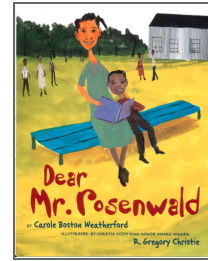


Unit 1: How We Learn in Our School Communities

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 <p>Review the questions and identify just two or three to be revisited in this lesson. Flag pages in the book that help answer those</p>

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
