



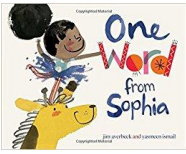



Weekly Question: What do we know and what can we find out about our school?		
Texts    	Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>activist, advocate, audience, data, improve, investigate, present, voice</i> Day 3: Adverbs Day 4: Verbs and Adverbs Day 5: Answering the Weekly Question	
	Text Talk Day 1: Interview with Youth Activists (slides) Day 2: Project Introduction 1: Gathering Data About Our School (slides) Day 3: Project Introduction 2: Developing an Interview Day 4: Project Introduction 3: Choosing Audience: Who Makes Decisions in Our Schools? (slides) Day 5: How Do We Sit? (slides)	
	Stations Guided Independent Reading	
	Listening & Speaking: Listen & Respond (<i>Dear Mr. Rosenwald</i>) 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 6, Day 1	
Mentor texts  <p>Dear Ronald,</p> <p>You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Sometimes you run right into the road without looking! Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver COULDN'T see you.</p> <p>Please hold my hand when we cross the street. You will be much safer with my hand!</p> <p>Love, Mama</p> 	Science and Engineering Lessons 1 & 2: Matter and Its Interactions: Planning and Conducting an Experiment to Test Absorbency	Studios Children use materials available in all studios to explore their ideas about the Our Schools Project. Specific work in studios will depend on projects taken on by individual classes and small groups.
	Writing: Argument Day 1: Deconstruction: Introduction to Argument Day 2: Deconstruction: Introduction to Audience Day 3: Deconstruction: Argument Stages Day 4: Deconstruction: Argument Letter Day 5: Joint Construction: Choosing a Topic	

WEEK 6 Day 5 Lesson

Science and Engineering: Matter and Its Interactions

Conducting an Experiment to Test Absorbency

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	How do different materials respond when exposed to a liquid (when they get wet)?
Content Objective	I can design an experiment to identify materials that are waterproof and that are absorbent. (Practice 3, 2-PS1-1, 2-PS1-2)
Language Objective	With my partner, I can ask and answer questions as we design an experiment to test absorbency. (SL.2.2.b)
Vocabulary	absorb: to soak up absorbency: the property of soaking up a liquid repel: to keep something out or away waterproof: resists or repels liquid
Materials and Preparation	<ul style="list-style-type: none">• 1-gallon ziplock plastic bags, one for each pair of children• a variety of absorbent and waterproof fabrics, absorbent and waterproof papers, tongue depressors, pieces of hardwood, rubber, metal, and sponge, enough for each pair of children to have a sample of each In each bag, prepare a kit of the materials. <ul style="list-style-type: none">• shallow trays or containers, one for each pair of children• eye droppers, one for each pair of children• small containers of water, one for each pair (Alternately, a container might be shared between each two pairs of children.)• liquid watercolor or food coloring, a few drops, optional Prepare each tray with a bag of materials, eye dropper, and container of water. Bring one tray to the whole group meeting. <ul style="list-style-type: none">• Science and Engineering packets• writing and drawing tools• chart paper and markers Prepare the following chart.

	<table border="1"> <tr> <th colspan="2">A Fair Experiment to Test Absorbency</th></tr> <tr> <td>Tool:</td><td>eye dropper</td></tr> <tr> <td>Water:</td><td></td></tr> <tr> <td>Materials to test:</td><td></td></tr> <tr> <td colspan="2">What do we notice about how this experiment is working so far?</td></tr> </table>	A Fair Experiment to Test Absorbency		Tool:	eye dropper	Water:		Materials to test:		What do we notice about how this experiment is working so far?	
A Fair Experiment to Test Absorbency											
Tool:	eye dropper										
Water:											
Materials to test:											
What do we notice about how this experiment is working so far?											
Opening 10 minutes	<p><i>Another property of materials we can study is how well a material absorbs or repels water. When it rains, I like to wear my raincoat so I don't get wet; it is made of fabric that is waterproof, so it repels water, or sends it away. But when I clean up the kitchen counter, I want a fabric that soaks up, or absorbs, the water I spilled.</i></p> <p><i>Today, you will design and test an experiment to find out which materials are absorbent and which are waterproof. Last week we learned a few things that are important when designing experiments. What do you need to keep in mind as you design today's experiment? Turn and talk to your partner.</i></p> <p>In the whole group, reinforce the idea that experiments need to be fair, with only one variable.</p> <p>Show a prepared tray.</p> <p><i>Here are your materials. The water in this container is all the water you can use today, so use it wisely—don't use it all up at once! Like last week, today you will design your experiment, and then test it fully tomorrow. Talk with your partner to think of ideas for how to conduct your experiment. Make sure to explain your ideas carefully and to ask questions to understand what your partner means.</i></p> <p>Walk through the chart one section at a time.</p>										

	<p><i>Your tool is an eye dropper. With an eye dropper, you can apply an exact amount of water that you can measure in drops.</i></p> <p><i>Today, once you have agreed on a plan, you will try your experiment with just one or two materials to see how the experiment works. Then tomorrow, once you are sure you have designed a fair experiment, you'll use all your materials and record your findings.</i></p> <p><i>What ideas do you already have about designing this experiment?</i></p> <p>Have a few children share initial thoughts so that all children have ideas to start with.</p>
Investigation 15 minutes	<p>Encourage children to design experiments with their partners, without directing too forcefully. Observe, and ask open-ended questions to help them reflect on what they are doing and make adjustments to their experiments as needed.</p> <ul style="list-style-type: none"> • <i>What variable are you changing in your experiment?</i> • <i>How will you measure water?</i> • <i>How will you keep track of the data you collect?</i> • <i>What do you think will happen? Why do you think so?</i> • <i>Do you think your experiment will change if you use more drops? Fewer drops?</i> <p>Remind children to record their ideas in their packets.</p>
Closing 5 minutes	<p>Gather children back in the whole group. Ask them to share successes and difficulties.</p> <p><i>What ideas do you have for your experiments? Will that make a fair experiment?</i></p> <p>Encourage children to ask each other clarifying questions and to offer feedback.</p> <p>Record children's ideas on the chart for reference as they begin and refine their experiments in the following lesson.</p>
Standards	<p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <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.</p> <p>SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
Assessment	<p>Circulate as children are working. Listen for the questions children ask each other and the explanations they offer in response as they design and test their experiments. This will help facilitate the discussion in Lesson 2.</p>

	<p>After the lesson, review the children’s plans as recorded in their packets. Plan to address aspects of any plans that may lead to faulty experiments or reinforce misconceptions, either with pairs of children or with the whole group when opening the next lesson. Collect and prepare any additional materials children have identified in their plans.</p>
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Notes

WEEK 6 Lesson 2

Science and Engineering: Matter and Its Interactions

Conducting an Experiment to Test Absorbency

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	How do different materials respond when exposed to a liquid (when they get wet)?
Content Objectives	I can conduct an experiment to identify which materials are waterproof and which are absorbent. (2-PS1-2) I can collect data to determine which materials are waterproof and which are absorbent. (Practice 3, 2-PS1-2)
Language Objective	I can communicate my observations and findings about a material's absorbency in writing and speaking. (SL.2.2.a, W.1.2.b)
Vocabulary	absorb: to soak up absorbency: the property of soaking up a liquid repel: to keep something out or away waterproof: resists or repels liquid
Materials and Preparation	<ul style="list-style-type: none">• all materials from Lesson 1 Bring one tray to the opening meeting.• A Fair Experiment to Test Absorbency chart, from Lesson 1 Review the chart. Prepare to address children's logistical and content-based questions.• markers• Science and Engineering packets• writing and drawing tools
Opening 5 minutes	Refer to the chart. Facilitate a brief discussion to address children's questions. <i>Today you will conduct an investigation to test how materials absorb and repel water. You will collect data and discuss your results with your group and then all together.</i> Distribute packets and materials, and send children to work.

Investigation 15 minutes	Support children in using all of their materials, talking with each other about what they observe, and recording their findings. <ul style="list-style-type: none"> • <i>What do you notice about these materials?</i> • <i>How are you making sure your experiment is fair?</i> • <i>How are you recording the results of this experiment so you can review your findings later and others can understand them?</i> • <i>What questions do you have?</i>
Discussion/ Closing 10 minutes	Ask children to share their findings. Encourage them to reference their notes. Identify successes and challenges, along with their discoveries. Facilitate a discussion to apply children’s understanding. <i>Let’s think about these materials in our everyday lives. What objects do we use that are made of absorbent materials? What do we use them for?</i> <i>What objects do we use that are made of waterproof materials? What do we use them for?</i> <i>What can we say about how engineers choose materials to design and make objects for different purposes?</i>
Standards	2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 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. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.
Assessment	Take notes about how children approach their experiments and collaborate to conduct them. Review their packets to assess how children record their findings. Listen for how children interpret and discuss their own and each other’s findings.

Notes

Dear Mr. Rosenwald: The School That Hope Built conversation prompts: Cut apart and provide with the physical text and audio recording.

Page 12:

What are some of the things people in the community did to raise money for the school?

Dear Mr. Rosenwald: The School That Hope Built

Page 14:

What do you think it means to gather money “a nickel and dime at a time”?

Dear Mr. Rosenwald: The School That Hope Built

After reading:

Why do you think that it was important to Mr. Rosenwald that everyone in the community contribute to the new school?

Dear Mr. Rosenwald: The School That Hope Built

I agree with you. I also think ____.

Why do you think that?

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

Name: _____

Find, Sort, Write

Look through the books at your table. Find words with the suffixes below. Sort them into the correct columns, and write them.

-s	-es	-ing	-ed	-er	-est
	wishes		jumped	faster	

Skills: Know and apply grade-level phonics and word analysis skills in decoding words; Decode words with common prefixes and suffixes.

Talk About It



<https://premiumjoy.com/blog/advantages-of-puzzles-for-child-development/>



<https://premiumjoy.com/blog/advantages-of-puzzles-for-child-development/>

Vocabulary Station U1 W6

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

Unit 1: How We Learn in Our School Communities

WEEK 6

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>Dear Mr. Rosenwald</i> book conversation prompts
Science Literacy	How do scientists design experiments to test the properties of materials? (same as Week 5)	<ul style="list-style-type: none"> Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 5 Weekly Words cards Recording sheets Choose 3! menu
	Think About It: What tools do you use to overcome a challenge?	<ul style="list-style-type: none"> Week 5 Weekly Words cards Week 6 image, 2 copies cut apart Week 6 sheets
Word Work (align skills with literacy program)	Sorting words with suffixes	<ul style="list-style-type: none"> a selection of books at children's reading levels Week 6 Find, Sort, Write sheets activity directions card
	Marking suffixes	<ul style="list-style-type: none"> Week 6 Read It, Mark It, Write It sheets activity directions card
Writing	Prompt from Text Talk Day 1: What specific changes do you believe we should advocate for in our Boston community? Why do you think so?	<ul style="list-style-type: none"> Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta Writing Station Response sheet

Stations U1 W6

Name: _____

Read It	Mark It	Write It
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Read the words. Underline each base word. Circle each suffix.
Write the words.

asking	<hr/> <hr/> <hr/>
bugs	<hr/> <hr/> <hr/>
crunches	<hr/> <hr/> <hr/>
trips	<hr/> <hr/> <hr/>
slashes	<hr/> <hr/> <hr/>
beds	<hr/> <hr/> <hr/>

Read It	Mark It	Write It
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Read the words. Underline each base word. Circle each suffix.
Write the words.

camping	<hr/> <hr/> <hr/>
softer	<hr/> <hr/> <hr/>
coldest	<hr/> <hr/> <hr/>
tallest	<hr/> <hr/> <hr/>
longer	<hr/> <hr/> <hr/>
older	<hr/> <hr/> <hr/>
fastest	<hr/> <hr/> <hr/>

Skills: Know and apply grade-level phonics and word analysis skills in decoding words; Decode words with common prefixes and suffixes.

Talk About It

Name: _____ Date: _____

What challenge is this child facing? How can she overcome it?
What do you do to overcome a challenge?

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.



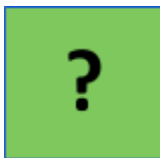
Writing Station Response: **Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta**

Name: _____ Date: _____

What specific changes do you believe we should advocate for in our community? Why do you think so?

Unit 1: How We Learn in Our School Communities

WEEK 6 Studios



Beginning the Our Schools Project


Children use the materials available in all studios to begin to explore their ideas about the Our Schools Project. Specific work in studios will depend on projects taken on by individual classes and small groups.


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 do we know and what can we find out about our school?</p>
Materials and Preparation	<p>Reread the Our Schools Project Overview in the introductory documents. Imagine a variety of activities to propose to the children, in consideration of the particular interests of the classroom community and of individual children. During this week's Studios, look for opportunities to suggest various projects children might pursue in small groups, related to the recommendation the class is making to their chosen audience.</p> <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">● construction paper, full sheets, in a variety of colors● a variety of construction, tissue, and other papers, cut into quarters● liquid glue● glue spreaders <p><u>New for the Building Studio:</u></p> <ul style="list-style-type: none">● "Gathering Data About Our School" slides, or a printout

	<p>Provide technology to view slides, or place printed text in sheet protectors, for children to reference as they build.</p> <p><u>New for the Discovery Studio:</u> Review the options for waterproof activities in the Discovery Studio description, below, and choose which to set up. Gather needed materials from the following list.</p> <ul style="list-style-type: none"> ● Science and Engineering Packets ● writing and drawing tools ● droppers ● container of water ● pieces of fabric and other materials <p>Cut each material to an approximate to six-inch square, or large enough to be secured with an elastic band over the cup or jar.</p> <ul style="list-style-type: none"> ● cups or jars, about 4 ● elastic bands ● crayons <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● laminated pictures of desks, teacher desk, chairs, tools, and other classroom furniture ● graph paper <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none"> ● “Gathering Data About Our School” slides ● technology for viewing slides ● Gathering Data About Our School sheets, completed from Text Talk Day 2 and additional copies ● writing tools <p><u>New for the Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> ● list of school community members to interview, from Text Talk Day 3 ● Interview Script, modified for the class ● Interview sheets, modified for the class, multiple copies <p>Review the list of interviewees and consider matching them with interviewers, recognizing established relationships and adults who will provide well-placed support for particular children. Pair children who will be successful together.</p> <p>Check and replenish all Studios bins as needed.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and</p>
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	plan Studios time accordingly.
Opening	<p><i>This week we have started gathering information about our school and considering what works well and what else could make our school an even better place for all learners. This week in studios you will use the materials and tools available to think more about this question and how you might answer it.</i></p> <p><i>This week you have some new materials to communicate your ideas.</i></p> <p>Show paper pieces and a whole sheet of construction paper along with glue, glue spreader, and scissors. Allow children to respond to this collection of materials by sharing what they might do with them.</p> <p><i>These materials are for the <u>Art Studio</u>. Many of you have experimented with collage before.</i></p> <p>Gauge children's previous experience, and demonstrate, explain, or simply show materials they can use. Remind children that one property of paper is that it can be both cut and torn. One property of translucent (tissue) papers is that they can be layered to make new colors.</p> <p><i>Experiment with collage to show something wonderful you can imagine. Remember that you are always welcome to collaborate with a friend.</i></p> <p><i>In the <u>Building Studio</u>, you can keep thinking about how to construct schools. You might also want to construct things that you find inside of schools, such as furniture. Think about the important features of a school that would make it a wonderful place for all learners.</i></p> <p><i>In the <u>Math Studio</u>, you can make a picture graph of the furniture we have in our classroom. Share your graph with a classmate.</i></p> <p><i>We read this text, <i>Gathering Data About Our School</i>, but we didn't get to spend a lot of time looking at every part of the text. You can look at it some more at the <u>Research Studio</u>.</i></p> <p><i>We made a list of people we'd like to interview to get their ideas about our school. In the <u>Writing and Storytelling Studio</u>, you can practice interviewing, and once you are comfortable, you can go out and interview the people on the list.</i></p> <p>Show the interview form and sample script, and describe the logistics</p>

	<p>of how interviews will work.</p> <p><i>Finally, you'll continue your investigation about absorbency at the <u>Discovery Studio</u>: you'll test different materials to see which ones are waterproof.</i></p> <p>Explain or demonstrate according to the chosen activity.</p> <p><i>What will you do today in Studios? Do you have a new idea about something that would make our school a place where everyone can do their best learning? How can you show that in with Studios materials?</i></p> <p>Give children time to share their plans with a partner and to arrange to collaborate. Dismiss children to work.</p>
Facilitation	<p>Children's work in studios should be primarily focused on beginning to think about the Our Schools Project in a variety of media. Whatever children are working on, they might be asked:</p> <p><i>How does your work communicate an idea about what makes a school a good place for all learners?</i></p> <p><i>What are you finding out that tells you something about what is already wonderful about our school?</i></p> <p><i>What are you finding out that tells you what our school needs to be the school that all learners need?</i></p> <p>As children work, look for opportunities to connect their efforts one to another across studios, and for clues about new materials that might be introduced on successive days.</p>

<p>Art</p> 	<p>Making Collages</p> <p><u>Objective:</u> I can use collage to represent an idea.</p> <p><u>Process:</u> Children experiment with various papers, cutting and tearing, layering, and gluing.</p> <p><u>Facilitation:</u> Assist children with productive use of materials and point them to each other as resources for solving problems and developing strategies.</p> <p><i>What idea do you want to communicate through your collage?</i></p> <p><i>What colors and textures might you use?</i></p> <p><i>What are you noticing about the different papers and their effects?</i></p>
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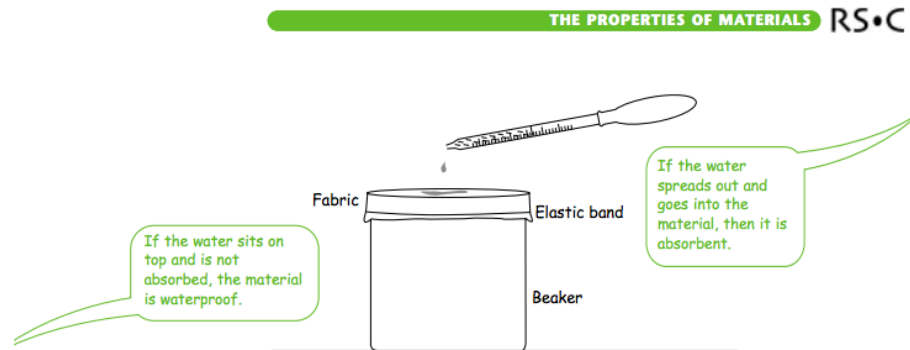
	<p><u>Thinking and Feedback Possibilities:</u> Work brought to the group might be examined for the idea it expresses, for use of materials in interesting ways, or for strategies that result in a particularly successful collage (selection and placement of colors, papers, torn and cut edges).</p> <p><u>Ongoing assessment:</u> Notice how children use materials to communicate an idea. How much do they experiment, or rely on what is familiar?</p>
<p>Building</p> 	<p>Building Features of Schools</p> <p><u>Objective:</u> I can identify features of a school and classroom that are important for including all learners. I can represent these features through building.</p> <p><u>Process:</u> Children choose from any building materials introduced to date to build specific features of schools that respond to the needs of all learners. They may refer to the slides “Gathering Data About Our School” to replicate or reimagine school spaces. They may add to the collective Building Design Notebook.</p> <p><u>Facilitation:</u> Ask children about their building features and what has inspired them. <i>What is important about this feature?</i> <i>Who is it important to?</i> <i>Where did you get this idea? What inspired you to build this?</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, inclusion, accessibility, and themselves?</p>
<p>Discovery</p>	<p>Is It Waterproof?</p> <p><u>Objective:</u> I can test different materials to identify which are waterproof.</p>



Process:

Option 1: Children drop water onto a variety of materials to see if they absorb or repel water.

Option 2: Children stretch pieces of fabric across cups or jars, using a rubber band so that the fabrics are taut and secure. Using a dropper, children apply water to the fabric, one drop at a time. As an extension, children can count and record the number of drops that stay on the fabric before being absorbed.



Option 3: Children make an absorbent material waterproof. They rub crayons (wax) onto the fabric before testing it. They may discover, as in the Art Studio, that different applications—more intense or even application of the crayon, for example—yield different outcomes.

Facilitation:

Use materials that have been tested so far, adding others that are available and that the children are curious to test. Tailor facilitation to the particular experiment children are pursuing.

Thinking and Feedback Possibilities:

Children can explain the experiment they set up and how it worked. If an experiment led to something interesting that was not what the children intended to find out, the group can help refine the experiment set up.


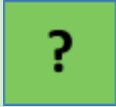
Ongoing assessment:

Notice how children pursue their experiments, from set up to investigation to recording results. Pay attention to their vocabulary: Are they using words specific to properties of materials?

Math

Picture Graphs

Objectives:

	<p>I can use pictures to represent data on a graph. I can draw conclusions based on the graph's data.</p> <p><u>Process:</u> Children use pictures to create picture graphs that represent the number of furniture items found in the classroom. Make a title and label your categories.</p> <p><u>Facilitation:</u> <i>What does the graph tell us?</i> <i>What information can you gather from looking at this graph?</i> <i>What questions might we ask ourselves?</i></p> <p><u>Considerations:</u> Children could graph store items from the previous week.</p>
<p>Research</p> 	<p>Gathering Data About Our School</p> <p><u>Objective:</u> I can read to understand data about schools and can compare this information to my own experiences.</p> <p><u>Process:</u> Children compare what they find in the slides to their own experiences and to the experiences of other school community members. Children record what they find and the questions the research provokes.</p> <p><u>Facilitation:</u> Encourage children to revisit their initial ideas from the Text Talk lesson and to explore different topics. <i>What do you think about this?</i> <i>What are you curious about?</i> <i>Does that make sense to you?</i> <i>What information here matches your experiences in our school?</i></p> <p><u>Ongoing Assessment:</u> This activity offers diverse opportunities to assess children's literacy development, as they approach and make sense of idiosyncratic informational text. In addition, take note of how children evaluate information in relation to their own knowledge and experiences. Where are children's individual curiosities, and how resourcefully do they consider next steps?</p>
<p>Writing and</p>	<p>Conducting Interviews</p> <p><u>Objective:</u></p>

Storytelling



I can practice and conduct interviews with people in my school community.

Process:

Children first become familiar with the Interview sheet. Then, as pairs or trios, they practice interviewing each other, using the sample script as needed. When they feel ready, children choose an interview subject from the list and do a run-through with a classroom adult. Finally, they go in pairs or small groups to interview selected school community members and record responses to bring back to the classroom.

Facilitation:

Children will need differing levels of support to prepare for interviews. Make sure to offer a sample script and see that children can use it effectively to practice or to carry with them during interviews.

Thinking and Feedback Possibilities:

As this project develops, it will be very helpful for children to bring completed Interview sheets back to the whole group so that all can evaluate what makes for a productive interview.

Ongoing Assessment:

Review interview sheets. Note children's ideas, organization, and approach to the task. Pay attention to children's willingness to approach and conduct interviews with other school adults.

Standards

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.

Art:

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.

Building:

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><u>Discovery</u></p> <p>2-PS1-1. Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.</p> <p>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.</p> <p><u>Math:</u></p> <p>SR.C.2 Represent and interpret data.</p> <p>2.MD.D.9</p> <p>2.MD.D.10</p> <p><u>Research</u></p> <p>R.7.2.b Use provided resources to determine the meaning of words and phrases in a text.</p> <p>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.</p> <p>R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p>R.11.2.d Compare and contrast the information presented by two texts on the same topic.</p> <p><u>Writing and Storytelling</u></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.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
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Interview Script Template

Hello, are you busy right now?

May I ask you a question?

First, how do you spell your name?

What is your role at our school?

You are a member of our school community, so I would like to know:

How do you think we can make our school an even better place for all learners?

Will you please speak slowly, so I can write down your ideas?

That is an interesting idea.

Thank you very much for talking with us!
Goodbye.

Art Studio

While you are working, think about:

What idea do I want to communicate with this collage?

What different effects can I create?

What discoveries are my classmates making?

Building Studio

While you are working, think about:

What is important about this feature?

Who is it important to?

How can a building or furniture help someone learn?

Discovery Studio

While you are working, think about:

What can I understand about absorbency?

Is my experiment well-designed to find out what I want to know?

How can I communicate what I discover?

Math Studio

While you are working, think about:

What does the graph tell us?

What information can you gather from looking at this graph?

What questions might we ask ourselves?

Research Studio

While you are working, think about:

What am I curious about?

Does this make sense to me?

What surprises me?

What more could we find out, and how could we do that?

Writing and Storytelling Studio

While you are working, think about:

What do I want to find out in an interview?

How will it feel to be the interviewer?

What help might I need? Who can help me?

This document needs to be revised to fit your context.

MAKE A COPY

Name: _____ Date: _____

Who is an Appropriate Audience?

Yes/No/?	Role: name	Notes
	Mayor: Kim Janey	
	School Committee	
	Superintendent: Brenda Cassellius	
	Operations Liaison:	
	Library Services: Deborah Froggat	
	Family / Site Council:	
	Principal:	
	Family Coordinator:	
	Specialist:	
	Teachers:	

Text Talk U1 W6 D4

This document needs to be revised to fit your context.
MAKE A COPY

Name: _____ Date: _____

Who is an Appropriate Audience?

Yes/No/?	Role: name	Notes
	Mayor: Kim Janey	
	School Committee	
	Superintendent: Brenda Cassellius	
	Operations Liaison:	
	Library Services: Deborah Froggat	
	Family / Site Council:	
	Principal:	
	Family Coordinator:	
	Specialist:	
	Teachers:	

Text Talk U1 W6 D4

Unit 1: How We Learn in Our School Communities

WEEK 6 Day 5



Text Talk How Do We Sit? (slides)

Big Idea	Communities can include and support all learners.
Weekly Question	What do we know and what can we find out about our school?
Content Objectives	<p>I can identify the author's purpose and the main topic of a complex informational text and its paragraphs. (R.5.2.b, R.9.2.b)</p> <p>I can describe the reasons the author gives to support her argument for flexible seating. (R.9.2.b)</p>
Language Objective	I can discuss with classmates and infer together about why it is important to advocate for what we need. (SL.1.2.b)
SEL Objective	I can respect the importance of flexible seating for diverse learners. (Social Awareness)
Vocabulary	<p>* advocate: to strongly suggest or recommend</p> <p>flexible: able to vary and adapt to change</p> <p>need: something essential or important</p> <p>seating: places to sit</p>
Materials and Preparation	<ul style="list-style-type: none">• "How Do We Sit?" slides• projector and screen• Text Talk notebooks• writing tools <p>On the whiteboard write:</p> <p>What is this article mostly about?</p>

	<p>What are the author’s reasons for why flexible seating is important? Why is it important to advocate for flexible seating? Why is it important to advocate for what we need?</p>
<p>Opening 1 minute</p>	<p>Distribute Text Talk notebooks and writing tools.</p> <p>Introduce the slides and purpose for reading. <i>Today we are going to read How Do We Sit?, another informational text. We will read to find out what the article is mostly about as well as what each section is explaining. Then we will identify the reasons the author gives for why flexible seating is important. We will think about why it is important to advocate for flexible seating as well for as other things we need.</i></p>
<p>Text and Discussion 20 minutes</p> <p>slides 1-7</p>	<p><i>First we’ll look at some images, and then we’ll read an article.</i></p> <p>Show the images. <i>What do you notice in these photographs?</i></p> <p><i>What do you think this text will be about?</i></p>
slides 8-10	<p>While reading, pause to define important vocabulary. <i>What is flexible seating?</i></p> <p><i>What are these parts, or paragraphs, of the article about?</i></p> <p><i>Turn and talk. What are some ways children advocate for, or strongly recommend, flexible seating in their classrooms?</i></p>
slides 11-12	<p><i>Take a Note Break. What are these parts, or paragraphs, of the article about?</i></p> <p><i>Why do the children report that they need flexible seating?</i></p>
slides 13-15	<p><i>What are these parts, or paragraphs, of the article about? What do we learn?</i></p> <p><i>How do classrooms set up flexible seating?</i></p> <p><i>Turn and talk. How does flexible seating impact learning? Why would you advocate for flexible seating?</i></p>
<p>Key Discussion 12 minutes</p>	<p>Facilitate a short, whole group discussion. <i>What is this article mostly about?</i></p>

	<p>Think Triad Share</p> <p>Prompt 1: <i>What are the author’s reasons for why flexible seating is important? Why is it important to advocate for flexible seating?</i></p> <p>Prompt 2: <i>Why is it important to advocate for what we need?</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: What do we know and what can we find out about our school?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: our project focus is _____, advocating for inclusivity is important, etc.</p> <p>Save this chart for use in Week 8.</p>
<p>Closing 2 minutes</p>	<p><i>Today we read How Do We Sit? We identified what each paragraph and the whole article are about. We identified the author’s reasons for why flexible seating is important and talked about why it is important to advocate for things we need as learners.</i></p> <p><i>Having different kinds of seating options in our classroom is one example of how we can make our school and classroom an even better place for all learners.</i></p> <p>Consider and decide together whether this is an idea that might be added to the Gathering Data About Our School chart as another possible topic to pursue for the Our Schools Project.</p>
<p>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>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Ongoing Assessment:</p> <p>Do children identify the main topic of the article?</p> <p>Do children identify the main topic of each paragraph?</p> <p>What parts of the text do they cite to build their understanding?</p> <p>Do children identify the author’s purpose for stating that flexible seating is important?</p>

	Do children articulate why advocating for flexible seating and other needs is important? Do they build on the talk of their peers?
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Notes



How do we sit?

Text Talk Week 6, Day 5















Flexible Seating Elevates Student Engagement

Breaking up rows of desks fosters collaboration and empowers kids to think about how they work best.

By **Emelina Minero**

August 4, 2015



Overview

Providing the Learning Environment That Kids Need

Flexible classrooms give students a choice in what kind of learning space works best for them, and help them to work collaboratively, communicate, and engage in critical thinking.

Since implementing flexible classrooms, Albemarle County Public Schools have noticed that:

- Their students' grades have improved.
- Their students seem happier and more engaged.
- Their students are participating more and having more invigorating conversations.



How It's Done

Giving Students a Choice in How They Learn

"From day one, I've said, 'You may sit anywhere you like as long as you're safe in our classroom,'" says Katie Collins, a Woodbrook Elementary School second grade teacher.

Becky Fisher, the director of educational technology at Albemarle County Public Schools, is interested in learning about the thinking that drives student choice. "What we're really striving for are those choices that have a lot of thought behind them. We want kids to really be strategic about where they go," Fisher says.

She painted the picture of walking into a classroom and seeing kids:

- Lying on the floor
- Sitting at low tables on their knees
- Standing up



When Fisher walks into a classroom, she asks the students the reasoning behind why they choose their particular learning space.

"Why are you standing right now?" she asks one TK student.

"Well," says the student, "we're using math manipulatives, and I move better when I'm standing up than when I'm sitting down."

Fisher once heard a kindergarten student articulate that she was a belly reader. She loved reading on the floor while lying on her belly, her class was reading, and that's why she was sprawled out on the floor. "That's awesome that, at five or six years old, you know your preferences," Fisher says. And that's critical to their work.



Justin, a seventh grade student from Sutherland Middle School, was also able to articulate his preferred learning environment. He chooses a table and chair, unlike the couch that many of his fellow students choose. "When I get down into a couch and am more comfortable, it's almost like it's a bit distracting. It's not exactly the environment I want to be working in, but for the other people, clearly they have their optimum working environments," Justin says.

Krishan, also in seventh grade at Sutherland, likes that his teacher gives him a choice in how he works. "Since she lets us choose, we ultimately choose what's best for us. We work better together and individually," Krishan says.



Design a Collaborative Learning Space

"We're really looking at how we support kids working collaboratively," Fisher says. "And we can't do it if we're isolated in rows and every kid is an island."

She believes that Albemarle classrooms work well with these design elements:

- They have at least three kinds of classroom seating.
- They use flexible bookshelves.
- Instead of individual workspaces, they use large round or rectangular tables, or put four desks together to form a more collaborative space.

"You'll see flexible bookshelves that can be moved so that the room can be totally opened up -- or little nooks and crannies can be created -- so that everybody can see everybody, and we can participate as a community," Fisher says.



Create a Variety of Seating Options

"My kids love to be under things, behind things, around things," says Collins about her second grade classroom. "We have five-gallon buckets in my room that we sit on. We sit on crate seating that I made in my backyard out of a crate and some plywood and some foam. And I also just threw a lot of pillows on the floor."

For classroom seating, Collins also uses:

- Couches
- Chairs
- Bunk beds
- Canoes



Evolving the classroom space to meet students' individual needs impacts how they learn, how they interact, and the entire classroom experience. Moran has noticed that when a learning space evolves, students' work improves immensely, their grades improve, and "just the conversations they have with each other are so invigorating to hear," Moran says.

Citations

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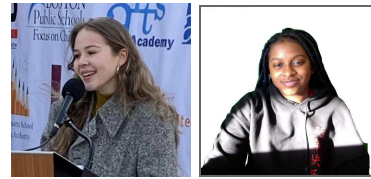
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Slide 7: <https://thelearningcounsel.com/article/5-most-important-considerations-when-choosing-standing-classroom-desk>

Slides 8-15: excerpted from [Flexible Seating Elevates Student Engagement](#), edutopia.org

Unit 1: Building Strong Communities

WEEK 6 Day 1



Text Talk Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	What do we know and what can we find out about our school?
Content Objectives	I can answer questions about two local student activists by gathering details from an interview. (R.4.2) I can describe why the activists believe advocating for change is important. (R.9.2.b)
Language Objective	I can build on others' comments in a discussion. (SL.1.2.b)
SEL Objective	I can describe why advocating for specific changes in schools and communities is important to me. (Self-Awareness)
Vocabulary	* activist: someone who advocates and works for change artist: a person who creates visual art or performing art Black Lives Matter movement: people working together for Black people to have what they need to live in ways that are healthy and safe common goal: shared hope, something people agree to work for together diverse: from many different backgrounds, with different identities environment: the natural world influence: to have an effect on interview: a conversation where someone asks questions to find out someone or something, and the other person answers

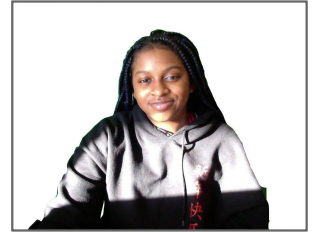
Text Talk U1 W6 D1

	<p>press conference: a time when people speak to the media on a topic</p> <p>protest: a place or event where people speak out against things they think are wrong</p> <p>* voice: the right to express one’s opinion</p> <p>youth: young people</p>
Materials and Preparation	<ul style="list-style-type: none">● “Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta” slides● projector and screen● “Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta,” copy for each child● chart paper, two sheets <p>Write the following sentence frames.</p> <div><div>Discussion Sentence Frames</div><div><p>_____. I know this because in the text _____.</p><p>I heard you say _____, and I want to add _____.</p></div></div> <p>Save this chart for future discussions. More sentence frames will be added as the year continues.</p> <ul style="list-style-type: none">● Writing Station Response: Interview with Youth Activists, 1 copy for teacher <p>On the whiteboard, write:</p> <p>What are the ways that Anya and Tay work for change in their community?</p> <p>What specific changes do you believe we should advocate for in our community? Why do you think so?</p> <p>Prepare the Weekly Question Chart with the question, What do we know and what can we find out about our school?</p>
Opening 1 minute	<p><i>People create change in their communities in lots of different ways. Anya Edwards and Tayjairine Arrieta, who goes by Tay (/Tī/), are</i></p>

	<p><i>student activists who try to change their schools and their communities through activism. Activism is advocating for changes you want to see in the world around you.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today we'll read an interview with Anya and Tay and answer some questions about it. We want to find out what makes Anya and Tay activists. Then we will consider why advocating for specific changes is important to us.</i></p>
Text and Discussion 22 minutes slides 1-3	<p><i>According to Anya and Tay, what does it mean to be a student activist?</i></p>
slide 4	<p>Echo read this section.</p> <p><i>Turn and talk. Why did Anya and Tay become activists? What is an artist activist?</i></p>
slides 5-7	<p><i>What kind of experiences have they had as activists?</i></p> <p><i>Why does having a common goal make activism work?</i></p>
slide 8	<p><i>Have you heard this phrase, Black Lives Matter ?</i></p> <p><i>Black Lives Matter is a way that people think about and work toward making sure that Black people have what they need to live in ways that are healthy and safe.</i></p> <p><i>What is enjoyable and what is challenging for Anya and Tay as student activists?</i></p> <p><i>Turn and talk. Why is a sense of community important for activists?</i></p>
slide 9	<p><i>What are Anya and Tay working on now?</i></p>
slide 10	<p><i>Turn and talk. How has their activism made a change in their schools?</i></p>
slide 11	<p><i>Chorally read this section. What can we learn as second graders about how to advocate for specific changes from Anya and Tay?</i></p>
Key Discussion	Think, Pair, Share.

15 minutes	<p><i>What are the ways that Anya and Tay work for change in their community through activism?</i></p> <p>Elicit a few responses.</p> <p>Next, arrange the class in such a way that they can have a group discussion, directing their comments to classmates. A circle works well. Facilitate a whole group discussion, using the prepared Discussion Sentence Frames.</p> <p><i>Now we are going to have a group discussion about an important question. We can use the sentence frames posted here.</i></p> <p>Read the sentence frames, adding an example, as needed.</p> <p><i>Our question for this discussion is: From previous readings and what we have talked about today, what specific changes do you believe we should advocate for in our community? Why do you think so?</i></p> <p>Take notes of how children use the sentence frames to respond to the questions and to each other.</p> <p>Introduce the Writing Station.</p> <p><i>This week at the Writing Station you will continue to consider why we should advocate for specific changes in our town.</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>
Closing 1 minute	<p><i>Today we learned about Anya and Tay, two student activists. People can make change for people, even if they are very young. Anya and Tay's activism is very inspiring!</i></p>
Weekly Question Chart 1 minute	<p>Show the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering the question: What do we know and what can we find out about our school? We can record our ideas here.</i></p> <p><i>Today we learned how Anya and Tay were influenced by their school in order to become student activists. Let's add this to our chart: Our schools can influence us to advocate for change.</i></p> <p><i>We can add more to our chart during the week.</i></p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>

Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta



Text Talk Week 6, Day 1



Anya Edwards and Tayjairine Arrieta have some ideas about how we can create positive change in our communities. They both study **theater** in a city called Boston. They are also both **student activists**. In this interview we find out what activism means to them.

What does it mean to be a student activist?



Tay: Being a student activist means understanding that the world isn't perfect. You can think outside of yourself to do the best you can to make change in the world. Everyone has the power to do that.

Anya: On a basic level, a student activist is a student who sees the change they want to see and actively tries to change it.

What influenced you to become a student activist?

Tay: In middle school, I wasn't aware of things going on around me. Then I moved to a high school with a more **diverse** group of students, and my eyes were opened to the struggles of others.

Anya: Going to school has **influenced** me because from the first day a lot of the work is centered around being an **artist** activist. This is part of my everyday life.



What kind of things have you done as a student activist? What was one of your first experiences?

Anyia: I went to **protests** with my mom at a really young age. But the first things that made me consider myself a student activist were things I've done this year. This year in the pandemic of **Covid-19**, I saw there was a push to open schools, and that this would put students and teachers in danger. The **pressure** was especially on schools with **students of color** and in families with **low incomes**. So I formed a student activist group. I gathered people without help from adults and facilitated meetings.



Anya continues: I was asked to speak to the press, and that day school leaders decided to delay school openings. Everyone worked together with a clear goal. We felt happy because we felt people at the top were listening to all the people asking for more time and more resources. That was quite a victory.

Tay: My first experience was last year. I went to the **climate strike**. Everyone there was from a different background, it was huge, and everyone shared a **common goal**.



What have you enjoyed most? What's been challenging?

Tay: It has been challenging to understand that people have different opinions.

I enjoy the community. Through the **Black Lives Matter** movement, people have been coming out from all over to protest, dancing in the streets and enjoying themselves while trying to bring out change.



Anya: A challenge is being brave. Speaking at a press conference was terrifying. Public speaking is very scary for me, and there were a lot of cameras.

I agree about community. Also, when the scary things pay off it's joyful. The moment after you step down from the press conference, for example, is a different type of joy.

Is there something you are working on now or something coming up?

Anya: I am **student body president**. The work we've been doing this year is focussed on creating space for student voice at my school.

Tay: Outside of school, I'm planning a beach clean up day. My little brother—he's six— is into the **environment**. If I use plastic at all, he gets upset! So I planned a thing for him to clean up a beach.



Do you feel like your activism has made a change in your school?



Anya: All of the tiny things you do can create change. Nothing I did individually caused change, but in the greater picture there was definitely change. I was part of that.

Anything else you would like to share with second graders?

Anya: Be brave; you can do it. The only thing you have to do is take action, and this can be very small steps.

Tay: You don't have to be a big kid to be an activist. If you see something you feel is wrong, speak up, because your voice is just as powerful as someone who's older than you.



Glossary

activist: someone who advocates and works for change

advocate: to strongly suggest or recommend

Black Lives Matter movement: people thinking about and working toward making sure that Black people have what they need to live in ways that are healthy and safe

climate strike: protest about changes in the environment

common goal: shared hope, something people agree to work for together

Covid-19: an illness caused by the coronavirus; a global pandemic

diverse: from many different backgrounds, with different identities

influence: have an effect on

low incomes: not having much money

pressure: overly strong influence

protest: a place or event where people speak out against things they think are wrong

student body president: leader of student government

students of color: schoolchildren and youth who are people of color

theater: plays and acting

voice: the right to express one's opinion

Citations

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Slide 10: Property of Lea-Antionette Serena

Unit 1: How We Learn in Our School Communities

WEEK 6 Day 2



Text Talk Project Introduction 1: Gathering Data About Our School (slides)

Big Idea	Communities can include and support all learners.
Weekly Question	What do we know and what can we find out about our school?
Content Objectives	<p>I can use key details from an informational text to answer questions about a topic related to my classroom and school. (R.4.2, R.5.2.b)</p> <p>I can recall information from experiences at my school to answer key questions about my classroom and school. (W.1.2.b)</p> <p>I can research data about our school from my experiences and the experiences of my peers. (W.1.2.a)</p>
Language Objectives	I can describe key details from the text orally with my partner and in groups. (SL.2.2.a)
Vocabulary	<p>* advocate: to strongly suggest or recommend</p> <p>concentrate: to focus</p> <p>culminating: final</p> <p>* data: information collected from experiences and other resources</p> <p>gather: to collect</p> <p>materials: items needed to accomplish a task</p> <p>member: person who belongs to a group</p> <p>textured: having a rough or uneven surface</p> <p>topic: category of information</p>
Materials and Preparation	The children will read and write in pairs to answer questions, on a selected topic, about their school. For this lesson, these questions will be answered

Text Talk U1 W6 D2

	<p>based on children’s experience.</p> <p>Assign strong and supportive working pairs. Have children sit with these partners during the whole group portion of the lesson, to share copies of the text. Assign particular topics to pairs of children or plan for children to choose their own topics based on interest.</p> <ul style="list-style-type: none"> • “Gathering Data About Our School” slides Preview the slides and select two or three questions that may be tricky for children to answer independently. These will be used for modeling in the whole group. • “Gathering Data About Our School” slides, copy for each pair of children • Gathering Data About Our School sheets, a few copies of each topic • Weekly Question Chart
Opening 2 minutes	<p><i>Yesterday we read about two young activists, Tay and Anya, who work for change in their communities and beyond. This week we are beginning a project we’ll do together, the Our Schools Project, where we’ll think about and advocate for something that will make our school a place where everyone can do their best learning.</i></p> <p>Introduce the text and set a purpose for reading. <i>Today we will read Gathering Data About Our School, an informational text. As we read we’ll ask and answer important questions about our classroom and school. This data, or information, will help us prepare for the Our Schools Project.</i></p> <p>Distribute copies of the text to pairs of children.</p>
Text and Discussion 15 minutes	<p>Read through the slides. Have children chorally read each slide. Discuss key vocabulary as needed. Model answering a few tricky questions, inviting children to support your thinking. After each slide, ask: <i>What is the main topic of this section?</i></p> <p>After the final slide, invite children to share a topic that they think is missing and is important to them (e.g., outdoor learning, safety, eating at our school, etc.). Add this topic to the slides and brainstorm related questions.</p>
Key Discussion or Activity 22 minutes	<p>Release children in pairs to discuss and write about their topics and questions. Circulate to facilitate reading, discussions, and writing.</p>

	<p>If time allows, once children have recorded a couple of ideas, send them to share their work with another pair. (This can also happen at the beginning of the Day 3 lesson.)</p>
<p>Closing 1 minute</p>	<p>Bring the group back together, and collect the sheets.</p> <p><i>Today we read the informational text, Gathering Data About Our School, to ask and answer important questions about our classroom and school. We started gathering information about our school, based on our own experiences. Tomorrow, we will review this information as a group and then get ready to do more research.</i></p> <p><i>For the Our Schools Project, we will use this research to write a letter advocating for a change in our school.</i></p> <p>Add to the Weekly Question Chart, as relevant.</p> <p>After the lesson, review children’s sheets for use during Text Talk on Day 3.</p>
<p>Standards</p>	<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>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>W.1.2.a Investigate questions by participating in shared research and writing projects.</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>Ongoing assessment</p>	<p>Observe how children read and discuss in pairs.</p> <p>Do they reference key details from the text in their conversations?</p> <p>Do they unpack the topic of relevant slides?</p> <p>Collect and make notes of children’s writing.</p> <p>Do they recall key information from experiences?</p> <p>Do they gather this information and include it in their written responses?</p>

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: Arriving at Our School	
Questions	Answers
What is it like to enter our school each day? Is it easy to know where to go?	

Text Talk U1 W6 D2

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: Getting Around Our School	
Questions	Answers
How do members of our school community get where they need to go?	
How do people know where they are?	
How do people find the people they need?	

Text Talk U1 W6 D2

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: Our Building	
Questions	Answers
What is our school like on the inside? What is our school like on the outside?	

Text Talk U1 W6 D2

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: Spaces for Learning	
Questions	Answers
What are our spaces for learning like in big groups and small groups? How do we move around in our class? How do the spaces in our classroom help us concentrate?	

Text Talk U1 W6 D2

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: Spaces to Play	
Questions	Answers
Where do we play at school? What do children use to play?	

Text Talk U1 W6 D2

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: In Our Classrooms	
Questions	Answers
How do learners and teachers sit in our classroom? Where are spaces to put our tools and materials? How does everyone see and reach what's important in our classroom?	

Text Talk U1 W6 D2

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: Learning Together	
Questions	Answers
Where do large groups gather in our school? What does it look like in that space? How does this space help us learn? Where do teachers go to work together?	

Text Talk U1 W6 D2

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: Sharing Our Work	
Questions	Answers
How do we know what people outside our classroom are learning? How do other people know what we are learning in our classroom?	

Text Talk U1 W6 D2

Gathering Data About Our School

Names: _____ and _____ Date: _____

Topic: _____	
Questions	Answers

Text Talk U1 W6 D2

Unit 1: How We Learn in Our School Communities

WEEK 6 Day 3

Text Talk Project Introduction 2: Developing an Interview

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	What do we know and what can we find out about our school?
Content Objective	With my classmates, I can develop an interview to help determine the focus of our project. (W.1.2.a)
Language Objective	I can discuss the focus of our project and formulate interview questions. (SL.1.2.c)
Vocabulary	accessible: able to be used by all actionable: able to be acted on or accomplished argue: to convince someone to do something or about something argument: a genre of writing whose purpose is to convince someone to do something or about something * audience: an individual or group for whom a piece of writing is composed fair: when people are treated the same way focus: concentration inclusive: providing access for everyone interview: a meeting where two people get together to ask or answer questions joyful: feeling happiness persuasive: able to convince others about an idea
Materials and Preparation	<ul style="list-style-type: none">children's completed Gathering Data About Our School sheets, from Day 2 Review these sheets. Create small groups consisting of two pairs of

Text Talk U1 W6 D3

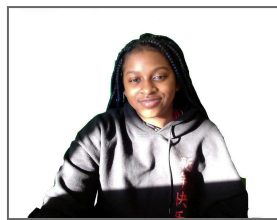
	conducting interviews during Studios.
Opening 1 minute	<p><i>Today's texts are texts we are creating. We will think about the data we collected and begin to record ideas for the Our Schools Project.</i></p> <p><i>To do more research, we'll interview members of our school community to find out what they think about this question. Today we'll think about who we might want to interview and develop our interview questions.</i></p>
Text and Discussion 23 minutes	<p>Distribute children's Gathering Data About Our Schools sheets. Have children turn and talk in small groups (their partners and another pair) to identify the information that seems most important to them and that might lead to a project topic.</p> <p>After a few minutes, return to the whole group. <i>Now we'll identify three possible topics for our project: What would make our school an even better place for all learners?</i></p> <p>Ask each small group to share one idea they have discussed, highlight connections, and refer back to qualities that the class has already decided are important, such as "inclusive," "accessible," "fair," or "joyful." <i>Thinking about questions we care about, which of the topics we talked about yesterday (examples: arriving at our school, showing our work, another topic important to the children), might we want to advocate for? Will taking action on this topic help us ensure that our school is inclusive, accessible, fair, and joyful?</i></p> <p>With the children's input, record three of these topics, questions, and ideas on the Gathering Data About Our School chart.</p> <p><i>We already know some things about our school and how people learn and work here, but we can find out more. The next part of our research will be to interview some other members of our school community to find out what they think about this question: What would make our school an even better place for all learners?</i></p> <p><i>Let's make a list of people in our school we might like to interview.</i></p> <p>Brainstorm and write a short list of people to interview on the second chart. Steer children toward people who may have unique perspectives about how adults and children move around the school, interact with each other, learn, and demonstrate what they learn, as well as who might have particular experience related to the three identified potential topics.</p>
Key Activity	Arrange children in groups of three.

15 minutes	<p><i>Now let's come up with interview questions. What do you want to find out from other people in our school community? In your group, develop at least one question you might ask.</i></p> <p>Offer an example or two, such as, What is your role in our school? What do you notice about how children learn in our school? How do you feel about _____?</p> <p>After a few minutes, bring the group back together. Have children share their questions, and record them on the chart.</p>
Closing 1 minute	<p><i>We have made a good list of people to interview, and we have developed good interview questions. During Studios you'll practice and then begin conducting real interviews! These interviews will help us determine a focus for our project that is important to us and to others in our school community.</i></p> <p><i>You've already started learning about writing argument, and that will help us write a letter to advocate for a change in our school. Tomorrow during Text Talk we will think about an audience for our letter—who we will write to.</i></p>
Standards	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>SL.1.2.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>
Ongoing assessment	<p>Listen to children's small group and whole group discussions.</p> <p>How do children participate in the discussion based on what they have heard?</p> <p>Review the list of interview questions that were developed.</p> <p>Do children co-construct appropriate interview questions?</p> <p>Note what children understand about their school, what feels most important to them, and what is emerging as an actionable focus for the project. Children may have developed special relationships with school adults outside of the classroom. Use all of this information to finalize interview questions and to match particular children with particular school adults for interviews.</p>

Writing Station Response: **Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta**

Name: _____ Date: _____

What specific changes do you believe we should advocate for in our community? Why do you think so?



Interview with Youth Activists: Anya Edwards & Tayjairine Arrieta

Slide 3. What does it mean to be a student activist?

Tay: I think being a student activist means understanding that the world isn't perfect. You can think outside of yourself to do the best you can to make change in the world. Everyone has the power to do that.

Anya: On a basic level, a student activist is a student who sees the change they want to see and actively tries to change it.

Slide 4. What influenced you to become a student activist?

Tay: In middle school, I wasn't aware of things going on around me. Then I moved to a high school with a more diverse group of students, and my eyes were opened to the struggles of others.

Anya: Going to school has influenced me because from the first day of school a lot of the work is centered around being an artist activist. This is part of my everyday life.

Slide 5. **What kind of things have you done as a student activist?**
What was one of your first experiences?

Anya: I went to protests with my mom at a really young age. But the first things that made me consider myself a student activist were things I've done this year. This year in the pandemic of Covid-19, I saw there was a push to open schools, and that this would put students and teachers in danger. The pressure was especially on schools with students of color and in families with low incomes. So I formed a student activist group. I gathered people without help from adults and facilitated meetings.

Slide 6.

Anya continues: I was asked to speak to the press, and that day school leaders decided to delay school openings. Everyone worked together with a clear goal. We felt happy because we felt people at the top were listening to all the people asking for more time and more resources. That was quite a victory.

Slide 7.

Tay: My first experience was last year. I went to the climate strike. Everyone there was from a different background, it was huge, and everyone shared a common goal.

Slide 8. **What have you enjoyed most? What's been challenging?**

Tay: It has been challenging to understand that people have different opinions.

I enjoy the community. Through the Black Lives Matter movement, people have been coming out from all over to protest. They dance in the streets and enjoy themselves while trying to bring about change.

Anya: A challenge is being brave. Speaking at a press conference was frightening. Public speaking is very scary for me, and there were a lot of cameras.

I agree about community. Also, when the scary things pay off it's joyful. The moment after you step down from the press conference, for example, is a different type of joy.

Slide 9. **Is there something you are working on now or something upcoming?**

Anya: I am student body president. The work we've been doing this year is focussed on creating space for student voice at my school.

Tay: Outside of school, I'm planning a beach clean up day. My little brother—he's six—is into the environment. If I use plastic at all, he gets upset! So I planned something for him to clean up a beach.

Slide 10. **Do you feel like your activism has made a change in your school?**

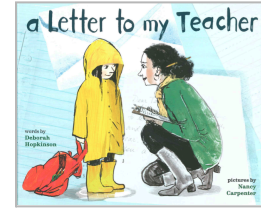
Anya: All of the tiny things you do can create change. Nothing I did individually caused change, but in the greater picture there was definitely change. I was part of that.

Slide 11. **Anything else you would like to share with second graders?**

Anya: Be brave; you can do it. The only thing you have to do is take action and this can be very small steps.

Tay: You don't have to be a big kid to be an activist. If you see something you feel is wrong, speak up because your voice is just as powerful as someone who's older than you.

Unit 1: How We Learn in Our School Communities



WEEK 6 Day 3

Vocabulary & Language

Adverbs

Weekly Question	What do we know and what can we find out about our school?
Language Objective	I can identify the adverbs in a sentence. (L.1.2.e)
Vocabulary	adverb: a word or phrase used to describe a verb phrase of time: a group of words that indicates when something happened verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	<ul style="list-style-type: none">• Adverbs slides Note: This lesson uses slides 1-9. <ul style="list-style-type: none">• projector and screen
Opening	<i>We have been talking about verbs for the past few weeks. This week we are going to discuss another part of speech: adverbs. We will identify adverbs in A Letter to My Teacher.</i>
Discussion slide 2	<i>Adverbs describe, or tell about, verbs. In Writing, you learned about phrases of time. Phrases of time are adverbs that describe <u>when</u>. Today we are going to identify adverbs that describe <u>how</u>, <u>where</u>, and <u>when</u>.</i>
slide 3	<i>Let's reread this page from A Letter to My Teacher.</i>
slide 4	<i>We are going to look closely at one sentence that has a lot of adverbs.</i> <i>The verb in this sentence is <u>marched</u>. The adverb <u>to school</u> describes how she marched.</i> Click the animation to show the adverb.

slide 5	<i>Which phrase in this sentence describes <u>when</u> she marched?</i> Click the animation to show the adverb.
slide 6	<i>Which phrase in this sentence describes <u>how</u> she marched?</i> Click the animation to show the adverb.
slide 7	<i>Let's reread another page. Listen carefully to see if you hear any adverbs.</i>
slide 8	<i>The verb in this sentence is <u>tried</u>.</i> <i>Which phrase in this sentence describes <u>when</u> she tried?</i> Click the animation to show the adverb.
slide 9	<i>Which word in this sentence describes <u>how</u> she tried?</i> Click the animation to show the adverb.
Closing	<i>Today we reviewed that adverbs describe verbs, and you identified some adverbs from A Letter to My Teacher.</i> <i>Tomorrow we will use adverbs in sentences.</i>
Standards	L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	During the discussion, listen for evidence that children are understanding adverbs. Do they identify the adverbs that describe the identified verb? Do they understand that adverbs provide more information about verbs?

Notes

Adverbs

Vocabulary & Language Week 6, Days 3-4

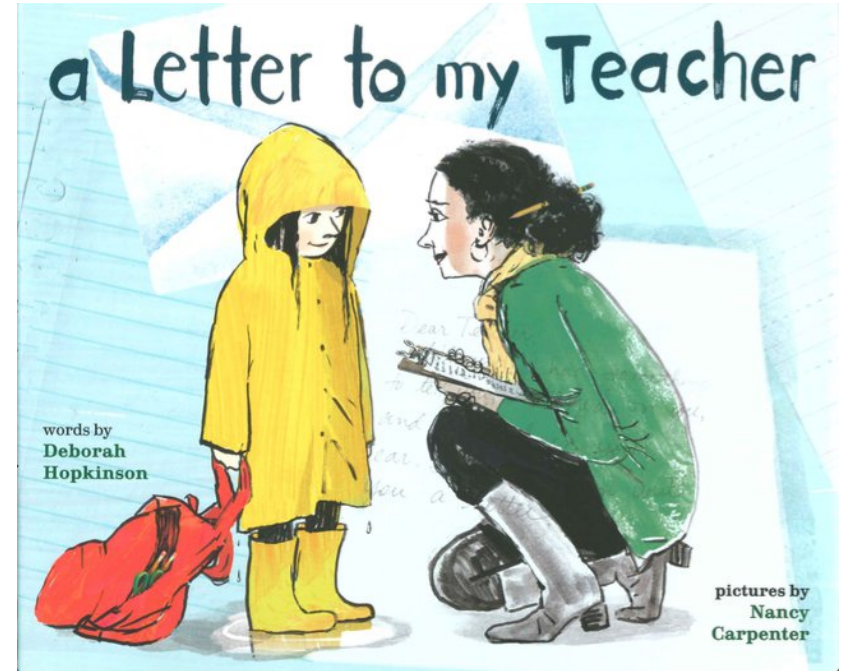
Adverbs

Adverbs describe verbs by answering questions such as

How?

Where?

When?





I hope you remember me.
I was the one who marched to school that first day,
splashing through every puddle I could find.
I wore a bright yellow raincoat and a dark, stormy frown—
because for me, school meant sitting still and listening,
two things I wasn't much good at.

Adverbs

Verb: **marched**

Where?
to school

I was the one who marched
to school that first day,
splashing through every
puddle I could find.



Adverbs

Verb: **marched**

When?

that first day

I was the one who marched
to school that first day,
splashing through every
puddle I could find.



Adverbs

Verb: **marched**

How?

**splashing
through
every puddle
I could find**

I was the one who marched
to school that first day,
splashing through every
puddle I could find.





All fall, I tried hard to sit still.
Right before Thanksgiving vacation,
you asked who wanted to take the Mouse Brothers home.
"Me! Pick me!" I shouted.



Adverbs

Verb: **tried**

When?

all fall

All fall, I tried hard to sit still.



Adverbs

Verb: **tried**

How?

hard

All fall, I tried hard to sit still.

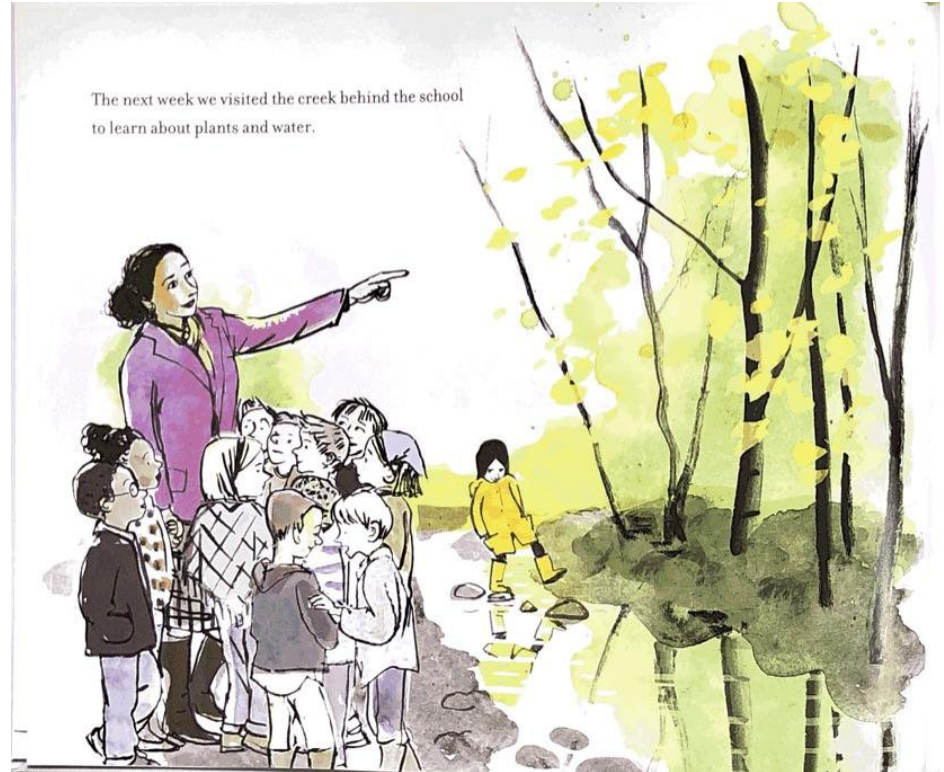


Verbs

Verbs show thoughts, feelings, and actions.

Write your own sentence—it can be about anything!

Go back to your sentence and underline the **verb**.



Adverbs

Remember, **adverbs** describe verbs.

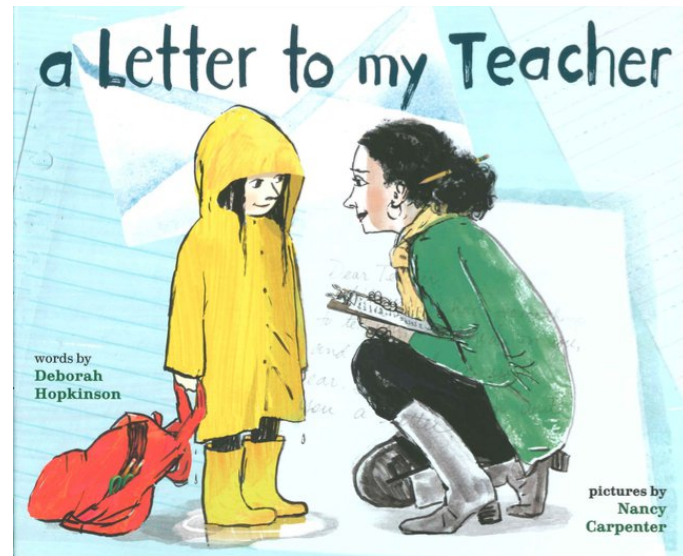
Use these questions to help you add one **adverb** to your sentence.

How?

Where?

When?

Circle the **adverb(s)** you added.



WEEK 6 Day 5

Vocabulary & Language

Answering a Weekly Question

Weekly Questions	<p>Week 5: What can we learn about school from communities in the United States and around the world?</p> <p>Week 6: What do we know and what can we find out about our school?</p>
Language Objective	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
Vocabulary: Week 5	<p>accessible: able to be used by all</p> <p>deserve: to be in a position to receive something</p> <p>disability: a trait that might limit movement, senses, or other activities</p> <p>foundation: an organization or institution that offers money to support the work other organizations or people</p> <p>independence: freedom to do things oneself</p> <p>pride: a feeling of pleasure in one's own accomplishments</p> <p>progress: forward movement, development toward something better</p> <p>raise: to lift up; to increase the amount of something</p>
Week 6	<p>activist: someone who advocates and works for change</p> <p>advocate: to strongly suggest or recommend</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>data: information collected from experiences and other resources</p> <p>improve: to make better</p> <p>investigate: to carry out research to make a discovery</p> <p>present: to give in a formal way</p> <p>voice: the right to express one's opinion</p>
Materials and Preparation	<ul style="list-style-type: none"> • Week 6 Answering the Weekly Question sheets, one for each small group • pencils, one or two for each small group • Weekly Questions for Weeks 5 and 6, printed or projected • Weekly Words cards for Weeks 5 and 6 • chart paper and markers (2 different colors)

	Strategically assign children to groups of four, and plan where each group will work around the classroom.
Opening	<p><i>This week we go back to the Answer a Weekly Question routine. 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.</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 word use.</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 read the response 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 reader(s) from the selected group to present their response by first reading the Weekly Question they chose and then their response. <i>Please read your response slowly so I can write it down.</i> Write the response on the chart paper.</p> <p><i>Let's see which Weekly Words they used! I'll read it again, and you can let me know when you hear a Weekly Word.</i></p> <p>Read the response aloud, slowly, and pause as children identify Weekly Words. Circle those words with the contrasting marker. Invite children from other groups to signal if they also used any of the same words. Highlight the meaning of the word as different groups used it, noting its similarities and/or differences in context and usage.</p>
Closing	<p>Spend a minute reflecting together on this activity: What is fun about it? What is challenging? How do children decide which words to use?</p> <p><i>Next week we go back to the Making and Using New Words 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.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>

Ongoing assessment	<p>Listen to children’s conversations as they work. How accurately do children use words in context? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions in small groups. 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 and application of words?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.</p> <p>Reflect on the routine. What worked well? What will need to be reinforced in the Week 8 lesson to make it run more smoothly?</p>
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Names: _____

Check the question you answer. Circle the words you use. Write your response.

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

___ What do we know and what can we find out about our school?

accessible	independence	activist	improve
deserve	raise	advocate	investigate
disability	pride	audience	present
foundation	progress	data	voice

Unit 1: How We Learn in Our School Communities

WEEK 6 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	What do we know and what can we find out about our school?
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	activist: someone who advocates and works for change advocate: to strongly suggest or recommend audience: an individual or group for whom a piece of writing is composed or a performance is presented data: information collected from experiences and other resources improve: to make better investigate: to carry out research to make a discovery present: to give in a formal way voice: the right to express one's opinion
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 6 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>activist (noun) Elaboration: <i>Today during Text Talk we'll meet two activists: high school students who have ideas about making the world better and more fair.</i></p> <p>Think, Pair, Share prompt: <i>Tell your partner what you already know about activists.</i></p> <hr/> <p>advocate (verb) Elaboration: <i>Any time you tell someone, "I think we should do or change this..." you are advocating. This week we are thinking about a change in our school that we want to advocate.</i></p> <p>Think, Pair, Share prompt: <i>Is there something you would like to advocate for where you live? More time to play outside? Reading together every day? A special job you could do with independence?</i></p> <hr/> <p>audience (noun) Elaboration: <i>This group of people is an audience for... we don't know! Maybe a presentation, or a reading, or a film, or a dance performance? They look like they are paying attention.</i></p> <p>Think, Pair, Share prompt: <i>In our classroom community, when one person speaks, the rest of us become your audience. What do you expect from us as your audience?</i></p> <hr/> <p>data (noun) Elaboration: <i>You will find this word, data, relating to math, to science, to observations. You can collect and record data in many ways. Here is a calendar for recording weather data.</i></p> <p>Think, Pair, Share prompt: <i>Where have we been collecting data so far this year?</i></p> <hr/> <p>improve (verb) Elaboration:</p>

	<p><i>One way to get better at, or improve, how we do something is to practice.</i></p> <p>Think, Pair, Share prompt: <i>Think of something you know how to do. Tell your partner one thing you did or might do to improve how you do it.</i></p> <hr/> <p>investigate (verb) Elaboration: <i>This child is investigating the world outside and has discovered a butterfly! I wonder how they will record what they found in this investigation.</i></p> <p>Think, Pair, Share prompt: <i>What is something you are curious about? What could you do to investigate and find out more about it?</i></p> <hr/> <p>present (verb) Elaboration: <i>In the book, Louie’s friends present a puppet show. They let the audience know it’s time to begin, and they perform.</i></p> <p>Think, Pair, Share prompt: <i>Imagine you have a surprise for your partner. Think of what the surprise is. Then act out how you would present it.</i></p> <hr/> <p>voice (noun) Elaboration: <i>When I speak, you hear my voice.</i> Voice also means having courage to speak up, to present your opinions or ideas, to advocate for something that is important to you and your community.</p> <p>Think, Pair, Share prompt: <i>Tell your partner: What does it mean when people say, “Use your voice!”?</i></p>
Closing	<p><i>This week, we’re naming what we already know about our school and finding out more about it. The words we’re studying will help us to talk about this, our texts, and other experiences we’re having together.</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>L5 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>

<p>Notes</p>

Unit 1: How We Learn in Our School Communities

WEEK 6 Day 4

Vocabulary & Language

Verbs and Adverbs

Weekly Question	What do we know and what can we find out about our school?
Language Objective	I can write a sentence that includes an adverb. (L.1.2.e)
Vocabulary	adverb: a word or phrase used to describe a verb verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	<ul style="list-style-type: none">• Adverbs slides, from Day 3• paper and pencil, one for each child• clipboards or other writing surface, one for each child
Opening	<p><i>You learned that verbs are words that show thoughts, feelings, and actions.</i></p> <p><i>Today you will each write a sentence and identify the verb. Then you will add an adverb to describe your verb.</i></p>
Discussion slide 10	<p><i>Write a sentence—it can be about anything!</i></p> <p><i>After writing your sentence, go back and underline the verb.</i></p> <p>Distribute clipboards, paper, and pencils. As children write, circulate to support them with getting their ideas on paper and identifying verbs.</p>
slide 11	<p><i>Use these questions to help you add at least one adverb to describe that verb.</i></p> <p>Circulate to support children as they add adverbs. Guide them to use the questions on the slide.</p>
	Bring the class back together. Invite a child to share their sentence. Ask them to identify the verb and at least one adverb to describe the verb. Repeat the process with another child, as time allows.

Closing	<i>Today you wrote sentences that included verbs and added adverbs to describe the verbs.</i>
Standards	L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	Review children's sentences. Do they identify the verbs in their sentences? Do they add adverbs? Which questions do children's adverbs answer? (How? Where? When?)

Notes



activist

noun

<https://fonb-hull.wixsite.com/website>



advocate

verb

<https://www.baystatebanner.com/2016/03/16/bps-student-walkout-wins-half-victory/>

Weekly Words U1 W6






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



audience

noun

<https://www.the-bigger-picture.com/articles/black-audiences-returning-to-cinemas/>

What is the weather like today?				
				

data

noun

created by Ana Vaisenstein

Weekly Words U1 W6

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



improve

verb

<https://monkeysee.com/how-to-improve-handwriting/>



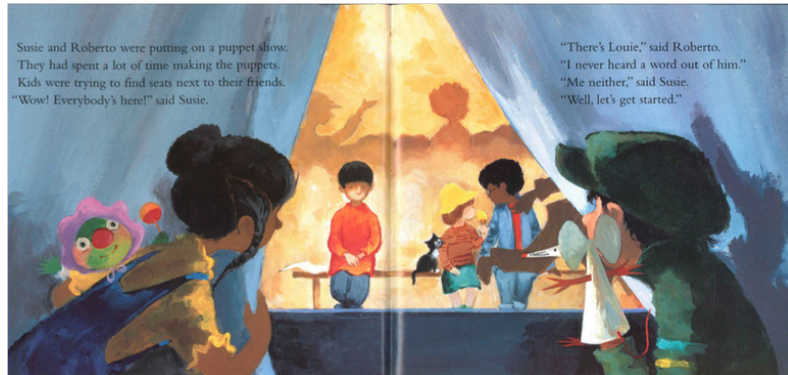
investigate

verb

<https://paulcholinger.com/discovering-our-childrens-interests/>

Weekly Words U1 W6

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



present

verb

From *Louie*, Ezra Jack Keats



voice

noun

<https://www.bostonpublicschools.org/bostonartsacademy>

Weekly Words U1 W6

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

Weekly Words

Unit 1, Week 6

activist

noun

someone who advocates and works
for change



advocate

verb

to strongly suggest or recommend



audience

noun

an individual or group for whom a piece of writing is composed or a performance is presented



data

noun

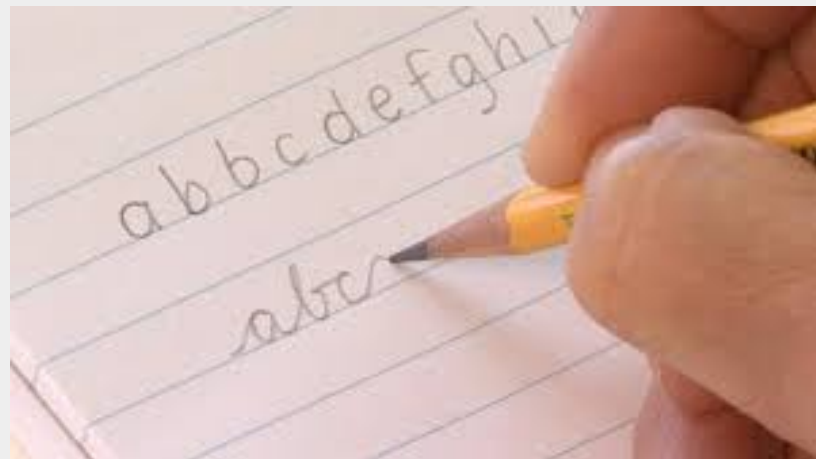
information collected from
experience and other sources

What is the weather like today?				
				↑

improve

verb

to make better



investigate

verb

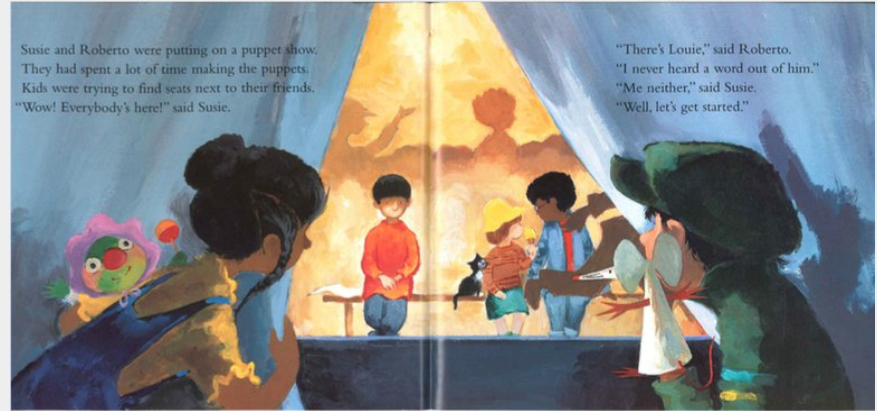
to carry out research to make a
discovery



present

verb

to give in a formal way

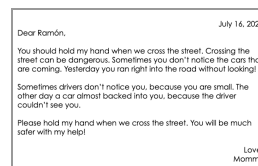


voice

noun

the right to express one's opinion





Writing Argument

Deconstruction: Argument Letter

Content Objectives	<p>I can identify the stages of an argument. (W.3.2)</p> <p>I can identify the parts of a letter.</p>
Language Objectives	<p>I can identify the reasons and evidence in an argument. (SL.2.2.a)</p> <p>I can discuss the choices writers make based on their audiences. (SL.1.2)</p>
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>body: the main part of the letter</p> <p>closing: the end of the letter, before the writer signs her or his name</p> <p>convince: to persuade</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>greeting: the beginning of a letter, where the audience is addressed</p> <p>heading: the part of the letter that includes the recipient's address and the date</p> <p>reason: why the audience should do or think something</p> <p>recipient: the person or people receiving the letter; the audience</p> <p>signature: the letter-writer's name</p> <p>stages: the parts of a piece of writing</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
Materials and Preparation	<ul style="list-style-type: none"> Argument Letter, child copy, one (half sheet) for each child Argument Letter slides
Opening 1 minute	<p><i>This week in Text Talk, we have begun to work on the Our Schools project. For part of the project, we will write a letter convincing our audience to make a change in our school. Today we will read an argument letter. We will review the stages of argument, and, to prepare for writing a letter together, we will learn about the parts of</i></p>

	<i>a letter.</i>
Deconstruction 15 minutes slide 2	<p><i>First, let's read the letter together. I will project the letter, and you can follow along with your own copy.</i></p> <p>Distribute children's copies of the letter. Then, read the letter, having children follow along and whisper-read.</p> <p><i>Who wrote this letter?</i> <i>Who is the audience?</i></p> <p><i>What is Mommy trying to convince Ramón to do?</i> <i>Point to where you think the thesis of the letter is. Remember, the thesis of an argument is when the writer states what she is trying to convince the audience to do.</i></p>
slide 3	<i>This is the thesis of the letter.</i>
slide 4	<p><i>Here is a chart that looks like the one we used when we discussed the stages of One Word from Sophia. Here at the top it says "Thesis."</i></p> <p>Read the thesis, and have children check that this is the part of the letter they identified.</p>
slide 5	<p><i>The highlighted part of the letter is the first paragraph. Point to the first paragraph on your sheet, and we will read it together. As we read, think about the reason Mommy gives.</i></p> <p>Read the paragraph together. <i>What is Mommy's reason here?</i></p>
slide 6	<p><i>In this paragraph, Mommy gives one reason for why Ramón should hold her hand when he crosses the street. She says that sometimes he does not notice the cars that are coming. Then, she supports her reason by including evidence. Evidence is facts or other details that give more information about a reason. Here, the evidence is that Ramón ran into the road without looking.</i></p> <p>Indicate the first reason and evidence on the chart.</p>
slide 7	<p><i>Now let's take a look at the second paragraph. Please point to the second paragraph, and we will read together. As we read, think about the reason Mommy gives, as well as the evidence used to support that reason.</i></p> <p>Read the paragraph together. <i>What is Mommy's reason here?</i> <i>What evidence does she give to support it?</i></p>
slide 8	Indicate the second reason and evidence on the chart.
slide 9	<i>The third paragraph includes the reinforcement of the thesis, when Mommy says her thesis again, but in a new way. Point to the third</i>

	<p><i>paragraph. As we read together, listen for the reinforcement of the thesis.</i></p> <p>Read the paragraph together.</p> <p><i>What does Mommy say here?</i></p>
slide 10	Indicate the Reinforcement of the Thesis in the chart.
<p>Deconstruction 5 minutes</p> <p>slide 11</p>	<p><i>We have talked about the importance of audience in an argument. Sophia made different arguments to each of her family members, based on their professions.</i></p> <p><i>Let's take a look back at the letter to see what choices Mommy made when writing to her audience—her five-year-old son.</i></p> <p><i>Because she is Ramón's Mommy, she says "You should" at the beginning of the letter. A parent can tell a child what she should do. However, if I was writing a letter to the principal, I probably would not write "You should," because it sounds bossy, and I am not the principal's boss.</i></p> <p><i>Mommy also writes about Ramón's experiences and signs the letter "Love."</i></p>
<p>Deconstruction 8 minutes</p> <p>slide 12</p>	<p><i>Now let's go through the letter again to learn about the parts of a letter.</i></p> <p><i>A letter begins with a heading, the part of the letter where the letter writer writes the date. The recipient is the person or people to whom the letter is written.</i></p> <p><i>Point to the part of the letter that you think is the heading. Why do you think that is the heading?</i></p>
slide 13	<p><i>After the heading is the greeting. In the greeting, the letter writer addresses the audience.</i></p> <p><i>Letter writers use different types of greetings, but "Dear" is a common one. This letter uses "Dear" for a greeting. Point to the greeting.</i></p>
slide 14	<i>The body of the letter is the main part of the letter, the part that includes the letter's message. Point to the body of the letter.</i>
slide 15	<p><i>Letters end with a closing. The closing signals the end of the letter, before the letter-writer signs their name.</i></p> <p><i>There are different types of closings. If someone is writing a more formal letter, they might use "Sincerely." If someone is writing a</i></p>

	<p><i>friendly letter to a family member, they might use “Love.”</i></p> <p><i>Point to the closing. What closing does Mommy use? Mommy really thought about her audience when she chose the closing “Love.”</i></p> <p><i>The last part of a letter is the signature. A signature is someone’s name. Point to the signature.</i></p>
Closing 1 minute	<p><i>Today we read an argument letter to review its stages and to learn about the parts of a letter. Tomorrow we will plan together for our class argument.</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 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</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 on the deconstruction.</p> <p>Were children able to follow along on their copies?</p> <p>Which stages of argument were easy for children to identify? Which were challenging?</p> <p>Do children understand the parts of a letter?</p> <p>What additional support might they need as they begin letter writing?</p> <p>What do children understand about the choices writers make based on audience?</p> <p>What is still confusing?</p>

July 16, 2021

Dear Ramón,

You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

Love,
Mommy

July 16, 2021

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Mommy

Writing U1 W6 D4

Argument Letter

Writing Week 6, Day 4

July 16, 2021

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Mommy

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Love,
Mommy

Stages

Thesis: You should hold my hand when we cross the street.

Reason:

Reason:

Evidence:

Evidence:

Reinforcement of the Thesis:

July 16, 2021

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Stages

Thesis: You should hold my hand when we cross the street.

Reason: Sometimes you don't notice the cars that are coming.

Evidence: Yesterday you ran right into the road without looking!

Reason:

Evidence:

Reinforcement of the Thesis:

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Mommy

Stages

Thesis: You should hold my hand when we cross the street.

Reason: Sometimes you don't notice the cars that are coming.

Reason: Sometimes drivers don't notice you, because you are small.

Evidence: Yesterday you ran right into the road without looking!

Evidence: The other day a car almost backed into you, because the driver couldn't see you.

Reinforcement of the Thesis:

July 16, 2021

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Love,
Mommy

Stages

Thesis: You should hold my hand when we cross the street.

Reason: Sometimes you don't notice the cars that are coming.

Reason: Sometimes drivers don't notice you, because you are small.

Evidence: Yesterday you ran right into the road without looking!

Evidence: The other day a car almost backed into you, because the driver couldn't see you.

Reinforcement of the Thesis: Please hold my hand when we cross the street. You will be much safer with my help!

July 16, 2021

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Love,
Mommy

heading → July 16, 2021

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Mommy

heading → July 16, 2021

greeting → Dear Ramón,

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Mommy

heading → July 16, 2021

greeting → Dear Ramón,

You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

body → Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

Love,
Mommy

heading → July 16, 2021

greeting → Dear Ramón,

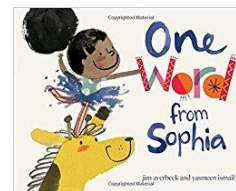
You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

body → Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

closing → Love,
Mommy

signature →






WEEK 6 Day 3

Writing Argument

Deconstruction: Argument Stages

Content Objectives	<p>I can name the stages of arguments. (W.3.2, W.2)</p> <p>I can discuss the main purpose of a text. (R.9.2.b)</p>
Language Objective	I can discuss a text with my classmates. (SL.1.2)
Vocabulary	<p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>argue: to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>convince: to persuade</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>purpose: the reason for doing or creating something</p> <p>reason: why the audience should do or think something</p> <p>reinforcement: saying again, in a new way</p> <p>stages: the parts of a piece of writing</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>One Word from Sophia</i>, Jim Averbeck • <i>One Word from Sophia</i> chart, from Day 1 • Why We Write chart, from Week 1, Day 1 • Why We Write: <i>One Word from Sophia</i> half-sheet • Argument anchor chart images: mentor texts and stages • chart paper <p>Prepare the following Argument anchor chart. Cut out the mentor text images and glue them to the chart.</p>

	<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"> <p style="text-align: center;">Argument</p> <p>Purpose: to convince someone to do something; to convince someone about something</p> <p>Examples:</p> <div style="display: flex; justify-content: space-around;">    </div> <p>Stages:</p> </div>
Opening 1 minute	<i>Today we are going to finish reading One Word from Sophia and discuss the purpose and stages of argument.</i>
Deconstruction 28 minutes pages 20-33	<p>Quickly flip through the beginning of the book to review what has happened so far.</p> <p style="text-align: center;"><i>The last argument Sophia makes is to Grand-mamá.</i></p> <p>Read fluently from page 20 to the end of the book.</p> <p style="text-align: center;"><i>The title of the book is One Word from Sophia. What is the “one word” Sophia used to convince her family? [please]</i></p>
	<p>Refer to the <i>One Word from Sophia</i> chart.</p> <p style="text-align: center;"><i>We have been recording information about the stages, or parts, of arguments. Arguments begin with a thesis, the part of the argument that states what the writer or speaker is trying to convince someone to do or think.</i></p> <p style="text-align: center;"><i>We have learned that when someone argues, they also have to provide the audience with reasons why the audience should do or think something. Here we recorded the reasons Sophia gave to Mother, Father, and Uncle Conrad.</i></p> <p style="text-align: center;"><i>Sophia made her argument stronger by providing evidence to support her reasons, which we recorded here.</i></p> <p>Point to Reinforcement of the Thesis on the chart.</p> <p style="text-align: center;"><i>At the end of arguments, writers repeat, or reinforce, their thesis, often using different words to say the same thing. In this case, we found that Sophia said “Please” to convince her audience.</i></p> <p>Write “Please.” in the Reinforcement of the Thesis section of the chart.</p>
	<p>Refer to the Why We Write chart.</p> <p style="text-align: center;"><i>We have been keeping track of the purposes for different types of</i></p>

	<p><i>writing. What do you think is the purpose of One Word from Sophia?</i></p> <p>Harvest several ideas, and record them on the <i>One Word from Sophia Why We Write</i> sheet.</p> <p><i>Is the purpose of One Word from Sophia similar to the purpose of other texts on the chart, or should we start a new section?</i></p> <p>Tape the sheet to the chart in a new section.</p>
	<p>Introduce the Argument anchor chart.</p> <p>Point to the Purpose section.</p> <p><i>One Word from Sophia is an argument, whose purpose is to convince someone to do something or to convince someone about something.</i></p> <p>Point to the Examples section.</p> <p><i>This week we read One Word from Sophia. Next week we will read another argument, called I Wanna Iguana. We will also read an argument letter.</i></p> <p>Point to the Stages section.</p> <p><i>Today we learned the stages of argument.</i></p> <p>Add the stages images to the anchor chart, quickly reviewing them as they are added.</p>
<p>Closing 1 minute</p>	<p><i>Today we finished reading One Word from Sophia and learned about the purpose and stages of argument. Tomorrow we will read a letter that is an argument and learn about the parts of a letter.</i></p> <p>Note: Leave the Argument anchor chart posted. The class will continue to reference and add to the chart throughout the unit. It will also be reintroduced during Unit 4, when Argument is revisited.</p>
<p>Standards</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.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>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>Ongoing assessment</p>	<p>Throughout the lesson, listen for and make note of children's understanding of the stages of arguments.</p>

WEEK 6 Day 5



Writing Argument

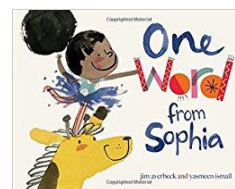
Joint Construction: Choosing a Topic

Content Objective	I can use the information I gathered about my school to choose an argument topic. (W.1.2.b)
Language Objective	With classmates I can argue for my idea, using reasons to support my argument. (SL.1.2.a, W.3.2)
Vocabulary	<p>advocate: to strongly suggest or recommend</p> <p>argue: to convince someone to do something or about something</p> <p>audience: an individual or group for whom a piece of writing is composed</p> <p>reason: why the audience should do or think something</p>
Materials and Preparation	<p>Children will work in groups of 2-4. Either assign groups in advance, or allow children to group themselves.</p> <ul style="list-style-type: none"> ● Gathering Data About Our School chart, from Text Talk Day 3 ● Gathering Data About Our School sheets, from Text Talk Day 2 ● Interviews, from Week 6 Studios ● writing tools ● blank sheets of paper, one for each group <p>On the whiteboard, write the following activity steps.</p> <ol style="list-style-type: none"> 1. Listen as each group member shares ideas. 2. Choose one idea to present to the class. 3. Draw and write about that idea. 4. Plan for how to argue that idea and add reasons to your paper.
Opening 6 minutes	<p><i>This week we have been thinking about a change to make our school an even better place for all learners. We did research about our school and interviewed school community members. We learned about possible audiences for our project. Today we will choose what change we want to advocate for and who we will write to.</i></p>

	As necessary, review parts of the Gathering Data About Our School chart and sheets and Interviews.
Joint Construction 14 minutes	<p><i>We will work in small groups to generate ideas for our Our Schools project. [Refer to the activity steps written on the whiteboard.] When you meet with your group, you will each share your ideas. Your group will choose one idea to present to the class. This reminds me of the Children’s Comments about Learning, when one child said, “Because your ideas, when you say them out loud, they keep coming together, and when all the ideas come together you get a gigantic idea! You can think better in a group.”</i></p> <p><i>After your group chooses one idea, you will work together to write and draw it. Then think together about reasons why your group’s idea is the best way to make our school even better for all learners. Write some reasons on your paper.</i></p> <p><i>Later, we will share ideas with each other. The members of each group will argue for their idea, and then we will choose one as a class.</i></p> <p>Dismiss children to work in groups. As children discuss and write, circulate to support their reasoning, conversation, and writing. If children are stuck, refer them back to the resources they have explored: the Gathering Data About our Schools chart and sheets, BuildBPS, and information gathered from interviews with school community members.</p>
Closing 10 minutes	<p>Gather the children back together to argue for their ideas. Provide each group the opportunity to present their argument for the topic of the class Our Schools project. Guide them to state a thesis, supported by reasons. Invite other children to respond to the groups’ ideas.</p> <p>As a class, choose one idea to use for the writing topic. Put aside the group’s written ideas for future use.</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>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</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>
Ongoing assessment	<p>As children work, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> How effectively do children argue for their ideas? How do children negotiate choosing one idea for the group? Are children’s ideas appropriate for the audience?

	Do children’s reasons effectively support their arguments?
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Notes



WEEK 6 Day 1

Writing Argument

Deconstruction: Introduction to Argument

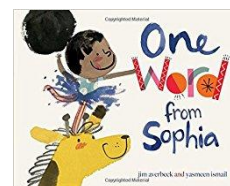
Content Objective	I can name the purpose of arguments. (R.9.2.b)
Language Objective	I can listen to a text to identify the thesis, reasons, and evidence in an argument. (SL.2.2.a)
Vocabulary	<p>argue: to convince someone to do something or about something</p> <p>argument: a genre of writing whose purpose is to convince someone to do something or about something</p> <p>convince: to persuade</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>genre: a type of writing</p> <p>reason: why the audience should do or think something</p> <p>rule: to make decisions about</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
Materials and Preparation	<p>To become familiar with the genre and how it is taught, read Writing: Introduction to Argument (in the Unit 2 Introduction documents).</p> <ul style="list-style-type: none"> • <i>One Word from Sophia</i>, Jim Averbeck Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins “Sophia’s birthday was coming up...” • chart paper Prepare the following <i>One Word from Sophia</i> chart.

Opening 1 minute	<p>Today we will begin learning about another genre of writing called argument. Arguments are written to convince someone to do something, or to convince someone about something. We are going to start by learning about how to convince someone to do something.</p>
Deconstruction 28 minutes	<p>Today we are going to begin reading a book called <i>One Word from Sophia</i>, by Jim Averbeck and Yasmeen Ismail. In this book, the main character, Sophia, argues to her family members to convince them to do something.</p>
pages 1-4	<p>The members of Sophia’s family are introduced by both their relationship to Sophia, and by their job—except Grand-mamá, who is described by a characteristic: “very strict.”</p>
pages 5-10	<p>Sophia first presents her argument to Mother, who is a judge. A judge is a person who hears and rules, or makes decisions, about situations presented in a court of law. You’ll notice that when Sophia speaks to Mother she uses a lot of words that might be unfamiliar. The language she uses includes a lot of words that judges use. Sophia argues to Mother that she needs a giraffe to ride to ballet class.</p> <p>After reading, introduce the <i>One Word from Sophia</i> chart. Point to the word thesis.</p> <p>This word says “thesis.” The thesis is the part of the argument that</p>

	<p><i>states what the writer or speaker is trying to convince someone to do or think. Sophia begins her argument to Mother by saying “I would like a giraffe.” That’s her thesis.</i></p> <p><i>To convince Mother to buy her a giraffe, Sophia can’t just say that she wants one. She also has to provide reasons. The first reason she gives for having a giraffe is that giraffes are better than cars.</i></p> <p>Write the first reason in the <i>One Word from Sophia</i> chart. See the following example.</p>
page 5	<p><i>Sophia then goes on to provide Mother with evidence that giraffes are better than cars. I am going to reread that page. As I read, listen for the ways Sophia says that giraffes are better than cars.</i></p> <p>Reread page 5 in the following chunks, pausing after each to record the evidence on the chart. See the following example.</p> <ul style="list-style-type: none"> • Read “I would like a giraffe...” to “...than the cars we use now.” Write “Giraffes burn less gasoline.” in the same Evidence box. • Read “In the last fifty years...” to “...strong safety record.” Write “Giraffes are safer.” under Evidence. • Read “Also, giraffes...” to “...major diseases.” Write “Giraffes do not cause major diseases.” under Evidence. • Read “Giraffes are legal in all fifty states.” Write “Giraffes are legal.” under Evidence.
page 6	<p><i>Sophia provides Mother with one other reason why she should have</i></p>

	<p><i>a giraffe to ride to ballet class. She says “A giraffe could take me to ballet class and deliver me right to the second floor.”</i></p> <p>Write the second reason in the <i>One Word from Sophia</i> chart. See the previous example.</p> <p><i>The evidence she provides to support that reason is a map of the route she would take to ride the giraffe all the way to the second floor, where her dance class is.</i></p> <p>Record the evidence for the second reason in the chart. See the previous example.</p>
Closing 1 minute	<p><i>Today we began learning about a new genre: argument. We learned that arguments are written to convince someone to do something or about something. In One Word from Sophia, Sophia argues to convince her family members to buy her a giraffe. Tomorrow we will read the arguments she makes to Father and Uncle Conrad. We’ll continue to write what we find on this chart.</i></p> <p>Keep the chart available for use in succeeding lessons.</p>
Standards	<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.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.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>Throughout the lesson, listen for and make note of children’s understanding of arguments.</p> <p>Do children understand the purpose of argument?</p> <p>Do children understand the stages of argument: thesis, reasons, and evidence?</p>

Notes



WEEK 6 Day 2

Writing Argument

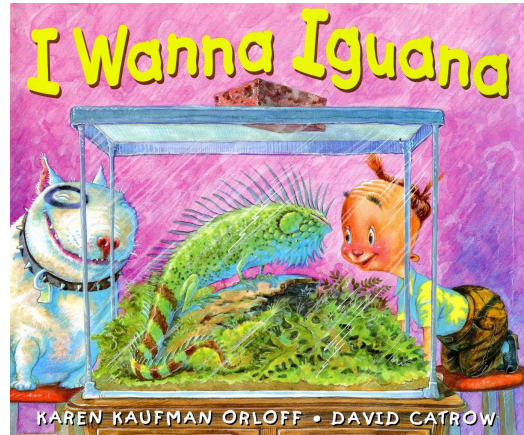
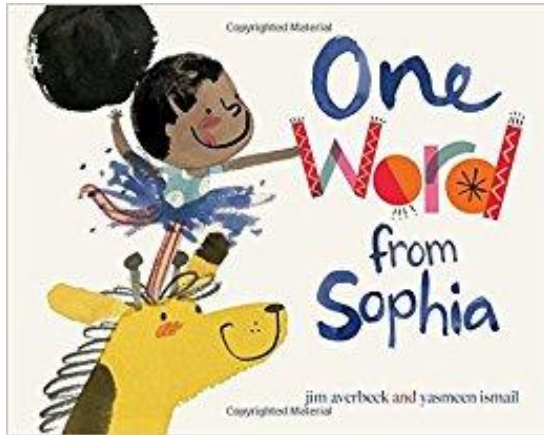
Deconstruction: Introduction to Audience

Content Objective	I can compare the ways Sophia argues to different audiences. (W.3.2)
Language Objective	I can identify reasons and evidence in an argument. (SL.2.2.a)
Vocabulary	<p>audience: an individual or group for whom a piece of writing is composed</p> <p>evidence: facts and details used to support reasons in an argument</p> <p>reason: why the audience should do or think something</p> <p>stages: the parts of a piece of writing</p> <p>thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
Materials and Preparation	<ul style="list-style-type: none"> ● audience Weekly Word card ● <i>One Word from Sophia</i>, Jim Averbeck ● <i>One Word from Sophia</i> chart, from Day 1
Opening 1 minute	<p><i>Yesterday we began learning about arguments. We learned that arguments are written to convince someone to do something, or to convince someone about something. Today we are going to talk about audience. Remember, an audience is the person or people who the text is written for. [Refer to the Weekly Word card.] When writing arguments, it is very important to think about your audience.</i></p> <p><i>Yesterday we read Sophia's argument to Mother. Today we will read her arguments to other audiences: Father and Uncle Conrad.</i></p>
Deconstruction 28 minutes	<p>Refer to the <i>One Word from Sophia</i> chart.</p> <p><i>We will continue using this chart to keep track of Sophia's arguments to other members of her family. Just like with Mother, Sophia's thesis to her other family members—what she is arguing for—is “I would like a giraffe.” As we read her other arguments, we</i></p>

	<p><i>are going to pay attention to the reasons and evidence she gives to different members of her family.</i></p>
pages 11-14	<p><i>Father is a businessman, which means that he owns or is in charge of a business. Businesspeople are often thinking about how to make money.</i></p> <p>After reading, discuss Sophia's argument to Father. <i>What reason did Sophia use to convince Father?</i></p> <p><i>What evidence did Sophia provide to support her reason?</i></p> <p>Record the information in the chart. See the following example.</p>
pages 15-19	<p><i>Uncle Conrad is a politician. Politicians work in the government and make decisions for communities. They often take polls, or surveys, to find out what people in their communities think about different ideas.</i></p> <p>After reading, discuss Sophia's argument to Uncle Conrad. <i>What reason did Sophia use to convince Uncle Conrad?</i></p> <p><i>What evidence did Sophia provide to support her reason?</i></p> <p>Record the information in the chart. See the following example.</p> <pre> graph TD Title[One Word from Sophia] --> Thesis[Thesis: I would like a giraffe.] Thesis --> Audience1[Audience: Mother (judge)] Thesis --> Audience2[Audience: Father (businessman)] Thesis --> Audience3[Audience: Uncle Conrad (politician)] Audience1 --> Reason1[Reason: Giraffes are better than cars.] Reason1 --> Evidence1[Evidence: Giraffes burn less gasoline. Giraffes are safer. Giraffes do not cause major diseases. Giraffes are legal.] Audience2 --> Reason2[Reason: People will pay me for poop.] Reason2 --> Evidence2[Evidence: graph showing how much money she would make] Audience3 --> Reason3[Reason: Ballerinas should ride giraffes to school.] Reason3 --> Evidence3[Evidence: poll showing four out of five members of the household agreed] Evidence1 --> Reinforcement[Reinforcement of the Thesis:] Evidence2 --> Reinforcement Evidence3 --> Reinforcement </pre>
	<p><i>Why did Sophia argue differently to different family members? [she has different relationships with them; they have different jobs]</i></p>

Argument anchor chart images

mentor texts



July 16, 2021

Dear Ramón,

You should hold my hand when we cross the street. Crossing the street can be dangerous. Sometimes you don't notice the cars that are coming. Yesterday you ran right into the road without looking!

Sometimes drivers don't notice you, because you are small. The other day a car almost backed into you, because the driver couldn't see you.

Please hold my hand when we cross the street. You will be much safer with my help!

Love,
Mommy

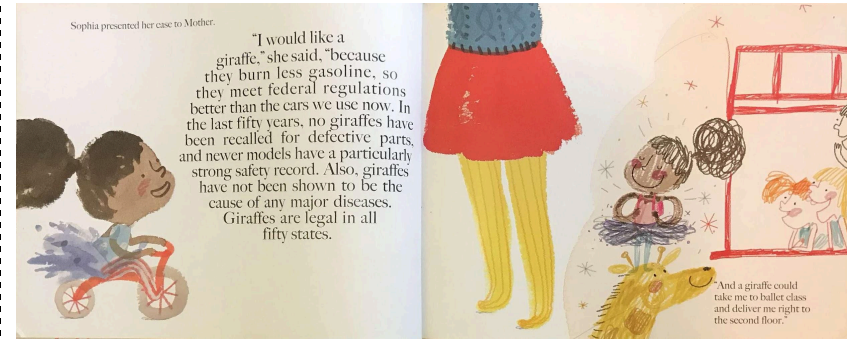
Writing U1 W6 D3

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stages



thesis: states what the writer is trying to convince the audience to think or do



reasons: support the thesis, appeal to the audience



evidence: supplies facts and details to support the reasons, appeals to the audience



reinforcement of the thesis: repeats the thesis in a new way

Writing U1 W6 D3

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Why We Write

