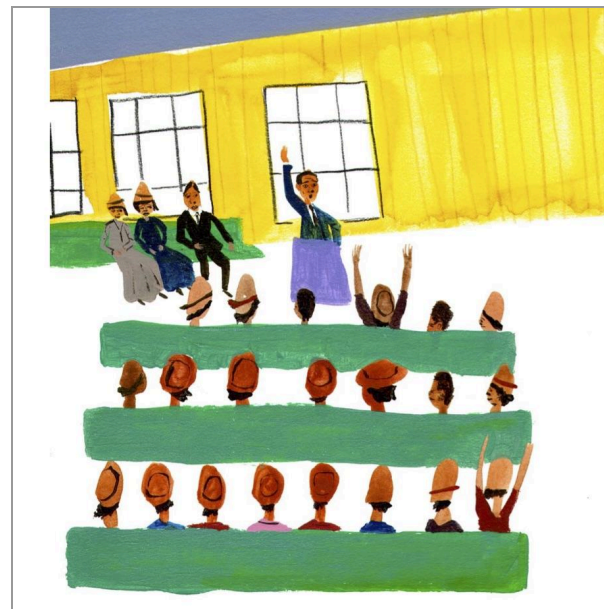
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Maine Department of Education



progress

noun

<https://shelterforce.org/2019/05/13/to-build-affordable-and-green-consider-passive-houses/>



raise

verb

From *Dear Mr. Rosenwald*, illustrated by Gregory Christie

Weekly Words U1 W5

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Maine Department of Education

Weekly Words

Unit 1, Week 5

accessible

adjective

able to be used by all



deserve

verb

to be in a position to receive
something



disability

noun

a trait that might limit movement,
senses, or other activities



foundation

noun

an organization or institution that offers money to support the work of other organizations or people



independence

noun

freedom to do things oneself



pride

noun

a feeling of pleasure in one's own
accomplishments



progress

noun

forward movement, development
toward something better



raise

verb

to lift up; to increase the amount of something



Name: _____

Date: _____

Development of Events

Title:
Major Event:
Sub-Events:

WEEK 5 Day 1

Writing Personal Recount

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that takes place throughout Days 1-3 of this week. This lesson addresses two phases of the work: revisions (children's individual revisions and teacher-directed small group revisions) and publishing.

Children work individually and with partners or small groups to review their work and plan for global revisions, considering whether their work makes sense and follows the purpose of personal recounts: to document a sequence of events and to entertain.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

Content Objective	I can revise my writing to fit the purpose, structure, and language of personal recount. (W.3.2, W2, W.2.2.a, W.2.2.b)
Language Objectives	<p>I can discuss with a partner or small group how my writing should be revised. (SL.2.1)</p> <p>I can revise my personal recount to include a variety of verbs and phrases of time. (L.6.2.a, W.2.2.b, L.1, L.1.2.e, L.1.2.d)</p>
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>feedback: specific, helpful suggestions given to improve work</p> <p>personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain</p> <p>publish: to prepare writing for an audience</p> <p>revise: to make changes to writing</p>
Materials and Preparation	<p>These materials will be used throughout Days 1-3 this week.</p> <ul style="list-style-type: none">Personal Recount Observation Tools <p>Before the lesson, review the children's Personal Recount Observation Tools and Personal Recount Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs.</p>

	<p>Ideally, children should be divided into four groups: two to meet on Day 1 and two to meet on Day 2. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> • writing tools • writing notebooks • writing folders, including the Personal Recount Planner, from Week 4, Day 2 and Personal Recount Feedback, from Week 4, Day 5 • <i>Come On, Rain!, A Letter to My Teacher, Rainbow Joe and Me, The Upside Down Boy</i>, and the jointly-constructed personal recount, for children’s reference • Personal Recount anchor chart, from Week 2, Day 2 <p>For Small Group instruction:</p> <ul style="list-style-type: none"> • Development of Events Packets for <i>A Letter to My Teacher</i>, from Week 3, Day 2 • Development of Events sheet, copies as needed • Phrases of Time chart, from Week 3, Day 1 • Personal Recount Verbs chart, from Week 4, Day 1 <p>For Publishing</p> <ul style="list-style-type: none"> • blank pages/booklets for publishing Copy a variety of types of paper, both horizontal and vertical, with different numbers and types of lines. It may be helpful to copy pages from the writing notebook or use Foundations papers. • digital book publishing websites and apps (optional): <ul style="list-style-type: none"> ○ https://www.mystorybook.com/ ○ http://storybird.com/ ○ https://bookcreator.com/ • class list for keeping track of work shared
Opening 1 minute	<p><i>We have learned a lot about personal recounts, we wrote a personal recount together as a class, and you wrote your own personal recounts! This week you are going to revise and publish your work to get it ready for your audience—your classmates.</i></p>
Individual Construction 24 minutes, concurrent with Small Group instruction	<p><i>Last time during Writing, you gave each other feedback. Today you will use that feedback to make your personal recount even better. You might find that there are other areas of your work that you would like to revise and edit, as well.</i></p> <p>Send the children with writing notebooks and folders to revise their work.</p> <p>Over the course of the week, children will finish revising and be ready to publish their work. They may choose to do this by:</p> <ul style="list-style-type: none"> • copying their words and illustrations onto paper to create books.

	<p>Children make decisions about how much text to put on each page of their published pieces. They do not need to include the orientation and each event on separate pages at this stage of writing.</p> <ul style="list-style-type: none"> • typing their work into Powerpoint or Google Slides to turn their stories into presentations. • publishing digital books (see the platforms and apps listed in the Materials section).
<p>Small Group Possibilities 24 minutes, concurrent with Individual Construction</p>	<p>As children work individually and with partners, gather small groups of children with similar needs to improve one aspect of their personal recounts. The aspects addressed in revisions should be features of personal recounts taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Development of Events</u> Revisit the Development of Events lesson from Week 3, Day 2. Some options include:</p> <ul style="list-style-type: none"> • reviewing the work the class did to identify the sub-events in <i>A Letter to My Teacher</i>; • going through the process of identifying the major and sub-events in another mentor text; • guiding children to use the Development of Events sheet to plan and write better-developed events. <p><u>Conclusion</u> Review the lesson from Week 3, Day 4. Discuss with children the types of conclusions in personal recounts by reviewing the conclusions in the unit's mentor texts. Emphasize that personal recounts do not begin with the storyteller waking up and end with going to bed.</p> <p><u>Phrases of Time</u> Review the lesson from Week 3, Day 1. Refer to the Phrases of Time chart. For each new event, have children consider exactly when it happened, and guide them to write phrases of time to introduce the events. For example, a child who wrote "I met my teacher," could rewrite this sentence to say "When I arrived on the first day of K2, I met my teacher."</p> <p><u>Verbs</u> Review the lesson from Week 4, Day 1. Have children underline the verbs in their writing. In the small group, refer to the Personal Recount Verbs chart to get ideas for using a variety of verbs. Replace repetitive, boring verbs with verbs that are more descriptive and specific.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their recounts.</p>
<p>Standards</p>	<p>W.3.2 Use a combination of drawing and writing to communicate a topic</p>

	<p>with a beginning, middle (including details), and an end.</p> <p>W2 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>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>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>SL.2.1. 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.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.1.2.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
Ongoing assessment	Note children's participation in and understanding of the content of each small group.

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Grade 2 Personal Recount Rubric

Child's Name: _____

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.2, W.2)	Not Observed	1	2	3	4
to document a sequence of events; to entertain		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.3.2, W.2)	Not Observed	1	2	3	4
Orientation: introduces who the story is about, where and when it happened, and what happened		Attempts to introduce the story, but most elements are missing or unclear.	Attempts to introduce the story, but elements are missing or unclear.	Introduces who the story is about and when and where it happened.	Introduces who the story is about, where and when it happened, and what happened.
Sequence of Events: Includes all events documented in sequence; includes major and sub-events		Central event is vague or unclear. Does not include detail; may be very brief.	Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events.	Recounts two or more sequenced events. Includes some development of events.	Recounts and develops three or more sequenced events.
Conclusion: concludes the recount with a final event, by talking about why the experience was		Ends abruptly.	Conclusion is vague or confusing.	Concludes the recount with a final event, by talking about why the experience was important, or with a	Concludes the recount with a final event, by talking about why the experience was important, or with a

Writing U1 W5 D5

important, or with a feeling				feeling.	feeling. Creates a satisfying ending.
Language	Not Observed	1	2	3	4
Phrases of Time: introduces new events with phrases that indicate when they happened ("The next day," rather than "Next.") (L.1.2.b)		Lack of temporal words and phrases causes confusion.	Minimal or no use of temporal words and phrases to signal event order.	Introduces most new events using phrases of time.	Introduces all new events using phrases of time.
Verbs: uses a variety of verbs to develop the topic and characters (L.1.2.e, L.5.2.a)		Verbs are written in different tenses. The same verbs are repeated throughout.	Most verbs are written in the past tense and related to the topic.	Includes past-tense verbs related to the topic.	Includes a variety of past-tense verbs related to the topic. Verbs help to develop characters.
Conventions	Not Observed	1	2	3	4
Sentence Complexity (L.2.3.f)		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete, simple, and compound sentences.	Produces, expands, and rearranges complete simple and compound sentences.
Capitalization (L.2.2.a)		Minimal or incorrect use of uppercase letters.	Inconsistently capitalizes the first word in a sentence, holidays, product names, and geographic names.	Aside from one error, capitalizes the first word in a sentence, holidays, product names, and geographic names.	Capitalizes the first word in a sentence, holidays, product names, and geographic names.

Punctuation (L.2.2.b, L.2.2.c)		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation, commas, and apostrophes.	Aside from one error, correctly uses end punctuation, commas, and apostrophes.	Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently occurring possessives.
Spelling (L.2.2.d, L.2.2.e)		Errors in spelling are severe and often obscure meaning.	Includes frequent errors in the spelling of learned spelling patterns and high-frequency words.	Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials (word walls, personal dictionaries, etc.).	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words.

Notes

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 5

Writing Personal Recount

Post-Assessment

Content Objective	I can draw and write a true story from my life. (W.3.2)
Language Objective	I can recount a true story from my life to my partner. (SL.1.2.a)
Materials and Preparation	<ul style="list-style-type: none">• Personal Recount Post-Assessment sheet, 3 copies for each child, plus a few extra copies• writing tools• Personal Recount Rubric, one copy for each child
Opening 5 minutes	<p><i>You have learned so much about personal recount! Today I want to find out more about what you learned, so you will do some writing by yourself.</i></p> <p>Show the Personal Recount Post-Assessment sheet.</p> <p><i>Just like you did at the beginning of the unit, you will write a true story from your life. It could be something you did with your family, or something you did at school.</i></p> <p><i>Before you write, you can practice your story by telling it.</i></p> <p>Think, Pair, Share.</p> <p><i>Tell your partner a true story from your life.</i></p>
Individual Construction 24 minutes	Send the children with writing tools and Post-Assessment sheets.
Closing 1 minute	<p><i>It's so helpful for me to read your writing and to see what you learned!</i></p>
Standards	<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>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</p>

	the topics and texts under discussion).
Ongoing assessment	Use the Personal Recount Rubric to score each child's work.

Notes

Personal Recount Post-Assessment

Name: _____ Date: _____

Write a true story from your life.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. The page contains 10 sets of these three-line guides.

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 4

Writing Personal Recount

Presentation and Celebration

Content Objective	I can share what I learned about my classmates from their personal recounts. (SL.2.2.a)
Language Objective	I can present my work and listen as others present their work. (SL.1.2.a)
Materials and Preparation	<ul style="list-style-type: none">children’s published writing <p>On the whiteboard, write the sentence frame:</p> <p>“I heard _____’s story and I learned _____.”</p> <p>Consider whether to assign partners for the first round of sharing work, whether to use a routine such as Matching Crayons for randomized partners, or whether to invite children to choose their own partners. (Regardless, children will find their own partners after the first pairing.)</p>
Opening 1 minute	<i>Today we have a lot to celebrate! You have all worked so hard to write personal recounts about your experiences in school, and now you will share them with your audience—your classmates.</i>
Pair Sharing 22 minutes	<i>You will find someone who does not know your story. You and that partner will sit together to share work. The two of you will decide if you want to trade and read each other’s work quietly, or if you want to read your stories aloud to each other. After you have both shared your stories, shake hands and say “Thank you.” Then, look for other children who are ready to share their work. You should share stories with at least three people. While you are reading or listening to your partner’s story, think about something new you learned about them. We will be sharing what we learned at the end of writing today.</i> Send children to find partners and share their work.
Closing	Bring children back together, and have them sit in a circle.

7 minutes	<p><i>So far this school year we have spent a lot of time getting to know each other as people and as learners. One of the reasons we wrote personal recounts for each other was to get to know each other better. Think of one thing you learned about another child that you did not know before hearing their personal recount. We will go around the circle to share what we've learned. If you do not want to share, or if you are not ready, you can say "Pass."</i></p> <p>Refer to the sentence frame, "I heard _____'s story and I learned _____." Allow quiet time for children to think and prepare for sharing. Then go around the circle, having children share what they learned about each other.</p>
Standards	<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>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> <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>
Ongoing assessment	<p>Reflect and make notes about the unit.</p> <p>What did children understand about the purpose, structure, and language of personal recount?</p> <p>What is still challenging?</p> <p>What do I still need to address with children this year?</p> <p>What might I do differently next year?</p>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 3

Writing Personal Recount

Publishing

Content Objective	I can prepare my personal recount for an audience. (W.2, W.3.2)
Language Objective	I can discuss my plans for publishing with a partner. (SL.1.2)
Vocabulary	personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain publish: to prepare writing for an audience title: the name of a piece of writing
Materials and Preparation	<ul style="list-style-type: none">• children’s writing notebooks and folders• writing and drawing tools• a variety of paper, copies as needed for publishing• materials for book binding (could be simply a stapler, or more sophisticated book-binding materials)
Opening 5 minutes	<p><i>Today you will finish publishing your personal recount to get it ready to share with your classmates! Check the work that you have already published, and decide which pages you still need to complete.</i></p> <p><i>After all of your pages are complete, put them in order. Then add a front and back cover. I will help you attach the pages together.</i></p> <p><i>After your book is assembled, on the front cover, write your title, add your name, and draw an illustration that shows what your personal recount is about.</i></p> <p><i>Think, Pair, Share: What steps do you need to take to publish your personal recount?</i></p>
Individual Construction	Send the children with writing notebooks and folders and publishing materials.

24 minutes	As children work, circulate to assist them with publishing.
Closing 1 minute	<i>You have worked so hard on your personal recounts. It will be so exciting to share them with each other!</i>
Standards	<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 collaborative process that includes the age-appropriate use of technology.</p> <p>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</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	Review children's published work for clarity.

Notes

Unit 1: How We Learn in Our School Communities

WEEK 5 Day 2

Writing Personal Recount

Revising and Publishing
continued from Day 1

Content Objective	I can revise my writing to fit the purpose, structure, and language of personal recount. (W.3.2, W2, W.2.2.a, W.2.2.b)
Language Objectives	I can discuss with a partner or small group how my writing should be revised. (SL.2.1) I can revise my personal recount to include a variety of verbs and phrases of time. (L.6.2.a, W.2.2.b, L.1,L.1.2.e, L.1.2.d)
Vocabulary	audience: an individual or group for whom a piece of writing is composed personal recount: a genre of writing whose purpose is to document a sequence of events and to entertain publish: to prepare writing for an audience revise: make changes to writing
Materials and Preparation	See materials from Day 1.
Opening 1 minute	<i>Today you will continue revising and publishing your personal recounts to get them ready for your audience.</i>
Individual Construction and Small Groups 24 minutes	As children work independently, meet with small groups, as described in Day 1.
Closing 5 minutes	Choose one experience from your small group instruction to share with the class. This should be informative to all children as they grow as writers.
Standards	W.2.3. Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings

	<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>W2 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>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>W.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p>SL.2.1. 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.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>L.1.2.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes
