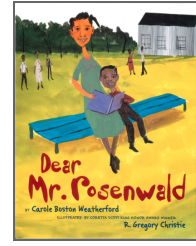


## Unit 1: How We Learn in Our School Communities

### WEEK 5 Day 3



#### Text Talk

#### *Dear Mr. Rosenwald: The School that Hope Built*

Read 3 of 3

<b>Big Idea</b>	Communities can include and support all learners.
<b>Weekly Question</b>	What can we learn about school from communities in the United States and around the world?
<b>Content Objective</b>	I can consider how words and phrases support the meaning of the story. (R.7.2.a)
<b>Language Objective</b>	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)
<b>Vocabulary</b>	<p><b>blueprint:</b> a plan for a building</p> <p><b>breaking ground:</b> starting a new building project</p> <p><b>burial:</b> a ceremony of putting the dead to rest</p> <p><b>fidget:</b> to move around a lot, to squirm</p> <p><b>* foundation:</b> an organization or institution that offers money to support the work other organizations or people</p> <p><b>fret:</b> worry</p> <p><b>harvest:</b> time year when crops are ready to be picked</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• <i>Dear Mr. Rosenwald: The School that Hope Built</i>, Carole Boston Weatherford</li><li>• <i>Dear Mr. Rosenwald</i> excerpts, copy for each child</li><li>• Writing Station Response: <i>Dear Mr. Rosenwald</i>, 1 copy for teacher</li></ul> <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><b>Opening</b> 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><b>Text and Discussion</b> 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><b>Key Discussion</b> 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><b>Closing</b> 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><b>Standards</b></p>	<p><b>R.7.2.a</b> Describe how words and phrases supply rhythm and meaning in a text.</p> <p><b>L.4.2.a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.6.2.a</b> 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><b>Ongoing assessment</b></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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<p><b>Notes</b></p>
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