



## 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.

<b>Big Ideas</b>	We all learn. We can learn different things, in different ways, for different reasons.  Communities can include and support all learners.
<b>Weekly Question</b>	How can I contribute to my school community?
<b>Content Objective</b>	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)
<b>Language Objective</b>	I can talk with my classmates about Jeri Robinson, a leader in education. (SL.1.2)
<b>SEL Objective</b>	I can recognize the leaders in my community and how they support me and others. (Social Awareness)
<b>Vocabulary</b>	<b>auditorium:</b> a large room in a building that usually holds a lot of people <b>carton:</b> a container to hold something, typically made of cardboard or plastic <b>consistent:</b> always acting or behaving in the same way <b>intercom:</b> a loudspeaker used to communicate from different location <b>* leader:</b> a person who leads a group <b>notice (n):</b> a note to communicate something <b>* responsibility:</b> duty or task that a person has to do, that others count on them to do
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• whiteboard or chart paper and markers</li><li>• “Jeri Robinson: A Leader in Boston Education” slides</li><li>• projector and screen</li></ul>

	<ul style="list-style-type: none"> <li>• Text Talk notebooks</li> <li>• "Jeri Robinson: A Leader in Boston Education" reading response sheet, copy for each child</li> <li>• clipboards, whiteboards or other writing surfaces</li> <li>• writing and drawing tools</li> </ul>
<b>Opening</b> 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>
<b>Text and Discussion</b> 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>
<b>Key Activity</b> 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.
<b>Weekly Question Chart</b> 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>
<b>Closing</b> 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>
<b>Standards</b>  <b>(Boston Standards)</b>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how, and why.</p> <p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>2.T4.2</b> 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><b>2.T5.3</b> 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><b>SEL.</b> Social Awareness</p>
<b>Ongoing assessment</b>	<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**