

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>

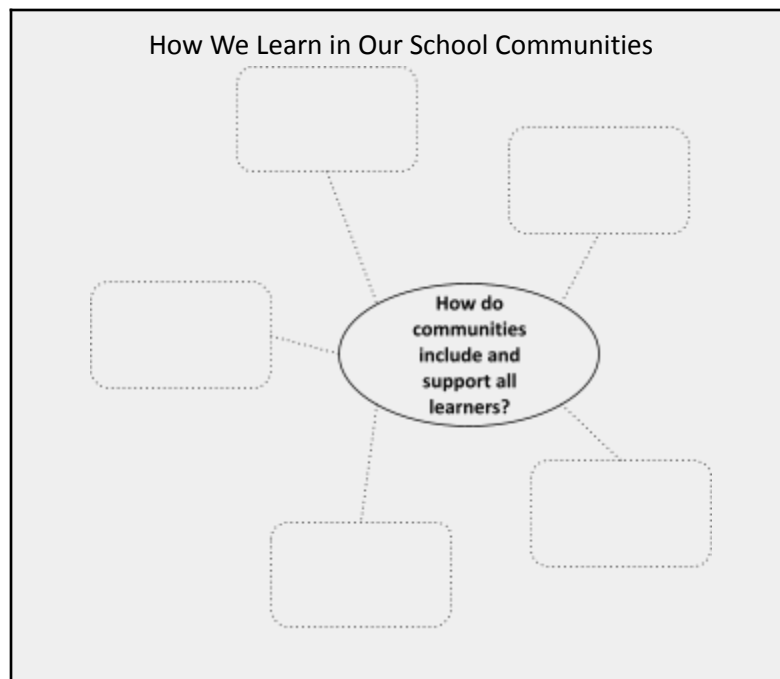
Text Talk U1 W5 D5

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>