

Unit 1: How We Learn in Our School Communities

WEEK 6 Day 3

Text Talk Project Introduction 2: Developing an Interview
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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

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	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>