



## Unit 1: How We Learn in Our School Communities

## WEEK 8 At a Glance

Weekly Question: How do we make sure that each member of our community can do their best learning?		
<b>Text</b>  	<b>Vocabulary and Language</b> Days 1 - 4: Review selected Weekly Words Day 5: Answering the Weekly Question	
	<b>Text Talk</b> Day 1: End of Unit Assessment Day 2: The Our Schools Project: Giving and Receiving Feedback Day 3: “Strong Schools, Strong Communities” (slides) Day 4: Synthesis of Unit Ideas Day 5: Celebrating Our Projects	
	<b>Stations</b> Guided Independent Reading  Listening & Speaking: Listen & Respond ( <i>Six Dots: A Story of Young Louis Braille</i> ) Science Literacy: How do scientists and engineers draw inspiration from others’ designs? Vocabulary: Choose 3!, Think About It Word Work: select from activities Writing: End of Unit Assessment	
	<b>Science and Engineering</b> Lessons 1 & 2: Matter and Its Interactions: Designing and Building Alternative Seating	<b>Studios</b> Classrooms host final presentations of projects, including the written argument and related individual and small group work. On Day 5, use both Studios and Text Talk time for class presentations and celebrations.
<b>Mentor text</b>  	<b>Writing: Argument</b> Day 1: Joint Construction: Writing and Ordering the Reasons and Evidence Day 2: Joint Construction: Reinforcement of the Thesis, Closing, and Signature Day 3: Feedback Day 4: Revising and Publishing Day 5: No Lesson; dedicate time to presenting the Our Schools Project	

At a Glance U1 W8

# Alternative Seating

Science and Engineering Unit 1, Week 8

Tire tube covered  
with ribbon



DIY CRAFT PROJECTS ON FB

Cushions on milk crates





Trash cans



Cushions on buckets



## Moon chair with head cushion



Milk crate and ball



Storage bins  
with half lids





## Seats with curved bases





Seats made of cardboard



## Unit 1: How We Learn in Our School Communities

### WEEK 8 Lesson 1

#### Science and Engineering: Matter and its Interactions

##### Designing and Building Alternative Seating

<b>Big Ideas</b>	Materials have observable properties. Materials' properties impact how they are used for specific purposes.
<b>Guiding Questions</b>	What are the properties of a seat that will meet our needs as learners? What materials could the seat be made of to respond to our needs?
<b>Content Objectives</b>	I can identify and analyze the materials used in alternative seatings other designers designed. (2-PS1-1, 2.K-2-ETS1-3) I can find inspiration and compare different ways to design alternative seating. (Practice 6, 2-PS1-1, 2.K-2-ETS1-3)
<b>Language Objective</b>	I can identify and discuss the materials used in the design of alternative seatings, the properties of those materials, and how they meet specific criteria. (SL.4.2)
<b>Vocabulary</b>	<b>alternative seating:</b> places that allow people to choose how they sit according to their needs
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Alternative Seating packets, one for each group of 4 children</li><li>• Alternative Seating slides, with appropriate technology, optional</li><li>• Science and Engineering packets</li><li>• writing and drawing tools</li></ul> Create small groups of four children, putting two working pairs together for each group.
<b>Opening</b> 5 minutes	<i>Often when engineers are designing something, they look at what other engineers have done. This helps them think through their own design ideas in new ways.</i>  <i>Today we'll look at some kinds of seating other people have designed. We'll pay attention to what materials these seats are made of and how the seats meet learners' needs. Then you'll return</i>

	<p><i>to your own designs with these ideas in mind. As you are looking at these different kinds of seating, think of how they may inspire your own designs.</i></p> <p><i>You will work with your partner and another pair of children. First, look through all the designs. Talk about what you notice and wonder about the different kinds of seats. There might be one that meets some of the criteria you have set for your own designs. Then agree on one seat design to analyze—look at and think about carefully.</i></p> <p>Distribute Alternative Seating packets, Science and Engineering packets, and writing tools, and send children to work in small groups.</p>
<b>Investigation</b> 15 minutes	<p>As children work together, circulate to encourage them to look very carefully and talk about the materials, properties of materials, and criteria.</p> <p><i>What need might a particular kind of seat meet?</i></p> <p><i>Would that be a good seat for our classroom?</i></p> <p><i>What problems might this type of seating solve?</i></p> <p><i>How could you use this design to improve your own seat?</i></p> <p>Support children’s conversations and efforts to record their ideas on the page.</p>
<b>Discussion/ Closing</b> 5 minutes	<p>Gather children back in the whole group, and facilitate a short discussion.</p> <p><i>What did you learn from looking at these designs that might help you in your own design?</i></p>
<b>Standards</b>	<p><b>SL.4.2</b> Produce complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.</p> <p><b>2-PS1-1.</b> Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.</p> <p><b>2.K-2-ETS1-3.</b> Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.</p> <p><b>Practice 1.</b> Asking questions and defining problems</p>
<b>Ongoing assessment</b>	<p>Observe how children are integrating learning from throughout the unit.</p> <p>Do they connect properties of materials to the use of specific materials in specific designs?</p> <p>How do they use new vocabulary?</p> <p>What conclusions do they draw, and how do they apply these to their own designs?</p>

## Unit 1: How We Learn in Our School Communities

### WEEK 8 Lesson 2

#### Science and Engineering: Matter and its Interactions

##### Building Alternative Seating

Option A: Children continue to work with partners on alternative seating prototypes.  
Option B: A small group or the whole class begins to build an actual seat for classroom use.

<b>Big Ideas</b>	Materials have observable properties. Materials' properties impact how they are used for specific purposes.	
<b>Guiding Questions</b>	What are the properties of a seat that will meet our needs as learners? What materials could the seat be made of to respond to our needs?	
<b>Content Objectives</b>	I can build a seat with appropriate materials, based on criteria I have identified. (2.K-2-ETS1-3) I can decide if my alternative seating design works as intended. (Practice 4, 2.K-2-ETS1-3)	
<b>Language Objective</b>	I can identify and discuss the materials used in the design of alternative seatings, the properties of those materials, and how they meet specific criteria. (L.6.2.a)	
<b>Vocabulary</b>	<b>alternative seating:</b> places that allow people to choose how they sit according to their needs	
<b>Option A</b>		<b>Option B</b>
<b>Materials and Preparation</b>		
<ul style="list-style-type: none"> <li>all materials identified in children's plans, as a single collection</li> <li>Display materials so that they are easily accessible to the children.</li> <li>Science and Engineering packets</li> <li>writing and drawing tools</li> <li>Designing a Chair for Our Classroom chart, from Week 7</li> </ul>		Review children's designs. Choose one design or a trend that may realistically be built for the classroom with available materials. Make a visual representation of the design to propose the idea to the group, perhaps enlarging a child's design or drawing/writing an amalgamated design on chart paper. Collect and prepare needed materials.

	<ul style="list-style-type: none"> <li>● chart paper and markers</li> <li>● Designing a Chair for Our Classroom chart, from Week 7</li> </ul>
<p style="text-align: center;"><b>Opening</b> 5 minutes</p>	
<p><i>Yesterday you analyzed seats created by professional engineers and designers. Today you may want to revise your own design based on something you saw, or you may want to come up with a new design.</i></p> <p>Distribute Science and Engineering packets and a pencil to each child.</p> <p><i>Take a look at your designs so far. Think about whether there are any changes you'd like to make after analyzing other designers' ideas.</i></p> <p>Encourage children to make quick marks directly onto this page as they consider their designs.</p> <p><i>Why would you want to make that change?</i></p> <p><i>Now turn and talk with your design partner about what you are thinking now.</i></p> <p>Leave open the option of beginning an entirely new design, but only after they have assessed their original thinking.</p>	<p><i>We are going to build some actual seating for our classroom! I have been looking carefully at your designs, and I notice that many of the designs address _____ [commonly identified need].</i></p> <p>Show a few examples from children's packets.</p> <p><i>You have come up with many interesting designs. This is one I think we could actually build with the materials we have available.</i></p> <p>Show the proposed design.</p> <p>Review or establish criteria, reflect on the professional designs in the Alternative Seating packet, and suggest a plan for accomplishing the work. Assure children that this project may require additional physical resources (materials and tools), human resources (expertise, including from outside the classroom such as another member of the school community or a family member), and time; children should not expect to finish this project in just a session or two.</p>
<p style="text-align: center;"><b>Investigation</b> 15 minutes</p>	
<p>Children revise their designs. They build a seating prototype, either of their own designs or of one of the seats in the packet.</p> <p>As children propose and make changes to their designs and/or prototypes, ask them to defend these decisions based on properties</p>	<p>Working in small groups, children agree on a seating design and make a plan, considering materials, tools, and other resources they will need. Once the plan is set, children begin building.</p>

of materials and the criteria they are aiming to meet.	As children propose and make changes to their designs and/or prototypes, ask them to defend these decisions based on properties of materials and the criteria they are aiming to meet.
<p style="text-align: center;"><b>Discussion/ Closing</b> 10 minutes</p>	
Children share their current designs, including ideas they had previously that have been reinforced or modified by research, exposure to professional designs, review of criteria, and peer feedback.	Review the criteria for the classroom seating. Review the plan and the day's progress, and decide as a class how to proceed with identifying useful resources, gathering materials, building, soliciting help, and setting a timeline. It may be useful to assign specific roles.
<b>Standards and Practices</b>	<p><b>L.6.2.a</b> 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><b>2.K-2-ETS1-3.</b> Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.</p> <p><b>Practice 4.</b> Analyzing and Interpreting Data</p>
<b>Ongoing assessment</b>	<p>In approaching and refining this work, how do children integrate concepts from Science and Engineering lessons across the unit?</p> <p>Do children make solid connections between materials' properties and their uses in specific designs?</p> <p>Do children use important vocabulary to discuss and describe their work?</p> <p>How do children demonstrate connections between this seating design project and the Big Ideas of Unit 1, as articulated in Talk Time discussions, written work, explorations in Studios, and beyond?</p>

***Six Dots: A Story of Young Louis Braille*** conversation prompts: Cut apart and provide with the physical text and audio recording.

**Page 9:**

How do the illustrations help you to understand Louis' life?

*Six Dots: A Story of Young Louis Braille*

**Page 12:**

How was Louis' system of writing better than the ones before it?

*Six Dots: A Story of Young Louis Braille*

**After reading:**

How did Louis' life change from the beginning of the book to the end of the book?

*Six Dots: A Story of Young Louis Braille*

I agree with you. I also think \_\_\_\_.

Why do you think that?

I don't think I agree with you because \_\_\_\_.



Name: \_\_\_\_\_

## Correct the Sentences

One word in each sentence below is spelled incorrectly. Read each sentence. Circle the misspelled word, and write it correctly on the line.

1. The class was respectfull to the teacher \_\_\_\_\_

2. We thank Lila for her kindnes \_\_\_\_\_

3. Was Kerry shildesh \_\_\_\_\_

4. The clas sang a long song \_\_\_\_\_

5. The small bus stung my leg \_\_\_\_\_

Choose 2 sentences. Write them below with all of the words spelled correctly. Add punctuation.

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

## Talk About It



<https://www.spps.org/domain/13838>



<https://www.spps.org/domain/13838>

Vocabulary Station U1 W8

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

## Unit 1: How We Learn in Our School Communities

### WEEK 8

### Stations

Stations overview table follows information for the End of Unit Assessment.

End-of-Unit Assessment
<p>Materials and Preparation</p> <ul style="list-style-type: none"><li>• End-of-Unit Assessment slides</li><li>• projector and screen</li><li>• End-of-Unit Assessment, one copy for each child</li><li>• End-of-Unit Assessment rubric</li></ul> <p>In advance of the week, plan a schedule for each small group to complete the assessment.</p>
<p>Rather than facilitate a Text Talk lesson, teachers administer the End of Unit Assessment to the whole group. Children will have had an opportunity to read, think, and talk together about the two excerpts from <i>The Upside Down Boy</i> prior to answering questions on the assessment. With Excerpt 1, children use details from the text to describe how Junaito feels about going to school. The longer Excerpt 2 shows the ways that Juanito's community supports him as a learner. After the assessment is introduced, children will continue to work on it independently at the Writing Station.</p> <p><b>Set up and Question 1.</b></p> <p>Arrange the children in spaces around the classroom where they can comfortably write and see the projected slides. Distribute the assessment. With the whole group's attention, show the images and text for Excerpt 1 on the slides. Read the excerpt aloud or play the audio button so children can hear the text read fluently. Then have children read chorally or with a partner. Read question 1, and describe strategies children can use to answer a multiple choice question.</p> <p><i>1. In this excerpt, Juanito is talking about how he feels about going to school. How is Juanito feeling about going to school?</i></p> <p><i>This question has several possible answers for you to choose from. To choose your answer, do these things:</i></p> <ul style="list-style-type: none"><li>• <i>Reread the question.</i></li><li>• <i>Cross off any answer choices that don't make sense.</i></li><li>• <i>Go back to the text to find evidence.</i></li><li>• <i>Select the answer that matches your thinking.</i></li></ul> <p>Circulate to ensure that all children have answered the question.</p>

### Question 2.

Read the question. Remind children that they are writing the evidence they found to answer question 1.

*2. What is your evidence that shows how Juanito is feeling about going to school?*

Circulate to ensure that all children have written their response. As needed, remind children to write down the exact language from the text. When most children have completed questions 1 and 2, let others know that they can continue at the Writing Station.

Introduce Excerpt 2, showing the images and text on the slides and reading the excerpt aloud. Have children read the excerpt with partners. Before reading the questions, give children time to process the text.

*What is happening in this excerpt? What do you learn about Juanito and his community? Turn and talk to your partner.*

### Question 3.

Read the question aloud; note that it is a two-part question. Remind children of the multiple choice strategy.

*This is a two-part question. With a question like this, we want to read both parts to understand what the whole question is asking. Then, we reread each part separately.*

*3. Part 1: Reread paragraph 2 from the excerpt.*

*"I felt funny, upside down," I say to him.  
"The city streets aren't soft with flowers.  
Buildings don't have faces. You know, Papi,  
in the camp I knew all the names, even of those bugs  
with little wild eyes and shiny noses!"*

*The word "funny" means:*

- A. hilarious*
- B. laughing*
- C. strange*
- D. silly*

*Part 2: What clues in the paragraph helped you determine the meaning of the word "funny"?*

*Turn and talk with your partner: what are the two things you need to consider when answering this two-part question?*

Return children’s attention to the whole group, and reread Part 1. Have children read the paragraph chorally, and then invite them to choose and mark their answer. Remind children to use their vocabulary and multiple choice strategies to figure out what the word “funny” means in this context.

Circulate to ensure that most or all of the children have answered Part 1 of the question. Then, reread Part 2, and invite children to begin writing. Remind children that they are writing the clues directly from the text that helped them figure out the meaning of “funny” in paragraph 2.

**Question 4.**

Once most or all of the children have answered Parts 1 and 2 of question 3, read question 4 aloud.

*4. One of the big ideas from our unit is that communities can include and support all learners. How did Juanito’s community support the ways he learns best? Use details from the excerpt to support your ideas.*

Remind children that they can draw a picture to go along with their writing. Let children know that they will be able to finish any part of the assessment at the Writing Station this week.

Stations overview page follows.



## Unit 1: How We Learn in Our School Communities

### WEEK 8

### Stations

Station	Activities	Materials
Guided Independent Reading		<ul style="list-style-type: none"> <li>individual book bags</li> </ul>
Teacher groups: strategic small group instruction		
<b>Listening &amp; Speaking</b>	Listen and Respond	<ul style="list-style-type: none"> <li>audio recording and technology</li> <li><i>Six Dots: A Story of Young Louis Braille</i></li> <li>conversation prompts</li> </ul>
<b>Science Literacy</b>	How do scientists and engineers draw inspiration from others' designs?	<ul style="list-style-type: none"> <li>Science and Engineering packets</li> <li>colored pencils</li> </ul>
<b>Vocabulary</b>	Choose 3!	<ul style="list-style-type: none"> <li><b>Week 7</b> Weekly Words cards</li> <li>Recording sheets</li> <li>Choose 3! menu</li> </ul>
	Think About It: Who are leaders in our classroom?	<ul style="list-style-type: none"> <li><b>Week 7</b> Weekly Words cards</li> <li>Week 8 image, 2 copies cut apart</li> <li>Week 8 sheets</li> </ul>
<b>Word Work</b> (align skills with literacy program)	Scooping syllables, closed syllables, vowels	<ul style="list-style-type: none"> <li>Week 8 Read It, Mark It, Write It sheets</li> <li>activity directions card</li> </ul>
	Making compound words	<ul style="list-style-type: none"> <li>scissors</li> <li>Week 8 Make New Words sheets</li> <li>activity directions card</li> </ul>
	Correcting misspelled words, adding punctuation	<ul style="list-style-type: none"> <li>Week 8 Correct the Sentences sheets</li> <li>activity directions card</li> </ul>
<b>Writing</b>	End of Unit Assessment	<ul style="list-style-type: none"> <li>End of Unit Assessment sheets</li> <li>POP! Answering Multiple Choice Questions chart and/or half-sheets</li> <li>End of Unit Assessment slides</li> </ul>



Name: \_\_\_\_\_

### Make New Words

Read and write the short words. Put the cards together to make new compound words. Write the compound words.

cob + web	cobweb

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

Make New Words Cards

rain		came
be		fish
rail		bow
sail		box
any		road
sand		boat
cat		body

Name: \_\_\_\_\_

Read It	Mark It	Write It
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Scoop the two syllables to read each word. Mark closed syllables with **c**. Put a brevet above the vowels. Write the words.

disrupt	<hr/> <hr/> <hr/>
cobweb	<hr/> <hr/> <hr/>
selfish	<hr/> <hr/> <hr/>
dentist	<hr/> <hr/> <hr/>
mascot	<hr/> <hr/> <hr/>
jacket	<hr/> <hr/> <hr/>

Skills: Know and apply grade-level phonics and word analysis skills in decoding words.

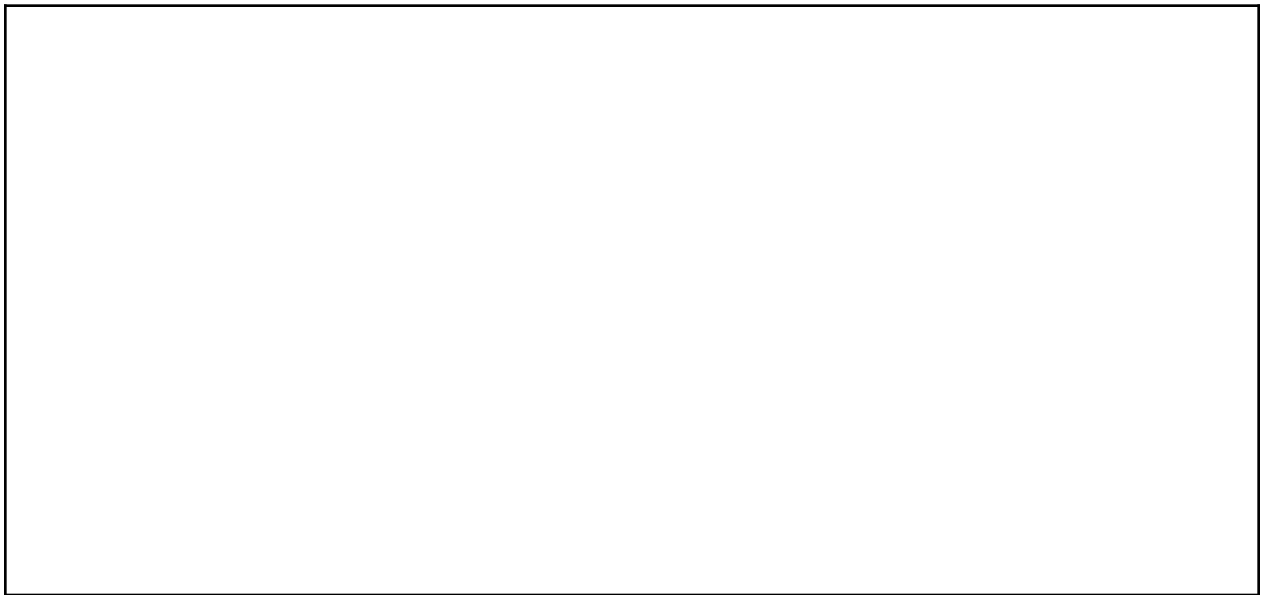
## Talk About It

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Who is a leader in this image?

Who are leaders in our classroom?

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.



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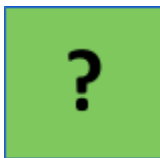
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## Unit 1: How We Learn in Our School Communities

### WEEK 8 Studios




### Finishing, Presenting, and Celebrating the Our Schools Project

Classrooms host final presentations of projects, including the written argument and related individual and small group work.

On Day 5, use both Studios and Text Talk time for class presentations and celebrations.



<b>Big Ideas</b>	<p>We all learn. We can learn different things, in different ways, for different reasons.</p> <p>Communities can include and support all learners.</p>
<b>Weekly Question</b>	How do schools contribute to strong communities?
<b>Vocabulary</b>	<p><b>presentation:</b> a demonstration or celebration of work or an idea</p> <p><b>celebration:</b> a fun event to mark something important</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• new studios prompts</li><li>• Observation Sheets</li></ul> <p><u>New for the Art Studio:</u></p> <ul style="list-style-type: none"><li>• any 2-dimensional art media introduced thus far (pencils, colored pencils, markers, crayons)</li><li>• large paper, at least one piece for each Classroom Agreement</li></ul> <p>Read through the agreements and identify whether certain children might be well-suited to illustrate particular ones. Consider how to give children some choice about which agreements they illustrate and to make sure that each agreement gets illustrated.</p> <p>Prepare any final materials needed for presentations at the end of the week.</p>


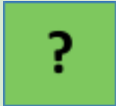

<b>Opening</b>	<p><i>In the <u>Art Studio</u> this week you'll be making posters about our Classroom Agreements. Before you start, think about your message and your design. You might want to start by sketching with a pencil. As always, you're welcome to work together.</i></p> <p><i>In the Math Studio you can play previous games.</i></p> <p><i>In the other studios, you'll be working on your projects.</i></p> <p>Give some examples of work children might be doing, based on the projects they have identified.</p> <p><i>It's especially important that you make a good plan for your work in Studios this week; at the end of the week, we will be presenting our projects about making our classroom and school an excellent place for all learners, and you will want your work to be as strong as it can be. What do you need to do to finish your work? What materials will you need? What help would you like from others?</i></p> <p>Have children turn and talk to share their plans, and dismiss them to work.</p>
<b>Facilitation</b>	<p>Once illustrated, the Classroom Agreements posters can hang prominently throughout the year to reinforce the community established in this first unit of study and beginning of the school year.</p> <p>In other studios, children finish up any projects that will be presented in the classroom, to the broader school community, or to families.</p> <p>Children may be anxious about finishing large projects. Be aware that frustrational levels may be higher and interactions more fraught as excitement mounts. It may be helpful to spend a bit more time talking through the work as a whole group; conversely, children may appreciate the chance to work freely in studios after the completion of such focused work over the last few weeks. Be observant and responsive.</p>

<p><b>Art</b></p> 	<p><b>Classroom Agreement Posters</b></p> <p><u>Objective:</u></p> <p>I can work alone or with a partner to make a poster to represent one of our classroom agreements.</p> <p><u>Process:</u></p>
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	<p>Children choose or are assigned one agreement to illustrate. They work on posters collaboratively or independently. The work is finished when each agreement has a poster. Alternatively, illustrated agreements could be bound into a class book.</p> <p><u>Facilitation:</u> Help children think through the ideas behind the agreements and how they might be illustrated. Encourage children to catch viewers' attention by using large letters and drawings and bright colors. They might also create a border or other appealing layout features.</p> <p><u>Thinking and Feedback Possibilities:</u> Because these posters represent the thinking and investment of the whole class and will serve as reminders for the tenets of the classroom community, giving other children an opportunity to offer feedback will be particularly meaningful. The group may decide on thematic elements, such as borders, size of words, or inclusion of classroom-specific images or symbols.</p> <p><u>Ongoing assessment:</u> Listen in as children revisit and discuss the classroom agreements. What is their understanding of the agreements and why they are in place? What is their investment in sustaining them?</p> <p>Look carefully at the posters to see how children connect illustrations to words, how they represent abstract ideas, how they organize their work on the large page, and how they have worked collaboratively.</p>	
<b>Other projects</b>	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources, materials,		

collaboration		
<b>Building</b> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources, materials, collaboration		
<b>Discovery</b> 	<b>Refining Alternative Seating Designs and Models</b> Children continue refining their seat prototypes, build an actual seat for the classroom, write about other seat designs in response to the Alternative Seating packet, or pursue other tasks necessary for wrapping up the Science and Engineering work for the unit. (Building actual seating for the classroom may extend into successive weeks.)	
<b>Other projects</b>	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources,		

materials, collaboration		
<b>Math</b> 	No new activities. Offer previously taught games.	
<b>Research</b> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		
Needed resources, materials, collaboration		
<b>Writing and Storytelling</b> 	Group 1:	Group 2:
Current state of the project		
Questions to prompt further work		

Needed resources, materials, collaboration		

<b>Standards</b>	<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><b>2-PS1-1.</b> Describe and classify different kinds of materials by observable properties of color, flexibility, hardness, texture, and absorbency.</p> <p><b>2-PS1-2.</b> 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>Research</u></p> <p><b>R.7.2.b</b> Use provided resources to determine the meaning of words and phrases in a text.</p> <p><b>R.8.2.b</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><b>R.9.2.b</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>R.11.2.c</b> Explain how specific visuals contribute to and clarify the meaning of a text.</p> <p><b>R.11.2.d</b> Compare and contrast the information presented by two texts on the same topic.</p>
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<b>Notes</b>
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## Art Studio

*While you are working, think about:*

How do our ideas make our **classroom** stronger?

How do our ideas make our **school** stronger?

How do our ideas make our **community** stronger?

What is the best way to communicate these ideas?

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## Building Studio

*While you are working, think about:*

How do our ideas make our **classroom** stronger?

How do our ideas make our **school** stronger?

How do our ideas make our **community** stronger?

What is the best way to communicate these ideas?



## 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?

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## Research Studio

*While you are working, think about:*

How do our ideas make our **classroom** stronger?

How do our ideas make our **school** stronger?

How do our ideas make our **community** stronger?

What is the best way to communicate these ideas?

## Writing and Storytelling Studio

*While you are working, think about:*

How do our ideas make our **classroom** stronger?

How do our ideas make our **school** stronger?

How do our ideas make our **community** stronger?

What is the best way to communicate these ideas?

## End of Unit Assessment Responses and Exemplars

### Question 1.

In this excerpt, Juanito is talking about how he feels about going to school. How does Juanito feel about going to school? (RL.2.3)

- a. excited
- b. nervous**
- c. lonely
- d. surprised

### Question 2.

What is your evidence that shows how Juanito is feeling about going to school? (RL.2.1)

Children may reference either:

- “I make a clown face, half funny, half scared.
- “‘I don’t speak English,’ I say to Papi. ‘Will my tongue turn into a rock?’”
  - If children use this evidence, they should include both sentences, because together they show that Juanito is nervous about understanding and speaking English in his new school.

### Question 3.

The word **funny** means:

- a. hilarious
- b. laughing
- c. strange**
- d. silly

What clues in the paragraph helped you determine the meaning of the word **funny**? (RL.2.1)

The clue that helped me determine the meaning of the word funny was “upside down” because Juanito's world felt strange to him because it was so different.

Children should reference at least one piece of evidence that shows how Juanito felt strange in his new community because it was very different from his previous community:

- “upside down”
- “The city streets aren’t soft with flowers. Buildings don’t have faces.”
- “in the campo I knew all the names...”

**Question 4.**

Communities can include and support all learners. How did Juanito’s community support the ways he learns best? Use details from the excerpt to support your ideas. (RL.2.1, RL.2.3)

Juanito’s community supports the ways he learns best by giving him opportunities to learn through music, poetry, and art. For example, Papa gave Juanito his harmonica because he knows that Juanito enjoys singing. Also, Mrs. Sampson invites Juanito to be “‘El Maestro Juanito,’ the choir conductor!” and lead his peers in singing their poems. Juanito’s community celebrates Juanito’s creativity.

Children may also reference quotes that show how Juanito’s community supports him as a learner and makes him feel welcome in his new school:

- “On Open House Day, Mama and Papi sit in the front row. Mrs. Andasola admires our drawings on the walls...”
- “Mrs. Samspon smiles wearing a chile sombrero and puts on the music”

## End of Unit Assessment Rubric: Unit 1

Text: *The Upside Down Boy*, Juan Felipe Herrera (Lexile 450)

Child's name:

Date:

### Prompt

**Question 4.** Communities can include and support all learners. How did Juanito's community support the ways he learns best? Use details from the excerpt to support your ideas. (R.4.2, R.6.2.a)

### Unit 1 Big Ideas

- We all learn. We can learn different things, in different ways, for different reasons.
- Communities can include and support all learners.

**1** = Shows little evidence of meeting the standard; **2** = Shows some evidence of meeting the standard; **3** = Meets the standard

	1	2	3
Describes the ways characters respond to the main character (R.6.2.a) (Question 4)	Does not demonstrate understanding of characters' response to the main character.	Demonstrates understanding only one way a character responds to the main character.	Demonstrates understanding of two or more ways characters respond to the main character.
Gathers information from provided sources in order to respond to a question (W.1.2.b) (Question 4)	Responds to the prompt without clear references to details from the text.	Uses one key detail from the text to respond to the prompt. The reference may be vague or unclear.	Includes at least two details from the text to respond to the prompt.
Demonstrates conceptual understanding and knowledge about the topic. (overall)	Does not align response to unit big ideas.	Somewhat aligns response to unit big ideas.	Demonstrates conceptual understanding and knowledge about the unit's big ideas.

End of Unit Assessment Rubric U1 W8

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

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
<b>Sentence Complexity</b> L.1	Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete, simple, and compound sentences.	Produces, expands, and rearranges complete simple and compound sentences.
<b>Capitalization</b> L.2.2.a	Minimally or incorrectly uses uppercase letters.	Inconsistently capitalizes the first word in a sentence, holidays, product names, and geographic names.	Aside from one error, capitalize the first word in a sentence, holidays, product names, and geographic names.	Consistently capitalizes the first word in a sentence, holidays, product names, and geographic names.
<b>Punctuation</b> L.2.2.b L.2.2.c	Makes frequent errors in end punctuation, making the piece difficult to read.	Inconsistently uses end punctuation, commas, and apostrophes.	Aside from one error, correctly uses end punctuation, commas, and apostrophes.	Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently occurring possessives.
<b>Spelling</b> L.2.2.d L.2.2.e	Makes severe errors in spelling, often obscuring meaning.	Makes frequent errors in the spelling of learned spelling patterns and high-frequency words.	Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials (word walls, personal dictionaries, etc.).	Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words.

End of Unit Assessment Rubric U1 W8

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



## Unit 1: How We Learn in Our School Communities

### WEEK 8 Day 5

#### Celebrating our Projects

**Text Talk** and **Studios** times are combined to accommodate a presentation and celebration of the Our Schools Project and completion of Unit 1.

<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 do better schools lead to stronger communities?
<b>Content Objective</b>	I can celebrate the work we have done throughout Unit 1 by presenting my work and asking and answering questions about my peers' work. (SL.2.2.b)
<b>Language Objective</b>	I can tell visitors to our class celebration and answer their questions about various parts of our learning experiences. (SL.3.2.a)
<b>SEL Objective</b>	I can recognize and celebrate how the school and community support myself and others. (Social Awareness)
<b>Materials and Preparation</b>	Based on the scope of the presentation and celebration planned in a given classroom, teachers may have: <ul style="list-style-type: none"><li>• invited families, other second grade classes, school community members, and/or broader community members;</li><li>• prepared and sent child-made invitations;</li><li>• posted children's work from throughout the unit;</li><li>• helped the children rehearse spoken presentations;</li><li>• adjusted the classroom schedule, coordinated with other school adults;</li><li>• arranged images and texts from the unit for general viewing;</li><li>• hung signs to explain work on the walls;</li><li>• made the Unit Question, Weekly Question, and other charts available for viewing;</li><li>• prepared a few words to welcome and thank visitors and explain the learning and work of the unit.</li></ul>

<b>Process</b>	<p>Importantly, consider how to make visible and celebrate not only the final products but the process of learning throughout Unit 1: How We Learn in our School Communities.</p> <p>The presentation and celebration of learning unfold according to classroom culture and plans. Some possibilities include:</p> <ul style="list-style-type: none"> <li>• having children read aloud the letter they have sent or will send to their designated audience;</li> <li>• hosting a Gallery Walk, where guests can view work from the unit, accompanied by gallery tags, and with individual or groups of children presenting the work;</li> <li>• displaying projects from the Science and Engineering Chair Project.</li> </ul>
<b>Standards</b>	<p><b>SL.2.2.b</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.3.2.a</b> Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SEL.</b> Social Awareness</p>

<b>Notes</b>	
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## Unit 1: How We Learn in Our School Communities

### WEEK 8 Day 1

#### Text Talk End of Unit Assessment

<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 do better schools lead to stronger communities?
<b>Content Objective</b>	I can use details from the text to describe how Juanito's community supports the ways he learns best. (R.4.2, R.6.2.a)
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• End of Unit Assessment sheet, copy for each child</li><li>• POP! Answering Multiple Choice Questions chart and/or half-sheets</li><li>• End of Unit Assessment slides</li><li>• writing tools</li><li>• End of Unit Assessment Rubric, one copy to complete for each child</li><li>• End of Unit Assessment Exemplars</li><li>• chart paper and markers</li></ul> Prepare the Weekly Question Chart with the question, How do better schools lead to stronger communities?
<b>Opening</b> 1 minute	<i>I want to find out more about what you have learned during this first unit of study, How We Learn in Our School Communities. Today we are going to use our Text Talk lesson time for an assessment. You will use a text you already know, The Upside Down Boy by Juan Felipe Herrera, to think about some of the big ideas of our study about schools and learning.</i>
<b>End of Unit Assessment</b> 37 minutes	<i>So I understand your thinking, each of you will work on your own paper to read, answer both multiple choice and longer questions, and record evidence from the text.</i>  Show the excerpt slides to remind children of the book and the excerpt's

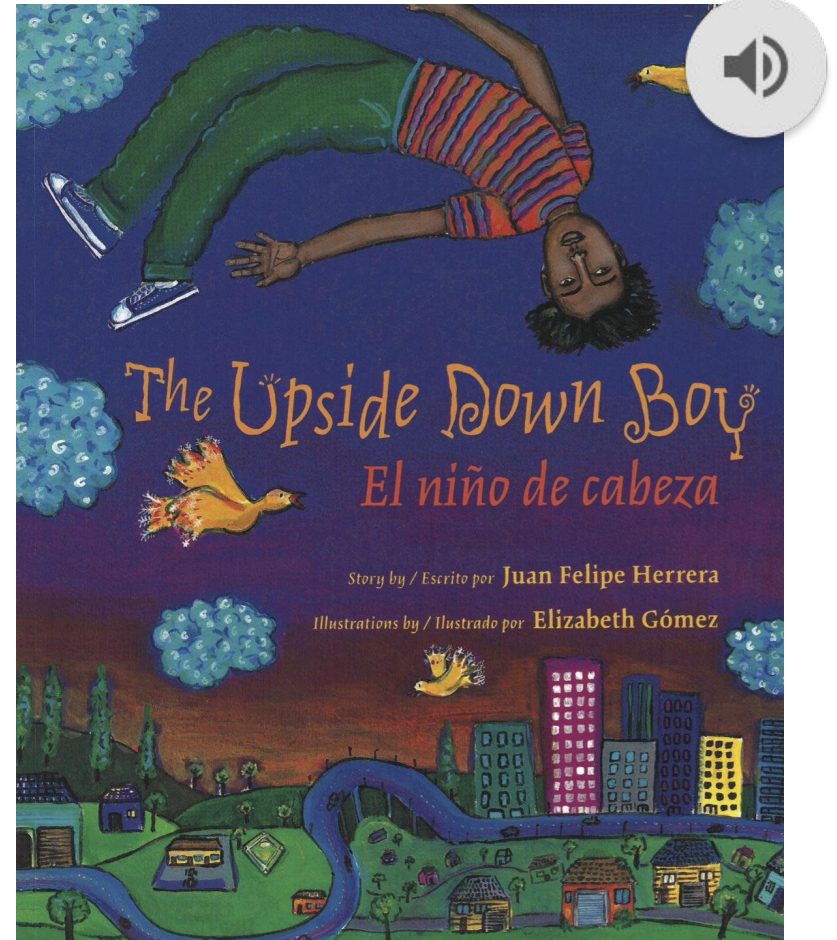
Text Talk U1 W8 D1

	<p>context. Walk through the assessment, remind children to use the POP! guidance, and answer children’s clarifying questions.</p> <p>Distribute the sheets, and send children to work.</p> <p>Leave the slides visible as children work, and make copies of the book available, as well. As needed, provide technology so children can listen to the audio on the slides as they work.</p> <p>Children who do not finish the assessment can continue working at the Writing Station this week.</p>
<b>Weekly Question Chart</b> 2 minutes	<p>Bring the group back together to introduce the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering the question: How do better schools lead to stronger communities? Do you have any initial thoughts about this?</i></p> <p><i>We will add more to our chart during the week.</i></p>
<b>Standards Addressed</b>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how and why.</p> <p><b>R.6.2.a</b> Describe how characters in a story respond to major events and challenges.</p>
<b>Ongoing assessment</b>	<p>Use the End of Unit Assessment Rubric to score each child’s response to Question 4. See the End of Unit Assessment Exemplars to consider responses to other questions.</p>

<b>Notes</b>	
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# End of Unit 1 Assessment

Week 8, Day 1







**N**o te apures, chico",  
me dice Papi mientras me encamina a la escuela.  
"Todo cambia. En un lugar nuevo los árboles tienen nuevas hojas  
y el viento se siente fresco en el cuerpo".

Me pellizco la oreja, ¿de veras estoy aquí?  
Quizás el poste del alumbrado realmente es una espiga  
dorada de maíz con un saco gris polvoriento.

La gente va veloz y sola en sus flamantes coches que se derriten.  
En los valles, los campesinos cantaban "Buenos días, Juanito".

Hago una mueca de payaso, medio chistosa  
medio asustada. "No sé hablar inglés", le digo a Papi.  
"¿Se me hará la lengua una piedra?"



**D**on't worry, *chico*,"  
Papi says as he walks me to school.  
"Everything changes. A new place has new leaves  
on the trees and blows fresh air into your body."

I pinch my ear. Am I really here?  
Maybe the street lamp is really a golden cornstalk  
with a dusty gray coat.

People speed by alone in their fancy melting cars.  
In the valleys, campesinos sang "*Buenos días, Juanito.*"

I make a clown face, half funny,  
half scared. "I don't speak English." I say to Papi.  
"Will my tongue turn into a rock?"







In the morning, as we walk to school  
Papi turns and says, "You do have a nice voice, Juanito.  
I never heard you sing until yesterday  
when you fed the chickens.  
At first, when we moved here,  
you looked sad and I didn't know what to do."

"I felt funny, upside down," I say to him.  
"The city streets aren't soft with flowers.  
Buildings don't have faces. You know, Papi,  
in the campo I knew all the names, even of those bugs  
with little wild eyes and shiny noses!"

"Here," he says. "Here's my harmonica.  
It has many voices, many beautiful songs  
just like you. Sing them!"

En la mañana, caminando a la escuela  
Papi me mira y dice: "Tú sí tienes una voz bonita, Juanito.  
Nunca te había escuchado cantar hasta ayer  
cuando les dabas de comer a los pollos.  
Al principio, cuando llegamos aquí  
te veías triste y no sabía que hacer".

"Me sentía raro, de cabeza", yo le digo.  
"Las calles de la ciudad no son suaves para las flores.  
Los edificios no tienen caras. Sabes Papi,  
en el campo me sabía todos los nombres,  
¡hasta los de los bichos  
con sus ojitos bravos y narices relucientes!"

"Ten", me dice. "Te doy mi armónica.  
Tiene muchas voces, muchas canciones hermosas  
como tú. ¡Cántalas!"







En el Día de la Comunidad,  
Mamá y Papi se sientan en la primera fila.  
Doña Andasola admira nuestros dibujos en las paredes,  
Gabino en su hombro.

"Nuestras pinturas se parecen a los campos floreados  
del Valle", le digo a Amanda.

"Tengo una sorpresa", le susurro a Mamá.  
"Soy 'El Maestro Juanito', ¡el director del coro!"  
La Sra. Sampson se sonríe con su sombrero de chiles  
y comienza la música.

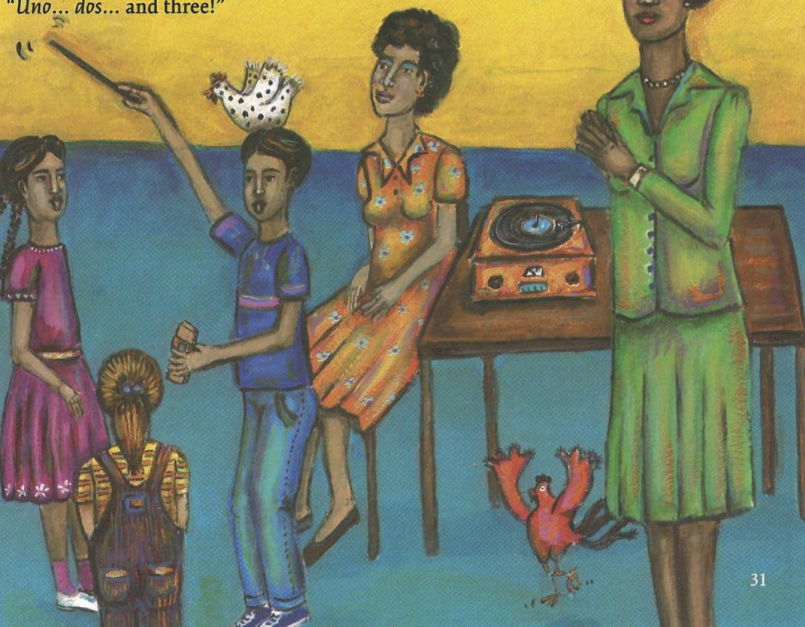
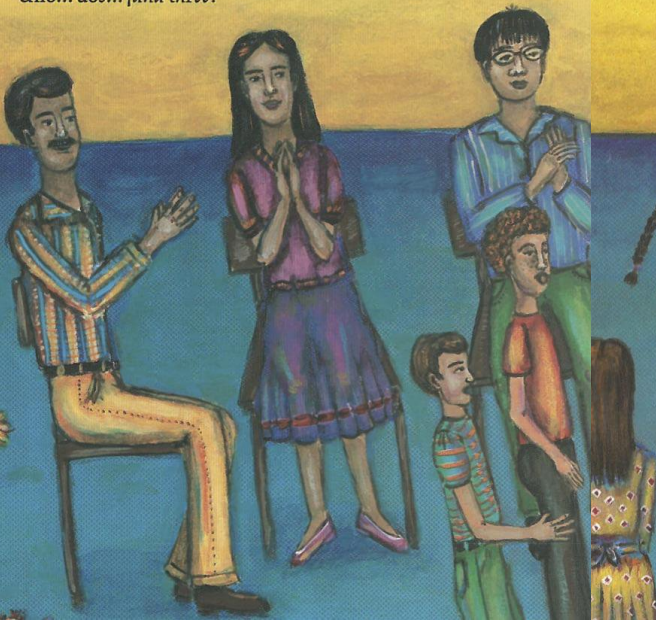
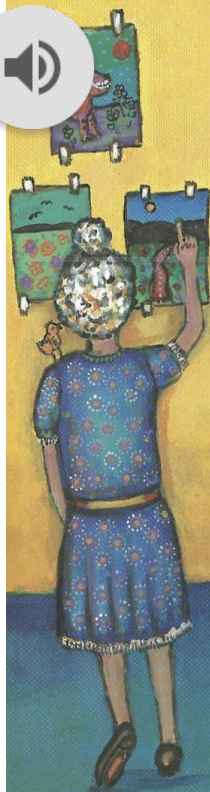
Toco una "C" con mi armónica — "¡La la la laaaaah!  
¡Listos para cantar sus poemas?" le pregunto a mi coro.  
"Uno... dos... ¡and three!"

On Open House Day,  
Mama and Papi sit in the front row.  
Mrs. Andasola admires our drawings on the walls,  
Gabino on her shoulder.

"Our paintings look like the flowery fields back  
in the Valley," I tell Amanda.

"I have a surprise," I whisper to Mama.  
"I am 'El Maestro Juanito,' the choir conductor!"  
Mrs. Sampson smiles wearing a chile sombrero  
and puts on the music.

I blow a "C" with my harmonica — "La la la laaaaah!  
Ready to sing out your poems?" I ask my choir.  
"Uno... dos... and three!"





# Strong Communities, Strong Schools



Text Talk Week 8, Day 3

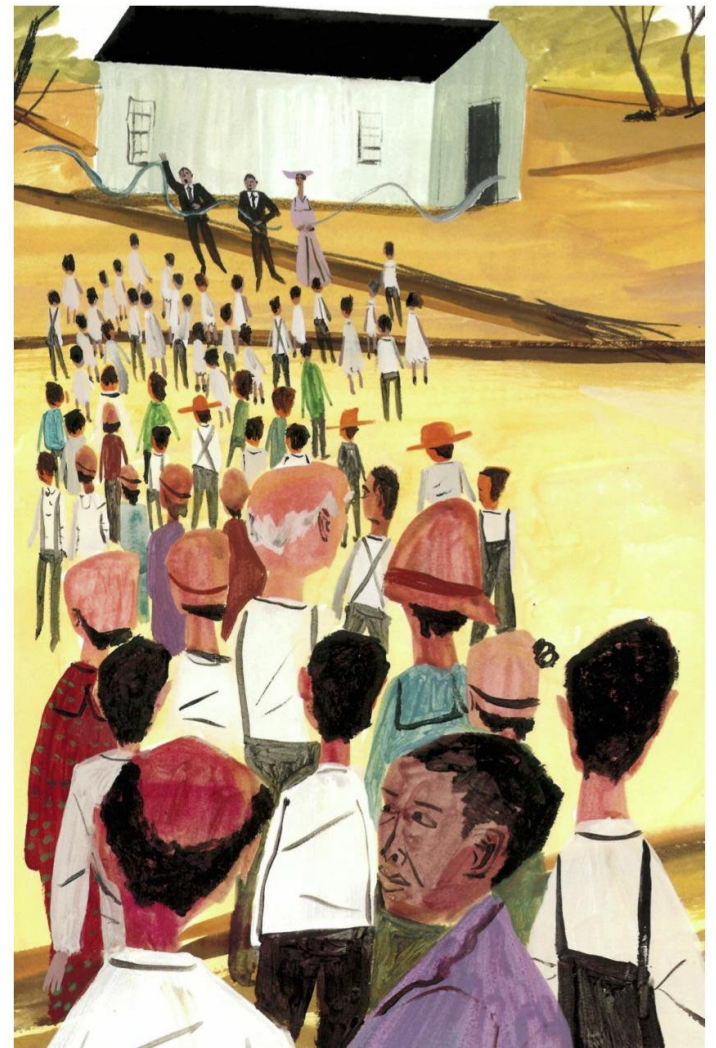
Learners build strong schools.





Schools build strong communities.

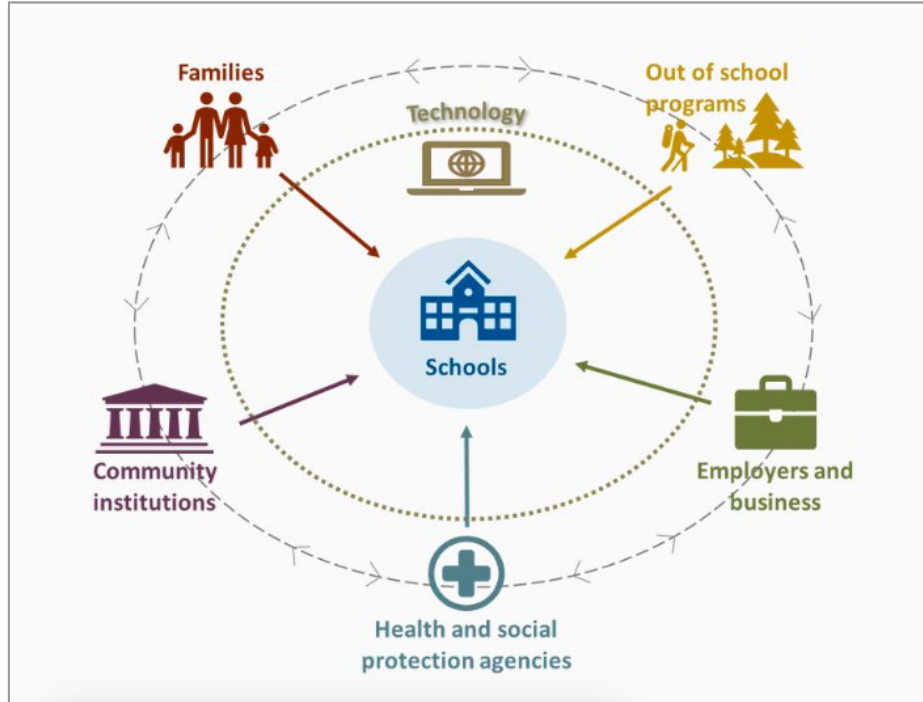
Strong communities also build strong schools.





The COVID-19 pandemic changed schools. How can communities make schools stronger than ever?





A **powered-up school** is a strong public school at the center of a community. The school uses community partnerships to help learners grow and develop many skills, in and out of school. It uses technology for families and their employers. It cares about healthy development of children's minds and bodies. With the school at the center of the community, students learn and develop using every possible path.

Schools in some communities did not have the support they needed during the pandemic.



**Internet access** is an important part of remote learning, which is how many children learned during the Covid-19 pandemic—it allows technology such as computers, tablets, and phones to connect to schools and teachers. Without it, students who were learning remotely could not participate in school!

Thousands of families in cities and in rural towns do not have working internet access. To have internet, families have to pay money to an internet company. Many education activists believe that is not fair to make families pay for something that all children need.



Some internet companies support remote learning by donating internet access to families. They are partners with school districts to identify which families need internet access. If internet companies won't donate internet access, some school districts and community organizations buy the internet for families.



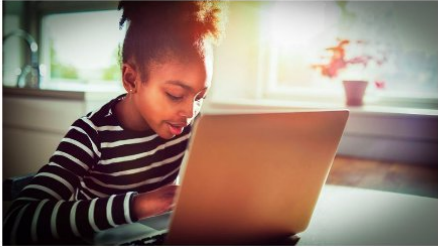
Tech Goes Home is an organization in Boston that improves digital equality in and around Boston. It helps students and other community members get internet access and trains them to use computers.



Many children who live in rural places in California did not have the internet access they needed for learning. The company, Google, donated laptops and internet access to many families.

But not every city and town has gotten internet access for all children and their families. Companies are still asking many people to pay for internet, and activists do not know how long the companies will provide free internet. A group of education activists from around the country created a petition. This petition argues for the government to give free internet access to all families for remote learning during the pandemic.

## We Demand Free Internet for ALL Low-Income Families During COVID-19



39,263 have signed. Let's get to 50,000!

Alesha George signed 2 hours ago

Madeleine Wilson signed 2 days ago

First name

Last name

Email

Cambridge, 02138 United States

☒ Display my name and comment on this petition

[Sign this petition](#)

By signing, you accept Change.org's

[Nekima Levy Armstrong, Tanesha Peeples, Garris Stroud, Dirk Tillotson & Zachary Wright](#) started this petition to [Federal Communications Commission](#) and 2 others

Children are being forced to learn from home due to school closures, and as many as **12 million do not have access to internet**. Internet providers have signed the FCC's [Keep Americans Connected Pledge](#), promising to provide internet to families in need. However, the children who face the most challenges are

Student activists in Chicago, Illinois and Minneapolis, Minnesota held rallies in front of buildings where internet companies work to demand free access. They made signs and gave speeches. After their hard work, the internet companies began providing more internet access.

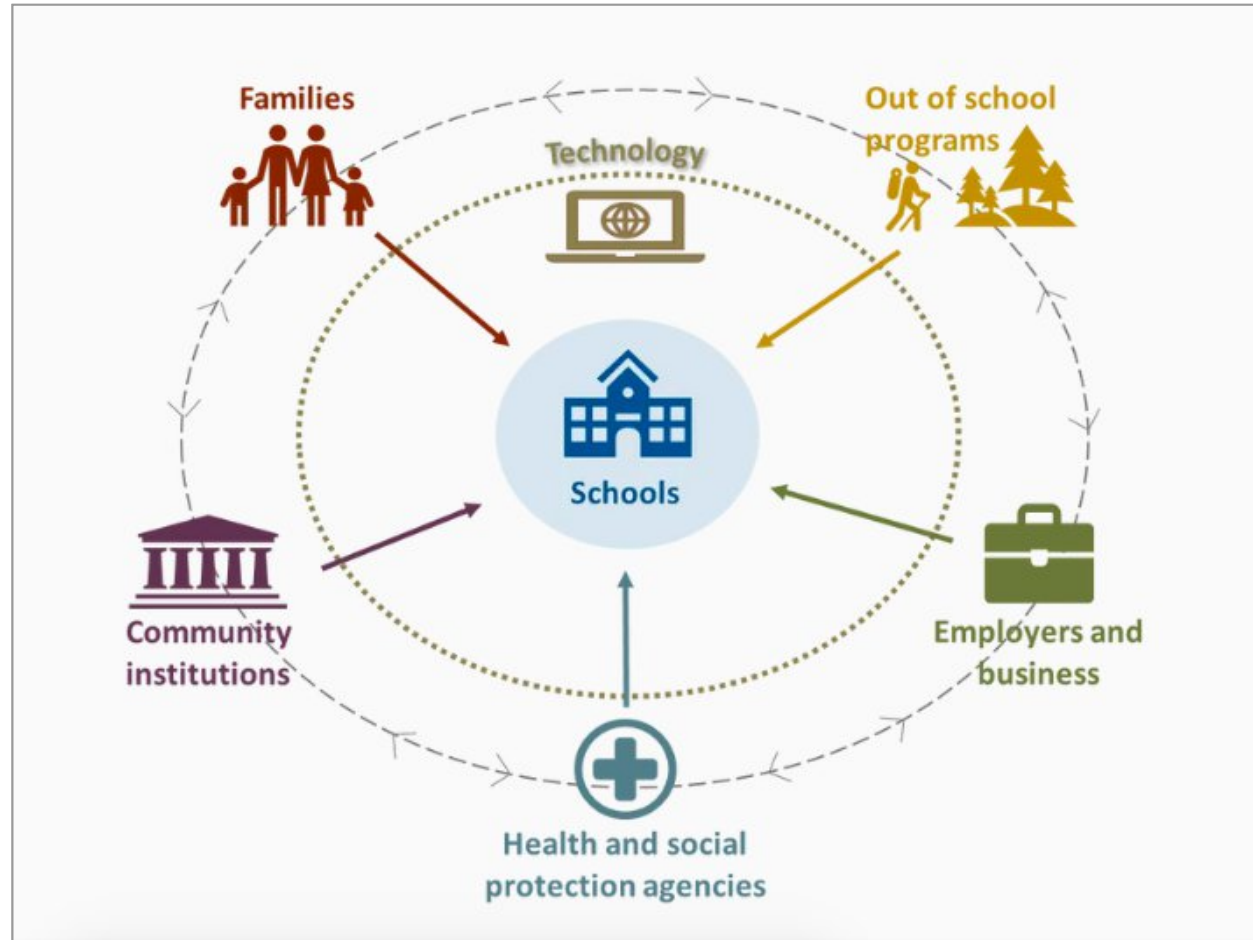






Click on the photo above to see some examples of how activists have advocated for internet access around the country.

How can different parts of a community—like libraries, hospitals, and businesses— support their schools?



# Citations

Written and compiled by Brooke Childs and Melissa Tonachel, *Focus on Second*, 2019

Slides 1: illustration from *What is School Right Now?* Illustrated by Julian Farmar-Bowers

Slide 2: From *Six Dots: A Story of Young Louis Braille*, Jennifer Bryant and Boris Kulikov

Slide 3: From *Jeri Robinson: A Leader in Education*, illustrated by Rosa Booth

Slide 4: From *Dear Mr. Rosenwald*, Carole Boston Weatherford and Gregory Christie

Slide 5: [Education and COVID-19: UN helps children continue their learning | United Nations](#); Photo: My Linh Do UNICEF Viet Nam, [Remote Learning Resources: Pre-K-2nd Grade](#), © UNICEF/Gjorgji Klincarov

Slides 6 and 13: Adapted from [Brookings - Beyond reopening schools: How education can emerge stronger than before COVID-19](#)

Slide 7: illustration from *What is School Right Now?* Illustrated by Julian Farmar-Bowers; information from [This Is What Education Activism Looks Like During COVID-19](#)

Slide 8: [UNICEF Framework for Reopening Schools](#), [Virtual Schools Are Starting. But Half a Million NC Kids Don't Have the Internet Access They Need.](#)

Slide 9: [The Digital Divide: Remote learning not possible for all families, Thousands of California students to get free Wi-Fi and Chromebooks for distance learning](#)

Slide 10: [Petition · We Demand Free Internet for ALL Low-Income Families During COVID-19 · Change.org](#)

Slides 11 and 12: [On the Ground and Online, Activists Around the Country Demand #InternetForAll During a National Day of Action](#)

## Unit 1: How We Learn in Our School Communities

### WEEK 8 Day 3



#### Text Talk Strong Schools, Strong Communities (slides)

<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 do better schools lead to stronger communities?
<b>Content Objective</b>	I can identify the main purpose of an informational text. (R.9.2.b)
<b>Language Objectives</b>	Through partner and whole group discussion, I can describe how our school and community support my classmates and me. (SL.1.2.a) I can use complete sentences to articulate my thinking. (L.1)
<b>SEL Objective</b>	I can evaluate the benefits and consequences of advocating for important issues. (Decision Making)
<b>Vocabulary</b>	<b>activist:</b> someone who advocates and works for change <b>digital equality:</b> the idea that everyone in the community deserves equal access to computers and the internet <b>donate:</b> to give (food, money, time) to help a person or group <b>petition:</b> a formal, written request made to an authority <b>rural:</b> having to do with the countryside
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• “Strong Schools, Strong Communities” slides</li><li>• projector and screen</li></ul>
<b>Opening</b> 1 minute	<i>We want our classroom community to be as strong as it can be so we can all do our best learning. Today we are going to think about the purpose of this informational text, “Strong Schools, Strong Communities.”</i>

Text Talk U1 W8 D3



<b>Text and Discussion</b> 25 minutes  slide 7	Read through the slides, pausing as indicated.  Ask children to identify the problem. <i>What problem are the authors describing in this text? Why is this problem important?</i>
slide 9	<i>What are some solutions to the lack of equal internet access? With your partner, identify two solutions based on details in the text.</i>
slide 12	Click on the link to see examples of some ways that communities have advocated for internet access.  Think, Pair, Share <i>We have just learned about how activists around the country have responded to the lack of equitable internet access. How is this similar to the types of activism we read about in Dear Mr. Rosenwald or from Anya and Tay, the youth activists from BAA? Turn and talk to your partner.</i>
slide 13	Facilitate a whole group discussion. <i>How can different parts of a community—like libraries, hospitals, and businesses—support their schools?</i>
<b>Key Discussion</b> 13 minutes	Think, Pair, Share. Prompt 1: <i>Why do you think the authors wrote this text? What do they want us to know?</i>  Prompt 2: <i>What in the text or illustrations helps you identify the authors’ purpose?</i>
<b>Closing</b> 1 minute	<i>Today we read an informational text, “Strong Schools, Strong Communities,” to identify the authors’ purpose. When we read informational texts, it is helpful to understand the authors’ main purpose in writing.</i>
<b>Standards</b>	<b>R.9.2.b</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>SL.1.2.a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <b>SEL.</b> Decision Making

<b>Ongoing assessment</b>	<p>Pay close attention to which children are contributing their ideas about the authors' purpose.</p> <p>Do children make connections between the text and illustrations and the authors' purpose?</p> <p>Do children make connections between activism in this text and in other texts, including <i>Dear Mr. Rosenwald</i> and "Youth Activists"?</p> <p>How do children express the ways that different parts of the community can support schools?</p> <p>Take notes during or after the session.</p>
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<p><b>Notes</b></p>
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## Unit 1: How We Learn in Our School Communities

### WEEK 8 Day 4

#### Text Talk Synthesis of Unit Ideas

<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 Questions</b>	all Weekly Questions
<b>Content Objective</b>	I can reflect on my experiences over time and summarize my current thinking.
<b>Language Objective</b>	I can listen to and build onto my classmate's ideas to collect my ideas and deepen my understanding about the Big Ideas of our study. (SL.1.2.b, SL.2.2.b)
<b>SEL Objective</b>	I can actively and respectfully listen and contribute to conversations with my peers. (Relationship Skills)
<b>Vocabulary</b>	Include a review of any relevant words highlighted in the Weekly Question charts.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Weekly Question charts from Weeks 1-8</li><li>• How Do We Build Strong Communities? chart, from Week 5 Post this chart in the center of the board.</li><li>• markers</li><li>• sticky notes, at least 3 per child</li><li>• writing tools</li><li>• highlighters or markers</li></ul> <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the categories and ideas on the How Do We Build Strong</p>

Text Talk U1 W8 D4

	<p>Communities? chart.</p> <p>To ensure a productive whole group conversation, prepare for the discussion. Lay out the charts from all eight weeks. Identify trends. Select three or four charts that include especially important ideas and show a progression of thinking over time. For example, a chart might include an ‘a-ha’ moment or refer to a text that provoked interesting conversation. Consider the project and identify which ideas most contributed to that work. It might be helpful to look to colleagues for support with this process.</p> <p>Post the selected Weekly Question Charts around the classroom.</p>
<b>Opening</b> 1 minute	<p><i>We are at the end of our first unit of study, “How We Learn in Our School Communities.” Each week since the beginning of the school year, we have considered a Weekly Question and gathered our ideas on a Weekly Question chart. I’ve been reading over our charts to see how our thinking has grown and changed. Now you have a chance to do the same thing.</i></p>
<b>Text and Discussion</b> 35 minutes	<p>Distribute the sticky notes and writing tools.</p> <p><i>Before we talk together, you will review the charts on your own by walking around slowly and looking at each chart. As you look at a chart, think about the Weekly Question and the conversations we have had together. When you notice a connection between the charts, or if you have a question, you can record it on a sticky note and stick it to the Weekly Question chart that it relates to.</i></p> <p><i>Also, while you are looking at the charts, circle any words that you think are especially important to thinking about schools and learning.</i></p> <p>Provide at least five minutes for children to review the charts quietly.</p> <p>Gather the charts and put them close together, either on the floor in the whole group area or on the board. Have the whole group sit or stand so all children can see the charts.</p> <p><i>Listen to something we heard Anna say in “Children’s Comments about Learning”: “Because your brain works better. Because your ideas, when you say them out loud, they keep coming together, and when all the ideas come together you get a gigantic idea! You can think better in a group.” Let’s think together now.</i></p> <p><i>What do you notice about our learning across the unit?</i></p> <p>Allow for thirty seconds of quiet time for children to look and think.</p>

	<p>Have children share their ideas. Encourage children to support other's comments with specific evidence from the unit, such as specific Text Talk conversations. As the conversation develops, add new boxes and ideas to the How Do We Build Strong Communities? chart.</p> <p><i>Tell us where you see this on the Weekly Question.</i></p> <p><i>Why do you say that? Can you remember when we talked about that?</i></p> <p>Encourage children to use the "Me, too" signal and to add on to others' comments or ask clarifying questions.</p>
<b>Closing</b> 4 minutes	<p>Close the session by summarizing the conversation. Make relevant connections to the class project.</p> <p><i>Francesco said, "Now we know more than before—all the ideas are stuck to each other and we all know them. We're friends who know different things."</i></p> <p><i>One important part of learning is reflecting on what you have been thinking about over time and making connections among ideas. Listening to each other's ideas also expands our own understanding. Today we have looked back at so many of the ideas we have had before and thought about them all together!</i></p>
<b>Standards</b>	<p><b>SL.1.2.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.2.b</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SEL.</b> Relationship Skills</p>
<b>Ongoing assessment</b>	<p>Note how children are summarizing the information learned.</p> <ul style="list-style-type: none"> <li>Do children think flexibly?</li> <li>Do children consolidate new information?</li> <li>Do they synthesize related ideas?</li> <li>How do children understand the content and the Big Ideas?</li> <li>In which topics are children most interested? specific topic?</li> <li>Were there any missed opportunities?</li> <li>Were there places that could be extended in upcoming lessons?</li> </ul> <p>Take notes during or after the session.</p>

## Unit 1: How We Learn in Our School Communities

### WEEK 8 Day 2

<b>Text Talk</b> <b>The Our Schools Project: Giving and Receiving Feedback</b>
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<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 do better schools lead to stronger communities?
<b>Content Objective</b>	I can describe work in progress, ask questions about it, and recommend next steps to make the work stronger. (SL.1.2.c, SL.2.2.b)
<b>Language Objective</b>	I can listen to classmates describe their work and make suggestions to enhance what they want to communicate. (SL.1.2.b)
<b>SEL Objective</b>	I can reflect on my work and implement feedback from myself and others. (Self-management)
<b>Vocabulary</b>	<b>consider:</b> to think about <b>revision:</b> a change to make something better Identify additional vocabulary based on specific individual and small group projects and class discussions.
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● Thinking and Feedback visuals</li><li>● selected work</li></ul> Review all of the children’s work related to the Our Schools Project, whether produced by the whole class, small groups, or individuals. Choose a piece of work that will help the project improve and will help other children assess their own work. <ul style="list-style-type: none"><li>● Text Talk notebooks</li><li>● writing tools</li></ul>
<b>Opening</b> 1 minute	<i>Today we will use our Thinking and Feedback routine to look at one of the projects you are working on. This will help those learners make revisions and will help the rest of you think about what else</i>

Text Talk U1 W8 D2

	<i>your own projects might need to make them stronger.</i>
<b>Text and Discussion</b> 38 minutes	<p>The work acts as the text in this session. Follow the Thinking and Feedback routine.</p> <p>At the end of the Thinking and Feedback routine:  <i>We have just a few more days before we finish the Our Schools project. You are working on _____ [refer to several projects or kinds of projects].</i></p> <p><i>Let's take a Note Break. Consider what you might do with your own work to make it as strong as possible. Write yourself a quick note so you can take your idea with you when you work in Studios.</i></p> <p>Highlight a few of these plans, as time allows. Encourage children to reference their notebooks during Studios.</p>
<b>Closing</b> 1 minute	<i>Your projects are taking shape nicely. The people who will read your writing will take your ideas very seriously, because you are putting so much effort into your research and arguments. You will have more time to work over the next two days, and then we'll present your projects at the end of the week.</i>
<b>Standards</b>	<p><b>SL.1.2.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.1.2.c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2.b</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SEL.</b> Self-management</p>
<b>Ongoing assessment</b>	<p>During the conversation and the Thinking and Feedback routine, notice what kind of feedback children offer.</p> <p>Is it kind, specific, and helpful?</p> <p>Do children communicate an investment in each other's work and in the project overall?</p> <p>How do children receive the feedback they are offered?</p> <p>Watch for how children incorporate feedback as they continue their work.</p>

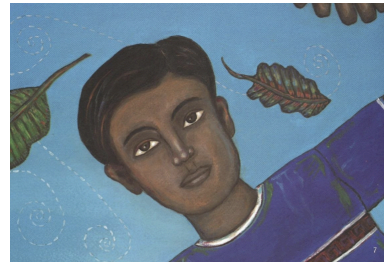
Name \_\_\_\_\_ Date \_\_\_\_\_

**End of Unit 1 Assessment:** *The Upside Down Boy*

**Directions:** Read the excerpt carefully. Answer questions 1 and 2.  
Find evidence from the text to support your thinking

I make a clown face, half funny,  
Half scared. "I don't speak English," I say to Papi.  
"Will my tongue turn into a rock?"

page 7



1. In this excerpt, Juanito is talking about how he feels about going to school. How does Juanito feel about going to school?

- A. excited
- B. nervous
- C. lonely
- D. surprised

2. What evidence shows how Juanito feels about going to school?

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**Directions:** Read the excerpt carefully. Answer questions 3 and 4.  
Find evidence from the text to support your thinking.

1 In the morning, as we walk to school  
Papi turns and says, "You do have a nice  
voice, Juanito.  
I never heard you sing until yesterday  
when you fed the chickens.  
At first, when we moved here,  
you looked sad and I didn't know what to do."

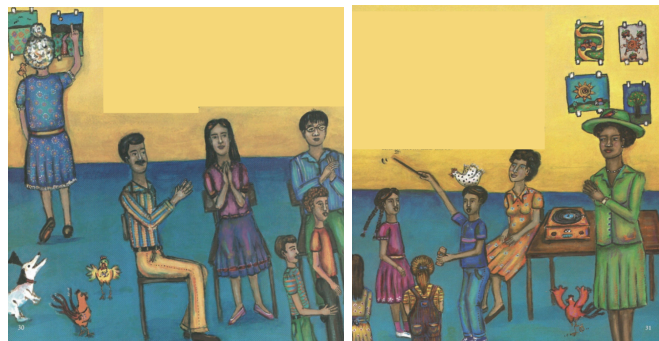


2 "I felt funny, upside down," I say to him.  
"The city streets aren't soft with flowers.  
Buildings don't have faces. You know, Papi,  
in the campo I knew all the names, even of those bugs  
with little wild eyes and shiny noses!"

3 "Here," he says. "Here's my harmonica.  
It has many voices, many beautiful songs  
just like you. Sing them!"

page 28

4 On Open House Day,  
Mama and Papi sit in the front  
row.  
Mrs. Andasola admires our  
drawings on the walls,  
Gabino on her shoulder.



5 "Our paintings look like the flowery fields back  
in the Valley," I tell Amanda.

6 "I have a surprise," I whisper to Mama.  
"I am 'El Maestro Juanito,' the choir conductor!"  
Mrs. Sampson smiles wearing a chile sombrero  
and puts on the music.

7 I blow a "C" with my harmonica —"La la la laaaaah!  
Ready to sing out your poems?" I ask my choir.  
"Uno... dos... and three!"

page 31

3. Reread paragraph 2 from the excerpt.

"I felt funny, upside down," I say to him.  
"The city streets aren't soft with flowers.  
Buildings don't have faces. You know, Papi,  
in the campo I knew all the names, even of those bugs  
with little wild eyes and shiny noses!"

In this excerpt, the word **funny** means:

- A. hilarious
- B. laughing
- C. strange
- D. silly

What clues in the paragraph helped you determine the  
meaning of the word **funny**?

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4. Communities can include and support all learners. How did Juanito's community support the ways he learns best? Use details from the excerpt to support your ideas.

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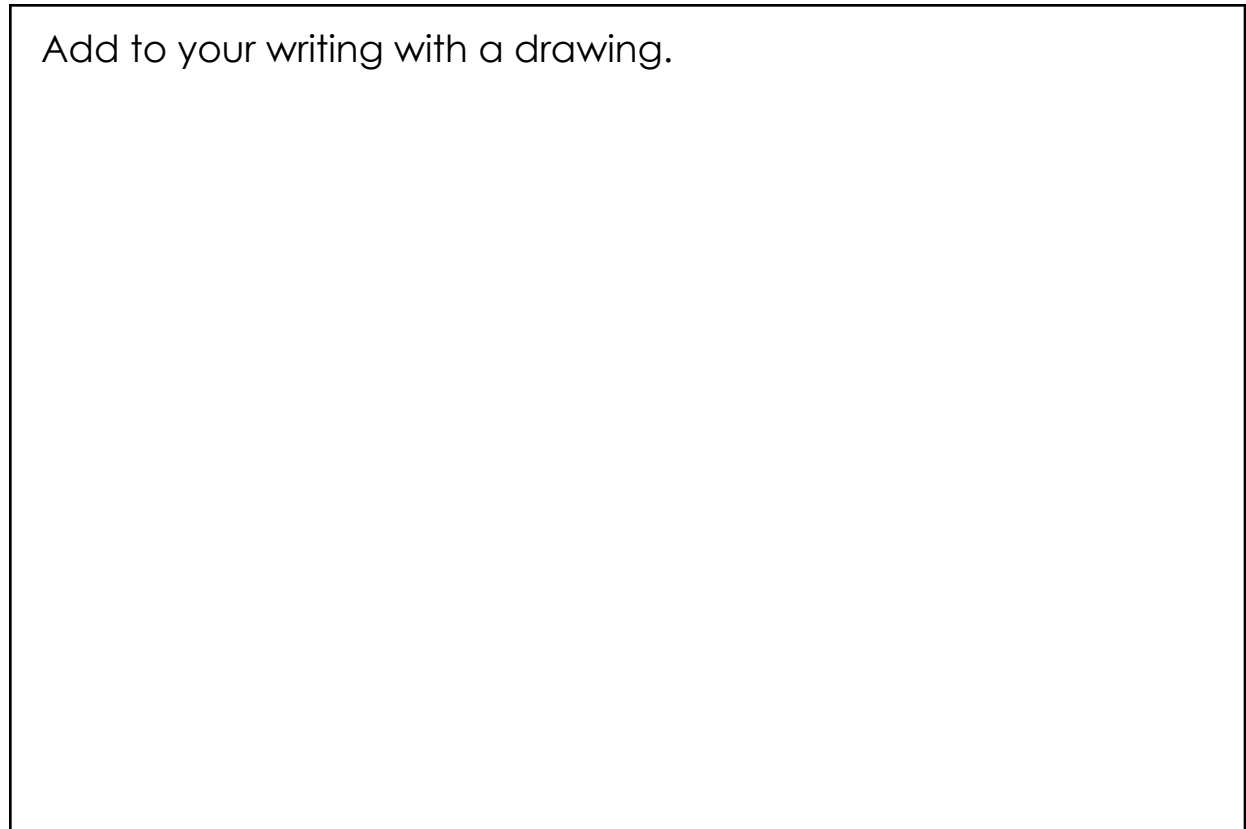
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Add to your writing with a drawing.



## WEEK 8 Day 5

### Vocabulary & Language

#### Answering a Weekly Question

<b>Weekly Questions</b>	<p>Week 7: How can I contribute to my school community?</p> <p>Week 8: How do schools contribute to strong communities?</p>
<b>Language Objective</b>	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
<b>Vocabulary: Week 7</b>	<p><b>clever:</b> quick to understand</p> <p><b>contribute:</b> to give to help achieve a goal</p> <p><b>leader:</b> a person who leads a group</p> <p><b>recognize:</b> to identify, from having seen someone or something before</p> <p><b>resolve:</b> to find a solution</p> <p><b>responsibility:</b> duty or task that a person has to do, that others count on them to do</p> <p><b>simplify:</b> to make something easier, less complicated</p> <p><b>trait:</b> a quality or characteristic that distinguishes one from another</p>
<b>Week 8</b>	<i>Words selected from previous weeks and used in Days 1-4</i>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Week 8 Answering the Weekly Question sheets Add 8 words selected for review this week. Copy one sheet for each small group.</li> <li>• pencils, one or two for each small group</li> <li>• Weekly Questions for Weeks 7 and 8, printed or projected</li> <li>• Weekly Words cards for Week 7 and those selected for review in Week 8</li> <li>• chart paper and markers (2 different colors)</li> </ul> <p>Strategically assign children to groups of four.</p>
<b>Opening</b>	<p><i>This week we go back to the Answer a Weekly Question routine. Today, after you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i></p>

<b>Key Activity</b>	<p>Distribute sheets and send children to work. Circulate to help children strategize through the routine, encourage equitable participation, observe interpersonal dynamics, and glean understanding about children’s word use.</p> <p>While children work, select one group to present their response to the class. Have the group identify one or two members who will read the response aloud.</p> <hr/> <p>After about 7 minutes, signal for children to finish their answers and return to the whole group.</p> <p>Invite the reader(s) from the selected group to present their response by first reading the Weekly Question they chose and then their response.  <i>Please read your response slowly so I can write it down.</i>  Write the response on the chart paper.</p> <p><i>Let’s see which Weekly Words they used! I’ll read it again, and you can let me know when you hear a Weekly Word.</i></p> <p>Read the response aloud, slowly, and pause as children identify Weekly Words. Circle those words with the contrasting marker. Invite children from other groups to signal if they also used any of the same words. Highlight the meaning of the word as different groups used it, noting its similarities and/or differences in context and usage.</p>
<b>Closing</b>	<p>Spend a minute reflecting together on this activity: What is fun about it? What is challenging? How do children decide which words to use?</p> <p><i>Even though we’ll be starting a new unit of study next week, we’ll continue with our small group vocabulary routines—Making and Using New Words, and Answering a Weekly Question. These activities help us think about how to use the words we are learning.</i></p>
<b>Standards</b>	<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>L.6.2.a</b> 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>
<b>Ongoing assessment</b>	<p>Listen to children’s conversations as they work.</p> <p>How accurately do children use words in context?</p> <p>What contributions do they make to the construction of a response to a specific question?</p>

	<p>Observe children’s interactions in small groups.  How effectively do children work in their groups?  What roles do they take on?</p> <p>Reflect on the whole group sharing of one group’s response.  What more was revealed about children’s understanding and application of words?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, reteaching words, and informal conversations with individual children.</p> <p>Reflect on the routine.  What worked well?  What will need to be reinforced in the Week 4 lesson to make it run more smoothly?</p>
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## Notes

Names: \_\_\_\_\_

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

\_\_\_ How can I contribute to my school community?

\_\_\_ How do schools contribute to strong communities?

clever	resolve		
contribute	responsibility		
leader	simplify		
recognize	trait		

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## Unit 1: How We Learn in Our School Communities

### WEEK 8 Days 1 - 4

#### Vocabulary & Language

##### Weekly Words

<b>Weekly Question</b>	How do schools contribute to strong communities?
<b>Language Objectives</b>	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)
<b>Vocabulary</b>	Choose words from previous weeks. Review notes about children's vocabulary development and use. Choose words that children will particularly benefit from review. These may include words children struggle to use appropriately, words that can be used across contexts, and words that are particularly relevant to the life of the classroom community.
<b>Materials and Preparation</b>	There are no Language lessons this week. Choose three or four words to review each day. See guidance below, Reviewing the words. <ul style="list-style-type: none"><li>• selected Weekly Words cards</li><li>• chart paper</li></ul> Create a chart by writing out the selected words and their definitions.
<b>Opening Day 1</b>	<i>This week we will review some familiar words. These are especially important for us to understand as we think about ourselves as learners and about building a healthy learning community for everyone. Today's words are: _____, _____, _____, and _____.</i>
<b>Days 2-4</b>	<i>Let's continue reviewing words. Today's words are: _____, _____, _____, and _____.</i>
<b>Reviewing the words</b>	Rather than strictly following the Weekly Words routine, engage children in active discussion and application of each word in some of the following ways, according to what is most fruitful for the group.



	<p>Say the word and show the card. Give an example of when it has been used.</p> <p>Ask children where they have heard the word or in what context they have used it. Ask them what they understand about its meaning based on context.</p> <p>Ask children to use the word in a sentence related to a different context.</p> <p>Invite children to act out the word with gestures or whole-body motion.</p> <p>Break the word into parts and discuss the meaning of each part.</p> <p>List synonyms and antonyms.</p> <p>Offer a prompt for children to discuss with a partner.</p>
<b>Closing</b>	<p><i>This is our last week with our study, How We Learn in Our School Communities. These words all help us talk about this topic in precise and meaningful ways. We can also use these words to discuss other topics!</i></p>
<b>Standards</b>	<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>L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p><b>L.5.2.a</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
<b>Ongoing assessment</b>	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How broadly do children understand word meanings; do they use words across different contexts?</p> <p>How do diverse modes of interacting with words bring them alive for particular children?</p> <p>What misconceptions remain about specific words?</p> <p>How do children integrate learning from phonics lessons and other developing morphological knowledge?</p> <p>Keep a list to follow each child's vocabulary growth over time.</p>

## WEEK 8 Day 3

### Writing Argument

#### Feedback

The feedback process outlined here involves providing and receiving feedback from another second grade class. If the class's letter is written on chart paper, feedback can be provided on sticky notes. If the class's letter is digital, feedback can be provided in the form of comments in Microsoft Word or Google Docs, or on chart paper.

If there is not another second grade class in the school, the class may still use the process to analyze their own work.

<b>Content Objective</b>	I can provide feedback about the structure and language of argument, and the letter medium. (W.1.2.a, W.1.2.b, W.2.2.a, W.2.2.b, W.3)
<b>Language Objective</b>	I can contribute to the class discussion, analyzing writing and providing feedback. (SL.1.2)
<b>Vocabulary</b>	<p><b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea</p> <p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>body:</b> the main part of the letter</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p> <p><b>negative:</b> not good</p> <p><b>positive:</b> good</p> <p><b>revise:</b> make changes to writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• letter from another second grade class (see lesson description, above)</li> <li>• Parts of a Letter chart, from Week 6, Day 4</li> <li>• <i>One Word from Sophia</i> chart, from Week 6, Day 1</li> <li>• Adjectives chart, from Week 7, Day 1</li> </ul>
<b>Opening</b> 1 minute	<i>Second graders at our school have written letters just like us! Today we are going to read _____ [class's name]'s letter and provide feedback to them.</i>
<b>Feedback: Does it Make Sense?</b>	<p>Show the letter.</p> <p><i>We are going to look at the letter four times. Each time we review</i></p>

7 minutes	<p><i>the letter, we will provide feedback about something different. The first time we read, we are going to make sure that everything in the letter makes sense. As we read, if something is confusing to you, raise your hand and we will pause and make notes. Remember that our feedback must be kind, specific, and helpful. Whenever we provide feedback, we will treat each other's work with appreciation and care.</i></p> <p>Read the letter, pausing at places that are confusing. Write notes to the other class, explaining why a part is confusing and giving specific suggestions for how to make it more clear. Record these notes on sticky notes attached to the letter (for a letter on chart paper), or in comments (on a digital document), or as a list on chart paper.</p>
<b>Feedback: Letter Structure</b> 7 minutes	<p><i>Now let's take a quick look to make sure it includes all of the elements of a letter.</i></p> <p>Go through the letter parts to check that they are all present (heading, greeting, body, closing, signature). Refer to the Parts of a Letter chart, if necessary. If something is missing, or if the greeting or closing do not match the audience, make a note to the class.</p>
<b>Feedback: Argument Stages</b> 7 minutes	<p><i>Now we are going to focus on the body of the letter. We will make sure that it includes all of the stages of arguments, and that everything makes sense for the letter's audience.</i></p> <p>Read each part of the argument, following the guidelines below. When you come across areas for revision, record your feedback.</p> <p>Read the <b>thesis</b>. Check for the following features:</p> <ul style="list-style-type: none"> <li>● clearly argues for what the writer wants the audience to do</li> <li>● is written appropriately for the audience</li> </ul> <p>Read the <b>reasons</b> and <b>evidence</b>. Check for the following features:</p> <ul style="list-style-type: none"> <li>● evidence supports the reason</li> <li>● the source of the evidence is named</li> <li>● reasons and evidence support the thesis</li> <li>● reasons and evidence are appropriate for the audience</li> </ul> <p>Read the <b>reinforcement of the thesis</b>. Check for the following features:</p> <ul style="list-style-type: none"> <li>● makes the same point as the thesis, but in a new way</li> <li>● is appropriate for the audience</li> </ul> <p>Consider the letter as a whole: Is it convincing to the audience?</p>
<b>Feedback: Language</b>	<p><i>During our last read, we are going to look at the adjectives. Last week we talked about <b>adjectives</b>, the words or phrases used to</i></p>

7 minutes	<p><i>describe people, places, things, or ideas. We learned that adjectives help people make strong arguments, and we made a list of adjectives to describe our classroom and school.</i></p> <p>Reference the Adjectives chart for examples.</p> <p><i>We are going to look at the adjectives in this letter and make sure they work to make the argument stronger.</i></p> <p>Read the letter and highlight the adjectives.</p> <p><i>When we discussed adjectives before, we listed both positive and negative adjectives.</i></p> <p><i>Why would the writers want to use positive adjectives in this letter?</i> [to emphasize how the change will make the school better]</p> <p><i>Why would the writers want to use negative adjectives?</i> [to emphasize what is not working with the school]</p> <p>Revisit each adjective and discuss its appropriateness in the text. For example, if a negative adjective is used when the writer is arguing for positive change, note that and recommend how to revise that word/sentence.</p>
<b>Closing</b> 1 minute	<p><i>We came up with a lot of helpful feedback for _____ [class's name]. I am going to give them all of our ideas so they can think about revising their work. Tomorrow we will receive feedback from them and use it to revise our work.</i></p>
<b>After the Lesson</b>	Provide the partner class with the feedback notes.
<b>Standards</b>	<p><b>W.1.2.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p><b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.2.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</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>
<b>Ongoing assessment</b>	<p>As children work in the whole group, take notes, focusing on the following questions:</p> <p>To what extent have children internalized the parts of a letter?</p> <p>How deep is children's understanding of the stages of arguments?</p>

	How does children’s understanding of audience influence their feedback?
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**Notes**

## WEEK 8 Day 1

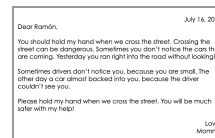
### Writing Argument

Joint Construction: Writing and Ordering the Reasons and Evidence

<b>Content Objectives</b>	<p>I can use notes to write evidence that support a reason. (W.3.2, W.2.2.a, W.2.2.b)</p> <p>I can choose an appropriate order for the reasons and evidence in my argument. (W.1.2.a, W.1.2.b)</p>
<b>Language Objective</b>	<p>I can collaborate with my classmates to choose the most effective order for our reasons. (SL.1.2)</p>
<b>Vocabulary</b>	<p><b>body:</b> the main part of the letter</p> <p><b>evidence:</b> facts and details used to support reasons in an argument</p> <p><b>reason:</b> why the audience should do or think something</p> <p><b>revision:</b> change made to improve writing</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• writing tools</li><li>• Gathering Evidence sheets, from Week 7, Day 4</li><li>• half sheets with children's written evidence, from Week 7, Day 5</li><li>• jointly-constructed letter, from Week 7, Day 5</li><li>• Argument Planning chart, from Week 7, Day 2</li></ul>
<b>Opening</b> 1 minute	<p><i>Yesterday you began writing the evidence for our argument. Today you will continue this work. After you finish writing your evidence, you will decide how to organize it: what order to put the pieces of evidence in. Then we will put all of our reasons and evidence together to form the body of our letter.</i></p>
<b>Joint Construction in Small Groups</b> 16 minutes	<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. When children finish writing their evidence, guide them to decide the order of the pieces of evidence. Have them write numbers on their sheets to indicate their order.</p>
<b>Joint Construction</b>	<p>Gather the children back together. Read the jointly-constructed letter.</p> <p><i>To continue writing the body of our letter, we will put together the</i></p>



12 minutes	<p><i>reasons and evidence written by each group. First we need to decide on the most effective order for our reasons.</i></p> <p>Review the reasons and decide as a class on the order, always considering the audience. Number the reasons in the Argument Planning chart. Collect children's reasons and evidence, making sure to group their Gathering Evidence notes sheets and half sheets of paper with evidence written in sentences.</p>
<b>Closing</b> 1 minute	<p><i>I am going to put all of our reasons and evidence together to form the body of our text. Tomorrow we will read through our letter so far and begin to make revisions.</i></p>
<b>After the Lesson</b>	<p>Compile all of the writing so far into one typed document. Write each reason in a separate paragraph, with the evidence that supports it, and in the order chosen by the class. Copy children's work as written, and the class will work to revise and edit together on Day 5.</p>
<b>Standards</b>	<p><b>W.1.2.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p><b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.2.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</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>
<b>Ongoing assessment</b>	<p>As children work in small groups, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> <li>How effective are children at turning their notes into text?</li> <li>How do children cite their evidence?</li> <li>Does the language children are using match the audience?</li> <li>What factors do children consider when putting their pieces of evidence in order?</li> </ul> <p>As children work in the whole group, pay attention to the factors they consider when putting the reasons in order.</p>



## WEEK 8 Day 2

## Writing Argument

Joint Construction: Reinforcement of the Thesis, Closing, and Signature

<b>Content Objective</b>	I can write using language that appeals to my audience. (W.1.2.a, W.1.2.b, W.2.2.a, W.2.2.b, W.3.2)
<b>Language Objective</b>	I can use a comma in the closing of a letter. (L.2.2.b)
<b>Vocabulary</b>	<p><b>audience:</b> an individual or group for whom a piece of writing is composed</p> <p><b>body:</b> the main part of the letter</p> <p><b>closing:</b> the end of the letter, before the writer signs her or his name</p> <p><b>feedback:</b> specific, helpful suggestions given to improve work</p> <p><b>recipient:</b> the person or people receiving the letter; the audience</p> <p><b>reinforcement:</b> saying again, in a new way</p> <p><b>revision:</b> change made to improve writing</p> <p><b>signature:</b> the letter-writer's name</p> <p><b>thesis:</b> the part of the argument that states what the writer or speaker is trying to convince someone to do or think</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>Argument Letter slides, from Week 6, Day 4</li> <li>projector and screen</li> <li>jointly-constructed letter, from Week 7, Day 5</li> </ul> <p>Before the lesson, make sure that the letter is typed and includes all of the jointly constructed pieces so far, with each reason and supportive evidence in a separate paragraph and in the order chosen by the class.</p> <ul style="list-style-type: none"> <li>small whiteboard and marker, one for each group</li> </ul>
<b>Opening</b> 1 minute	<i>Today we will finish writing our letter! We will complete the body of our letter and add a closing and signature.</i>
<b>Deconstruction</b> 3 minutes	<i>Mommy presents her thesis to Ramón by writing "You should hold my hand when we cross the street." At the end of the letter, she reinforces her thesis by writing "Please hold my hand when we cross</i>

slide 10	<i>the street. You will be much safer with my help!" She makes the same argument, but uses different words.</i>
<b>Joint Construction</b> 15 minutes	<p>Read the class's thesis.</p> <p><i>At the end of our argument, we need to reinforce our thesis by saying it again, but in a new way. Each group will have a chance to think of and write a possible reinforcement of our thesis, and we will choose one to use in our letter. As you write, remember to keep our audience in mind.</i></p> <p>Send children to write in groups. Have each group write one possible reinforcement of the thesis on a whiteboard. As children work, circulate to support them.</p> <p>Gather the children back together. Have each group read their reinforcement of the thesis. As a class, choose the reinforcement of the thesis that makes the argument the strongest and is most appropriate for the audience.</p>
<b>Joint Construction</b> 10 minutes  slide 15	<p><i>Now that we've completed the body of our letter, let's check to see which part we might be missing. After the body of the letter comes the closing and the signature. The closing is the part of the letter right before the signature. The closing Mommy uses here is "Love." Let's think about our audience; is "love" an appropriate closing for our letter?</i></p> <p>Discuss why "love" is not appropriate for writing to the audience. Brainstorm other possible closings for a letter, choose one as a class (most likely "Sincerely"), and add it to the class letter.</p> <p><i>After writing the closing, we need to write a comma.</i></p> <p><i>The last part of most letters is the signature. The signature lets the recipient know who the letter is from.</i></p> <p>As a class, decide on an appropriate signature. Remind the children that the audience will want to be able to identify who is writing to them, so the signature will need to include information such as the school's name and identifying information for the class (room number, teacher's name). In addition, the class may choose to have all members sign their names.</p>
<b>Closing</b> 1 minute	<i>We have done a lot of work to write our argument letter! Before sending our letter, we should ask for feedback and make revisions. We are going to trade letters with _____ [class's name] and provide each other feedback.</i>
<b>After the Lesson</b>	Trade letters with another second grade class to provide feedback to each other. If there is not another second grade class, the class can review and provide feedback about its own letter, following the guidance on Day 3.

<b>Standards</b>	<p><b>W.1.2.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p><b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.2.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>L.2.2.b</b> Use commas in greetings and closings of letters.</p>
<b>Ongoing assessment</b>	<p>As children work in small groups, circulate and take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> <li>Do children write a reinforcement that contains the same argument, but with different words?</li> <li>Are they writing with the audience in mind?</li> </ul> <p>As children work in the whole group, take notes, focusing on the following questions:</p> <ul style="list-style-type: none"> <li>How familiar are children with the parts of a letter?</li> <li>How does children's understanding of audience affect their choices?</li> </ul>

<b>Notes</b>
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## WEEK 8 Day 4

### Writing Argument

#### Revising and Publishing

<b>Content Objective</b>	I can use feedback to revise my writing. (W.1.2.a, W.1.2.b, W.2.2.a, W.2.2.b, W.3)
<b>Language Objective</b>	I can choose the adjectives that make my argument stronger. (L.6.2.a)
<b>Vocabulary</b>	<b>adjective:</b> a word or phrase used to describe a person, place, thing, or idea <b>feedback:</b> specific, helpful suggestions given to improve work <b>revise:</b> make changes to writing <b>revision:</b> change made to improve writing
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>jointly-constructed letter, from Week 7, Day 5</li> <li>feedback from the other class, from Day 4</li> <li>Adjectives chart, from Week 7, Day 1 (if revisions to adjectives are needed)</li> </ul>
<b>Opening</b> 1 minute	<i>We received feedback from _____ [class's name] for our letter. This will help us think about revising it to make the strongest argument. Let's see what they say.</i>
<b>Revisions</b> 23 minutes	<p>Read slowly through the letter and feedback, stopping at each piece of feedback to discuss it. Decide as a class whether to revise that particular aspect, and, if so, how to revise it. Remind the children that every piece of feedback does not need to be incorporated, as with the Thinking and Feedback routine—the writer gets to choose the feedback that will most improve the writing.</p> <p>Read through the letter once more as a whole, making sure no edits or revisions need to be made.</p>
<b>Publishing</b> 5 minutes	<p>Decide as a class how to publish the letter. Some considerations include:</p> <ul style="list-style-type: none"> <li>If the letter is on chart paper, discuss whether chart paper makes sense for mailing the letter, or whether it should be typed. Note</li> </ul>

	<p>that either is fine.</p> <ul style="list-style-type: none"> <li>• Should every member of the class sign his/her name, or should it be signed as the group?</li> <li>• How will the letter get to its recipient?</li> </ul>
<b>Closing</b> 1 minute	<p><i>We have learned so much about what makes a school a place where everyone can do their best learning, and we wrote a strong argument to _____ for _____ [change that the class argued for]!</i></p> <p>Plan for communicating appreciation to the other class for their feedback and sharing the revised letter with them to demonstrate the impact of their feedback.</p> <p>Note that there is no Day 5 lesson; Writing time should be dedicated to presenting the Our Schools project.</p>
<b>Standards</b>	<p><b>W.1.2.a</b> Investigate questions by participating in shared research and writing projects.</p> <p><b>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p><b>W.2.2.a</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>W.2.2.b</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.</p> <p><b>W.3.2</b> Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p><b>L.6.2.a</b> 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>
<b>Ongoing assessment</b>	<p>Reflect and make notes about the unit.</p> <p>What did children understand about the purpose, structure, and language of argument?</p> <p>What is still challenging?</p> <p>What needs to be revisited when studying argument in Unit 4?</p> <p>What might I do differently next year?</p>

<b>Notes</b>
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