

Unit 1: How We Learn in Our School Communities

WEEK 8 Day 4

Text Talk Synthesis of Unit Ideas

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| Big Ideas | We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners. |
| Weekly Questions | all Weekly Questions |
| Content Objective | I can reflect on my experiences over time and summarize my current thinking. |
| Language Objective | 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) |
| SEL Objective | I can actively and respectfully listen and contribute to conversations with my peers. (Relationship Skills) |
| Vocabulary | Include a review of any relevant words highlighted in the Weekly Question charts. |
| Materials and Preparation | <ul style="list-style-type: none">• Weekly Question charts from Weeks 1-8• How Do We Build Strong Communities? chart, from Week 5 Post this chart in the center of the board.• markers• sticky notes, at least 3 per child• writing tools• highlighters or markers <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

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| | <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> |
| Opening 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> |
| Text and Discussion 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> |

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| | <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> |
| Closing 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> |
| Standards | <p>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2.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>SEL. Relationship Skills</p> |
| Ongoing assessment | <p>Note how children are summarizing the information learned.</p> <p>Do children think flexibly?</p> <p>Do children consolidate new information?</p> <p>Do they synthesize related ideas?</p> <p>How do children understand the content and the Big Ideas?</p> <p>In which topics are children most interested? specific topic?</p> <p>Were there any missed opportunities?</p> <p>Were there places that could be extended in upcoming lessons?</p> <p>Take notes during or after the session.</p> |