

WEEK 7 At a Glance

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

WEEK 7 Lesson 1

Science and Engineering: Quadrant Study 2

This lesson connects to and continues the year-long Quadrat Study, first introduced in Week 3, Lesson 2.

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	What solid matter is in my environment?
Content Objective	I can describe the properties of objects I observe on a small piece of land. (Practice 5, 2-PS1-1)
Language Objective	I can describe a material and its properties in speaking and writing. (L.6.2.a, W.2.2.a)
Vocabulary	<p>distribution: the way something is shared in a group or spread over an area</p> <p>isolate: to set apart</p> <p>material: what a thing is made of, such as wood, paper, metal, plastic, cloth, or cardboard</p> <p>quadrat: a small area of habitat, usually selected to collect data about the distribution of plants or animals</p> <p>solid: something that is firm and has a stable shape</p>
Materials and Preparation	<p>Review children’s entries in Science and Engineering packets from the first quadrat study. Select a few that show different and informative observations.</p> <ul style="list-style-type: none">● hula hoops or equivalent lengths of rope or twine knotted to enclose a circle, one for each child● Science and Engineering packets● writing and drawing tools, in one or more containers to carry outdoors● hand lens, one for each child● chart paper and markers

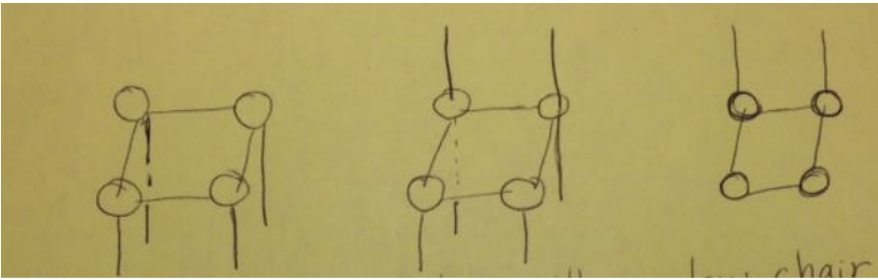
<p>Opening 8 minutes</p>	<p><i>Today we're going back out to the schoolyard to continue our quadrat study. Remember, in a quadrat study scientists study the distribution of objects or organisms in an area—or how many of something there are. Let's take a look at a couple of observations from our last quadrat study.</i></p> <p>Show the selected examples. Use a simplified Science Circle protocol to guide the conversation, informally introducing this routine.</p> <p>As a group, review the safety precautions. Add any new precautions children suggest.</p> <p>Distribute children's packets and hand lenses. Take the children out to the schoolyard with quadrat markers (hula hoops/ropes). Direct children to return to the same spots they observed for their initial quadrat studies, in Week 3.</p> <p><i>What materials do you think you might find that are the same as last time?</i> <i>What different materials do you think you might find?</i></p>
<p>Investigation 15 minutes</p>	<p>Once outside and in a good spot for this observation, offer reminders as needed for placing the quadrat marker on the ground, observing everything within its frame, and identifying and describing as many solid objects as possible. Emphasize making a precise observational drawing, including information about the properties of the objects with both drawings and labels.</p> <p>As children work, circulate to support children's observation, identification, description, and recording. Identify a few children to share their work with the whole group.</p>
<p>Closing 5 minutes</p>	<p>Bring the children back indoors. Set aside all materials except children's packets. Ask identified children to share and describe their work. Encourage them to use precise vocabulary. Prompt classmates to provide additional words describing the same materials as they might have observed them in their own quadrats.</p> <p><i>We will continue to do this investigation throughout the school year. How do you think your quadrat might change throughout the year? What do you think will make those changes?</i></p>
<p>Standards</p>	<p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives</p>

WEEK 7 Lesson 2

Science and Engineering: Matter and Its Interactions

Designing Alternative Seating

Big Ideas	Materials have observable properties. The properties of materials impact how they are used for specific purposes.
Guiding Questions	What properties of a seat will accommodate our needs as learners? What materials could the seat be made of to respond to our needs?
Content Objectives	I can use what I know about materials to create a design in response to a need. (2-PS1-2, 2.K-2-ETS1-3) I can devise a way to build a seat based on my knowledge of properties of materials. (Practice 6, 2-PS1-2, K-2-ETS1-3)
Language Objective	I can use words to describe properties of materials and why certain materials are appropriate to meet criteria for design. (L.6.2.a)
Vocabulary	alternative seating: places that allow people to choose how they sit according to their needs
Materials and Preparation	<p>Review the Science and Engineering Project Overview and the resources included there.</p> <p>Collect materials that may be useful in building a small prototype of a chair, such as rubber bands, tongue depressors, pieces of different types of fabric and paper, styrofoam, toothpicks, cardboard, rubber, metal, wood, Beautiful Stuff.</p> <p>Place these on a large tray to reference during the opening meeting.</p> <ul style="list-style-type: none">● Criteria chart from Week 2, Lesson 1● styrofoam balls● toothpicks <p>Using the styrofoam balls and toothpicks, create one or more chair prototypes that meet a specific need. See the following drawings for prototypes of a stool (no back), a chair with low legs, and a floor seat with a back.</p>

	 <ul style="list-style-type: none"> ● Science and Engineering packets ● writing and drawing tools ● chart paper <p>Title the chart paper Designing Seating for Our Classroom. Below, write some questions such as those following. Modify these questions to fit the needs previously identified by individual children or the collective classroom community.</p> <ul style="list-style-type: none"> ○ <i>What materials will allow for bouncing in the chair?</i> ○ <i>What materials will make the seat waterproof?</i> ○ <i>What materials will resist pressure and scratching when a person is moving back and forth in the seat?</i> ○ <i>What materials will be strong enough to hold more than one person at a time?</i>
<p>Opening 10 minutes</p>	<p><i>We are getting close to the end of our study about what makes school a wonderful place for all learners. We have learned a lot about ourselves as learners. One thing we know is that not everyone needs to sit in the same way.</i></p> <p>Name some of the particular needs the classroom has uncovered about how children like to sit and move.</p> <p><i>This is referred to as alternative seating. Alternative seating allows people to sit in the ways they are most comfortable. As our final Science and Engineering project, we are going to design a chair or other seating that will meet our different needs.</i></p> <p><i>Let's think back. We began by designing a chair that could hold a little doll.</i></p> <p>Together, read the Criteria chart.</p> <p><i>We've learned that materials have specific properties, making some materials better than others for certain purposes. We've been studying properties of materials. We have tested materials for strength, flexibility, hardness, absorbency. Now we can go back to our original chair designs with much more information!</i></p> <p><i>For our classroom seating, we will have new criteria. You will set the criteria for the seating you want to build.</i></p> <p><i>What different materials do you think you might find?</i></p> <p>Read the questions on the chart, Designing Seating for Our Classroom. Again</p>

	<p>name some possible criteria: the seating should accommodate more than one person, be soft, be waterproof, allow for wiggling or bouncing, etc.</p> <p><i>You will work with your partner on a small chair model to try the materials and see if you have a successful design. Then we'll see if we can build an actual seat! Not everyone will decide to meet the same criteria or build the same kind of seating.</i></p> <p>Show the corresponding pages in the packets.</p> <p><i>First, Engineers, you will work with your partners to decide what kind of seating you want to design. Why does our classroom need this kind of seat? Then decide which criteria you need to meet. You'll use everything we have been discovering about properties of materials. You may also want to make some sketches as you are thinking about your design.</i></p> <p>Show the prototype(s) built in preparation for the lesson.</p> <p><i>Here is an example of a model. I designed this chair for people who _____ [example from the classroom such as ... like to sit on the floor but still have something to lean their back against.]</i></p> <p>Think aloud about recording the design process in the packet.</p> <p>Answer children's questions about the design process, determining criteria, choosing materials, or recording plans.</p> <p><i>Today, you will work with your partner to imagine design solutions and then sketch your designs together. Make sure to include which materials you will use for each part of the chair and why you will use those materials. Be specific about what criteria each material meets: is it waterproof? Strong? Flexible? Does it work for certain kinds of learners?</i></p>
Investigation 20 minutes	Children talk about what they want to accomplish with their seating designs and record their plans. Encourage children to discuss specific properties of materials to best meet the criteria they have identified. Once children have a plan, they can start working with their materials and building. This work will continue in the Discovery Studio.
Closing 5 minutes	Bring the group back together and ask pairs of children to share ideas they are excited about and challenges they are facing. After the lesson, collect and prepare any additional materials children have identified in their plans.
Standards	<p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</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</p>

Name: _____

Add On to Base Words

Read the words. Use each base word to make new words by adding suffixes. Choose from these suffixes: **-s, -es, -ing, -ed, -er, -est.**

Example: rest rests rested resting	cross
hold	cold
rent	call
drink	thick
sniff	honk

Skills: Decode words with common prefixes and suffixes.

“Jeri Robinson: A Leader in Boston Education” conversation prompts: Cut apart and provide with the physical text and audio recording.

Page 9:

Jeri Robinson describes her school.
Compare her school to your school.
How is it different? How is it the same?

Jeri Robinson: A Leader in Boston Education

Page 10:

How do children and adults make
your school a great learning
community?

Jeri Robinson: A Leader in Boston Education

After reading:

What are two important things Jeri
Robinson does to help children?

Jeri Robinson: A Leader in Boston Education

I agree with you. I also think ____.

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

Tell me more about your idea.

Name: _____

Find, Sort, Write

Look through the books at your table. Find words with the -ed suffix. Sort them into the correct column, and write them.

- ed as /id/	- ed as /d/	- ed as /t/
hunted	spilled	splashed

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

Talk About It



<http://goldenappleofrockford.com/Announcements-News/classroom-re-design-flexible-seating-blended-learning.html>



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Vocabulary Station U1 W7

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Unit 1: How We Learn in Our School Communities

WEEK 7

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 “Jeri Robinson: A Leader in Boston Education” slides conversation prompts
Science Literacy	How do scientists and engineers design solutions for engineering problems?	<ul style="list-style-type: none"> Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 6 Weekly Words cards Recording sheets Choose 3! menu
	Think About It: If this were your classroom, where would you choose to sit for reading? Where would you sit for writing or drawing? Why?	<ul style="list-style-type: none"> Week 6 Weekly Words cards Week 7 image, 2 copies cut apart Week 7 sheets
Word Work (align skills with literacy program)	Finding and sorting words with suffix -ed	<ul style="list-style-type: none"> a selection of books at children’s reading levels (words with -ed) Week 7 Find, Sort, Write sheets activity directions card
	Making new words with suffixes	<ul style="list-style-type: none"> Week 7 Add On to Base Words sheets activity directions card
	Sorting words with vowel teams ou, oo, eu, ue	<ul style="list-style-type: none"> Week 7 Name, Sort, Write sheets activity directions card
Writing	Prompt from Text Talk Day 1: What are some ways you prefer to learn things?	<ul style="list-style-type: none"> <i>Six Dots: A Story of Young Louis Braille</i> Writing Station Response sheet

Stations U1 W7

Name: _____

Name It	Sort It	Write It
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Name the picture. Glue it in the proper column. Write the word.

ou	oo	ew	ue

Name It	Sort It
---------	---------

Word Bank			
spoon	book	tooth	coupon
toucan	new	soup	ruler
hoop	zoo	school	group
glue	hook	screw	shoot

Skills: Know spelling-sound correspondences for additional common vowel teams

Word Work Station U1 W7

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Talk About It

Name: _____ Date: _____

If this were your classroom, where would you choose to sit for reading? Where would you sit for writing or drawing? Why?

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.



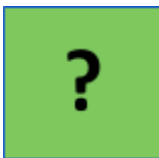
Writing Station Response: ***Six Dots: A Story of Young Louis Braille***

Name: _____ Date: _____

What are some ways you prefer to learn things?

Unit 1: How We Learn in Our School Communities

WEEK 7 Studios







Continuing the Our Schools Project



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	How can I contribute to my school community?
Materials and Preparation	<p>Consider ideas children have had for extending the project from the class letter to other activities.</p> <ul style="list-style-type: none">• new studios prompts• Observation Sheets <p><u>New for the Discovery Studio:</u></p> <ul style="list-style-type: none">• Alternative Seating packets• other resources from Science and Engineering lessons <p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none">• 100's board• game pieces• dice <p><u>New for the Research Studio:</u></p> <ul style="list-style-type: none">• class chart from Text Talk 3.2 and Week 3 Research Studio: "What do we need in order to do our best learning?"• Interview sheets from completed interviews• Gathering Evidence sheet, from Writing Week 7, Day 4 <p><u>New for the Writing and Storytelling Studio:</u></p> <p>Decide whether to invite families for an end-of-unit presentation. If so,</p>

Studios U1 W7

	<p>prepare:</p> <ul style="list-style-type: none"> • paper for making invitations • invitation template on a chart or smaller paper, as needed <p>Thinking and Feedback is an important mechanism for getting all children knowledgeable about and invested in each other's individual and small group work, especially as it relates to a whole group concern (the Our Schools Project). Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
Opening	<p>Refer to and review the class chart from Week 3, "What do we need in order to do our best learning?"</p> <p><i>We are arguing to _____ [audience] to _____ [project topic]. Our reasons are _____ and _____ [as established in writing lessons]. What evidence have we found to support our reasons?</i></p> <p><i>You have some other ways to communicate this idea, as well!</i></p> <p><i>This week in Studios, continue to work on the projects you have started.</i></p> <p>Name work that has already begun or that children are considering.</p> <p><i>Think carefully about whether you will continue something you were working on last week or start something new.</i></p> <p>Give children time to share their plans with a partner, and dismiss them to work.</p>
Facilitation	<p>Children's work in the studios should be primarily focused on work that enhances the main idea for the project.</p> <p><i>How does your work communicate an idea about what makes a school a good place for all learners?</i></p> <p>Use the following boxes to record the projects children are pursuing, and use these notes to assess their work and plan for subsequent sessions in the studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes. Remind children that any writing they produce must be neat and inviting enough for an audience.</p>

<p>Art</p> 	<p>Making Collages about Our Classroom and School <i>Continues from Week 6 with a clearer focus.</i> <u>Objective:</u> I can use collage to represent something I appreciate about our classroom or school.</p>	
<p>Other projects</p>	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		
<p>Needed resources, materials, collaboration</p>		
<p>Building</p> 	<p>Building Features of Schools <i>Continues from Week 6</i> <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>Other projects</p>	<p>Group 1:</p>	<p>Group 2:</p>
<p>Current state of the project</p>		
<p>Questions to prompt further work</p>		

<p>Needed resources, materials, collaboration</p>		
<p>Math</p> 	<p>Race to 100</p> <p><u>Objective:</u> I can add onto a given number.</p> <p><u>Process:</u> Children take turns rolling 2 dice and adding the numbers together to determine the sum. This sum will be the number of spaces the child moves forward on the 100's board. Children continue taking turns until one person reaches 100.</p> <p><u>Considerations:</u> Offer previous games.</p> <p><u>Facilitation:</u> <i>How can you check for accuracy in your adding/ counting?</i> <i>What adding strategies are you using?</i></p>	
<p>Discovery</p> 	<p>Continuing Chair Designs</p> <p><u>Objective:</u> I can design and build a seat that meets certain criteria. I can record my work in writing and drawing.</p> <p><u>Process:</u> Children continue their seat design work.</p> <p><u>Facilitation:</u> Offer help with materials as needed. Refer children to each other for strategizing about design and construction. Remind children that their seating designs need to meet their criteria and thus some needs of learners in the classroom community.</p> <p><u>Thinking and Feedback Possibilities:</u> Invite children who are feeling successful to share their designs and ask classmates for suggested improvements. Alternately, invite children who are struggling to share their designs and ask for help in solving a specific problem.</p> <p><u>Ongoing Assessment:</u> Continually review children's Science and Engineering packets to assess</p>	

	<p>their representations, thinking, criteria, selection of materials, and progress. Compare the entries of children working in pairs.</p>
<p>Research</p> 	<p>Continuing Research, Finding Evidence Note: Introduce this phase of the work only after the Gathering Evidence writing lesson (Week 7, Day 4) has occurred.</p> <p><u>Objective:</u> I can identify evidence that will strengthen our argument.</p> <p><u>Process:</u> Children move between the class writing project and independent research to identify evidence to include in the class letter. They record evidence on the Gathering Evidence sheet.</p> <p><u>Facilitation:</u> Continue to help children orient to the information on BuildBPS and focus their attention on the need to find evidence for the identified argument.</p> <p><i>What is important about the information you are finding? Are you finding evidence that supports a reason in our argument? How does it support a reason?</i></p> <p><u>Thinking and Feedback Possibilities:</u> The whole group will benefit from an opportunity to look at how one group is pursuing research, gathering evidence, consolidating findings, and communicating their ideas.</p> <p><u>Ongoing Assessment:</u> How are children interacting with the data available to them? What connections are children making between writing lessons and work in studios? What evidence can you gather about children’s understanding of argument writing?</p>
<p>Writing and Storytelling</p> 	<p>Conducting Interviews <i>Continues from Week 6.</i></p> <p><u>Objective:</u> I can practice and conduct interviews with people in my school community.</p> <hr/> <p>Making Invitations <u>Objective:</u> I can create and write an invitation for our class presentation that includes drawing and writing and communicates a clear message.</p>

Other projects	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources, materials, collaboration		

Standards	<p>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.</p> <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>QR.C.6 Use place value understanding and properties of operations to add and subtract.</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.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>R.11.2.c Explain how specific visuals contribute to and clarify the</p>
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	meaning of a text. R.11.2.d Compare and contrast the information presented by two texts on the same topic.
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Notes

Names: _____

Gathering Evidence

Audience:

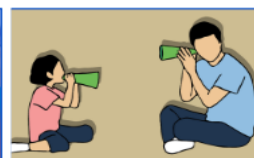
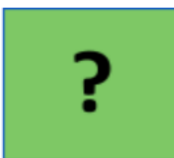
Reason:

Evidence:

Evidence:

Evidence:

WEEK 7 Studios



Weekly Question

How can I contribute to my school community?

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Materials and Preparation	<u>For the Math Studio:</u> <ul style="list-style-type: none"> • 100's board • Game pieces • Dice
Opening	<i>How many rolls of the dice do you think it will take you to get to 100 on this hundreds board?</i>

Math	<p>Race to 100 I can add onto a given number.</p> <p><u>Process:</u> Students roll 2 dice, add them together to determine their sum. This number will be the number of spaces you will move forward on the hundred's board. Continue taking turns until one person reaches 100.</p> <p><u>Facilitation:</u> <i>Check for accuracy in adding and counting.</i></p>

Studio U1 W7

Standards	<u>Math:</u> QR.C.6 Use place value understanding and properties of operations to add and subtract. 2.NBT.B.5
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Art Studio

While you are working, think about:

What do I appreciate about my learning environment for myself?

What do I appreciate about my learning environment for my classmates?

How can I communicate this with collage?

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:

How is our chair design working?

Does our design meet our criteria?

What else should we consider?

Does this seat improve learning in our classroom?

Math Studio

While you are working, think about:

How can you check for accuracy in your adding/ counting?

What adding strategies are you using?

Research Studio

While you are working, think about:

What is important about the information we are finding?

What evidence can we find to support a reason in our argument?

Is this evidence convincing to our audience?

Writing and Storytelling Studio

While you are working, think about:

What have I learned in an interview?

What more do I want to find out?

What does my invitation need to include?

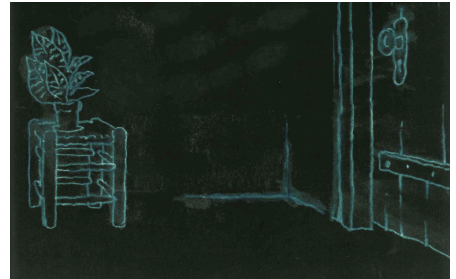
Name: _____ Date: _____

Six Dots: A Story of Young Louis Braille Multiple Choice Questions

Practice

Read the excerpt carefully. Then answer questions 1 and 2.

... I could see nothing at all. No trees or sparrows.
No faces. No lace or loaves of bread.
By the time I turned five, I was completely blind.



1. Why is Louis Braille unable to see?

- A. He had his eyes closed.
- B. He was in the dark.
- C. He was blind.
- D. He was five.

2. What evidence in the text shows why Louis Braille is unable to see?

With a Partner

Read the excerpt carefully. Then answer questions 3 and 4.

“Do you have books for blind children?” I asked again.

“No, Louis,” the teacher replied. “I’m sorry.”

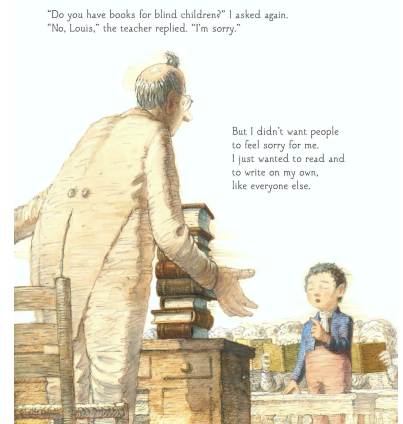
But I didn’t want people

to feel sorry for me.

I just wanted to read and

write on my own,

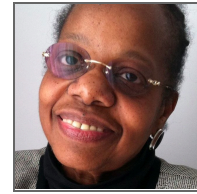
like everyone else.



1. What is Louis Braille’s main problem?

- A. He is blind.
- B. He wants to learn to read and write.
- C. He wants others to read to him.
- D. He cannot go to school.

2. What evidence in the text shows Louis Braille’s main problem?



WEEK 7 Day 5

Text Talk

Jeri Robinson: A Leader in Education (slides)

This text talk lesson is about a leader on the Boston School Committee. You can use these slides OR you can replace the slides about a leader in your community.

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	How can I contribute to my school community?
Content Objective	While reading a text, I can check my comprehension by stopping to ask and answer questions about a leader in our community. (R.4.2, 2.T4.4, 2.T5.3)
Language Objective	I can talk with my classmates about Jeri Robinson, a leader in education. (SL.1.2)
SEL Objective	I can recognize the leaders in my community and how they support me and others. (Social Awareness)
Vocabulary	auditorium: a large room in a building that usually holds a lot of people carton: a container to hold something, typically made of cardboard or plastic consistent: always acting or behaving in the same way intercom: a loudspeaker used to communicate from different location * leader: a person who leads a group notice (n): a note to communicate something * responsibility: duty or task that a person has to do, that others count on them to do
Materials and Preparation	<ul style="list-style-type: none">• whiteboard or chart paper and markers• “Jeri Robinson: A Leader in Boston Education” slides• projector and screen

	<ul style="list-style-type: none"> • Text Talk notebooks • "Jeri Robinson: A Leader in Boston Education" reading response sheet, copy for each child • clipboards, whiteboards or other writing surfaces • writing and drawing tools
Opening 3 minutes	<p><i>We've read about Julius Rosenwald, Wangari Matthai, Anya and Tay, and Louis Braille. All of these people are people who have or have had an impact in learning; they are different kinds of leaders in education. Turn and tell your partner what the word "leader" means to you.</i></p> <p>Invite a few children to share their ideas. Encourage children to signal with "Me, too." On the whiteboard, record words children use to discuss the concept of "leader," and use these words to quickly construct a definition. <i>We'll revisit this definition at the end of today's lesson.</i></p> <p><i>We learned a little bit about the School Committee last week in the text "Who Makes Decisions in Our Schools?" Today we will read about Jeri Robinson, a member of the school committee in a city called Boston. Today we will read a text about her. We'll take some Note Breaks along the way.</i></p> <p>Distribute Text Talk notebooks and writing tools.</p>
Text and Discussion 15 minutes slide 1	<p>Read the title and share the purpose for reading. <i>This text is titled Jeri Robinson: A Leader in Education. Successful readers make sense of the text by stopping to ask and answer questions. The title includes the phrase "a leader in education." As we read, ask yourself, How is Ms. Robinson a leader in education?</i></p> <p>Read the slides, pausing as indicated.</p>
slide 3	<p>Model asking a question. <i>When I read, "She is an important person to children," I immediately have questions. How is Jeri Robinson important? How is she important to all children?</i></p> <p><i>Let's take a Note Break. How do you think Jeri Robinson might be an important person to children?</i></p>
slide 5	<p>Note that the photograph is one from Ms. Robinson's collection of childhood photographs. Read the caption and wonder aloud why it might be blurry. <i>Ms. Robinson tells us, "I thought it was the best school in the whole world." These are her exact words. This tells us how she felt about her school when she was a student. Let's read more to find out why</i></p>

	<i>Ms. Robinson thought her school was so wonderful. .</i>
slide 9	The text on slide 9 might spark discussion about the kinds of spaces in the children’s own, current school building. Briefly put this discussion in the context of any ideas already put forward for the Our Schools Project.
slide 12	<p>Pause to have children ask questions and take a Note Break.</p> <p><i>We’ve heard about some of Ms. Robinson’s experiences in school. If you could ask her one question at this point, what would your question be? Think for a moment, and then write your question in your notebooks.</i></p> <p>Remind children that questions often begin with words such as what, where, why, when, and how, and that they always end with a question mark.</p>
slide 13	<i>Turn and talk. What do you think about Ms. Robinson’s words about why school is important?</i>
slide 15	<p><i>As a member of the School Committee, Jeri Robinson knows what kinds of things are important to students, to teachers and other adults who work in schools, and to families. She is one of the people who is paying attention to learners’ ideas and who will listen to our ideas about our own school.</i></p> <p>Finish the text.</p>
Key Activity 16 minutes	<p><i>You’re going to write to respond to this reading. Before you do, let’s return to a couple of slides in the text to think about the ways Jeri Robinson is a leader.</i></p> <p>Return to slide 16. Have children read this independently (silently or whispering). Invite children to put a thumb up when they have finished reading the slide.</p> <p><i>How has Jeri Robinson been a leader in education?</i></p> <p>Return to slide 17. Have children chorally read the quote.</p> <p><i>What does this quote from Jeri Robinson tell you about her as a leader? Turn and talk.</i></p> <p>Revisit the definition of “leader” drafted at the beginning of the lesson. Have children consider how Jeri Robinson is an educational leader, and revise the definition, as appropriate. Distribute the sheets and clipboards.</p> <p><i>Throughout reading today we asked ourselves, “How is Jeri Robinson a leader in education?” Put your finger on number 1. Let’s read it together.</i></p> <p>Answer any clarifying questions, and then chorally read question 2.</p>

	Remind children to use evidence from the text to support their responses to both questions. Children can begin writing at this time; unfinished work can move to the Writing Station in Week 8.
Weekly Question Chart 5 minutes	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking about this question: How can I contribute to my school community?</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: leaders contribute to our school community, and I can be a leader; people contribute to each other's learning, etc.</p> <p>Save this chart for use in Week 8.</p>
Closing 1 minute	<p><i>Today we read a text about another important person in education. We'll continue to think about how leaders help to support wonderful learning for all children.</i></p>
Standards (Boston Standards)	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</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>2.T4.2 Explain the characteristics of a country. Clarification Statement: Students should identify characteristics that make up a country (e.g., government, leaders, citizens), some purposes of government (e.g., to provide security and education) and how one country distinguishes itself from others (e.g., by its history, culture, language, type of government).</p> <p>2.T5.3 Explain that people are a resource too, and that the knowledge and skills they gain through school, college, and work make possible innovations and technological advancements that lead to an ever-growing share of goods and services.</p> <p>SEL. Social Awareness</p>
Ongoing assessment	<p>Take note of how children self-monitor as they ask and respond to questions.</p> <p>Do children ask who, what, where, when, why, and how questions?</p> <p>Do children respond to questions using details from the text?</p> <p>Note how children respond to the writing prompts.</p> <p>Do children use evidence from the text to support their thinking?</p> <p>Do children connect the unit's big idea to their inference about Jeri Robinson?</p> <p>Do children show their understanding of how Jeri Robinson is a leader in their community?</p>

	Take notes during or after the session.
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Notes

JERI ROBINSON

A Leader in Education



This text talk lesson is about a leader on the Boston School Committee. You can use these slides OR you can replace the slides about someone in your community.



Look at this person.

Her name is Jeri Robinson.



She is an important person to children in Boston.



Jeri has lived in Boston her whole life. When she was a child, she attended the Nathan Hale School, a public school in Roxbury.

*“I thought it was the best school
in the whole world.”*

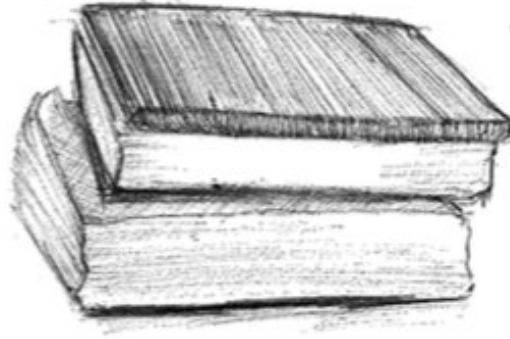


Jeri on her first day of kindergarten



“The Nathan Hale was only across the street and up the hill from where I lived, so I could walk to school every day. On some days, because my teachers used to come to school on the bus, I would wait outside my house for my teachers to come up the street from the bus stop, and I would walk up the street to school with them in the morning.”

In second grade, Jeri's favorite subjects were math and reading.



“We learned a lot of poetry. In those days we didn’t have a lot of homework, but the two things we consistently had were spelling words and poems. So we learned lots and lots of poetry.”



“My favorite book to read in the second grade was a book about Lou Gehrig, who was a baseball player. And the reason I liked that book was that he was left-handed and I am left-handed.”

“Because we were a small school, there were lots of things we didn’t have in our school. The Nathan Hale did not have a lunchroom; it did not have an auditorium; but it had a big hall upstairs. So we would get together and have music out in the hallway. And sing.”

“We did not have a library in our school, but the bookmobile used to come every week. You could go outside to the bookmobile, and you could take out three books and take them home. And every week you got to bring them back again.”



Everyone participated in the Nathan Hale School community. Adults and students had responsibilities to make sure it was a great place for learning.

“The fifth grade teacher was in charge of the building. When I got to the fifth grade, we acted as the staff of the school. For example, the fifth grade students used to order the milk that got delivered to the school, count out the cartons, and deliver the milk to the classrooms. That was a fifth grade job.”





“If there were notices, then somebody was given the job of taking the notices and going from classroom to classroom. We didn’t have intercoms. Teachers didn’t have cellphones; there was only one phone in the office.

Another job was to sit near the door, so if the doorbell rang, somebody went to answer the doorbell.”

Having responsibilities in school helped students become leaders.

Jeri continued learning all the way through high school.



A Boston classroom in 1973.

Today, Jeri continues to think about learning for young children. She wants to help children have a wonderful education.



“School is the place you can go to learn. There are so many different kinds of things to learn about in the world, and lots of interesting things you can learn when you do it with lots of people. In school you get to have friends; you get to learn about their families and the things they like to do.”

5th graders learn to build boats in a Coast Guard program.



Jeri is a leader in the Boston Public Schools. She works with the Mayor and the Superintendent as a member of the School Committee.





“Our job is to help make decisions about what will happen with schools. We listen to the successful things that are happening; we listen to the complaints and concerns that people have; and we try to help get all of those things resolved.”

Jeri was also leader at the Boston Children's Museum.



At the museum, children explore exhibits, interact with materials, and participate in programs. This is another place where children learn.



Kid Power exhibit at the Boston Children's Museum

“We want to have lots of different opportunities for kids to explore and learn about the different ways that they learn and the things that they’re interested in.”



New Balance Foundation Climb, a play space at the Boston Children's Museum

“I am responsible for lots of the different things we do with very young children and their families. I work on exhibits and programs; I try to raise money.”



Jeri Robinson's experiences in school inspired her to become involved with children and their learning.
She is a leader in education.

Citations

slides 1, 2, 3 Jeri Robinson: <http://baystatebanner.com/news/2014/nov/19/news-jeri-robinson/>

slide 4: illustration by Rosa Booth

slide 5: Jeri Robinson personal collection

slide 6: illustration by Rosa Booth

slide 7: illustration by Rosa Booth

slide 8: Lou Gerhig: https://commons.wikimedia.org/wiki/File:Lou_Gehrig_as_a_new_Yankee_11_Jun_1923.jpg

slide 9: bookmobile: https://www.flickr.com/photos/boston_public_library/5229432227

slide 10: illustration by Rosa Booth

slide 11: doorbell:

https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwj4lfGvtPrWAhVVOGMKHbogDoOQjBwIBA&url=https%3A%2F%2Fupload.wikimedia.org%2Fwikipedia%2Fcommons%2F1%2F1a%2FDoorbell_%2528Wheaton%252C_MD%2529.jpg&autouser=2&psig=AOvVaw1x8bhnIX5kSuBM1skIEfk7&ust=1508424247184472

slide 12: classroom: <https://www.flickr.com/photos/cityofbostonarchives/26819504892>

slide 13: fifth graders: <http://coastguard.dodlive.mil/2017/01/building-bright-futures-in-boston/>

slide 14: School Committee:

<https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/162/SCGroupPhoto2016.jpg> and

<https://patch.com/massachusetts/boston/boston-school-committee-unanimously-votes-oppose-question-2>

slide 15: illustration by Rosa Booth

slide 16: Boston Children's Museum: <https://www.flickr.com/photos/masstravel/7115836379>

slide 17: Kid Power: https://commons.wikimedia.org/wiki/File:Kid_Power.JPG

slide 18: New Balance Foundation Climb: https://c1.staticflickr.com/9/8308/7846964502_a9725dda04_b.jpg

slide 19: Jeri Robinson photo: <http://worldchannel.org/programs/episode/amgrad-champion-jeri-robinson/>

Name: _____ Date: _____

Jeri Robinson Reading Response

1. How is Jeri Robinson a leader in education?

Use evidence from the text to support your thinking.

2. How does Jeri Robinson support children learning different things in different ways?

Use evidence from the text to support your thinking.

Add to your writing with a drawing.

POP!

Answering Multiple Choice Questions

Predict the best answer.

- Read the question.
- Ask: What is the best answer?

Only one choice.

- Read all answer choices.
- Ask: Does this make sense?
- Cross off answers until only one choice is left.
- Circle the answer.

Prove it.

- Ask: How do I know?
 - Find evidence to support your thinking.
 - Record the evidence.
-

POP!

Answering Multiple Choice Questions

Predict the best answer.

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Only one choice.

- Read all answer choices.
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Prove it.

- Ask: How do I know?
- Find evidence to support your thinking.
- Record the evidence.

Text Talk U1 W7 D3

Six Dots: A Story of Young Louis Braille excerpt, pages 9-13

My family did what they could.

Papa made a wooden cane.

Each day I walked a little farther, *tap-tap, tap-tap, tap-tap...*

counting the steps between the house and the garden,

the vineyard and the chicken coop,

the baker's and the miller's...

And back to Papa's shop.



Text Talk U1 W7 D4

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

My brother taught me to whistle:
vreeee, vreeee, vreeeew!
And when the sound echoed back,
It warned me of things in my path.

My sisters made a straw alphabet.
Papa made letters with leather strips
or by pounding round-topped
nails into boards.

With Maman, I played dominoes,
counting the dots with my fingertips.



The village priest taught me to recognize trees by their touch,
flowers by their scent, and birds by their song.
I listened closely as he read to me
from the Bible and from books of poetry.

"Do you have books for blind children?" I asked.
"No, Louis," the priest replied. "I'm sorry."



The village priest taught me to recognize trees by their touch,
flowers by their scent, and birds by their song.
I listened closely as he read to me
from the Bible and from books of poetry.

"Do you have books for blind children?" I asked.
"No, Louis," the priest replied. "I'm sorry."

Text Talk U1 W7 D4

When I was older, I went to school with the other village children.

All day, as they wrote down words and numbers

or read out loud from printed pages,

I sat in the front row, listening and memorizing.

“Do you have books for blind children?” I asked again.

“No, Louis,” the teacher replied. “I’m sorry.”

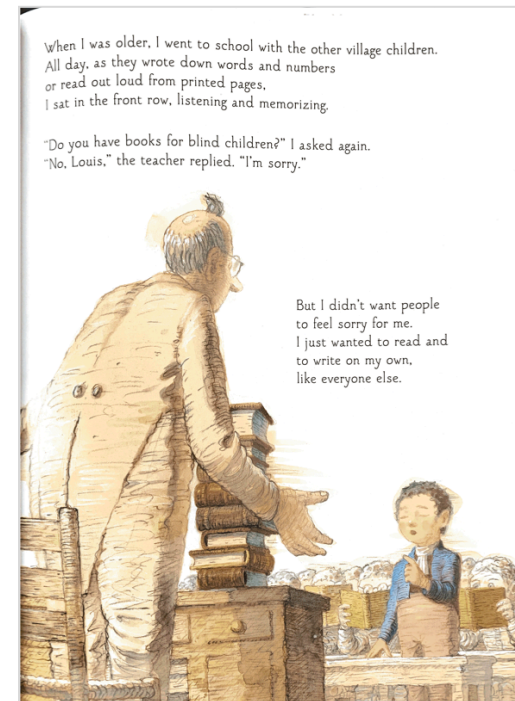
But I didn’t want people

to feel sorry for me.

I just wanted to read and

to write on my own,

like everyone else.



When I was older, I went to school with the other village children.
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“No, Louis,” the teacher replied. “I’m sorry.”

But I didn’t want people
to feel sorry for me.
I just wanted to read and
to write on my own,
like everyone else.

The Marquise, a noble lady living nearby, heard about me.
She wrote a letter to the Royal School for the Blind, asking if I could study there.
Finally, a reply came. *Bienvenue!* "Welcome, Louis!"



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Text Talk U1 W7 D4

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

"The priest says they have books for the blind!" I told Papa excitedly.

"But you're only *ten*!" Maman cried.

"And you'll live there most of the year," my brother added.

"Paris is a big city, far away!" my sisters warned.

How could I make them understand? Without books,
I would always be "poor Louis Braille." I would always be
held back, like that dog chained too tight.

"I love you," I told them.

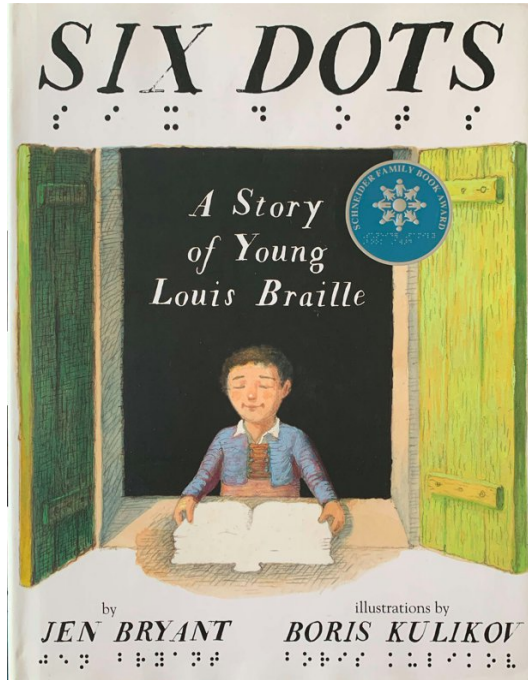
"But I must go."

"The priest says they have books for the blind!" I told Papa excitedly.
"But you're only *ten*!" Maman cried.
"And you'll live there most of the year," my brother added.
"Paris is a big city, far away!" my sisters warned.



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held back, like that dog chained too tight.
"I love you," I told them.
"But I must go."

Text Talk U1 W7 D4



Six Dots: A Story of Young Louis Braille excerpt

Text Talk Week 7, Day 4

My family did what they could.
Papa made a wooden cane.
Each day I walked a little farther, *tap-tap, tap-tap, tap-tap* . . .
counting the steps between the house and the garden,
the vineyard and the chicken coop,
the baker's and the miller's . . .
and back to Papa's shop.



My family did what they could.

Papa made a wooden cane.

Each day I walked a little farther, *tap-tap,*
tap-tap, tap-tap...

counting the steps between the house and
the garden,

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And back to Papa's shop.

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vreeee, vreeee, vreeew!

And when the sound echoed back,

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"Do you have books for blind children?" I asked.
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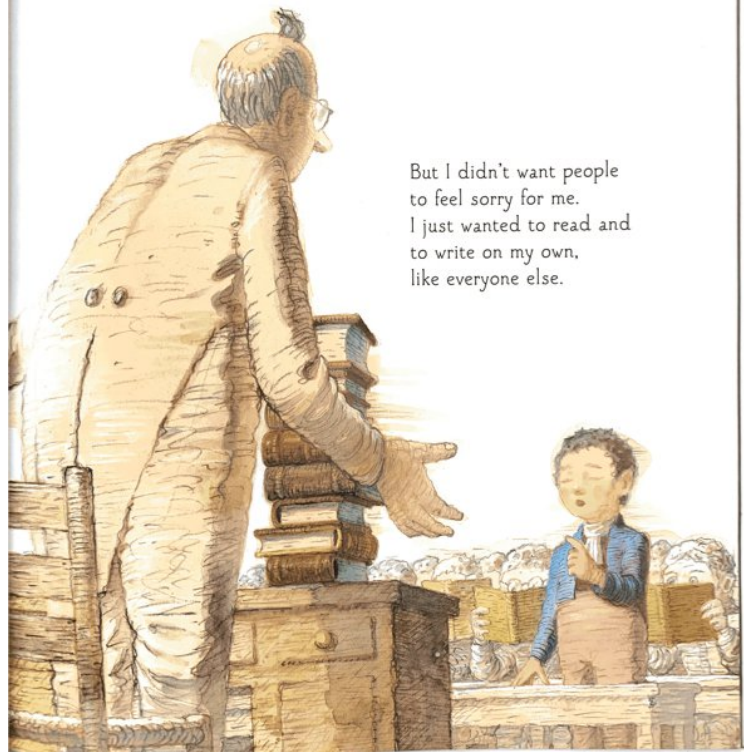
“Do you have books for blind children?” I asked again.
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to feel sorry for me.
I just wanted to read and
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“I love you,” I told them.

“But I must go.”

“The priest says they have books for the blind!” I told Papa excitedly.
“But you’re only *ten*!” Maman cried.
“And you’ll live there most of the year,” my brother added.
“Paris is a big city, far away!” my sisters warned.



How could I make them understand? Without books, I would always be “poor Louis Braille.” I would always be held back, like that dog chained too tight.
“I love you,” I told them.
“But I must go.”

Name: _____ Date: _____

Six Dots: A Story of Young Louis Braille Questions about Character

With a partner

Read the excerpt carefully. Then answer questions 1 and 2.

1. What trait best describes Louis Braille in this portion of the text?

- A. determined
- B. kind
- C. rude
- D. funny

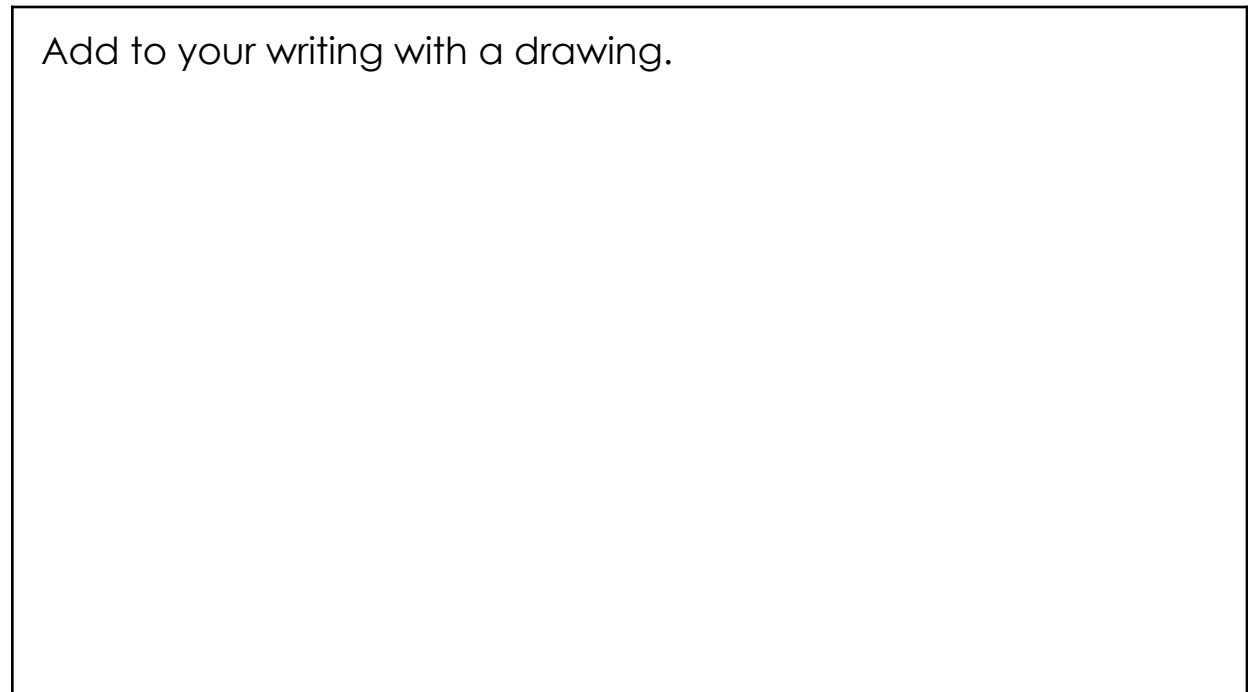
2. What evidence from the text shows that this trait describes Louis?

On your own

3. What are some of your traits?

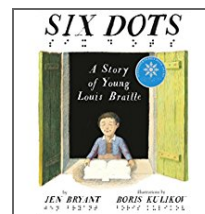
4. Think of someone who has influenced you to be the learner and person you are. Who is that person, and how does that person influence you?

Add to your writing with a drawing.



Unit 1: How We Learn in Our School Communities

WEEK 7 Day 1



Text Talk

Six Dots: A Story of Young Louis Braille, pages 1-18

Read 1 of 4

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	How can I contribute to my school community?
Content Objectives	<p>I can explain how Louis Braille learns best by gathering key details and identifying his reactions to major events in his life. (R.4.2, R.6.2.a)</p> <p>I can explain the characteristics that make up a country, including the leaders and their impact on the community. (2.T4.2)</p> <p>I can explain that people are a resource, too, and that the knowledge and skills they gain through school and work make possible innovations that benefit others in our society. (2.T5.3)</p>
Language Objective	I can explain my thinking about the text to my classmates. (SL.2.2.a)
SEL Objective	I can communicate clearly and listen actively during discussions with my peers. (Relationship Skills)
Vocabulary	<p>awl: a sharp tool used to make holes in leather or wood</p> <p>braille: a form of writing with raised dots, allowing the blind to read</p> <p>command: to say with authority, to order</p> <p>curious: interested, wondering</p> <p>drape: to hang or cover with fabric</p> <p>echo: a sound that is heard again</p>

Text Talk U1 W7 D1

Materials and Preparation	<ul style="list-style-type: none"> • <i>Six Dots: A Story of Young Louis Braille</i>, Jen Bryant Pre-mark page numbers in the text so that page 1 begins, “On the day I was born...” Note that the correct pronunciation of Louis, in French, is “Louie.” • Text Talk notebooks • writing tools • Writing Station Response: <i>Six Dots: A Story of Young Louis Braille</i>, 1 copy for teacher On the whiteboard, write the Writing Station prompt. • chart paper and markers Prepare the Weekly Question Chart with the question, How can I contribute to my school community?
Opening 3 minutes	<p>Introduce the book. Draw children’s attention to the front cover. <i>Today we will read a book titled Six Dots: A Story of Young Louis Braille. This book is a biography, the story of someone’s life. You might notice that the child on the cover has his eyes closed. This book is about someone who is blind. What other book that we have read together does this remind you of?</i></p> <p>Access children’s background knowledge. Braille is a way of writing that allows people who cannot see to read. Put your finger on your nose if you have heard of braille before. This book is about someone named Louis Braille. How do you think he might be connected to using braille to read?</p>
Text and Discussion 24 minutes Page 8	<p>Distribute Text Talk notebooks and writing tools.</p> <p>Read the book through page 18, pausing briefly on the indicated pages to explore vocabulary words, provoke discussion, and/or invite children to write in their Text Talk notebooks.</p> <p><i>Louis has just lost his sight. Turn and talk. What has happened in Louis Braille’s life so far? What important details can you point to? [“I grew strong and healthy... ‘and clever, too...’”; “...what I loved most was to watch Papa work”; Papa warned him not to touch the awl, but he did; he got infections in both eyes and became blind; he uses his other senses to make sense of the world (“training my ears to do what my eyes could not”).]</i></p> <p><i>What can we gather about Louis as a learner? Write your ideas in your Text Talk notebooks.</i></p> <p>Invite a few children to share their ideas.</p>
page 10	<i>What else did Louis learn to do? Why did he learn to do these</i>

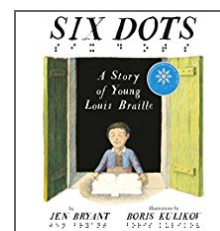
	<p><i>things?</i> [He counts his steps; whistles; uses his sense of touch; all to learn about the world around him and keep him safe.]</p> <p>Gather a few ideas from children.</p>
page 14	<p>Think Aloud.</p> <p><i>Louis is from the small town of Coupvray, France. The Royal School for the Blind is in Paris, the capital of France. We can imagine that it is really hard for his family to allow their son to leave their small town and move to Paris, a big city, but Louis seems very eager to go to this specialized school for the blind.</i></p> <p><i>Louis does not want to be ‘poor Louis Braille.’ What does that tell us about how Louis views himself as a learner? Talk with your partner, then write an idea in your Text Talk notebooks.</i></p>
page 18	<p><i>What are some ways Louis Braille learned at the Royal School for the Blind?</i></p> <p>Highlight evidence from the text as children share responses.</p>
Key Discussion 15 minutes	<p>Provide some time for children to reread their notes.</p> <p><i>Take a moment to read your notes and think about your ideas. Then write about this question:</i></p> <p><i>Why does Louis Braille want to read? What details from the biography support your thinking?</i></p> <p>Give children a minute to write.</p> <p>Think, Pair, Share</p> <p><i>Why does Louis Braille want to learn to read? Remember to share at least one detail from the text to support your thinking.</i></p> <p>Gather children back as a group, and invite a few to share ideas from their partner conversations.</p> <p><i>Do you agree with Louis Braille? Does reading help us learn?</i></p> <p>Introduce the Writing Station.</p> <p><i>In Text Talk today, we learned about how the Royal School for the Blind provided different ways for Louis Braille to learn. Since he was unable to see, he learned through music, movement, touch, and sound. This week at the Writing Station, you will draw and write about the ways you learn things.</i></p> <p>Show the Writing Station Response sheet.</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>

	Invite children to chorally read the prompt. Discuss children's questions as a group.
Closing 1 minute	<i>Today during Text Talk, we started reading a new biography, Six Dots: A Story of Young Louis Braille. We read to find details that tell us about events in Louis Braille's life and how he learned. Tomorrow, we will finish the book and learn how Louis Braille responds to a challenge.</i>
Weekly Question Chart 2 minutes	Introduce the Weekly Question Chart. <i>Throughout this week, we will be asking and answering the question: How can I contribute to my school community? Are there any connections you would like to record based on today's reading and discussion?</i> <i>We will add more to our chart during the week.</i>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and why. R.6.2.a Describe how characters in a story respond to major events and challenges. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SEL. Relationship Skills
Ongoing assessment	During the lesson, listen in on children's partner and whole group conversations. Do children communicate clearly and listen actively? Review children's notes. In both discussion and writing, note how children use key details from the text to support their thinking about how Louis Braille reacts to the major events in his life. Do children cite text details about Louis Braille's reactions? Do children make connections to their own experiences as learners? Take notes during or after the session.

Notes

Unit 1: How We Learn in Our School Communities

WEEK 7 Day 2



Text Talk

Six Dots: A Story of Young Louis Braille, pages 19-29

Read 2 of 4

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	How can I contribute to my school community?
Content Objectives	<p>I can gather key details to explain how Louis Braille learns best and to identify how he responds to major events in his life. (R.4.2, R.6.2.a)</p> <p>I can explain the characteristics that make up a country, including the leaders and their impact on the community. (2.T4.2)</p> <p>I can explain that people are a resource, too, and that the knowledge and skills they gain through school and work make possible innovations that benefit others in our society. (2.T5.3)</p>
Language Objective	I can explain my thinking about the text to my classmates. (SL.2.2.a)
SEL Objective	I can communicate clearly and listen actively during discussions with my peers. (Relationship Skills)
Vocabulary	<p>brilliant: very smart</p> <p>code: a special way of communicating, typically an easier way</p> <p>command: to say with authority, to order</p> <p>complicated: something that is tricky and difficult</p> <p>invent: to design something new</p> <p>improve: to make something better</p> <p>* simplify: to make something easier, less complicated</p>

Text Talk U1 W7 D2

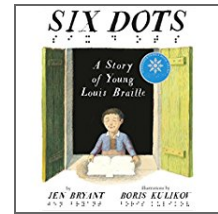
Materials and Preparation	<ul style="list-style-type: none"> • <i>Six Dots: A Story of Young Louis Braille</i>, Jen Bryant • Text Talk notebooks • writing tools <p>On the whiteboard, write:</p> <p>First I thought _____, but now I think _____ because _____.</p>
Opening 3 minutes	<p>Revisit the previous day's reading.</p> <p><i>Today we will continue reading Six Dots: A Story of Young Louis Braille. What did we learn about Louis Braille yesterday?</i></p> <p>Harvest several responses, turning to specific pages to support children's recall.</p> <p><i>One thing we learned is that Louis is concerned that he will not learn very much by reading because the letters are so large on each page. Today we are going to finish the story and see how Louis responds to and tries to solve this problem.</i></p>
Text and Discussion 20 minutes page 23	<p>Distribute Text Talk notebooks and writing tools. Begin reading on page 19.</p> <p><i>Turn and talk. How does Louis feel about the opportunity to read by dots? How do you know? What details from the text support your thinking?</i></p> <p>After children talk with a partner, have them write a note in their Text Talk notebooks.</p>
page 26	<p><i>Turn and talk. What information have we learned about how Louis learns best? What evidence do you have to support your thinking?</i></p> <p>As children share ideas in the whole group, highlight Louis' inventiveness, perseverance, and desire to contribute to others.</p>
page 29	<p><i>What do we know about Louis now, at the end of his story? What kind of learner is he? Talk with your partner, and then write one idea in your Text Talk notebooks.</i></p>
Key Discussion or Activity 16 minutes	<p><i>We learned about Louis as a learner as we looked at important events in the story. How did your thinking about Louis change as we read the story?</i></p> <p><i>Take a minute to reread your notes from today. Then share your ideas with your partner.</i></p> <p>Refer children to the sentence frame on the whiteboard, "First I thought _____, but now I think _____ because _____."</p> <p>Give children a minute to reread their notes from this lesson.</p>

	<p>After children have talked with partners, join pairs into groups of four and have children continue their discussions. Circulate with the book to support children's reference to specific places in the text where Louis' character is revealed through significant events.</p> <p>Revisit the weekly Weekly Question as needed.</p>
Closing 1 minute	<p><i>Today we read the rest of the biography Six Dots: A Story of Young Louis Braille. We identified details from the text that describe Louis as a learner and how he reacted to major events in his life.</i></p> <p><i>Tomorrow, we will read the book again and think about the structure of the story and understand the most important events from the beginning to the end.</i></p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</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>SEL. Relationship Skills</p>
Ongoing assessment	<p>During the lesson, listen in on children's partner, small group, and whole group conversations.</p> <p>Do children communicate clearly and listen actively?</p> <p>After the lesson, review children's notes from this session.</p> <p>In both discussion and writing, note how children use key details from the text to support their thinking about how Louis Braille reacts to the major events in his life.</p> <p>Do children cite text details about Louis Braille's reactions?</p> <p>Do children make connections to their own experiences as learners?</p> <p>Take notes during or after the session.</p>

Notes

Unit 1: How We Learn in Our School Communities

WEEK 7 Day 3



Text Talk

Six Dots: A Story of Young Louis Braille

Read 3 of 4

Big Idea	Communities can include and support all learners.
Weekly Question	How can I contribute to my school community?
Content Objective	I can use key details from the text to identify the structure of a story, including its problem and solution. (R.4.2, R.8.2.a)
Language Objective	I can use sentence frames to name the important parts of a story. (SL.2.2.a)
SEL Objective	I can collaborate with a partner by listening, speaking, and coming to a shared understanding. (Relationship Skills)
Vocabulary	<p>brilliant: very smart</p> <p>code: a system of communicating</p> <p>command: to say with authority, to order</p> <p>complicated: tricky and difficult</p> <p>invent: to design something new</p> <p>improve: to make something better</p> <p>plot: the main events in a story, in sequence</p> <p>* simplify: to make something easier, less complicated</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>Six Dots: A Story of Young Louis Braille</i>, Jen Bryant • Story Organizer sheet, copy for each pair of children and one for demonstration • clipboards, whiteboards or other writing surfaces, one for each pair of children • writing tools

Text Talk U1 W7 D3

	<ul style="list-style-type: none"> • world map and pushpin or other marker • chart paper, 2 sheets, and markers <p>On one sheet of chart paper, create a large format Story Organizer.</p> <ul style="list-style-type: none"> • POP! Answering Multiple Choice Questions, one half-sheet copy for each pair of children <p>On the other sheet of chart paper, write out the POP! Answering Multiple Choice Questions guidance for group reference. Save this chart for future reference.</p> <ul style="list-style-type: none"> • <i>Six Dots</i> Multiple Choice Questions, copy for each child <p>Pairs will work together to complete the Story Organizer. In forming pairings, consider children's writing levels, comprehension skills, and interpersonal dynamics.</p>
Opening 2 minutes	<p>Reintroduce the book.</p> <p><i>This week we have been reading Six Dots: A Story of Young Louis Braille and thinking about Louis Braille as a learner.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today when we read, we will think about the most important parts of the story. Successful readers are able to describe the structure of a story, including the beginning, middle and end. We call this the plot: the main events in a story, in order.</i></p> <p>Arrange children in pairs in the whole group meeting area. Remind them that sometimes they will turn to focus on each other, and sometimes they will turn to focus on the whole group.</p> <p>Distribute the Story Organizer sheets, writing tools, and writing surfaces. Introduce the Story Organizer.</p> <p><i>This paper will help us organize our thoughts about the structure of this story: characters, setting, problem, plot, and resolution. As we read, we will stop so you can fill each part on your organizers. Let's start by writing the title in the top space.</i></p> <p>As children write on their Story Organizers, taking turns with their partners, write the same information on the Story Organizer chart, as a model.</p>
Text and Discussion 20 minutes page 2	<p>Read the text, pausing on the indicated pages to discuss the story's structure. At each stopping point, pairs will discuss and record the story element in their organizers. As needed, bring the whole group together to model responses on the Story Organizer chart.</p> <p>Add the setting [Coupvray, France] to the Story Organizer.</p>

	<p><i>This story takes place in Coupvray, a city in France. Let's find it on the map [insert pushpin]. This country is in the continent of Europe.</i></p> <p>Identify the critical characters [Louis, Papa]. <i>The neighbors are also characters in the story. Let's think about how important they are to the sequence of the events. Are they critical to the story? Could the story go forward without them? Let's decide who are the most important characters and record those.</i></p> <p>Other characters can be added as the story continues. Help children distinguish those that are most important to the progression of the story.</p>
page 12	<p>Facilitate a whole group discussion to identify the central problem of the story.</p> <p><i>Here is the story's main problem. The problem is an important part of the plot because it is what the main character is trying to solve. What is the problem in the story? Turn and talk with your partner. [Louis wants to read and write by himself, and no one knows how to help him do this.]</i></p> <p>Invite children to record the problem on their Story Organizers. Record it on the chart, as well.</p> <p><i>As we keep reading, let's think about what are some ways that Louis Braille tries to resolve this problem. Those are important events in the plot.</i></p>
page 14	<p>Pause to add Paris, France as a second setting in the Story Organizer.</p>
page 16	<p><i>What is an important event at this point in the story? Turn and talk to your partner.</i></p> <p>Bring children back to the whole group, and elicit a few responses. Invite children to record the event. Record it on the chart.</p> <p><i>Why is this an important part of the plot?</i></p>
page 18	<p><i>What is an important event at this point in the story? Turn and talk to your partner.</i></p> <p>Bring children back to the whole group, and elicit a few responses. Invite children to record the event. Record it on the chart.</p> <p><i>We are recording only the most important events here. Like characters, some events are critical for moving the story forward and resolving the problem. Other events might be very interesting, but they are not critical. We know about this from writing personal recounts.</i></p> <p><i>Turn and talk: What is an event that is not critical to the story?</i></p>

page 23	<p>Add to the plot.</p> <p><i>What is an important event at this point in the story? Turn and talk to your partner.</i></p> <p>Bring children back to the whole group, and elicit a few responses. Invite children to record the event.</p> <p><i>Why is this an important part of the plot?</i></p>
page 29	<p>Discuss and record the resolution.</p> <p><i>What is the resolution? How does Louis solve his problem? Turn and talk to your partner.</i></p> <p>Bring children back to the whole group, and elicit a few responses. Invite children to record the resolution. Record it on the chart.</p> <p><i>Why is it helpful to think about the structure of the text?</i></p> <p>Return to the whole group and elicit a few ideas.</p> <p><i>Six Dots is a pretty long story. We used a story organizer to identify and record the most important events. Successful readers identify critical parts of the story to understand the story's structure from beginning to end.</i></p> <p>Have children set their Story Organizers aside.</p>
Key Discussion or Activity 17 minutes	<p>Show the POP! chart and distribute POP! Answering Multiple Choice Questions half sheets.</p> <p><i>Now you'll show your understanding by answering a multiple choice question and finding evidence to support your thinking. Multiple choice questions require us to follow certain steps to show our thinking accurately.</i></p> <p>Distribute the <i>Six Dots</i> Multiple Choice Questions to each child. Children can continue to share writing surfaces by taking turns and supporting each other to write.</p> <p><i>Put your thumb up if you have seen a question like this before.</i></p> <p>Review the POP! Multiple Choice Guidance. Chorally read the first step, Predict the best answer.</p> <p><i>First we read the question and understand what it is asking. Then, we think about what the best answer might be.</i></p> <p>Read the second step, Only one choice, and the related bullets.</p> <p><i>A multiple choice question has more than one possible answer, and we have to choose only the one we think is the best answer to the question.</i></p> <p>Read the third step, Prove it.</p> <p><i>"Prove it" means that we have to find evidence to support our thinking!</i></p> <p>Read the related bullets.</p> <p><i>We'll use this strategy for any multiple choice questions we come</i></p>

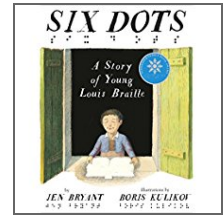
	<p><i>across.</i></p> <p>Refer to the sheet, and read the directions, working together through questions 1 and 2 as practice. Think aloud while modeling the process; read the excerpt and look at the illustration to help understand the text.</p> <p>After reading the excerpt, refer back to the POP! guidance. Read the question aloud, and then invite children to chorally read the question. Talk through the process of selecting an answer.</p> <p><i>I know I can cross off answer choice D because being five isn't the reason he couldn't see. What is another answer choice I can cross off?</i></p> <p>After eliminating three answer choices, circle the remaining answer. Confirm that it makes sense.</p> <p><i>Now let's reread the excerpt from the text to find evidence to best support our thinking.</i></p> <p>Reread the excerpt.</p> <p><i>What evidence from the text supports our thinking? Turn and talk.</i></p> <p>Underline "...<u>I was completely blind.</u>"</p> <p><i>I underlined this evidence to prove our thinking. We know that the answer is "C. He was blind," because in the text it says "I was completely blind." Let's use the evidence that I underlined to answer question two. We can write this evidence exactly as it is written in the text.</i></p> <p>Write "In the text Louis Braille says 'I was completely blind.' This evidence shows why he was unable to see."</p> <p>As needed, run through the POP! process again, asking <i>What did we do first? What did we do next?</i></p> <p><i>Now it's your turn! Turn your paper over. Work with your partner to read the directions, the excerpt from the text, and the questions. Then, answer questions 3 and 4. Remember to use POP!, our multiple choice strategy.</i></p> <p>Circulate as children work.</p>
Closing 1 minute	<p><i>Today during Text Talk, we mapped out the story structure of Six Dots: A Story of Young Louis Braille. We also practiced answering multiple choice questions and finding evidence to support our thinking. We are going to continue to practice this strategy as we reread the text tomorrow and think about the characters.</i></p>
Standards	R.4.2 Ask and answer questions about who, what, when, where, how, and

	<p>why.</p> <p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</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>SEL. Relationship Skills</p>
Ongoing assessment	<p>During the lesson, listen in on children's turn and talks and whole group conversation. Note how the pairs function, and use this information to determine future working groups.</p> <p>Do children communicate clearly and listen actively?</p> <p>Do children collaborate effectively with their partner?</p> <p>Note how children are able to use key details from the text to support their thinking about important plot points.</p> <p>Do children's ability to identify which details are most important?</p> <p>Do children use the multiple choice strategy to find the strongest piece of evidence to support their thinking?</p> <p>Do children choose the best answer choice?</p> <p>Take notes during or after the session.</p>

<p>Notes</p>

Unit 1: How We Learn in Our School Communities

WEEK 7 Day 4



Text Talk

Six Dots: A Story of Young Louis Braille

Read 4 of 4

Big Idea	Communities can include and support all learners.
Weekly Question	How can I contribute to my school community?
Content Objective	I can use details from the text to describe how characters influenced Louis Braille's development. (R.4.2, R.6.2.a)
Language Objective	I can cite the text to describe character traits and how other characters influenced them. (SL.2.2.a, L.6.2.a)
SEL Objective	I can make connections to how people in my life influence my own learning. (Self-Awareness, Social Awareness)
Vocabulary	<p>cane: a tool, like a stick, that supports walking</p> <p>coop: a structure where chickens and other farm birds live</p> <p>echo: a sound that is heard again</p> <p>miller: a person who grinds grain into flour</p> <p>noble: belonging to a family with high status</p> <p>priest: a minister, someone who leads religious ceremonies</p> <p>straw: dried stems of grain plants, such as wheat or oats</p> <p>vineyard: a place where grapes are grown</p>
Materials and Preparation	<ul style="list-style-type: none">chart paper, three pieces <p>On one sheet of chart paper, make a general list of positive character traits, such as kind, confident, joyful, curious, energetic, caring, shy, courageous, honest, loving, persistent, creative, adventurous, serious, silly, friendly, respectful.</p>

Text Talk U1 W7 D4

On the other two sheets, prepare the following charts.

Traits of Louis Braille	Evidence from the text

Characters who influence Louis		
Character	How does this character influence Louis?	What trait does this connect to?

- POP! Answering Multiple Choice Questions chart, from Day 3
- POP! Answering Multiple Choice Questions half-sheets, from Day 3
- *Six Dots: A Story of Young Louis Braille* excerpts, pages 9-13, one copy for each pair of children
- *Six Dots: Questions about Character* sheets, copy for each child
On a model copy of the sheet, pre-write personal responses to questions 3 and 4.
- clipboards, whiteboards or other writing surfaces, one for each pair of children
- writing tools

Opening
1 minute

Reintroduce the book and set the purpose for the lesson.

Previously, when we read Six Dots: A Story of Young Louis Braille by Jen Bryant, we talked a bit about the characters. We focused on characters who helped move the story along, and we identified two characters as especially important: the headmaster and Dr. Pignier.

There are some other characters who are important in how Louis learns and grows, even though we hear less about them in the story. We'll focus on them today, and think about how they influence Louis as a learner and the traits he develops.

Text Talk U1 W7 D4

	<p>Then we'll think about people who have influenced us. We'll look closely at just a few pages.</p>																					
<p>Text and Discussion 15 minutes pages 9-13</p>	<p>Before we begin reading, let's think about what we already know about Louis. How can we describe him? How do we know this about him?</p> <p>Collectively with the children, name Louis Braille's character traits, such as determined, persistent, inventive, wanting to learn, and musical. List these in the left column of the chart, "Traits of Louis Braille." For each trait named, encourage children to reference the text by asking, <i>How do we know this about Louis?</i></p> <p>Write responses on the right side of the chart, "Evidence."</p> <p>Let's see if we can identify people in his life who helped Louis develop in this way. We are going to read an excerpt from the text. Each time we meet a person who helps or influences Louis, put your finger on your nose.</p> <p>Begin reading on page 9. Pause as characters are introduced: <i>Turn and talk: how does this character support Louis' learning?</i></p> <p>Record children's ideas on the Characters who influence Louis chart. Some examples follow.</p> <table><tr><th colspan="3">Characters who influence Louis</th></tr><tr><th>Character</th><th>How does this character influence Louis?</th><th>What trait does this connect to?</th></tr><tr><td>Papa</td><td>made Louis a wooden cane that he used to tap and count the steps from one place to another</td><td>Louis is determined to be independent and figure things out on his own</td></tr><tr><td>Papa</td><td>made letters out of leather strips and nails to help Louis learn his alphabet</td><td>love of learning</td></tr><tr><td>brother</td><td>taught him to whistle and helped him understand that there were new ways to use his ears to understand the world</td><td>thinks creatively about problems he encounters</td></tr><tr><td>sisters</td><td>made a straw alphabet</td><td>love of reading and learning</td></tr><tr><td>Maman</td><td>played dominoes with Louis</td><td>eager to find ways to</td></tr></table>	Characters who influence Louis			Character	How does this character influence Louis?	What trait does this connect to?	Papa	made Louis a wooden cane that he used to tap and count the steps from one place to another	Louis is determined to be independent and figure things out on his own	Papa	made letters out of leather strips and nails to help Louis learn his alphabet	love of learning	brother	taught him to whistle and helped him understand that there were new ways to use his ears to understand the world	thinks creatively about problems he encounters	sisters	made a straw alphabet	love of reading and learning	Maman	played dominoes with Louis	eager to find ways to
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Key Discussion or Activity 23 minutes	<p>Refer to the POP! Answering Multiple Choice Questions chart. Review the strategy to answer multiple choice questions.</p> <p><i>You will answer another multiple choice question today. Let's review the process for answering multiple choice questions.</i></p> <p>Distribute the POP! half-sheets. Read through the POP! guidance together. Then, distribute the text excerpts.</p> <p>Distribute the <i>Six Dots: Questions about Character</i> sheets. Read the directions and questions 1 and 2 together. Provide children time to work in pairs to answer these two questions. Remind children about the importance of finding and underlining evidence in the text that supports their answer choice.</p> <p>Bring the group back together. Read the directions and question 3 together.</p> <p><i>Take a moment to think and write about who you are as a person. Do you share any of Louis' traits? Are you determined? Curious? Someone who thinks about problems in new ways? What other traits do you have?</i></p> <p>Give children time to write a few traits. Refer to the list of character traits.</p> <p><i>Turn and tell a partner the traits you identified about yourself.</i></p> <p>Turn back to the whole group, and ask some children to share their partner's identified traits. Emphasize and reinforce positive traits they name, even if they also describe struggles.</p> <p>Chorally read question 4.</p> <p><i>Who helps you learn and grow? Think of one person who has influenced you in some way to be the learner and person you are. Who is that person, and how does she or he influence who you are?</i></p>												

	<p><i>Here's an example about me:</i> Show and read the pre-written personal response to questions 3 and 4. <i>Now it's your turn. Before you write, you'll talk with two partners. We'll use the Inner-Outer Circle routine. Who helps you learn and grow, and how?</i></p> <p>Arrange children for the Inner-Outer Circle routine and remind them how it works (first used on Week 2, Day 5). After children have these conversations, provide quiet time to write about themselves on their key activity sheet. Children who do not finish this writing can continue at the Writing Station.</p>
Closing 1 minute	<p>Bring the group back together.</p> <p><i>Six Dots is a biography. In it, we learn about Louis Braille, events in his life, what he is like, and people in his life who influenced him.</i></p> <p><i>Today, we've also thought about people who have influenced us to become the people we are. We practiced answering multiple choice questions and remembered to go back to the text to find out evidence. We will continue to practice those skills as we move onto a new text tomorrow.</i></p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how, and why.</p> <p>R.6.2.a Describe how characters in a story respond to major events and challenges.</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>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> <p>SEL. Self-Awareness, Social Awareness</p>
Ongoing assessment	<p>During the lesson, listen in on children's partner and whole group conversations.</p> <p>Do children use appropriate adjectives to describe Louis Braille's traits ?</p> <p>Do children accurately recount details from the read aloud?</p> <p>Note how children use key details from the text to support their thinking about character traits. Review children's writing.</p> <p>Do children use the multiple choice strategy to find the strongest piece of evidence to support their thinking?</p> <p>Do children choose the best answer choice?</p>

	<p>What ideas do children communicate, in writing and/or drawing, about their traits and who influences them as learners?</p> <p>Take notes during or after the session.</p>
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Notes

Writing Station Response: ***Six Dots: A Story of Young Louis Braille***

Name: _____ Date: _____

What are some ways you prefer to learn things?

Names: _____ Date: _____

Story Organizer

title

setting

characters

problem



How do the characters respond to the problem? (plot)



resolution

Unit 1: How We Learn in Our School Communities

WEEK 7 Days 1 & 2

Vocabulary & Language

Weekly Words

Weekly Question	How can I contribute to my school community?
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	clever: quick to understand contribute: to give to help achieve a goal leader: a person who leads a group recognize: to identify, from having seen someone or something before resolve: to find a solution responsibility: duty or task that a person has to do, that others count on them to do simplify: to make something easier, less complicated trait: a quality or characteristic that distinguishes one from another
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 7 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	<i>Let's continue learning our words for this week. Today's words are: _____, _____, _____, and _____.</i>

Teaching the words	<p>clever (adjective) Elaboration: <i>Louis Braille was so clever in coming up with ways to understand the world, even with his disability of blindness.</i></p> <p>Think, Pair, Share prompt: <i>What other clever characters have we met in books so far this year? What makes you say they are clever?</i></p>
	<p>contribute (verb) Elaboration: <i>Julius Rosenwald contributed to building schools for Black communities in the 1800s, and the communities contributed, too.</i></p> <p>Think, Pair, Share prompt: <i>What have women in Wangari Maathai’s community contributed to their country, Kenya, and the world?</i></p>
	<p>leader (noun) Elaboration: <i>Wangari Maathai is one kind of leader—she led a community to act on an important idea.</i></p> <p>Think, Pair, Share prompt: <i>What other kinds of leaders do you know?</i></p>
	<p>recognize (verb) Elaboration: <i>This young kid goat and its mother recognize each other by sight and also by voice.</i></p> <p>Think, Pair, Share prompt: <i>What qualities helps us recognize someone as a leader?</i></p>
	<p>resolve (verb) Elaboration: <i>All day long, every day, we work to resolve big and small challenges or problems—with materials, how things work, disagreements.</i></p> <p>Think, Pair, Share prompt: <i>What should this child do first to start to resolve the problem of the flat tire? Then what?</i></p>
	<p>responsibility (noun) Elaboration:</p>

	<p><i>When people take care of their responsibilities, their communities work better.</i></p> <p>Think, Pair, Share prompt: <i>Quickly with your partner, take turns naming as many of your own responsibilities as you can. They can be in or out of school responsibilities. Go!</i></p>
	<p>simplify (verb) Elaboration: <i>If you can't figure out what to do, you can ask someone to simplify the directions, to not have so many steps for getting it done.</i></p> <p>Think, Pair, Share prompt: <i>When you are working on a complicated task, what can you do to simplify it?</i></p>
	<p>trait (noun) Elaboration: <i>The characters we meet in our texts have traits that help move the story along. Sympathetic, understanding, compassionate, and clever are traits we have seen. These children are helpful; that's also a trait.</i></p> <p>Think, Pair, Share prompt: <i>What would you say are three of your most important traits? Take turns with your partner. You can say, "One of my traits is ____."</i> Or: <i>Tell your partner a trait that you notice and appreciate about them. You can say, "One trait I like about you is ____."</i></p>
Closing	<p><i>This week, we're talking about how we can contribute to, or make a positive difference in, our own school community. 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>L.5 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 <i>Foundations</i> 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>
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<p>Notes</p>

Unit 1: How We Learn in Our School Communities

WEEK 7 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	How can I contribute to my school community?
Language Objective	I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.2, L.4.2.c)
Vocabulary	deserve: to be in a position to receive something progress: forward movement, development toward something better raise: to lift up; to increase the amount of something
Materials and Preparation	<ul style="list-style-type: none">• Week 7 Making and Using New Words sheets, one for each small group <p>If the class is not on pace with <i>Foundations</i> lessons, it may not be appropriate to add all of the suggested suffixes to this sheet. Edit accordingly.</p> <p>Strategically assign children to groups of four. Determine whether any groups will benefit from continuing to have words pre-selected, and do so as needed.</p> <ul style="list-style-type: none">• pencils, one or two for each small group• Week 7 Weekly Words cards, those listed above• chart paper and markers (2 different colors)
Opening	<p><i>This week we go back to the Making and Using New Words routine. Look! This week you have more suffixes to work with!</i></p> <p>Point out the new suffixes, and briefly model using one or more of them with one of the words.</p> <p><i>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>
Key Activity	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 knowledge about how words are formed.

	<p>While children work, select one group to present their response to the class. Have the group identify one or two members who will present the words they made and read their sentence 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 presenter(s) from the selected group to share the word they started with, new words they made, and then the sentence they wrote. <i>Please read your sentence slowly so I can write it down.</i> Write the sentence on the chart paper.</p> <p><i>Let's see which Weekly Word they used and changed! I'll read the sentence again, and you can let me know when you hear the word that came from one of our Weekly Words.</i> Read the sentence aloud, slowly, and pause as children identify the Weekly Words. Circle that word with the contrasting marker. <i>Let's think together about how this word changed and how that changed its meaning.</i></p> <p>Invite children from other groups to share any ways that this group's work resembles their own.</p>
Closing	<p>Spend a minute reflecting together on this activity: What is fun about it? What is challenging? What did children discover?</p> <p><i>Next week we go back to Answering a Weekly Question.</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.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
Ongoing assessment	<p>Listen to children's conversations as they work. What knowledge do children demonstrate about parts of words? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children's interactions. 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.</p>

	<p>What more was revealed about children’s understanding of how words’ meanings change according to their parts?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, revisiting words and suffixes, and informal conversations with individual children.</p> <p>Reflect on the routine.</p> <p>What worked well?</p> <p>What will need to be reinforced in the Week 5 lesson to make it run more smoothly?</p>
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<p>Notes</p>

Names: _____

Choose one Weekly Word. Underline the base word. Make new words by adding or changing suffixes. Write the words. Check to make sure they make sense. What do the new words mean?

Weekly Words	Suffixes		New Words
clever	- s	- ful	_____
contribute	- ed	- ment	_____
recognize	- ing	- ness	_____
resolve	- es	- less	_____
	- er		_____
	- est		_____

Write a sentence with one of the new words.

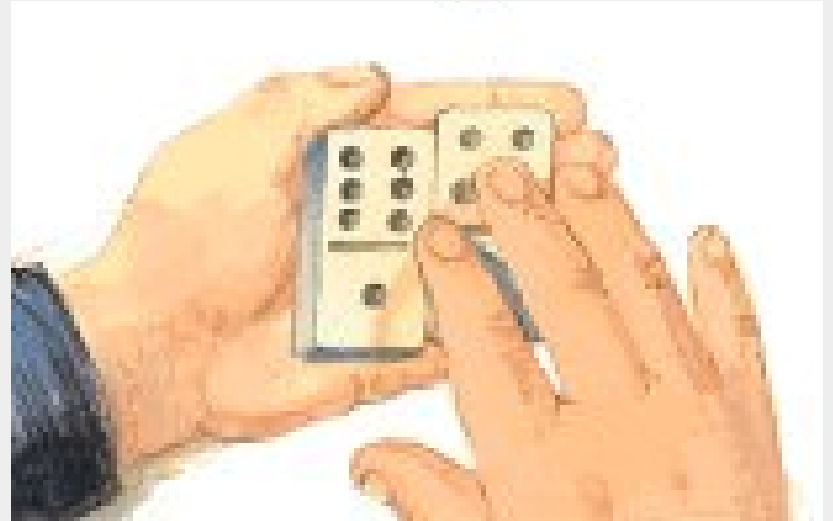
Weekly Words

Unit 1, Week 7

clever

adjective

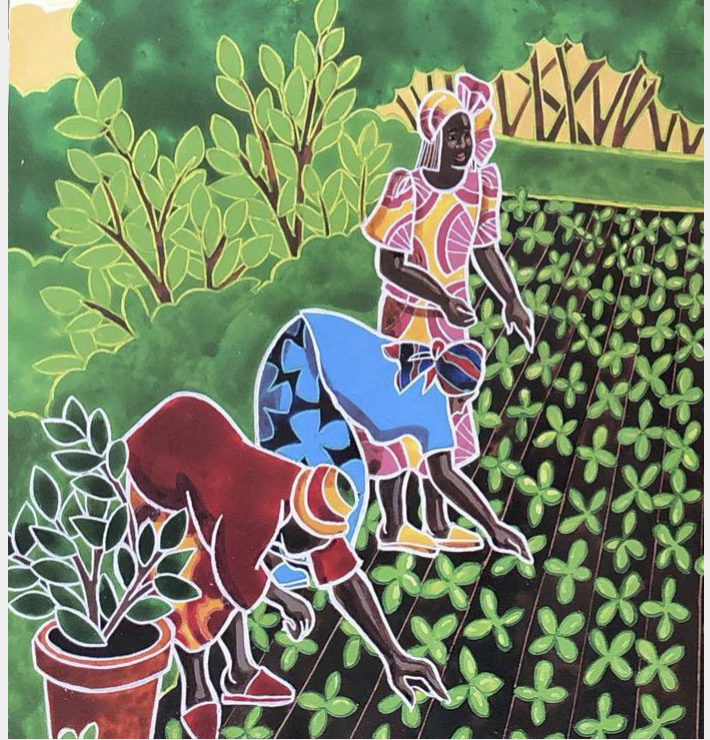
quick to understand



contribute

verb

to give to help achieve a goal



leader

noun

a person who leads a group



recognize

verb

to identify, from having seen
someone or something before



resolve

verb

to find a solution



responsibility

noun

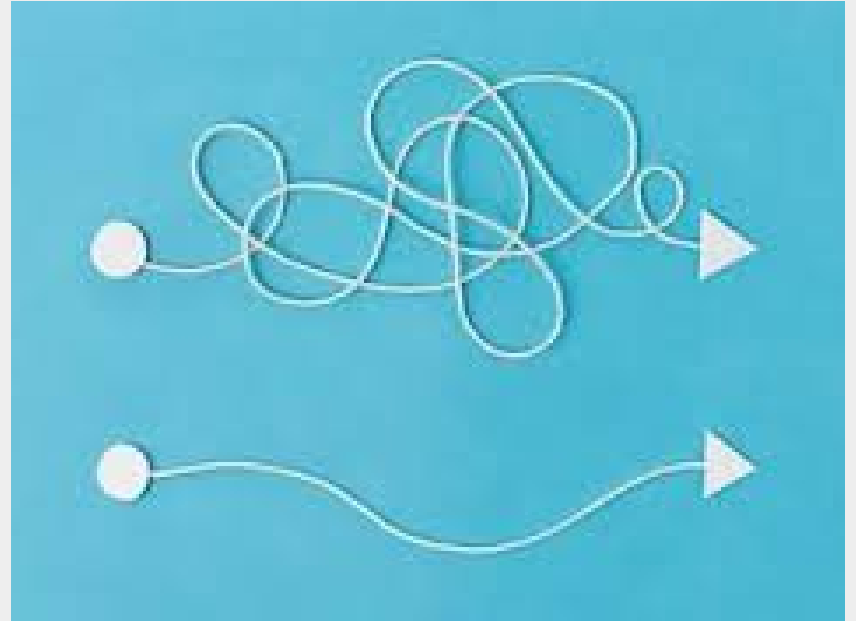
duty or task that a person has to do,
that others count on them to do



simplify

verb

to make something easier, less
complicated



trait

noun

a quality or characteristic that
distinguishes one from another



Unit 1: How We Learn in Our School Communities

WEEK 7 Day 3

Vocabulary & Language

Words with Multiple Meanings

Weekly Question	How can I contribute to my school community?
Language Objective	I can use sentence context to determine the meaning of a word. (L.4.2.a)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea adverb: a word or phrase used to describe a verb noun: a word that names a person, place, thing, or idea verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	<ul style="list-style-type: none">Words with Multiple Meanings slides Note: This lesson uses slides 1-8.
Opening	<i>Today we will look closely at some of our Weekly Words from this unit. Some of the words we have been learning have multiple meanings—they can mean different things. Today we will practice figuring out a word’s meaning by looking at its context in a sentence.</i>
Discussion slide 2	<i>Let’s read this word together.</i> Tap and blend the word “still” together. <i>What does the word “still” mean?</i> Click the animation to show the part of speech and definition. <i>What is another meaning of the word “still”? [continuing to do something]</i> <i>“Still” can be an adjective describing a noun, or it can be an adverb describing a verb.</i>

slide 3	<p><i>Let's read a sentence to figure out which meaning of "still" is being used.</i></p> <p>Read the sentence together.</p> <p><i>What does "still" mean in this sentence? How do you know?</i></p> <p><i>Using the context, or the other words in the sentence, helps you figure out which meaning of the word the author is using.</i></p>
slide 4	<p><i>Let's read another word together.</i></p> <p>Tap and blend the word together.</p> <p><i>What does the word "judge" mean?</i></p> <p>Click the animation to show the part of speech and definition.</p> <p><i>What is another meaning of the word?</i></p>
slide 5	<p><i>Remember, Mother in One Word from Sophia is a judge!</i></p> <p><i>"Judge" can be a verb naming the action of forming a positive or negative opinion, or it can be a noun naming a person who has that job.</i></p>
slide 6	<p><i>Let's read a sentence to figure out which meaning of <u>judge</u> is being used.</i></p> <p>Read the sentence together.</p> <p><i>What does "judge" mean in this sentence? How do you know?</i></p> <p><i>This is an idiom, or saying, in English. What do you think it means?</i></p>
slide 7	<p><i>Let's read another word together.</i></p> <p>Tap and blend the word together.</p> <p><i>What does the word "foundation" mean?</i></p> <p>Click the animation to show the part of speech and definition.</p> <p><i>What is another meaning of the word? [the base of a building]</i></p> <p><i>"Foundation" is a noun that can name an organization or institution, or the base of a building.</i></p>
slide 8	<p><i>Let's read a sentence to figure out which meaning of "foundation" is being used.</i></p> <p>Read the sentence together.</p> <p><i>What does "foundation" mean in this sentence? How do you know?</i></p>

Unit 1: How We Learn in Our School Communities

WEEK 7 Day 4

Vocabulary & Language

Words with Multiple Meanings

Weekly Question	How can I contribute to my school community?
Language Objectives	I can use sentence context to determine the meaning of a word. (L.4.2.a) I can write sentences that show different meanings of a word. (L.4)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea adverb: a word or phrase used to describe a verb noun: a word that names a person, place, thing, or idea verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	<ul style="list-style-type: none">• Words with Multiple Meanings slides, from Day 3• paper and pencil, one for each child
Opening	<i>Yesterday we explored words with multiple meanings. Today you will choose one of the words we explored and write two sentences, one to demonstrate each of the word's meanings.</i>
Discussion	Quickly review the two definitions for each word discussed on Day 3.
slides 2-8	
slide 9	<i>Choose one of the words we discussed—"still," "judge," or "foundation."</i> <i>Then, write two sentences that demonstrate different definitions of that word.</i> Send children to write independently or with a partner. Circulate to support them, reviewing the different definitions as necessary.
	Bring the class back together. Invite a child to share their sentences. As a class, discuss how the sentences demonstrate the different meanings of the word. Repeat the process with other children, as time allows.

Closing	<i>Today you wrote sentences that demonstrated different meanings of the same word.</i>
Standards	<p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content.</p> <p>L.4.2.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Ongoing assessment	<p>Review children's sentences.</p> <p>Do children's sentences reflect understanding of the different meanings of the words?</p>

Notes

Words with Multiple Meanings

Vocabulary & Language Week 7, Days 3-4

still

adjective

not moving



It has been ten minutes, and it is **still** not their turn.

judge

verb

to form a positive or negative
opinion about something





The four problems were . . .

Mother,
who was a judge,

Father,
who was a businessman,

Uncle Conrad,
who was a politician,

and Grand-mamá,
who was very strict.



Don't **judge** a book by its cover.

foundation

noun

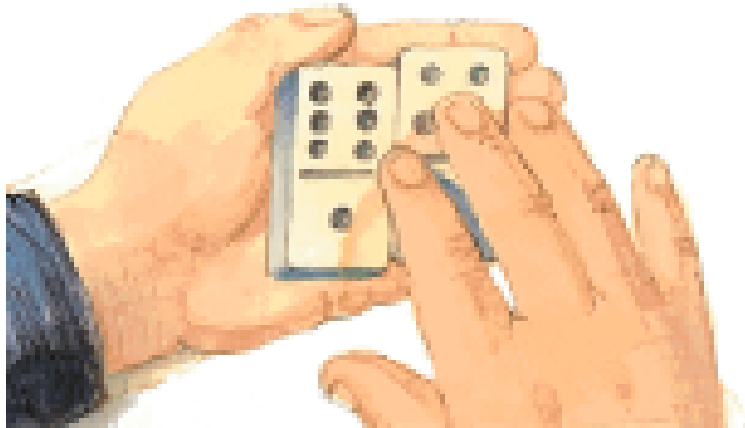
an organization or institution that offers money to support the work of other organizations or people



The foundation will donate 100 tablets.

Words with Multiple Meanings

1. Choose one of the other words we explored yesterday: **still**, **judge**, or **foundation**.
2. Write two sentences with that word, one showing each meaning of the word.



clever

adjective

From Six Dots: A Story of Young Louis Braille, illustration by Boris Kulikov



contribute

verb

From Seeds of Change: Planting a Path to Peace, illustration by Sonia Lynn Sadler

Weekly Words U1 W7

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



leader

noun

<https://littlesun.org/celebrating-wangari-maathai-and-her-tree-planting-movement/>



recognize

verb

<https://www.livescience.com/21057-goats-remember-kids-voices.html>

Weekly Words U1 W7

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



resolve

verb

<https://bicycle.kendatire.com/vi-vn/tin-t%E1%BB%A9c/bicycle-news/tire-expert-flat-tires/>



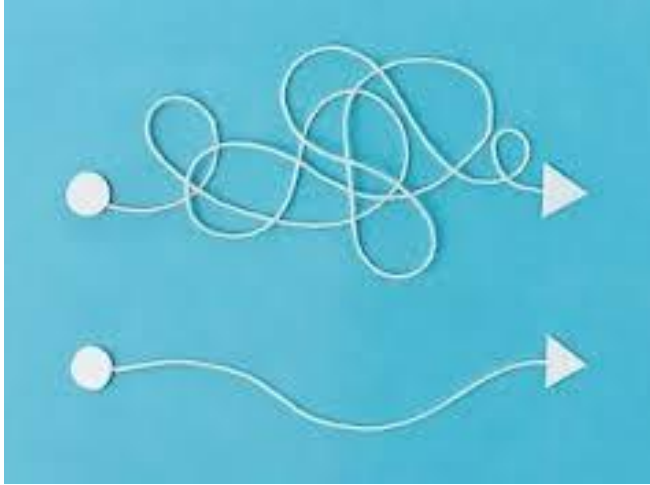
responsibility

noun

<https://www.pinayhomeschooler.com/2019/01/montessori-practical-life-indoor-plant.html>

Weekly Words U1 W7

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



simplify

verb

<https://stockton.edu/general-studies/disability-studies-minor.html>



trait

noun

<https://penfieldbuildingblocks.org/health-and-wellness/planting-a-kid-friendly-garden/>

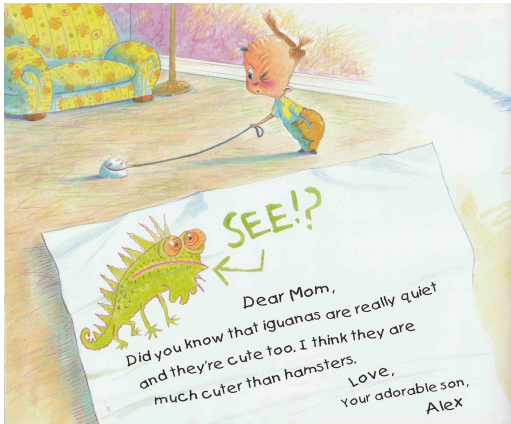
Weekly Words U1 W7

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

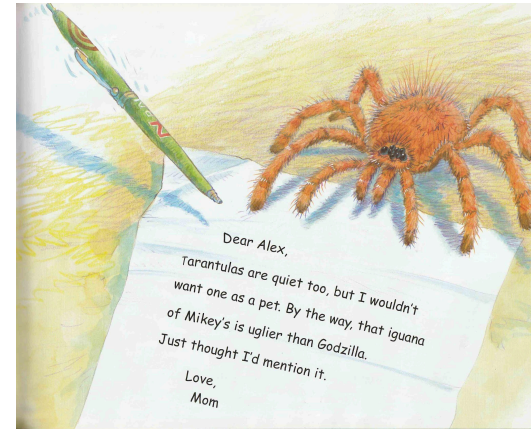
Maine Department of Education

Argument anchor chart image

language



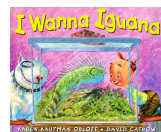
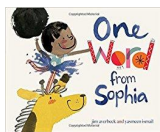
Did you know that iguanas are
really quiet and they're cute
too.



By the way, that iguana of
Mikey's is uglier than Godzilla.

positive and/or negative **adjectives** that make the argument stronger

Writing U1 W7 D1



WEEK 7 Day 2

Writing Argument

Joint Construction: Audience

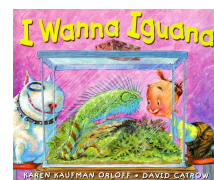
Deconstruction and Joint Construction: Thesis

Content Objective	I can write a thesis for a specific audience. (W.3.2, W.2,W.1.2.b)
Language Objective	I can engage in class discussion about which thesis is most appropriate for the audience. (SL.1.2)
Vocabulary	<p>appeal: to be interesting</p> <p>audience: an individual or group for whom a piece of writing is composed</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"> chart paper <p>Prepare the following Argument Planning chart.</p> <div style="text-align: center;"> <pre> graph TD Audience[Audience:] --> Thesis[Thesis:] Thesis --> Reason1[Reason:] Thesis --> Reason2[Reason:] Thesis --> Reason3[Reason:] Thesis --> Reason4[Reason:] Reason1 --> Evidence1[Evidence:] Reason2 --> Evidence2[Evidence:] Reason3 --> Evidence3[Evidence:] Reason4 --> Evidence4[Evidence:] Evidence1 --> Restatement[Restatement of the Thesis:] Evidence2 --> Restatement Evidence3 --> Restatement Evidence4 --> Restatement </pre> </div>

	<ul style="list-style-type: none"> • Who Makes Decisions with _____? chart, from Text Talk Week 6, Day 4 • “Who Makes Decisions in Our Schools?” slides, from Text Talk Week 6, Day 4 • projector and screen • clipboards, pencils, and sticky notes, one set for each child <p>On the whiteboard, write the following thesis statements from each of the mentor texts:</p> <p><u>One Word from Sophia</u> (Sophia): I would like a giraffe.</p> <p><u>I Wanna Iguana</u> (Alex): I should have Mikey Gulligan’s baby iguana when he moves.</p> <p>Letter (Mommy): You should hold my hand when we cross the street.</p>
Opening 1 minute	<i>Last week we chose a topic for our Our Schools project. Today we will begin working on our class argument letter. We will choose an audience for our letter and write our thesis.</i>
Joint Construction 13 minutes	<p><i>Before we can begin our letter, we need to choose our audience.</i></p> <p>Refer to the Who Makes Decisions with _____? chart.</p> <p><i>Last week in Text Talk we learned about different people who make decisions in our schools. Based on the change we want to make, who would be the best audience for our project?</i></p> <p>Review the information on the Who Makes Decisions... chart and slides as necessary. Then invite children to Think, Pair, Share.</p> <p>Have children share recommendations for the audience; then choose an audience together. Record the audience on the Argument Planning chart.</p> <p><i>Everything we write in our letter needs to appeal to, or be interesting to, our audience. Let’s think about _____’s job, and what might be important to them.</i></p> <p>Review the relevant slide in Who Makes Decisions in Our Schools? Have children turn and talk to generate ideas about the selected audience’s job and what might be important to them. Record this information for future reference near the Audience section of the chart.</p>
Deconstruction 5 minutes	<p><i>Our next job is to write a thesis for our argument.</i></p> <p><i>Here on the board are the thesis statements from our mentor texts. Remember, the thesis is the part of the argument that states what the writer or speaker is trying to convince someone to do or think. Let’s read these three thesis statements and discuss what we notice.</i></p>

	<p>Draw children’s attention to the whiteboard. Read the statements aloud. Give children time to think and then harvest their ideas about what they notice. Some possibilities include:</p> <ul style="list-style-type: none"> • Sophia and Alex both ask for pets, while Mommy asks Ramón to hold her hand. • Sophia and Alex argue to adults in their family, while Mommy argues to a child. <p><i>People choose different thesis statements, based on the audiences they are writing to.</i></p>
Joint Construction 5 minutes	<p><i>We decided that we are going to argue for _____ [chosen topic] to _____ [chosen audience]. When we start our letter, we want to write a thesis that makes it clear what we are asking our audience to do.</i></p> <p><i>Each of you will brainstorm a possible thesis for our class letter. You will write your thesis on a sticky note. Write the whole sentence, the way it would appear in our letter. We will collect and read the sticky notes to choose a thesis for our letter.</i></p> <p>Distribute the clipboards, pencils, and sticky notes, and have each child write a thesis statement.</p>
Closing 6 minutes	<p>Gather the children back together to share their thesis statements. Have each child read their statement and group the sticky notes by common ideas. As a class, decide on the thesis that best introduces what the class is arguing for and is most appropriate for the chosen audience. Write the chosen thesis on the Argument Planning chart, making edits and revisions as necessary.</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.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</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 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>As children work, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> Do children write thesis statements that clearly state what they are arguing for? Are children’s thesis statements appropriate for the audience?

Notes



WEEK 7 Day 1

Writing Argument Deconstruction: Adjectives

Content Objective	I can discuss how positive and negative adjectives help an argument. (W.3.2)
Language Objective	I can use adjectives to describe my school. (L.6.2.a)
Vocabulary	<p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <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>negative: not good</p> <p>positive: good</p>
Materials and Preparation	<ul style="list-style-type: none"> • <i>I Wanna Iguana</i>, Karen Kaufman Orloff Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the illustrated page before the first letter to Mom. • Argument anchor chart image: language • Argument anchor chart, from Week 6, Day 3 Under the Stages section of the chart, write Language. Glue on the language image. • writing tools • sticky notes, two for each child, plus a few extra • markers • chart paper <p>Prepare the following Adjectives chart.</p>

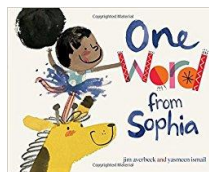
	<div style="text-align: center;">Adjectives</div> <hr/> <div style="text-align: center;"><u>I Wanna Iguana</u></div> <hr/> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%; text-align: center;">Positive</th><th style="width: 50%; text-align: center;">Negative</th></tr> </thead> <tbody> <tr> <td> <u>Alex describing himself</u> sensitive <u>Alex describing the iguana</u> </td><td> <u>Alex describing himself</u> <u>Mom describing the iguana</u> </td></tr> </tbody> </table> <hr/> <div style="text-align: center;">Our Classroom/School</div> <hr/> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%; text-align: center;">Positive</th><th style="width: 50%; text-align: center;">Negative</th></tr> </thead> <tbody> <tr> <td style="height: 80px;"></td><td style="height: 80px;"></td></tr> </tbody> </table>	Positive	Negative	<u>Alex describing himself</u> sensitive <u>Alex describing the iguana</u>	<u>Alex describing himself</u> <u>Mom describing the iguana</u>	Positive	Negative		
Positive	Negative								
<u>Alex describing himself</u> sensitive <u>Alex describing the iguana</u>	<u>Alex describing himself</u> <u>Mom describing the iguana</u>								
Positive	Negative								
Opening 1 minute	<p>We've been talking about the purpose of arguments, to convince someone to do something or to convince someone about something. But convincing someone is not easy. Writers need tools to convince their audiences. One tool that writers use is adjectives. Remember, adjectives are words or phrases used to describe people, places, things, or ideas. Today we are going to read a new book called <i>I Wanna Iguana</i> to find the adjectives used to make the arguments in that book stronger.</p>								
Deconstruction 19 minutes	<p><i>I Wanna Iguana</i> is written by Karen Kaufman Orloff and illustrated by David Catrow. It is a book about a boy named Alex who argues for his mom to do something. His mom is his audience, and the argument takes place through a series of letters that Alex and Mom write back and forth to each other.</p>								
pages 1-2	<p>What is Alex trying to convince his mom to do?</p>								

	<p><i>Alex uses an adjective to describe himself. He signs this letter “your sensitive son.”</i></p> <p><i>Why do you think he uses the adjective “sensitive” to describe himself? How does that help his argument?</i></p> <p>Refer to the Adjectives chart.</p> <p><i>We are going to use this Adjectives chart to collect adjectives from the text and to generate our own. One side of the chart says “Positive.” Positive adjectives are those that describe good qualities of something. Negative adjectives describe the bad qualities of something. As we read, we will collect the positive and negative adjectives Alex and Mom use to make their arguments stronger.</i></p> <p><i>“Sensitive” is a positive adjective that describes a quality Mom might appreciate as she decides whether to let him have the iguana.</i></p>
pages 3-5	<p>Read the letters on pages 3-5; then pause to discuss the letter on page 5.</p> <p><i>Which adjectives does Alex use to describe the iguana? [quiet, cute]</i></p> <p><i>Are these positive or negative adjectives?</i></p> <p><i>What adjective does Alex use to describe himself? [adorable]</i></p> <p>Record the adjectives in the appropriate sections of the chart. See the completed chart below for reference.</p>
page 6	<p><i>What phrase does Mom use to describe the iguana? [uglier than Godzilla]</i></p> <p><i>Is this a positive or negative adjective?</i></p> <p><i>Why is Alex using positive adjectives to describe the iguana, while Mom uses negative ones?</i></p> <p>Record the adjective in the chart.</p>
page 7	<p><i>What adjective does Alex use to describe the iguana? [small]</i></p> <p>Record the adjective in the chart.</p>
pages 8-10	<p><i>Which adjectives does Alex use to describe himself? [smart, mature]</i></p> <p>Record the adjectives in the chart.</p>
pages 11-14	<p><i>What adjective does Alex use to describe himself? [lonely]</i></p> <p>Record the adjective in the chart.</p> <p><i>So far Alex has only used positive adjectives to describe himself. Why do you think he uses a negative adjective here?</i></p>
pages 15-22	<p><i>What adjective does Alex use to describe himself? [responsible]</i></p> <p>Record the adjective in the chart.</p>
pages 23-24	<p><i>What adjective does Alex use to describe himself? [financial wizard]</i></p> <p>Record the adjective in the chart.</p>

<p>pages 25-end</p>	<p><i>What did Mom decide?</i> <i>Why do you think she made that decision?</i></p> <p>Refer to the Adjectives chart.</p> <p><i>How did adjectives make Alex’s argument stronger?</i> [He used positive adjectives to show that he is a good son and will be a good owner; to show that the iguana will be a quiet, cute pet that Mom does not need to worry about. He used a negative adjective, “lonely,” to prove that he needs an iguana.]</p> <table border="1" data-bbox="485 489 1377 1558"> <thead> <tr> <th colspan="2">Adjectives</th></tr> <tr> <th colspan="2"><u>I Wanna Iguana</u></th></tr> <tr> <th>Positive</th><th>Negative</th></tr> </thead> <tbody> <tr> <td> <u>Alex describing himself</u> sensitive adorable smart mature responsible financial wizard <u>Alex describing the iguana</u> quiet cute small </td><td> <u>Alex describing himself</u> lonely <u>Mom describing the iguana</u> uglier than Godzilla </td></tr> <tr> <th colspan="2">Our Classroom/School</th></tr> <tr> <th>Positive</th><th>Negative</th></tr> <tr> <td></td><td></td></tr> </tbody> </table> <p>Refer to the Language section of the Argument anchor chart.</p> <p><i>Writers use positive and negative adjectives to make their arguments stronger.</i></p>	Adjectives		<u>I Wanna Iguana</u>		Positive	Negative	<u>Alex describing himself</u> sensitive adorable smart mature responsible financial wizard <u>Alex describing the iguana</u> quiet cute small	<u>Alex describing himself</u> lonely <u>Mom describing the iguana</u> uglier than Godzilla	Our Classroom/School		Positive	Negative		
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Positive	Negative														
<p>Joint Construction 9 minutes</p>	<p><i>Think about our classroom and our school. We are arguing to make our school even better for all learners. If we want to convince someone to make a change in our school, we will need to think of adjectives to describe our classroom and school. For example, you</i></p>														

	<p><i>could say that our classroom is inclusive, because we have written classroom agreements that help everyone do their best learning. "Inclusive" is an adjective.</i></p> <p><i>Think quietly to yourself, and then turn and talk to a partner to share some adjectives to describe our classroom and school. After you have shared your ideas, you will each record at least two adjectives, one on each sticky note. You can write positive or negative adjectives.</i></p> <p>Have children turn and talk. Provide writing tools and sticky notes for children to record their ideas. Invite children to place the notes on the chart in the correct columns (positive or negative).</p>
Closing 1 minute	<p>Bring children back together.</p> <p><i>We have gathered a lot of adjectives to describe our classroom and school. We will use some of these adjectives when we write our argument letter. We might use positive adjectives to emphasize how the change we propose will make our school better. Or, we might use negative adjectives to explain what is not working well at our school right now.</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>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>Throughout the lesson, listen for and make note of children's understanding of adjectives.</p> <p>Do children understand how adjectives enhance arguments?</p> <p>Can children use adjectives to describe the classroom and the school?</p> <p>Are children's adjectives specific?</p>

Notes



Writing Argument

Deconstruction and Joint Construction: Reasons

Content Objective	I can write reasons that support a thesis and appeal to the audience. (W.3.2, W.2, W.1.2.b)
Language Objective	I can engage in class discussion about which reasons are most appropriate for the thesis and audience. (SL.1.2)
Vocabulary	<p>appeal: to be interesting</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> <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 Planning chart, from Day 2 <i>One Word from Sophia</i> chart, from Week 6, Day 1 Argument Letter slides, from Week 6, Day 4 “Who Makes Decisions in Our Schools?” slides, for reference children’s ideas sheets from Week 6, Day 5 <p>On the group’s project idea sheet, children also included reasons to support their proposal. Write each relevant reason on a sticky note to be included with the work done by the class.</p> <ul style="list-style-type: none"> writing tools sticky notes, four for each pair of children
Opening 1 minute	<i>Yesterday we chose the thesis for our argument. Today we are going to decide on reasons to support our thesis.</i>
Deconstruction 8 minutes	<p><i>Just like the thesis, the reasons in an argument are chosen carefully, to appeal to, or be interesting to, a specific audience. Let’s take a look at the arguments made by Sophia and Alex to see which reasons they used.</i></p> <p>Review the Reasons portions of the <i>One Word from Sophia</i> chart and slide 10 from the Argument Letter slides. Discuss how Sophia and Mommy choose reasons that will appeal to the audiences they are arguing to.</p>

<p>Joint Construction 10 minutes</p>	<p>Review the class's thesis.</p> <p><i>Just like Sophia and Mommy, we need to decide on reasons for our argument that will appeal to our audience. Take a minute to put yourself in their shoes, to consider their point of view. What is important to them? Let's review the notes we wrote about our audience in our chart yesterday. Is there anything else we should add?</i></p> <p>Give children time to think and then harvest their ideas. Refer to the "Who Makes Decisions in Our Schools?" slides as needed. Record children's ideas near the Audience portion of the Argument Planning chart.</p> <p><i>When we chose our topic, the group came up with some reasons to support their idea. I wrote these reasons on sticky notes for us to consider. Now we will brainstorm additional reasons to support our thesis.</i></p> <p>Read the prepared reasons.</p> <p><i>Each pair will get four sticky notes. Write one reason on each sticky note. You do not need to fill all four. You do not need to write complete sentences on the sticky notes; just jot down your ideas. As you write, remember to think of reasons that support the thesis and appeal to the audience.</i></p> <p>Pair children. Distribute the writing tools and sticky notes and have each pair write up to four reasons to support the thesis.</p>
<p>Closing 11 minutes</p>	<p>Gather the children back together to share their reasons. Have each child read his/her reasons and quickly group the sticky notes by common ideas.</p> <p>As a class, decide on the reasons that best support the thesis and appeal to the audience. Respectfully eliminate reasons that do not relate to the topic or appeal to the audience, discussing with the children why these reasons are not a good fit. Choose the strongest reasons, and make sure that each reason is a different point.</p> <p>Write the chosen reasons on the Argument Planning chart, making edits and revisions as necessary.</p>
<p>Standards</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>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 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger</p>

	groups.
Ongoing assessment	<p>As children work, circulate and take notes, focusing on the following questions:</p> <p>How well do children understand their audience?</p> <p>Do children’s reasons support the thesis?</p> <p>Are the reasons appealing to the audience?</p>

<p>Notes</p>

WEEK 7 Day 4

Writing Argument

Deconstruction and Joint Construction: Gathering Evidence

Content Objective	I can use sources to find evidence to support a reason. (W.1.2.a, W.1.2.b)
Language Objective	I can participate in small-group discussions about gathering evidence. (SL.1.2)
Vocabulary	<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>reason: why the audience should do or think something</p> <p>source: a place to find information</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 Planning chart, from Day 2 <i>One Word from Sophia</i> chart, from Week 6, Day 1 Gathering Evidence sheets, one for each group <p>At the top of each page, write one of the reasons chosen by the class. Form small groups of children to gather evidence for each reason. For example, if the class generated four reasons on Day 3, form four groups.</p> <ul style="list-style-type: none"> research materials, such as printouts from notes taken while interviewing school community members writing tools sticky notes, four for each child markers whiteboard or chart paper <p>On the board or on a piece of chart paper, prepare the following Gathering Evidence chart.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Gathering Evidence</p> <p>Audience: [write audience]</p> </div>

	<table><tr><td>Reason: [write one reason here]</td></tr><tr><td>Evidence Source:</td></tr><tr><td>Evidence:</td></tr></table>	Reason: [write one reason here]	Evidence Source:	Evidence:
Reason: [write one reason here]				
Evidence Source:				
Evidence:				
Opening 1 minute	<p><i>We have now planned the thesis and reasons for our argument. As we noticed in One Word from Sophia, people often use evidence to provide more details about their reasons and to make their arguments stronger. Today we are going to look at the evidence Sophia uses and start planning for how to include evidence in our argument.</i></p>			
Deconstruction 8 minutes	<p>Refer to the <i>One Word from Sophia</i> chart.</p> <p><i>When Sophia argues to Mother, she uses the reason “Giraffes are better than cars.” If she ended her argument there, it would not be as convincing. Instead, she provides evidence to support her reason. Her evidence provides more details about why giraffes are better than cars.</i></p> <p>Read the evidence Sophia gives to Mother. Then, read the reasons and evidence Sophia uses to convince Father and Uncle Conrad.</p> <p><i>Sophia uses different types of evidence, gathered in different places, to convince her audiences. For example, before talking to Uncle Conrad, she takes a poll of the other family members to find out what they think about her having a giraffe.</i></p>			
Joint Construction 17 minutes	<p>Show the Gathering Evidence chart.</p> <p><i>Today we are going to begin looking for evidence to support our reasons. Here is a chart that looks like the tool you will use for gathering evidence. The audience is written here, at the top, to remind us who we are writing to. One of our reasons is written here. Let’s think about how to provide evidence, or more details, to support this reason.</i></p> <p>Discuss the reason and brainstorm which resources could be used to find evidence. For example, if the reason has to do with the structure of the school building or from an interview with someone involved in building maintenance. Record one source of evidence in the Evidence Source box. Then, model for children the process of finding and recording one piece of evidence that will support the reason.</p> <p><i>For the next few days you will work in groups to find evidence to</i></p>			

	<p><i>support our reasons. Each group will have one reason to explore. Use the process we just followed in the whole group to identify a source of evidence. Then, look for evidence in that source that provides more information to support your reason. There is room on your sheet to provide three pieces of evidence. You may or may not need to gather three.</i></p> <p>Send children to work in groups. Circulate to support their work, guiding them to resources and helping them think through the types of evidence that could support their reasons. Choose one group to share their work.</p>
Closing 4 minutes	<p>Gather the children back together and have one group share their process for identifying sources of evidence and locating evidence in the source.</p> <p><i>If your group needs more time to gather evidence, you can continue your work at the Research Studio. We will use these reasons and evidence to write our letter.</i></p>
Standards	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</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 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
Ongoing assessment	<p>As children work, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> What sources of evidence do children choose? What types of evidence do children identify? How comfortable are they with the process of finding evidence? How much support do they need? What support will children need as they continue to gather evidence during Studios?

Notes

Names: _____

Gathering Evidence

Audience:
Reason:

Evidence Source:
Evidence:

Evidence Source:
Evidence:

Evidence Source:
Evidence:

WEEK 7 Day 5

Writing Argument

Joint Construction: Heading, Greeting, Thesis, and Evidence

Content Objectives	I can write a letter, choosing words appropriate for my audience. (W.3.2, W.2) I can use notes to write evidence to support a reason. (W.3.2, W.2, W.1.2.b)
Language Objectives	I can use a comma in the greeting of a letter. (L.2.2.b) I can discuss with my group how to turn notes into complete sentences. (SL.1.2)
Vocabulary	appeal: to be interesting audience: an individual or group for whom a piece of writing is composed body: the main part of the letter evidence: facts and details used to support reasons in an argument greeting: the beginning of a letter, where the audience is addressed heading: the part of the letter that includes the recipient's address and the date reason: why the audience should do or think something recipient: the person or people receiving the letter; the audience reinforcement: saying again, in a new way thesis: the part of the argument that states what the writer or speaker is trying to convince someone to do or think
Materials and Preparation	<ul style="list-style-type: none">● Argument Letter slides, from Week 6, Day 4● markers● chart paper, or computer and projector Prepare for writing a letter by writing the recipient's address on the top left of the paper, leaving space for the date at the top right (see the example below). Note: Using a computer and projector for this will save time when publishing the letter later. <div></div>

	<div> <p>Superintendent Brenda Cassellius 2300 Washington Street Roxbury, MA 02119</p> </div> <ul style="list-style-type: none"> • Argument Planning chart, from Day 2 • Gathering Evidence chart, from Day 4 • markers • blank sheet of chart paper • writing tools • Gathering Evidence sheets, from Day 4 • half sheets of blank paper, up to three for each group (one for each piece of evidence)
Opening 1 minute	<p><i>We have done a lot of planning and preparation; these are important parts of writing, to make sure that as writers we know exactly what we want to write. Now we are ready to begin our letter!</i></p>
Joint Construction 13 minutes	<p>Refer to slide 15 in the Argument Letter slides.</p> <p><i>When we read the letter from Mommy, we talked about the parts of a letter. At the top of a letter is a heading. Here I have filled in some of the information in the heading, the name and address of our letter's recipient. What other information belongs in the heading?</i></p> <p><i>I am going to write the date here. For now, I am going to write today's date. When we create our final copy to mail, we will write the date when we complete the letter.</i></p> <p><i>Let's take a look at the next part of the letter: the greeting. When people write letters, they often begin the greeting with "Dear." Our audience is _____. Beginning the letter with "Dear" is appropriate for our audience and the type of letter we are writing.</i></p>

	<p>Write “Dear _____”.</p> <p><i>After writing “Dear” and the name of the recipient, we need to write a comma—like this: [write the comma]</i></p> <p><i>The next part of a letter is the body. The body of our letter will include all of the parts of arguments that we have been talking about: a thesis, reasons, evidence, and a reinforcement of the thesis. Today we will begin by writing our thesis.</i></p> <p>Review the thesis from the Argument Planning chart, and write it as the first sentence in the letter.</p>
<p>Joint Construction 15 minutes</p>	<p><i>After the thesis, we will write the reasons and evidence in the body of our letter. First we will need to turn our research notes into writing.</i></p> <p><i>Remember, we are writing to [audience], so what we write and how we write it needs to appeal to them.</i></p> <p>Review the information in the Gathering Evidence chart.</p> <p>On a blank sheet of chart paper, use shared writing to turn the class’s evidence notes into text. Model how to cite the source of the evidence.</p> <p><i>Now it is your turn to take your notes and turn them into writing. Working together with your group, begin by reading your reason and evidence. Then, talk about how to take your evidence notes and write them as full sentences. Write one piece of evidence, in complete sentences, on each sheet of blank paper.</i></p> <p>Dismiss the children to work in groups. Circulate to support their work, guiding them to cite the sources of their evidence and write sentences appropriate to their audience.</p>
<p>Closing 1 minute</p>	<p><i>Today we worked on our class letter, and you turned your research notes into writing. You will have time in Studios to continue your research, and you will continue writing evidence next time during Writing.</i></p> <p>Collect the groups’ half sheets for use in future lessons.</p>
<p>Standards</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>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 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>

	L.2.2.b Use commas in greetings and closings of letters.
Ongoing assessment	<p>As children work in the whole group, note their understanding of the parts of a letter.</p> <p>As children work in small groups, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> How effective are children at turning their notes into text? How do children cite their evidence? Does the language children are using match the audience?

Notes
