

WEEK 6 Day 4



**Text Talk**  
**Project Introduction 3: Choosing an Audience**  
**Who Makes Decisions in Our Schools? (slides)**

<b>Big Ideas</b>	<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>
<b>Weekly Question</b>	What do we know and what can we find out about our school?
<b>Content Objective</b>	I can identify key details from an informational text that tell me about important leaders in my school and classroom community. (R.4.2)
<b>Language Objectives</b>	<p>I can discuss and ask questions about the text. (SL.1.2.c)</p> <p>I can describe important details from an informational text. (SL.2.2.a)</p>
<b>Vocabulary</b>	<p><b>accessible:</b> able to be used by all</p> <p>* <b>activist:</b> someone who advocates and works for change</p> <p>* <b>advocate:</b> to suggest or recommend strongly</p> <p><b>appropriate:</b> best and most fitting for the task</p> <p><b>argue:</b> to convince someone to do something or about something</p> <p>* <b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>committee:</b> group that makes decisions together</p> <p><b>facilities:</b> a place or piece of equipment for a certain purpose</p> <p><b>fair:</b> when people are treated the same way</p> <p><b>interview:</b> a meeting where two people get together to ask or answer questions</p> <p><b>mayor:</b> someone chosen by vote to lead a city</p> <p><b>public (schools):</b> schools that any child can attend without paying money</p> <p><b>research:</b> careful study to learn something new</p>

<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● “Who Makes Decisions in Our Schools?” slides These slides need to be revised. Gather information about the school or District leaders and their roles. Consider whether any school-specific people or roles should be added to or deleted from the slides.</li><li>● projector and screen</li><li>● Gathering Data About Our School chart, from Day 3</li><li>● chart paper (lined) and markers</li></ul> <p>Create the following chart, inserting the school name. Post this chart so that it is ready to record specific, school-based names as they come up in the text.</p> <table><tr><th colspan="3">Who Makes Decisions with _____?</th></tr><tr><th>Yes/No/?</th><th>Role, name</th><th>Notes</th></tr><tr><td></td><td>Mayor School Committee Superintendent Chief Financial Officer Building Services Operations Liaison: _____ Library Services Family / Site Council: _____ Principal: _____ Family Coordinator: _____ Specialists: _____ Teachers: _____</td><td></td></tr></table> <ul style="list-style-type: none"><li>● Who Makes Decisions with Our School? sheets, copy for each child</li><li>● writing tools</li><li>● clipboards or other writing surfaces</li><li>● Text Talk notebooks</li></ul> <p>On the whiteboard write, Choose a topic. Choose an appropriate audience for that topic.</p>	Who Makes Decisions with _____?			Yes/No/?	Role, name	Notes		Mayor School Committee Superintendent Chief Financial Officer Building Services Operations Liaison: _____ Library Services Family / Site Council: _____ Principal: _____ Family Coordinator: _____ Specialists: _____ Teachers: _____	
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<b>Opening</b> 2 minutes	<p>Today we will read Who Makes Decisions in Our Schools?, an informational text. As we read, we will identify some of the leaders in our school community. We will describe what people in these roles do.</p> <p>Just like learners need different things, schools need different things. We have been thinking about what our own school needs. Once we</p>									

	<p><i>learn about different people who make decisions for our schools, we'll imagine how some of them might be able to help us with the change we would like to make.</i></p> <p><i>Today we will consider who might be the most appropriate <b>audience</b> for changes we might want—the person or people we'll address our letter to, advocating for something that will make our school an even better place for all learners. As we read through the text, we'll stop to make notes on a shared chart and on your own sheets to keep track of our thinking.</i></p>
<p><b>Text and Discussion</b> 26 minutes</p> <p>slides 1-4</p>	<p>Read through the slides, and then pause to check for understanding and for brief discussions, as indicated, maintaining a lively pace through the lesson. At each stopping place, use the examples in the lesson, or draw examples from the class Gathering Data About Our School chart. Make notes on the chart, including Yes/No/? in the left hand column, specific names for roles in the center, and alternative projects in the right.</p> <p>Distribute the Who is an Appropriate Audience? sheets, writing tools, and clipboards.</p> <p>Begin reading the slides.</p> <p><b>THE FOLLOWING IS A SCRIPT FOR BOSTON SCHOOLS. EDIT THE SCRIPT TO FIT YOUR INDIVIDUAL CONTEXT.</b></p> <p><i>What role does [Ms. Wu] have, and what is she responsible for?</i></p> <p><i>If we wanted to advocate for a brand new playground, for instance, would she be a good audience for our project? Why or why not? Let's make a note about</i></p> <p><i>What about the school committee? Would they be a good audience for that kind of project?</i></p> <p><i>We are going to learn about one of the school committee members, Jeri Robinson, next week!</i></p>
<p>slide 5</p>	<p><i>[Xyra Mercer] is a student activist like Anya and Tay. [Xyra] makes a difference by being on the school committee.</i></p> <p><i>Turn and talk. What if we wanted entrance signs in different languages at our school. Would she be a good audience for that project? Why or why not?</i></p>

slides 6-7	<p><i>[Mary Skipper] is our Superintendent. Would she be a good audience for a project about getting entrance signs in different languages? Why or why not?</i></p> <p><i>Who is [Nate Kuder] (CFO)? What is he responsible for? Would he be a good audience for a project about _____?</i></p>
slide 8	<p><i>Building Services are important to make sure our schools are well taken care of. What if we want new paint on our school walls; would someone in Building Services be a good audience for a project about getting new paint on the walls? Why or why not?</i></p>
slide 9	<p><i>[Katherine Walsh] is part of Building Services. Here, she is pictured standing next to solar panels that take energy from the sun to make power for a school building! What are her responsibilities?</i></p> <p><i>Turn and talk. Would she be a good audience for a project about paint on the walls? Why or why not?</i></p>
slide 10	<p><i>Let's investigate the person in charge of facilities for our school. This is our Operation Liaison.</i></p> <p>Navigate the website to identify the school's Operations Liaison. Record this name on the chart.</p> <p><i>What kind of project might _____ [name], our school's Operations Liaison be a good audience for?</i></p>
slide 11	<p><i>Turn and talk. What role does [Deborah Froggat] (libraries) have, and what is she responsible for? What kinds of things might [Deborah Froggat] care most about?</i></p> <p><i>Would [Deborah Froggat] be an appropriate audience for a project about wanting more books about schools around the world in our classrooms? Why?</i></p>
slide 12-16	<p><i>Let's list these important people and groups at our school. What are their responsibilities?</i></p> <p>List these roles and names on the chart.</p>
<b>Key Activity</b> 11 minutes	<p>Distribute Text Talk notebooks and writing tools. Arrange children in groups of three.</p> <p><i>Let's practice matching an audience to a project. Imagine we want our project to be about making our playground more inclusive. Which of these people would be an appropriate audience as we advocate for that? Why?</i></p>

	<p><i>Think for a moment, look over your sheets with all the possible audiences, and write in your notebooks. Then, share your thinking with two classmates.</i></p> <p>Bring the children back to the whole group, and ask a few children to share something from their conversations. Add any relevant ideas to the Weekly Question Chart.</p>
<b>Closing</b> 1 minute	<p><i>Today we practiced choosing an audience that is appropriate for something we want to change in our school.</i></p>
<b>Standards</b>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how, and why.</p> <p><b>SL.1.2.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
<b>Ongoing assessment</b>	<p>Listen to the children's discussions.</p> <p>How do children participate in the discussion based on what they have heard and read?</p> <p>Do they identify key details about leaders in the school community?</p> <p>Do they understand <i>audience</i> and choose an appropriate one?</p> <p>Observe children's writing.</p> <p>Do they choose an appropriate audience for a given project?</p> <p>Children will need to develop some understanding about the structure of BPS in order to embrace this project as an authentic one. Note any confusions or misconceptions about this through the discussion.</p>