

## 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>

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<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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