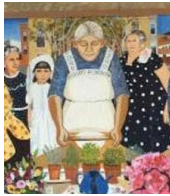
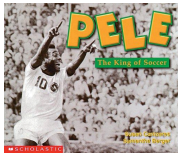
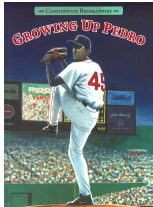


<p>Weekly Question:  <b>What are some of Maine’s stories?</b></p>			
<p>Texts</p> 	<p><b>Vocabulary and Language</b>                  Days 1 &amp; 2: Introduce Weekly Words: <i>culture, diversity, enrich, heritage, immigration, population, portrait, thrive</i>                  Day 3: Possessive Nouns                  Day 4: Possessive Nouns                  Day 5: Answering a Weekly Question</p>		
<p>Mentor texts</p>  	<p><b>Text Talk</b>                  Day 1: Who Lives in Maine? (slides)                  Day 2: Our Town Project (Introduction and Planning)                  Day 3: Immigrant Grandmothers Mural (slides and informational text)                  Day 4: Portraits from Maine 1 (informational texts)                  Day 5: Portraits from Maine 2 (informational text)</p> <p><b>Stations</b>                  Guided Independent Reading</p> <hr/> <p>Listening &amp; Speaking: Listen &amp; Respond (<i>Abuela’s Weave</i>)                  Science Literacy: engineer prompt                  Vocabulary: Choose 3!, Talk About It                  Word Work: select from activities                  Writing: follows from Text Talk Week 6, Day 1</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Science and Engineering</b>                              Lesson 1: Are all changes in matter reversible?                              Lesson 2: Designing the Our Town Project Exhibit:                              Considering Designs</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Studios</b>                              Children continue working on biographical puppets. They read and invent immigration interviews and stories. In the Building and Discovery Studios, children consider designs for displaying artifacts. Additionally, work in any studio is determined according to the Project Plan.</p> </td> </tr> </table>	<p><b>Science and Engineering</b>                              Lesson 1: Are all changes in matter reversible?                              Lesson 2: Designing the Our Town Project Exhibit:                              Considering Designs</p>	<p><b>Studios</b>                              Children continue working on biographical puppets. They read and invent immigration interviews and stories. In the Building and Discovery Studios, children consider designs for displaying artifacts. Additionally, work in any studio is determined according to the Project Plan.</p>
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	<p><b>Writing: Procedure</b>                  Day 1: Joint Construction in Small Groups                  Day 2: Joint Construction in Small Groups and Individual Construction                  Day 3: Deconstruction and Individual Construction: Verbs                  Day 4: Deconstruction: Phrases of Time; Individual Construction                  Day 5: Individual Construction with individual/small group/whole group lessons</p>		

### Unit 3: Connecting Places, Connecting People

## WEEK 6 Days 1 & 2

# Vocabulary & Language

## Weekly Words

<b>Weekly Question</b>	What are some of our stories?
<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>	<b>culture:</b> the beliefs, customs, arts, and traditions of a place or group of people <b>diversity:</b> the quality of having many different kinds of people in a place <b>enrich:</b> to improve the quality of something <b>heritage:</b> the cultural history of a group of people <b>immigration:</b> the act of moving to one country from another <b>population:</b> a particular group or type of people (or animals) living in an area <b>portrait:</b> a short biography or an image of a person <b>thrive:</b> to grow and develop well
<b>Materials and Preparation</b>	Choose four words to teach each day, following the steps of the Weekly Words routine. <ul style="list-style-type: none"><li>● Week 6 Weekly Words cards</li><li>● Week 6 Weekly Words slides</li><li>● chart paper</li></ul> Create the week's Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.
<b>Opening Day 1</b>	<i>This week's Weekly Words are ones we can use to talk about the ways people's identities shape and contribute to our stories. Today's words are: _____, _____, _____, and _____.</i>

	<p>As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom, remarking on parts of speech and morphology and affirming children’s word knowledge.</p> <p>As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.</p>
Day 2	<p><i>Let’s continue learning our words for this week. Today’s words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p><b>culture</b> (noun) Elaboration: <i>Culture is an idea that includes many parts: how a group of people does things, how they communicate, what they believe, how they celebrate, what games they play, how they dress, what they eat, how they interact in their families, what education is like... Culture is everything we do!</i></p> <p>Think, Pair, Share prompt: <i>What is something you do with your friends or family that communicates something about your culture?</i></p> <hr/> <p><b>diversity</b> (noun) Elaboration: <i>Some places have a lot of diversity—so many different people contributing their ideas and traditions.</i></p> <p>Think, Pair, Share prompt: <i>How does the diversity of the texts we read help us understand communities around the world?</i></p> <hr/> <p><b>enrich</b> (verb) Elaboration: <i>We enrich garden soil by adding worms—the worms give the soil air and nutrients required for healthy plants.</i> <i>We can enrich our minds by reading to get new ideas.</i></p> <p>Think, Pair, Share prompt: <i>Talk together about a time when reading gave you a new idea.</i></p> <hr/> <p><b>heritage</b> (noun) Elaboration:</p>

*Spanish is the language this family speaks at home. It is part of their heritage. The mother speaks Spanish and passes the language, part of her heritage, on to her children.*

*Along with language, a person's heritage might also include ways of cooking and eating, traditions, and ways of communicating. For example, you could say that "Storytelling is part of my heritage," if your family includes storytellers through the generations.*

Think, Pair, Share prompt:

*What is part of your heritage? What is something you believe, think, or do that comes from your family or community?*

**immigration** (noun)

Elaboration:

*We have seen the word "immigrant"—someone who comes from one place to settle permanently in another place. We can see that "immigration" is related to the word "immigrant." When we talk about immigration, we often refer to groups of people who settle in a new country. We can use this word to describe, for example, how the immigration of people from \_\_\_\_\_ [use a classroom-appropriate place] to the United States makes the country a more diverse and interesting place.*

Think, Pair, Share prompt:

*What are some ways that immigration makes a place more interesting? What do immigrants bring?*

**population** (noun)

Elaboration:

*Maine has a large population of moose. There are many of them in our state.*

Think, Pair, Share prompt:

*What is a question you have about the population of our school, or about the population of Maine?*

**portrait** (noun)

Elaboration:

*Here are some portraits of Wangari Maathai. One is a photograph, and one is a collage by the artist Eleanor Turvey. You could also say that these books are also portraits, because they each tell a story of her life.*

Think, Pair, Share prompt:

*If someone were going to make a portrait of you, what would you*

	<p><i>want them to include? What media would you like them to use?</i></p> <p><b>thrive</b> (verb)  Elaboration:  <i>Exercise and fresh air are two things that help people of all ages thrive—to live happy, healthy lives.</i></p> <p>Think, Pair, Share prompt:  <i>What else can you think of that helps people thrive?</i></p>
<b>Closing</b>	<p><i>This week we are thinking about how people’s experiences and traditions shape and contribute to our town and state. The words we’re studying this week will help us to talk about this, our texts, and other experiences we’re having together.</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 do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged?  Do children connect words to personal experiences?  What connections do children make between words they are learning and familiar words?  How do children integrate learning from these lessons and other developing morphological knowledge?  How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?  How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Keep a list to follow each child’s vocabulary growth over time.</p>



culture

noun

<https://www.bridgestogether.org/celebrating-our-culture-a-new-how-to-guide/>



diversity

noun

[https://www.ccooe.k12.ca.us/departments/curriculum\\_and\\_instruction/english\\_learner\\_\\_title\\_i\\_i\\_i\\_technical\\_assistance](https://www.ccooe.k12.ca.us/departments/curriculum_and_instruction/english_learner__title_i_i_i_technical_assistance)

Weekly Words U3 W6

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

Maine Department of Education



enrich

verb

<https://www.finegardening.com/article/earthworms-help-build-your-soil>,  
<https://readingeggs.com/articles/2019/01/08/what-is-reading-fluency/>



heritage

noun

<https://www.chicanamama.com/family-spanish-reading-project-with-sol-book-box/>

Weekly Words U3 W6

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

Maine Department of Education



immigration

noun

<https://whoswholegal.com/features/australias-immigration-programme>



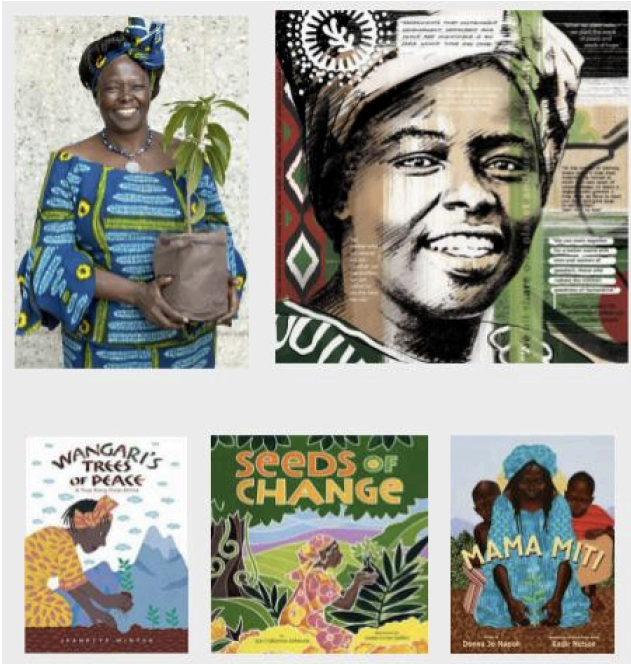
population

noun

<https://nhrabbitreports.org/species/new-england-cottontail>,  
<https://www.outdoors.org/articles/amc-outdoors/packlist/how-many-moose-are-in-new-england-fall-is-a-good-time-to-look>

Weekly Words U3 W6

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



portrait

noun

<https://womenscenter.unc.edu/2016/03/inspiration-for-womens-history-month-wangari-maathai/>, <https://eleanorturvey.com/product/wangari-maathai-one-humanity/>



thrive

verb

<https://www.cancer.org/latest-news/fun-and-fitness-for-the-whole-family.html>

Weekly Words U3 W6

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

# Weekly Words

Unit 3, Week 6

# culture

noun

the beliefs, customs, arts, and traditions of a place or group of people



# diversity

noun

the quality of having many  
different kinds of people in a  
place



# enrich

verb

to improve the quality of  
something



# heritage

noun

the cultural history of a group of people



# immigration

noun

the act of moving to one country  
from another



# population

noun

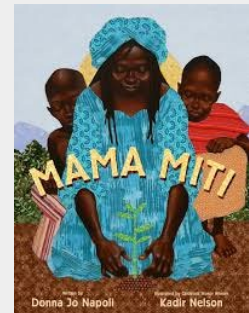
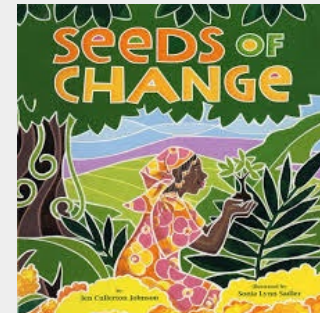
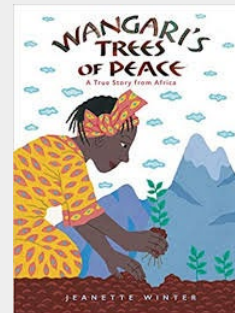
a particular group or type of  
people (or animals) living in an  
area



# portrait

noun

a short biography or an image of a person



# thrive

verb

to grow and develop well



Unit 3: Connecting Places, Connecting People

WEEK 6 Day 3

**Vocabulary & Language**  
Possessive Nouns

<b>Weekly Question</b>	What are some of our stories?
<b>Language Objective</b>	I can identify possessive nouns. (L.2.2.c)
<b>Vocabulary</b>	<b>noun:</b> a word that names a person, place, thing, or idea <b>possess:</b> to own or have
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• Possessive Nouns slides</li> </ul> Note: This lesson uses slides 1-6.
<b>Opening</b>	<i>Today we are going to learn about possessive nouns.</i>
<b>Discussion</b> slide 2	<i>Last week we read Abuela’s Weave by Omar S. Castañeda. The title of this book includes a possessive noun. Adding an apostrophe plus s to the word “Abuela” forms a possessive noun. It shows that the weave belongs to Abuela—it is hers.</i>
slide 3	<i>I am going to read a sentence from the book. Listen and look for a possessive noun.</i> Read the sentence and harvest children’s ideas before moving on to slide 4.
slide 4	<i>Esperanza’s is the possessive noun on this page. Adding apostrophe s to Esperanza makes it possessive, to show that Abuela is Esperanza’s grandmother. Possessives show the relationship between people and things.</i>
slide 5	<i>I am going to read one more sentence from the book. Listen and look for the possessive nouns.</i> Read the sentence and harvest children’s ideas. <i>Whose fingers is this sentence talking about?</i> <i>Whose hands is this sentence talking about?</i>

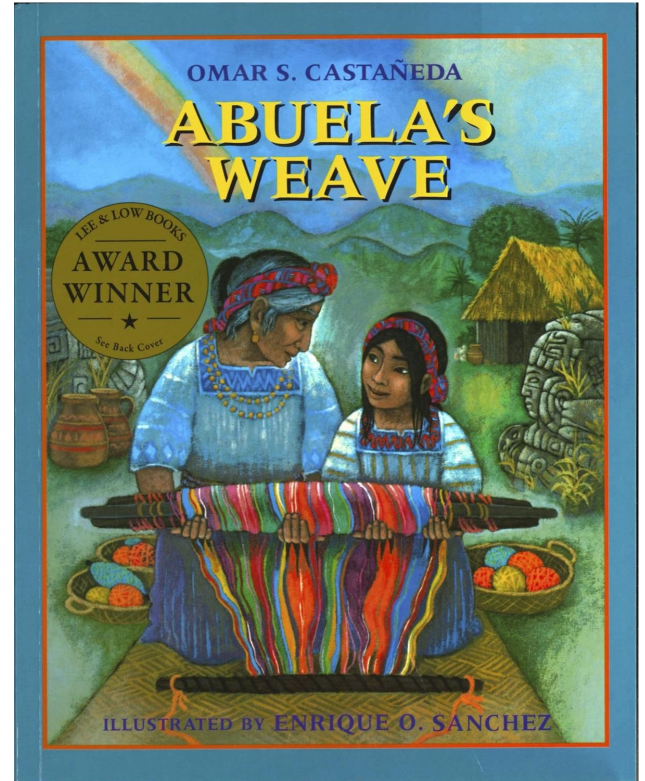
slide 6	<i>There are two possessive nouns on this page. In both cases, the author added apostrophe s to the words to form the possessive. He described the fingers as belonging to Esperanza and the hands as belonging to Abuela.</i>
<b>Closing</b>	<i>Today you learned about forming possessive nouns by adding apostrophe s. Tomorrow you will write your own sentences using possessive nouns.</i>
<b>Standards</b>	<b>L.2.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.
<b>Ongoing assessment</b>	<p>Reflect on the lesson.</p> <p>Do children accurately identify the possessive nouns in the sentences?</p> <p>What do children understand about the relationship between the possessive noun and the other person/object?</p> <p>What do children understand about possessive nouns?</p> <p>What is still confusing?</p>

**Notes**

# Possessive Nouns

Vocabulary & Language Week 6, Days 3-4

# Abuela's Weave



Next to her, Esperanza's grandmother, her Abuela, also kneeled in front of a backstrap loom.



Next to her, Esperanza's grandmother, her Abuela, also kneeled in front of a backstrap loom. Both looms were tied to the same tree in the middle of the family compound. Esperanza's mother fed the chickens and pigs behind the main thatch hut while her father was off with her brothers in the field of corn, beans and coffee.

Next to her, **Esperanza's** grandmother, her Abuela, also kneeled in front of a backstrap loom.



Next to her, Esperanza's grandmother, her Abuela, also kneeled in front of a backstrap loom. Both looms were tied to the same tree in the middle of the family compound. Esperanza's mother fed the chickens and pigs behind the main thatch hut while her father was off with her brothers in the field of corn, beans and coffee.

And on the way back to Santa Cruz, grandmother and granddaughter sat side by side, Esperanza's smooth and nimble fingers held tightly in her Abuela's wrinkled old hands.



And on the way back to Santa Cruz, grandmother and granddaughter sat side by side, Esperanza's smooth and nimble fingers held tightly in her Abuela's wrinkled old hands.

And on the way back to Santa Cruz, grandmother and granddaughter sat side by side, **Esperanza's** smooth and nimble fingers held tightly in her **Abuela's** wrinkled old hands.



And on the way back to Santa Cruz, grandmother and granddaughter sat side by side, Esperanza's smooth and nimble fingers held tightly in her Abuela's wrinkled old hands.

## Your turn!

You will write two sentences that include **possessive nouns**.

1. Write a sentence that includes a **possessive noun**. The **possessive** could show the relationship between two people or could show that someone owns something.
2. Write a second sentence that includes a **possessive noun**.

Unit 3: Connecting Places, Connecting People

WEEK 6 Day 4

**Vocabulary & Language**  
Possessive Nouns

<b>Weekly Question</b>	What are some of our stories?
<b>Language Objective</b>	I can use possessive nouns in sentences. (L.2.2.c)
<b>Vocabulary</b>	<b>noun:</b> a word that names a person, place, thing, or idea <b>possess:</b> to own or have
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>• Possessive Nouns slides, from Day 3 Note: This lesson uses slide 7.</li><li>• paper and pencil, one for each child</li></ul>
<b>Opening</b>	<i>Yesterday you learned about possessive nouns. Possessive nouns show a relationship between people and things. They can be formed by adding apostrophes to a word.</i>
<b>Discussion</b>	Review the instructions on the slide. Review slides 1-6 as necessary.  slide 7
	Bring the class back together. Invite a child to share one of their sentences. Ask the child to identify the possessive noun and describe the relationship between the possessive noun and the noun it possesses. Repeat the process with another child, as time allows.
<b>Closing</b>	<i>Today you wrote sentences using possessive nouns.</i>
<b>Standards</b>	<b>L.2.2.c</b> Use an apostrophe to form contractions and frequently occurring possessives.



Unit 3: Connecting Places, Connecting People

WEEK 6 Day 5

**Vocabulary & Language**  
Answering a Weekly Question

<b>Weekly Questions</b>	<p>Week 5: How are community traditions passed down and shared?</p> <p>Week 6: What are some of our stories?</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:</b>	<p><b>Week 5</b></p> <p><b>arrange:</b> to put in a certain order</p> <p><b>devote:</b> to commit to something, to keep working hard at it</p> <p><b>generation:</b> all of the people born and living at about the same time, or all of the people of about the same age</p> <p><b>layer:</b> to arrange something out flat on top of something else</p> <p><b>reveal:</b> to show something that was unknown</p> <p><b>textile:</b> a woven fabric</p> <p><b>tradition:</b> belief or custom that is handed down</p> <p><b>weave (v):</b> to lace together threads to create a fabric; (n): the pattern or construction of a fabric</p> <hr style="border-top: 1px dotted black;"/> <p><b>Week 6</b></p> <p><b>culture:</b> the beliefs, customs, arts, and traditions of a place or group of people</p> <p><b>diversity:</b> the quality of having many different kinds of people in a place</p> <p><b>enrich:</b> to improve the quality of something</p> <p><b>heritage:</b> the cultural history of a group of people</p> <p><b>immigration:</b> the act of moving to one country from another</p> <p><b>population:</b> a particular group or type of people (or animals) living in an area</p> <p><b>portrait:</b> a short biography or an image of a person</p> <p><b>thrive:</b> to grow and develop well</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Week 6 Answering a Weekly Question sheets, one for each small group</li> <li>● pencils, one or two for each small group</li> <li>● Weekly Questions for Weeks 5 and 6, printed or projected</li> <li>● Weekly Words cards for Weeks 5 and 6</li> <li>● chart paper and markers (2 different colors)</li> </ul> <p>Strategically assign children to groups of four, and plan where each group will work around the classroom.</p>
<p><b>Opening</b></p>	<p><i>This week we will use the Answer a Weekly Question routine. After you work in small groups, we'll save a few minutes to share one of your sentences with the whole class.</i></p>
<p><b>Key Activity</b></p>	<p>Facilitate the Answering a Weekly Question routine, as in Week 2 and established in even weeks since Unit 1.</p>
<p><b>Closing</b></p>	<p><i>You have really packed words into your answers to the Weekly Questions!</i></p>
<p><b>Standards</b></p>	<p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>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>Ongoing assessment</b></p>	<p>Listen to children’s conversations as they work.  How accurately do children use words in context?  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>

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

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

\_\_\_ How are community traditions passed down and shared?

\_\_\_ What are some of our stories?

arrange	reveal	culture	immigration
devote	textile	diversity	population
generation	tradition	enrich	portrait
layer	weave	heritage	thrive

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### Unit 3: Connecting Places, Connecting People

## WEEK 6 Day 1

### Text Talk Who Lives in Maine? (slides)

<b>Big Ideas</b>	Individuals and communities shape each other. We understand our own identities by thinking about where we are and where we come from.
<b>Weekly Question</b>	What are some of our stories?
<b>Content Objective</b>	I can compare and use information from maps to gain understanding of the stories of migration. (2.T.1.2, 2.T3.1, 2.T3.2)
<b>Language Objective</b>	I can discuss texts by listening to classmates' ideas and linking my ideas to theirs and to examples from the text. (SL.1.2.a, SL.1.2.b)
<b>SEL Objective</b>	I can identify various cultures within communities. (Social Awareness)
<b>Vocabulary</b>	<b>data:</b> facts or information used usually to calculate, analyze, or plan something <b>foreign-born:</b> a person who is born outside of the United States <b>immigration:</b> the act of moving to one country from another <b>indigenous:</b> the original people to live in a particular place <b>population:</b> the number of people who live in a place <b>Wabanaki:</b> the Indigenous people of the place we now call Maine and Eastern Canada
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● <a href="#">Who Lives in Maine?</a> slides</li><li>● projector and screen</li><li>● Weekly Word cards "population"</li><li>● Text Talk notebooks</li><li>● pencils</li><li>● world map</li><li>● Who Lives in Maine? <a href="#">chart images</a>, cut apart</li></ul>

	<ul style="list-style-type: none"> <li>● chart paper, 2 pieces Hang one piece of chart paper horizontally to make a chart with the three Who Lives in Maine? Chart images.</li> </ul> <div data-bbox="511 359 1354 728" data-label="Image"> <p>The image shows three charts under the heading "Who Lives in Maine?". The first chart on the left is a map of the Northeastern United States with Maine highlighted in green. The middle chart is a map of Maine with colored dots representing population density. The right chart is a data visualization showing statistics for Maine: "Maine population 1,345,000", "Maine population density 118.4 per sq. mi.", "Maine population growth 2010-2019 10.1%", "Children and families 28.4K", "Maine 2020 100% of the population lives in the United States", and "Maine 2020 100% of the population lives in the United States".</p> </div> <p>On the other piece of chart paper, prepare the Weekly Question chart.</p> <p>Spend some time looking over the maps, data, captions, and related resources. Make notes about what stands out and what might be most interesting to the children.</p> <p>Note: Consider spreading out the lesson and discussion over several days if more processing time is necessary.</p>
<p><b>Opening</b> 1 minute slide 1</p>	<p><i>Today we are going to look at three different resources. Two are maps and one a set of data. All three of these sources give us information about people in Maine, who they are and where they've come from. We'll have time to look quietly, talk with partners, take some Note Breaks, and share questions/ideas with each other.</i></p>
<p><b>Text and Discussion</b> 15 minutes slide 2</p>	<p>Distribute Text Talk notebooks and pencils.</p> <p>For each image, show the slide, allow children time to look quietly, ask a question for Turn and Talk, and then take a Note Break. Then, facilitate a brief conversation and record children's ideas on the chart, below each respective map.</p> <p>Show the map of the Wabanaki Homeland. <i>Take a look at this first map. Now I'll turn on the interactive feature. The map changes from showing where the Wabanaki lived before any Europeans came here and where most live today. Look and think for one full minute. [The change in the map will repeat.]</i></p>

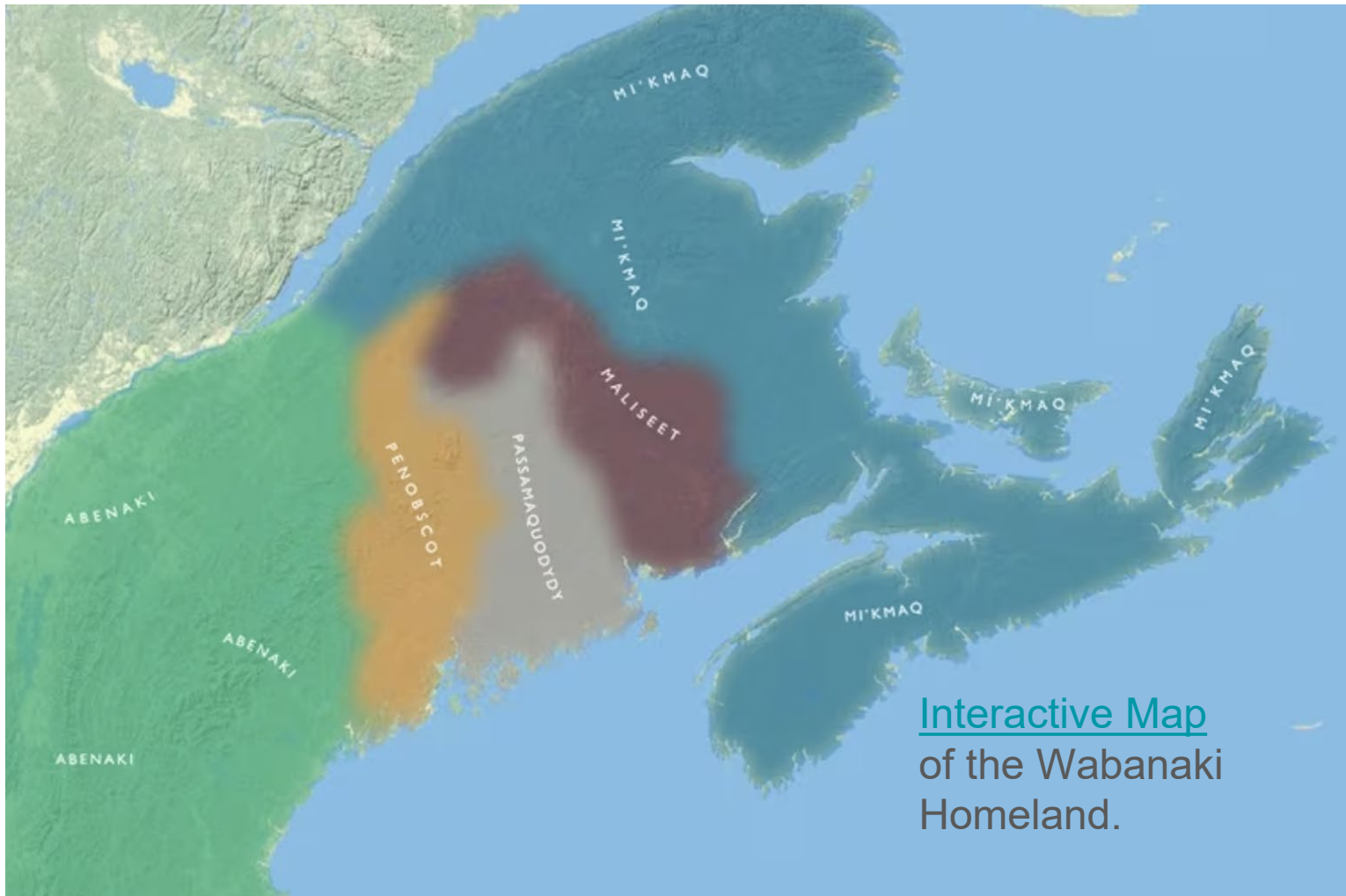
	<p><i>Talk to a partner about what you notice or wonder. When you're ready, write down a note about something you notice or wonder about this map.</i></p> <p>After children look, talk, and write, facilitate a brief conversation. Encourage children to listen and link to each other's ideas and to reference the map.</p> <p><i>What do you see here?</i>  <i>What makes you say that?</i>  <i>What questions do you have?</i></p> <p>As children talk, make brief notes about their observations. Record children's questions under the map image on the chart.</p>
slide 3	<p>Show the next map: the concentration of racial and ethnic groups in Maine. Explain the key. Share that these are racial and ethnic groups that people self-report membership in. These group names can be part of each person's cultural and/or racial identity. Define "population" with the Weekly Word card, if helpful.</p> <p>Follow the same routine.</p>
slide 4	<p>Show the last slide with data. Define "immigration" with the Weekly Word card. Read the various data points. Discuss and make connections to immigrant communities within the class or school community.</p> <p>Follow the same routine.</p>
<p><b>Key Discussion</b> 20 minutes</p> <p>slide 5</p>	<p><i>These maps and data help us think about the people who have come to live in Maine. Let's take a look at all three resources together and see what we can understand about the people who live in Maine.</i></p> <p>Show slide 5 (or move between slides 2, 3, and 4 if more useful). Facilitate a text-based discussion to help children make connections among and meaning from these maps. Specifically:</p> <ul style="list-style-type: none"> <li>● Assist in reading and interpreting the map keys.</li> <li>● Refer to the world map.</li> <li>● Surface ideas about how people in Maine have come from many different places over time.</li> <li>● Note groups who are missing from the maps/images but who are represented in the classroom community. What might this tell us about how data is collected and represented?</li> </ul>

	<p>Continue and deepen the discussion, surfacing some of the following ideas.</p> <ul style="list-style-type: none"> <li>● People come from different places at different times. When they do, different groups of people bring different things and change the state and town where they settle.</li> <li>● Do children know where their families are from?</li> <li>● Do children know where their neighbors or classmates are from?</li> </ul>
<p><b>Closing</b> 2 minutes</p>	<p><i>Today, we used different resources to learn about the people who come to our State from different places. Tomorrow, we will look at a different visual example that will help us continue to think more about immigrants and the cultures and traditions they bring with them.</i></p>
<p><b>Weekly Question Chart</b> 2 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering this question: What are some of our stories? Today we looked at who lives in Maine. Many of us come from somewhere else -- either recently or long ago. Coming from someplace else means we bring stories with us.</i></p> <p><i>Now let's consider our state and town. Do people come from all over the world to where we live? What can we say about the Wabanaki and Maine to add to our chart? Let's write this on our chart.</i></p> <p>Record any other connections children are making right away, based on looking at the maps and on the discussion.</p>
<p><b>Standards</b></p>	<p><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).</p> <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>SEL.</b> Social Awareness</p>
<p><b>Ongoing assessment</b></p>	<p>Review notes made during the discussions and questions recorded on the chart.</p> <p>Do children use the information on each map and data points to make inferences?</p> <p>Do children share their noticings and wonderings?</p>

# Who Lives in Maine?

## Looking at Maps and Data

Text Talk Week 6, Day 1



[Interactive Map](#)  
of the Wabanaki  
Homeland.






### ACS Race and Ethnicity

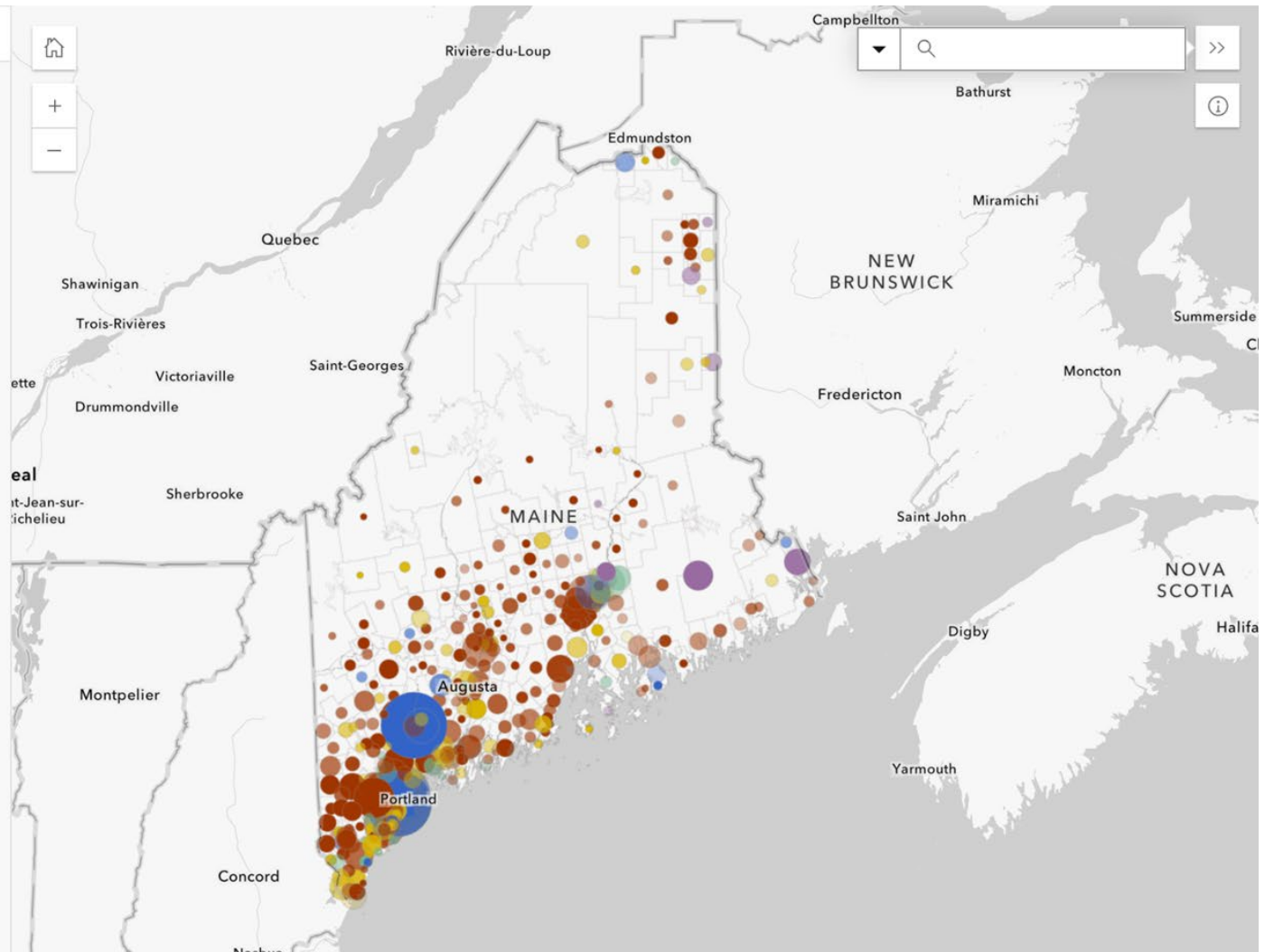
#### Predominant Race (White Excluded)

##### Predominant category

-  American Indian and Alaska Native alone, not Hispanic or Latino Population
-  Asian alone, not Hispanic or Latino Population
-  Black or African American alone, not Hispanic or Latino Population
-  Hispanic or Latino Population
-  Two or more races, not Hispanic or Latino Population

##### Sum of categories

-  > 2,145
-  1,500
-  1,000



## Maine



**56,300 immigrants** reside in **Maine**, or **4 percent** of Maine's population.

## Noncitizen population

**28.4K**

**28,400 noncitizens** are living in **Maine**.

## Children and families

### Maine

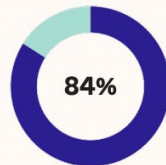
**19.8K**  
**children**

There are **19,800** children in Maine with at least one **immigrant parent**.

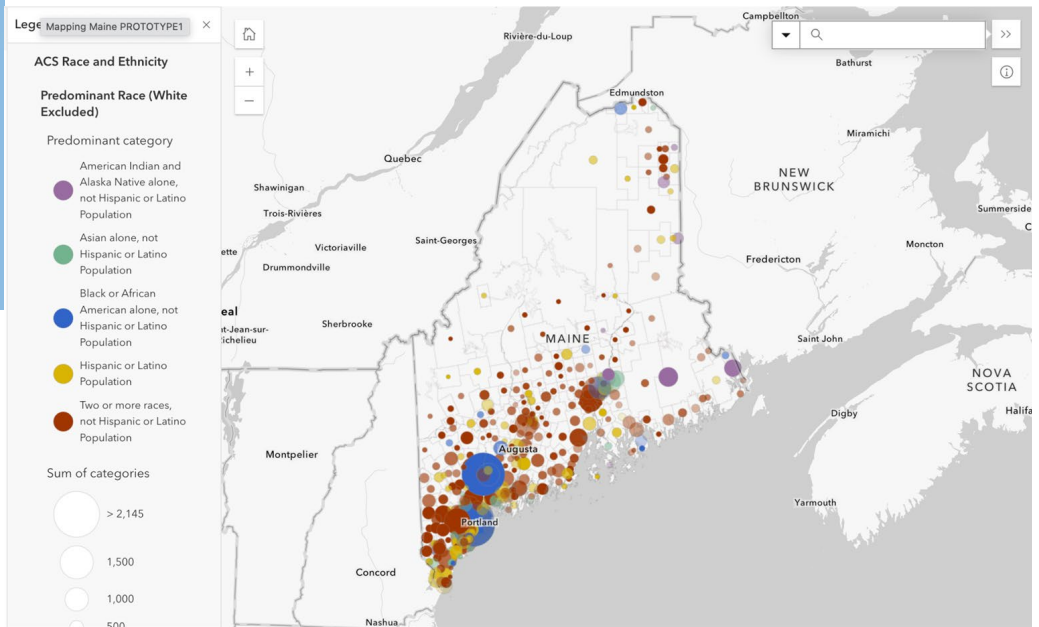
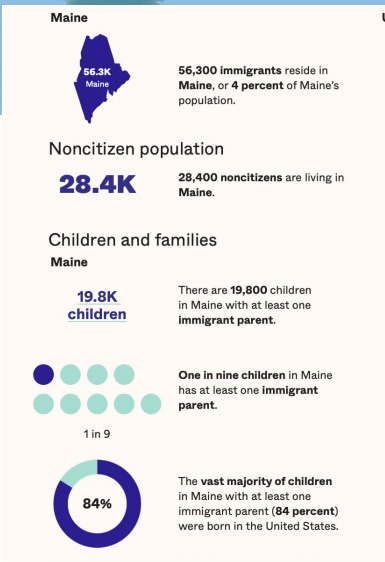
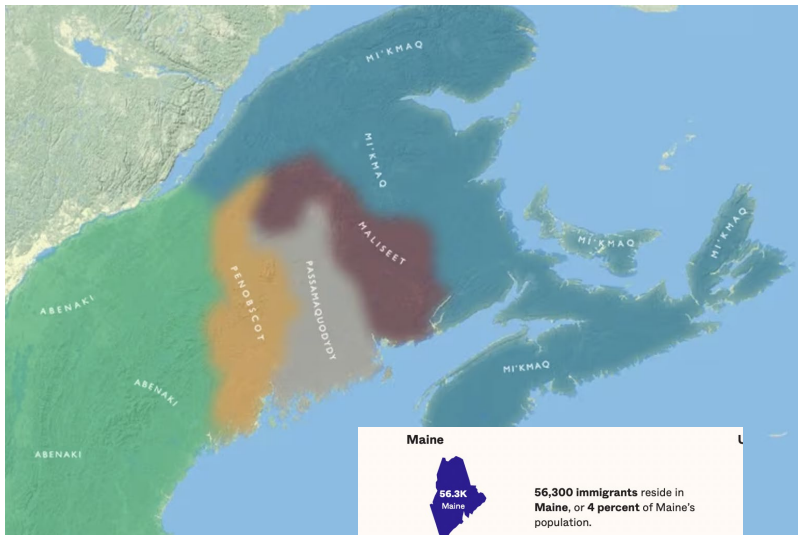


1 in 9

**One in nine children** in Maine has at least one **immigrant parent**.



The **vast majority of children** in Maine with at least one immigrant parent (**84 percent**) were born in the United States.



# Citations

Slide 2: Abbe Museum <https://peopleofthefirstlight.org/maps/map1.html>

Slide 3: <https://www.pcritp.me/node/131> Mapping Maine Communities

Slide 4: Vera Institute of Justice [https://vera-institute.files.svdcn.com/production/downloads/publications/ME\\_Immigrant\\_Population\\_Profile.pdf?dm=1748636149](https://vera-institute.files.svdcn.com/production/downloads/publications/ME_Immigrant_Population_Profile.pdf?dm=1748636149)

# Resources

<https://map.americanimmigrationcouncil.org/locations/maine/>

# List of Maine Historic Migration Routes

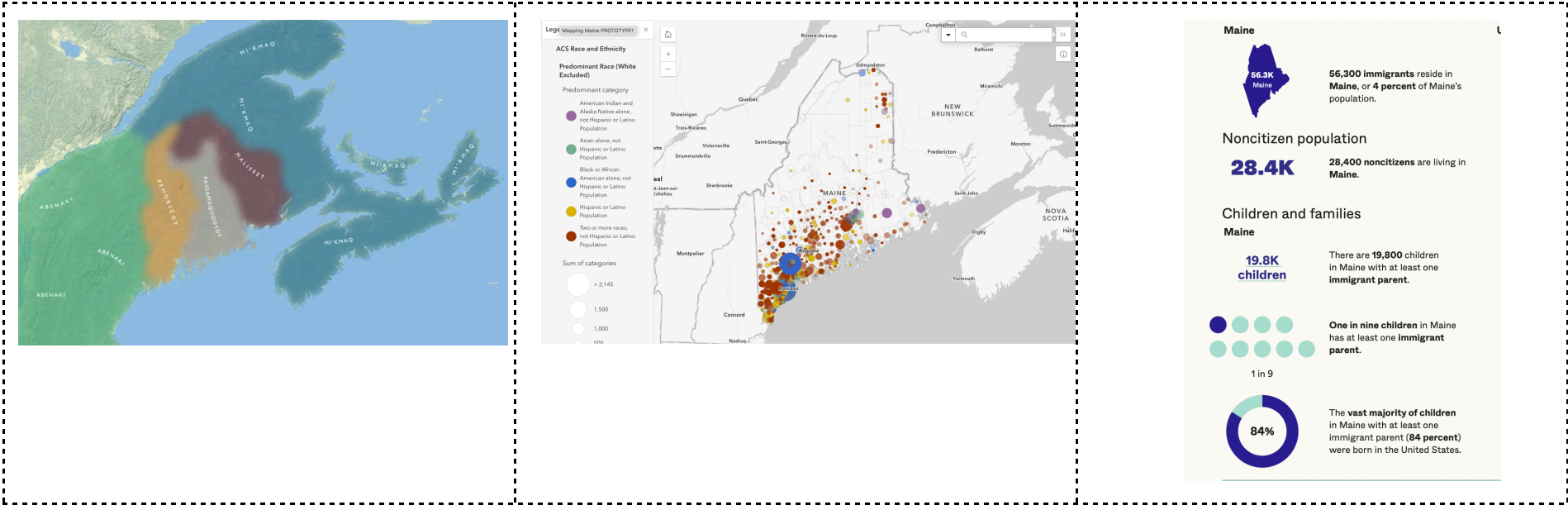
Time Period	Ethnic Group	Origination Location	Arrival Location	Motivating Factors
Pre-contact to Present	Wabanaki Confederacy (including Penobscot, Passamaquoddy, Maliseet, and Micmac)	Ancestral homelands in what is now Maine and the Canadian Maritimes	Present day Maine region	Indigenous presence: traditional settlement for thousands of years
Early 17th century	French (Acadian)	France, later Acadia region (present-day Nova Scotia/ New Brunswick)	Northern coastal Maine	Indigenous presence: traditional settlement for thousands of years
17th–19th centuries	English Colonists	England particularly southwestern England	Coastal and southern Maine	Seeking religious freedom, economic opportunity; part of larger New England Scots Irish dispersal
Early–Mid 15th century	Scots-Irish (Ulster-Scots)	Southern and central Maine	Southern and central Maine	
Mid–Late 19th century	Irish Immigrants	Ireland	Urban centers and mill towns (eg. Portland, Lewiston)	Fleeing the Great Famine (1840s) industrial job opportunities in mills
Late 19th century–Early 20th century	French Canadian (Quebecois)	Northern and central Maine	Northern and central Maine (eg. Lewiston, Biddeford)	Economic opportunities in textile mills, lumber industries; farm and forestry
1870s–1980s	Swedish Settlers	Aroostook County (eg. New Sweden, Stockholm)	Primarily Lewiston Portland	State-led recruitment programs seeking stability, safety, employment
Late 19th century–Early 20th century	Italian Immigrants	Urban and industrial centers (Portland mill towns)	Urban and industrial centers (Portland mill towns)	Economic hardship in Italy jobs in construction, quarries, mills
Early 20th century	Eastern Europeans (Polish, Lithuanian etc.)	Industrial centers in Maine (paper mills shoe factories)	Escaping political unrest seeking factory work	Escaping political unrest. Seeking factory work. better wages
Late 20th century–Early 21st century	African Immigrants (e.g. Somali, Sudanese)	Primarily Lewiston Portland nations	Primarily Lewiston Portland	Refugee resettlement programs, seeking stability, safety, and employment

Information on historical Maine immigration for Teachers.

Created by ChatGPT with information from MyHeritageWiki

[https://www.myheritage.com/wiki/Maine\\_historical\\_migration\\_routes](https://www.myheritage.com/wiki/Maine_historical_migration_routes)

Images for Who Lives in Maine? chart



### Unit 3: Connecting Places, Connecting People

## WEEK 6 Day 2

# Text Talk

## Our Town Project

(Introduction and Planning)

<b>Big Ideas</b>	Every place has many stories. People and places around the world are linked. Different perspectives offer opportunities for understanding and inspiration. Individuals and communities shape each other. We understand our own identities by thinking about where we are and where we come from.
<b>Weekly Question</b>	What are some of our stories?
<b>Content Objective</b>	I can compare and use information from maps to gain understanding of the story about the people who make up my school neighborhood and community. (2.T3.1, 2.T3.2)
<b>Language Objective</b>	I can exchange questions with peers to make a plan about a shared project. (SL.1.2)
<b>SEL Objective</b>	I can brainstorm project ideas that will help me answer questions about our school neighborhood. (Decision Making)
<b>Vocabulary</b>	<b>develop:</b> to create something and make it bigger or better over time <b>exhibit:</b> an object or a collection of objects that have been put out in a public space for people to look at
<b>Materials and Preparation</b>	Reread the Our Town Project Overview in the unit introductory documents, including notes.  Delineate, in a way appropriate to the school's location and surrounding

Text Talk U3 W6 D2

environment, the area of research—the area that will be defined as the “school neighborhood” or “town.” This will depend on the features and opportunities of the area immediately surrounding a particular school.

Identify the map(s) and resources appropriate for the town/school neighborhood and determine whether they would be useful in situating the school within the context of the area. If so, provide the printed version of the appropriate map(s); alternately, access the map(s) online and plan to project. This way, they can be enlarged to highlight a specific area.

This lesson uses a new discussion routine: Give One, Get One, Move On (GoGoMo). Read through the lesson to become familiar with how it works.

- scrap paper (quarter or half-sheets), enough for each child to have 2
- writing tools, 1 for each child
- chart paper, 3 pieces

On one piece of chart paper, write the question, *What do we already know about our town/school neighborhood and the people in this community?*

On another, write the question, *What are we curious about?*

On the third, create the following Project Planning chart according to how work is currently progressing in the classroom.

Our Town Project Planning			
Project Idea	To communicate...	When and who	Progress notes
Biographies	who is in our town/ neighborhood	during Writing, each child	We conducted interviews and have started to write
Puppets	what our biography subjects look like	Art Studio, each child or pairs	papier mache heads done last week
Designing an exhibit	to an outside audience what’s important about our town/area/ community	Engineering Lessons and Studios, in small groups	

Text Talk U3 W6 D2

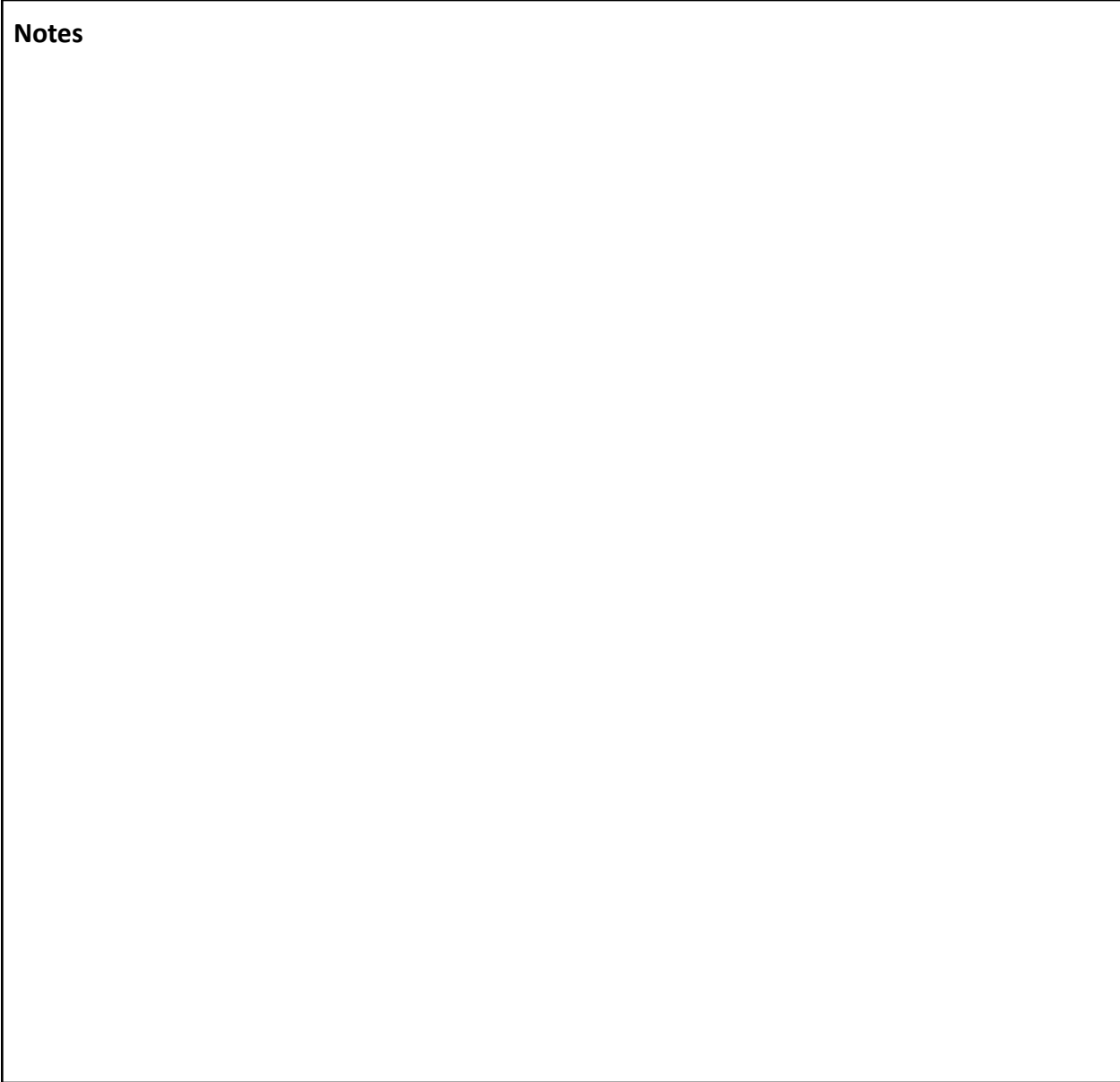
	<table border="1" data-bbox="488 210 1370 615"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <ul style="list-style-type: none"> <li>● projector and screen</li> <li>● world map, for reference</li> </ul>																
<p><b>Opening</b> 3 minutes</p>	<p><i>Today we begin the Our Town Project! For this project, we will learn about people, places, and other important features in our town or surrounding school area. Yesterday we considered who lives in our state. You have started writing biographies of community members. What else might we learn about the people who make up our school area and community?</i></p> <p>Give children a moment to respond.</p> <p><i>As we do our research, we'll also think about how we want to communicate special information about our town to others; we'll create an exhibit that tells others about what we have learned.</i></p>																
<p><b>Text and Discussion</b> 20 minutes</p>	<p><i>We will create the texts for today, as we make a plan for our project. These texts will be important as we work on the project!</i></p> <p>Define the "school area" or "town" based on information considered and decisions made ahead of the lesson.</p> <p><i>For this project, we'll be looking closely at our town of ____ [or at this section of ____]. This includes...</i></p> <p><i>What do we already know about our town and the people in this community?</i></p> <p>Refer to the first chart (What do we already know about our town/neighborhood and the people in this community?). Facilitate a short discussion, encouraging children to make connections and demonstrate their expertise. Record their ideas on the chart. Read them back to the group, encouraging children to read along.</p>																

	<p><i>We will use a new routine today for sharing ideas. Today we'll share questions.</i></p> <p>Distribute two pieces of scrap paper and a writing tool to each child.</p> <p><i>Think about what you would like to find out about the people, places, and other features of the area around our school.</i></p> <p><i>On each piece of paper, write down one question you have about our town/neighborhood.</i></p> <p>Offer children some ideas to get started. For example, <i>You might wonder about some of the things we've been learning about in other communities: music, public art, sports, stories, textiles... What do you want to know about these parts of our community?</i></p> <p>Give children a few minutes to think silently and write their questions, one on each piece of scrap paper.</p> <p><i>Our new routine is called GoGoMo. That stands for Give One, Get One, Move On. What you will give and get are questions! You can follow my signals to give and get questions and then move on to a new partner.</i></p> <p>Have children stand up and find a partner. Signal them to read one of their questions to each other. After a minute, signal them to exchange the papers with those questions (Give one, Get one). Then have children find a new partner (Move on).</p> <p>With new partners, signal children to again read and exchange questions.</p> <p>Then bring the group back together, seated.</p> <p>Harvest children's questions. Record these on the second chart (What are we curious about?). Read the questions back to the group, encouraging children to read along. With the children, notice any connections to questions from Day 1.</p> <p>The papers with questions can be collected, or children may keep them, if they like.</p>
<p><b>Key Discussion</b> 16 minutes</p>	<p>Turn children's attention to the Our Town Project Planning chart.</p> <p><i>We will begin to fill out this chart. It will help us keep track of our work for the project.</i></p> <p>Review the information already on the chart.</p>

	<p>Think, Pair, Share.  <i>What other ideas do you have about activities we can do to answer our questions and present information about our town/school neighborhood?</i></p> <p>Facilitate a planning discussion and fill in new rows for ideas children suggest (the first three columns). Allow children to identify particular areas and activities of interest. Suggest ways that separate but related ideas may be combined so that children can work together. Emphasize that the information on the chart will guide classroom work over the next few weeks.</p> <p>The following questions may be helpful in guiding this conversation.  <i>What do you want to communicate about our town/school area?</i> [column 2]  <i>What kind of project would be good for that purpose?</i> [column 1]  <i>When would we work on this project?</i> [column 3]  <i>Who would be doing this project?</i> (for example, each child, partners, small groups, along with specific children’s names) [column 3]</p>
<p><b>Closing</b>  1 minute</p>	<p><i>We have a good start on our project already! Beginning tomorrow, we’ll use our Studios time to work on all these different parts, as well as continuing in Writing and during our Science and Engineering Lessons. It will be exciting to see how our ideas start to come to life!</i></p>
<p><b>Standards</b></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.  <b>SEL.</b> Decision Making</p>
<p><b>Next steps and Ongoing assessment</b></p>	<p>Think strategically about the project ahead:</p> <ul style="list-style-type: none"> <li>● Do the activities children have suggested lead to investigation of their most important questions?</li> <li>● Are the activities feasible each on their own and as part of the whole project? Do any activities need to be refined?</li> <li>● How are children’s questions connected to topics already visited in the unit? How can those connections be amplified to build deeper understanding of the unit’s Big Ideas?</li> <li>● What resources might children need to carry out their work?</li> <li>● Are children poised to work successfully in small groups?</li> <li>● Are there any children who have not expressed interest in a</li> </ul>

	<p>particular aspect of the project? How might they be engaged? What lessons in the previous weeks have most captured their interest?</p> <ul style="list-style-type: none"><li>● What skills do children have that can be applied to the various activities and the overall presentation of the project?</li></ul> <p>Make notes on the chart to suggest next steps, in a different color marker or with sticky notes, to share back with the children on Day 5.</p> <p>Gather any needed materials, as indicated by the projects.</p>
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**Notes**





WEEK 6 Day 3

**Text Talk**  
**Immigrant Grandmothers Mural**  
 (slides and informational text)

<b>Big Ideas</b>	Every place has many stories. Individuals and communities shape each other.
<b>Weekly Question</b>	What are some of our stories?
<b>Content Objectives</b>	I can describe some of the ways immigration impacts communities, by referring to details from art and informational text. (R.5.2.b, R.11.2.c, R.11.2.d)
<b>Language Objective</b>	I can communicate my understanding of immigration by building off the ideas of my peers. (SL.1.2.b)
<b>SEL Objective</b>	I can identify and celebrate the cultures of people in our community. (Social Awareness)
<b>Vocabulary</b>	<b>mural:</b> a usually large painting that is done directly on the surface of a wall <b>passport:</b> a document from the government that allows a person to travel from country to country
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Immigrant Grandmothers Mural slides</li> <li>● projector and screen</li> <li>● Immigrant Grandmothers Mural text, one copy for each child</li> <li>● clipboards or other writing surfaces, one for each child</li> <li>● writing tools</li> </ul> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">How did the painters get their ideas for the mural?</p> <p style="padding-left: 40px;">What does the mural teach us about Diane Barsotti’s family?</p>

<p><b>Opening</b> 1 minute</p>	<p><i>Our text for today is a mural and some text to go with it. First, let's take a look at the mural.</i></p>
<p><b>Text and Discussion</b> 18 minutes</p> <p>slide 2</p>	<p>Use the VTS routine, asking questions one at a time to allow for discussion.</p> <p><i>What's going on in this image?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i></p> <p><i>Public art is one way people express something about the identity of a place.</i></p> <p>Turn and talk.</p> <p><i>What does this mural tell us about their community?</i></p>
<p>slide 3</p>	<p>Distribute children's copies of the text.</p> <p>Read aloud the text on slide 3 aloud as children follow along silently. Signal for children to stop reading after the first paragraph.</p> <p><i>Why is this public artwork called "Immigrant Grandmothers Mural"?</i></p> <p>Gather a few ideas.</p>
<p>slide 4</p>	<p>Read aloud the text on slide 4 as children follow along silently.</p> <p>Direct children's attention to the image (or click back to slide 2 for a slightly larger image).</p> <p><i>Where is "Nonni American" in the mural? How do you know?</i> <i>Where is "Nonni Italy" in the mural? How do you know?</i></p> <p>Think, Pair, Share. Refer to the questions on the board.</p> <p><i>How did the painters get their ideas for the mural?</i> <i>What does the mural teach us about Diane Barsotti's family?</i></p>
<p><b>Key Discussion</b> 18 minutes</p> <p>slide 2</p>	<p>Arrange the children in pairs. Return to slide 2.</p> <p>Read the questions at the top of the page, and clarify the directions as needed.</p> <p><i>Now you'll read, discuss, and annotate the text with your partner.</i></p> <p>After children have time to work together, return to the whole group to discuss their responses. Support children in making connections about cultural identities. Some points that can tie discussion to the broader ideas of the week and unit are:</p> <ul style="list-style-type: none"> <li>• Objects that people carry with them from one place to another can communicate something about their identity and about the community they came from.</li> </ul>

	<ul style="list-style-type: none"> <li>● People move from one place to another; when they do, they and the place they arrive in are impacted.</li> <li>● Public works of art can connect one part of a community to the rest of the community.</li> </ul>
<b>Closing</b> 3 minutes	<p><i>We might find something like this mural in our town—something that tells an important story about people who are part of our community.</i></p> <p>Invite 2-3 children to share their connections and examples ..</p>
<b>Standards</b>	<p><b>R.5.2.b</b> Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p><b>R.11.2.a</b> Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>R.11.2.b</b> Compare and contrast two or more versions of the same story presented in diverse forms</p> <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>SEL.</b> Social Awareness</p>
<b>Ongoing assessment</b>	<p>Take notes about how children interact with the text.</p> <p>Do children make connections to the cultural objects, customs, and traditions these grandmothers brought with them to America?</p>

<b>Notes</b>	
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# Immigrant Grandmothers Mural

Text Talk Week 6, Day 3



## Immigrant Grandmothers Mural

Mayor's Mural Crew, Massachusetts, December, 2017



## **Immigrant Grandmothers Mural**

Before the mural was painted, people who live in Boston were asked to send in photos of their grandmothers for the project.

People also brought in objects that belonged to their ancestors, such as prayer beads, jewelry, and old keys. The artists in the Mural Crew looked at these objects as they were painting.



Diane Barsotti is one neighbor who sent in photos of her grandmothers. She called her mother's mother "Nonni American" because she was her first grandmother to immigrate to the United States. She is shown in the mural wearing an apron and making pasta. She called her father's mother "Nonni Italy" because she lived longer in Italy before coming to Boston. She is shown in a passport photo sitting on the table in the mural.

### Questions for discussion

What do the article and the mural make you think about?

What details in the text or mural make you think that?

Underline details in the text that support your idea.

What message does the mural communicate?

How do you know?

## Immigrant Grandmothers Mural

Before the mural was painted, people who live in Boston were asked to send in photos of their grandmothers for the project. People also brought in objects that belonged to their ancestors, such as prayer beads, jewelry, and old keys. The artists in the Mural Crew looked at these objects as they were painting.

Diane Barsotti is one neighbor who sent in photos of her grandmothers. She called her mother's mother "Nonni American" because she was her first grandmother to immigrate to the United States. She is shown in the mural wearing an apron and making pasta. She called her father's mother "Nonni Italy" because she lived longer in Italy before coming to Boston. She is shown in a passport photo sitting on the table in the mural.

Adapted from [www.boston.gov](http://www.boston.gov) "Immigrant Grandmothers Mural Unveiled in East Boston" December 8, 2017

Text Talk U3 W6 D3

Unit 3: Connecting Places, Connecting People



WEEK 6 Day 4

**Text Talk**  
**Portraits of Maine 1** (informational text)

<b>Big Ideas</b>	Every place has many stories. Individuals and communities shape each other.
<b>Weekly Question</b>	What are some of our stories?
<b>Content Objective</b>	I can use details in the text to identify and describe ways that community members contribute to their communities. (R.4.2)
<b>Language Objectives</b>	I can discuss key details from a text with classmates. (SL.2.2.a)
<b>SEL Objective</b>	I can recognize and appreciate the community members in Maine and identify ways that they enrich our community. (Social Awareness)
<b>Vocabulary</b>	<b>culture:</b> the beliefs, customs, arts, and traditions of a place or group of people <b>enrich:</b> to improve the quality of something <b>heritage:</b> the cultural history of a group of people <b>portrait:</b> a short biography about a person or an image of a person that usually includes only the head and shoulders

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">Ryan Adams</a> informational text, one copy for each pair of children Plan for pairs/trios of children to sit together for reading, annotating, and discussing the text.</li> <li>● writing tools</li> <li>● clipboards, optional, one for each pair of children Could be helpful if children will be working on the floor.</li> <li>● chart paper</li> </ul> <p>Write the following quote, in large print and with space between the lines and around the quote to annotate.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Everything that I do is shaped by the experiences that I've had with my family and that I've heard in families all across the city who share the same struggles and dreams. I am a daughter of immigrants, someone who never thought I would be running for office when I was a young girl. And I get my resilience from seeing the challenges that my parents faced as immigrants to this country who came here with nothing.</p> <p style="text-align: right;">Michelle Wu, 2021</p> </div> <ul style="list-style-type: none"> <li>● Week 6 Weekly Word cards, for reference</li> </ul> <p>On the whiteboard write:</p> <p style="text-align: center;">How does this person enrich the community?</p> <p>For more information about Ryan Adams: <a href="https://www.youtube.com/watch?v=Xxyvnl7xbzk">https://www.youtube.com/watch?v=Xxyvnl7xbzk</a></p>
<p><b>Opening</b> 2 minutes</p>	<p><i>We know that people who come to Maine and the United States from other places impact our communities in important ways.</i></p> <p><i>Today and tomorrow, we will learn about some people in Maine who have enriched the community in several ways. First, let's think about an important quote.</i></p>
<p><b>Text and Discussion</b></p>	<p>Refer to the chart with Mayor Wu's quote. <i>This is a quote from Michelle Wu. She was the Mayor of Boston,</i></p>

<p>10 minutes</p>	<p><i>Massachusetts, at one time. We'll read it together, and then we'll think about the words she uses and what she means.</i></p> <p>Read the quote through slowly.  <i>What words do we need to understand so we can make sense of what Michelle Wu says?</i></p> <p>Identify words children have questions about, circling them and then defining them briefly, as with a synonym.</p> <div data-bbox="561 583 1307 1134" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"> <i>impacted</i>              Everything that I do is <u>shaped</u> by the experiences that I've had with my family and that I've heard in families all across the city who share the same <u>struggles</u> and <u>dreams</u>. I am a daughter of immigrants, someone who never thought I would be running for office when I was a young girl. And I get my <u>resilience</u> from seeing the challenges that my parents faced as immigrants to this country who came here with nothing.  <i>ability to recover quickly from challenges</i>              Mayor Michelle Wu, 2021           </p> </div> <p>Deconstruct the text to the extent needed for group understanding. Go back to reread as the text is manipulated.</p> <p style="text-align: center;"><i>Now turn and tell your partner, in your own words, what you think the Michelle Wu is saying. What does she mean?</i></p> <p>Bring the group back together and harvest a few ways children rephrase the quote. Address any misunderstandings.</p>
<p>15 minutes</p>	<p>Distribute the <i>Ryan Adams</i> portrait, one to each pair.  <i>In partners, we will read one portrait of a community member from Maine. A <b>portrait</b>, in this case, is a short biography. Work with your partner to read and annotate. You can underline important details; add question marks when there is something you wonder or don't understand. Talk together about this question, How does this person enrich the community?</i></p>

	<p>Provide time for children to read and talk together. Circulate, reminding them to annotate, referring them to the question on the board and supporting their reading and conversations. Define vocabulary as needed.</p>
<p><b>Key Discussion</b> 10</p>	<p>Bring the group back together. Facilitate a whole group discussion about their reading.</p> <p><i>How does this person enrich the community? What connections are you making to this text? What can we learn from Ryan Adams' work?</i></p> <p>Refer back to the Michelle Wu quote. <i>What new connections can we make to Michelle Wu's quote?</i></p> <div data-bbox="561 726 1305 1276" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Everything that I do is <u>shaped</u> <sup>impacted</sup> by the experiences that I've had with my family and that I've heard in families all across the city who share the same <u>struggles</u> <sup>challenges</sup> and <u>dreams</u> <sup>hopes</sup>. I am a daughter of immigrants, someone who never thought I would be running for office when I was a young girl. And I get my <u>resilience</u> <sup>ability to recover quickly from challenges</sup> from seeing the challenges that my parents faced as immigrants to this country who came here with nothing.</p> <p style="text-align: right;">Mayor Michelle Wu, 2021</p> </div> <p>Collect the portraits.</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we have learned a little bit about one portrait in Maine and how he enriches the communities he works in.</i></p>
<p><b>Standards</b></p>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how and why. <b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. <b>L.4</b> Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p>

	<b>SEL. Social Awareness</b>
<b>Ongoing assessment</b>	Review notes made while children read and discussed the texts. Do children identify and discuss key details? How do children approach new words and ideas? What ideas do they have about what it means to contribute to a community?

**Notes**

## Ryan Adams

Artist

Written by: Katherine Lausier



**Ryan Adams** is a graffiti artist from Maine. He is known for making colorful, bold, and uniquely patterned 'gem-style' art on walls.

Ryan uses spray paint and other tools to create pictures that show

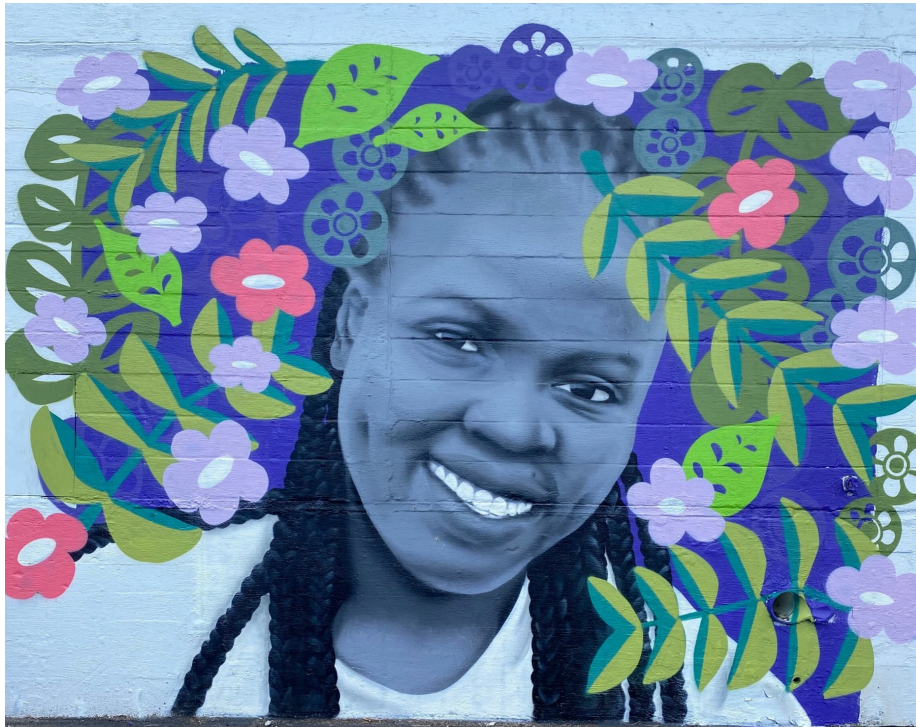
nature, feelings, and big ideas. His art isn't just in Maine; you can find his work in many cities all around the world!



'Gem Theater Mural', Gem Theater, Bethel, ME, 2021

When Ryan was younger, he liked the idea of using walls to share his thoughts and feelings. Over time, he created a special style that mixes street art with fine art. His artwork challenges people to think about important things.

One of Ryan's biggest projects is *The Piece Together Project*. This collection includes murals that celebrate the people in the East Bayside neighborhood in Portland. The murals show faces of people who have helped make the neighborhood special. By painting these murals, Ryan honors the community's stories and the people who have lived there.



Moon" Nguany | Rising Tide Brewery

Ryan's murals make people feel proud of where they come from. They inspire both children and adults to think about how they can contribute to their own community. Ryan's art is a way to make a neighborhood even better.

Even though some people don't always like graffiti, Ryan believes it's a way to make public spaces more fun and beautiful. He wants his art to be seen by everyone, not just in galleries. Through his colorful murals, Ryan keeps inspiring people to be creative, thoughtful, and proud of where they live.



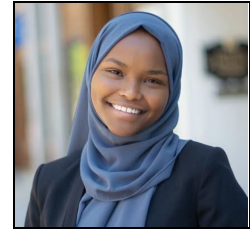
'Visibles, Presentes y Unidos', Bowdoin College, Brunswick, ME, 2022



L.L.Bean Maine Summer, Freeport, ME, 2023

How does Ryan Adams enrich the communities he works in?

Sources:  
<https://www.ryanwritesonthings.com/>



**WEEK 6 Day 5**

**Text Talk**  
**Portraits of Maine 2** (informational text)

<b>Big Ideas</b>	Different perspectives offer opportunities for understanding and inspiration. Individuals and communities shape each other.
<b>Weekly Question</b>	What are some of our stories?
<b>Content Objective</b>	I can respond to questions about and analyze the key ideas in a multiparagraph text. (R.4.2, R.5.2.b)
<b>Language Objective</b>	I can discuss ideas about a text with classmates and share my group’s ideas with the large group. (SL.1.2)
<b>SEL Objective</b>	I can recognize and appreciate the community members in Maine and identify ways that they enrich our community. (Social Awareness)
<b>Vocabulary</b>	<p><b>culture:</b> the beliefs, customs, arts, and traditions of a place or group of people</p> <p><b>enrich:</b> to improve the quality of something</p> <p><b>heritage:</b> the cultural history of a group of people</p> <p><b>portrait:</b> a short biography about a person or an image of a person that usually includes only the head and shoulders</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <a href="#">Safiya Khalid</a> informational text, one copy for each child Plan for pairs or trios of children to sit together for reading, annotating, and discussing the text.</li> <li>● writing tools</li> <li>● clipboards, optional, one for each pair of children Could be helpful if children will be working on the floor.</li> <li>● Discussion Prompts chart</li> <li>● Text Talk notebooks</li> </ul>

	<ul style="list-style-type: none"> <li>● Our Town Project Planning chart, from Day 2 Review notes on the chart and children’s work since Day 2. Plan suggestions to make to the group for propelling the work forward during Studios and into the coming week.</li> <li>● Weekly Question chart</li> <li>● markers</li> </ul> <p>For more information about Safiya Khalid:  <a href="https://www.themainemag.com/the-changemaker/">https://www.themainemag.com/the-changemaker/</a>  <a href="https://www.urbanexodus.com/post/a-young-politician-advocating-for-her-community-lewiston-councilwoman-safiya-khalid">https://www.urbanexodus.com/post/a-young-politician-advocating-for-her-community-lewiston-councilwoman-safiya-khalid</a></p>
<p><b>Opening</b> 1 minute</p>	<p><i>Yesterday we read one portrait about an artist and talked about how he enriches life in the communities he works in. Today we’ll read about someone else. Her name is Safiya Khalid. Let’s find out about her.</i></p>
<p><b>Text and Discussion</b> 12 minutes  paragraphs 1-2</p>	<p><i>Today we will read some of the text all together, and you will read some with partners/small groups. You’ll annotate as you read, and discuss questions about the text.</i></p> <p>Distribute the text, writing tools, and clipboards.</p> <p>Read aloud. Here and throughout the lesson, pause to define vocabulary as needed and to make connections to previous discussions.</p> <p>Read aloud the question in the margin (“How did you think Safiya felt...”). Have children turn to their partners/small groups to discuss and annotate.</p> <p>Read aloud the question in the margin (“What values did Safiya’s mom...”). Have children turn to their partners/small groups to discuss and annotate.</p>
<p>paragraphs 3-5</p>	<p>Have children read paragraphs 3-5 with their partners/small groups. Remind them to read the questions in the margin, annotate, and share their thinking with their partner/small group.</p>
<p><b>Key Discussion</b> 8 minutes</p>	<p>At the end of the text, read the final question in the margin. Distribute Text Talk notebooks and take a Note Break to respond quietly.</p> <p>Harvest a few ideas in the whole group. <i>How does Safiyah enrich the community?</i></p>
<p><b>Closing:</b> <b>Weekly Question chart,</b></p>	<p>Refer to the Weekly Question Chart. Read the chart together, and add any essential ideas that may be missing. As time allows, identify and color-code a couple of themes that emerge.</p>

<p><b>Project Planning</b> 5 minutes</p>	<p>Save this chart for use in Week 5.</p> <p>Review the project plan. <i>Before we finish, let's take a look at our project plan and see what we need to do next.</i></p> <p>Talk through any notes added since Day 2. Help children set intentions for their work during Studios and to begin in the coming week. Determine what additional materials will be needed.</p>
<p><b>Standards</b></p>	<p><b>R.4.2</b> Ask and answer questions about who, what, when, where, how, and why.</p> <p><b>R.5.2.b</b> Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.</p> <p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SEL.</b> Relationship Skills</p>
<p><b>Ongoing assessment</b></p>	<p>Observe and make notes about how children interact with and support each other with reading and annotating, and in discussion. Note any particular strategies small groups are using to have productive conversations:</p> <ul style="list-style-type: none"> <li>Do they have a system for taking turns?</li> <li>How attentive are they to each other?</li> <li>Do they build on each other's ideas? ask for clarification? disagree respectfully?</li> </ul> <p>Observe and make notes about how children interact with the text.</p> <ul style="list-style-type: none"> <li>Do they annotate meaningfully?</li> <li>Do they return to the text to support their ideas in discussion?</li> <li>Do children identify important ideas?</li> <li>Do they make connections to other texts, such as those used in the previous lesson?</li> </ul> <p>Review new and amended project plans and gather any needed materials.</p>

# Safiya Khalid

Former Councilwoman

Written by: Katherine Lausier



Safiya Khalid is a leader who is making her community in Maine a better place. She was born in Somalia. When Safiya was seven years old, her family had to leave their country because it didn't feel safe. They moved to the United States to start a new life. A friend told

them about Lewiston, Maine, where many people from Somalia lived. They moved to Lewiston and Safiya started school.

At the age of 14, Safiya became an American citizen. She tried hard in school and also worked at LL Bean, making boots. She is the first person in her family to graduate from high school and college, and she is also the

**1**

How did you think Safiya felt when she first moved to the United States?

**2**

What values did Safiya's mom find important?

first in her family to own a car! Safiya's mom taught her to always help others and that made Safiya want to make a difference in her community.

When Safiya was 23, she decided to run for a spot on the Lewiston City Council. She was determined; she went door to door to talk to people, and she won the election with almost 70% of the vote! Safiya became the youngest and the first Somali-American to be on the Lewiston City Council.

While on the City Council, Safiya wanted to help her community. During the COVID-19 pandemic, she delivered food, masks, and supplies to help her neighbors. She was always thinking about ways to help others and make things better.

Safiya is now studying public policy as a graduate student at Northeastern University. She is working to learn more about how to create

**3**

Why do you think Safiya wanted to run for City Council?

**4**

positive change in her community and beyond. She continues to be a voice for the people of Lewiston and fights for fairness, equality, and opportunity for everyone.

**5**

How does Safiyah enrich the community?

Sources:

<https://www.themainemag.com/the-changemaker/>

<https://www.urbanexodus.com/post/a-young-politician-advocating-for-her-community-lewiston-councilwoman-safiya-khalid>

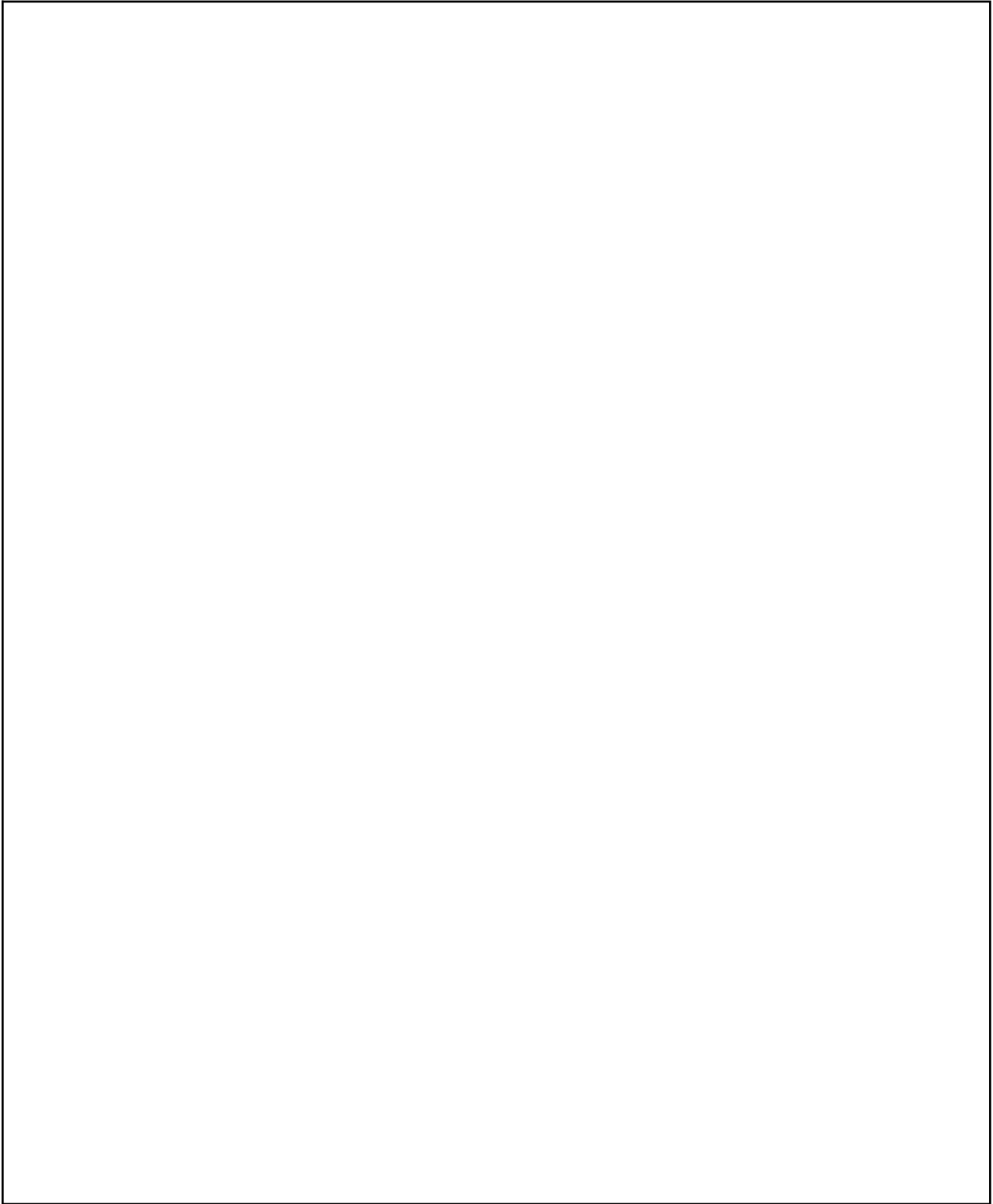
Unit 3: Connecting Places, Connecting People

WEEK 6

Stations

Station	Activities	Materials
	Guided Independent Reading	<ul style="list-style-type: none"> <li>Writing tools at each station</li> <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>Abuela's Weave</i> book and slides</li> <li>conversation prompts</li> </ul>
<b>Science Literacy</b>	Write and draw about a time that you got to be an engineer and design a solution to a problem.	<ul style="list-style-type: none"> <li>Unit 3 Science and Engineering packets</li> <li>colored pencils</li> </ul>
<b>Vocabulary</b>	Choose 3!	<ul style="list-style-type: none"> <li><b>Week 5</b> Weekly Words cards</li> <li>Recording sheets</li> <li>Choose 3! menu</li> </ul>
	<p>Talk About It:</p> <p>Here is an image of a kite festival, where many people come to the park to fly kites and picnic. How might a festival like this help people share their stories?</p>	<ul style="list-style-type: none"> <li>Week 6 image, 2 copies cut apart</li> <li>Week 6 sheets</li> </ul>
<b>Word Work</b>  (align skills with literacy program)  Provide activity directions cards	Marking double vowels	<ul style="list-style-type: none"> <li>Week 6 Name It, Write It, Mark It sheets</li> </ul>
	Choosing vowel teams (oi/oy)	<ul style="list-style-type: none"> <li>Week 6 Complete the Word sheets</li> </ul>
	Writing words, using them in sentences	<ul style="list-style-type: none"> <li>Week 6 Look Cover Write Check sheets</li> </ul>
<b>Writing</b>	Who lives in Maine?	<ul style="list-style-type: none"> <li>Writing Station Response: Based on our discussions, who lives in our town (or area) and in the state of Maine? Write or draw your response.</li> </ul>





Writing Station U3 W6

**Abuela's Weave** Conversation Prompts: Cut apart and provide with text and audio recording.

**Page 9:**

Abuela puts on a long, black shawl when she goes to the market with Esperanza. Why does Abuela do that? How do you know? Do you think it is a good idea?

*Abuela's Weave*

**Page 14:**

Esperanza has a very close relationship with Abuela. How do you think Esperanza feels when Abuela pretends not to know her?

*Abuela's Weave*

**Page 22:**

Describe what happens to Esperanza when she arrives in the city and makes her way to the market.

*Abuela's Weave*

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

Why do you think that?










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

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

Name It	Write It	Mark It
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Name the picture. Write the word. Circle and mark the double vowel.

Word Bank							
joy	point	oyster	coins	oil	voice	toilet	trapezoid

 <p>boy</p>	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

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

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

Complete the Word

Read each sentence. Choose the correct vowel team **oi** or **oy**, and write it in the space to complete the word.

1. It wasn't easy, but I think we made the right **ch**\_\_\_\_\_ **ce**.
2. I saved all the **c**\_\_\_\_\_ **ns** for the vending machine.
3. It's hard to open the shell of an \_\_\_\_\_ **ster**.
4. We **enj**\_\_\_\_\_ camping, even when it rains.
5. The trucks are so **n**\_\_\_\_\_ **sy**, we can't hear each other!
6. My baby brother **ann**\_\_\_\_\_ **s** me sometimes.
7. I put the pot on the stove to **b**\_\_\_\_\_ **l** water.
8. Blocks are my favorite **t**\_\_\_\_\_ **s**.

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

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

Look	Cover	Write	Check ✓
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favorite	<hr/> <hr/> <hr/>	
early	<hr/> <hr/> <hr/>	
ocean	<hr/> <hr/> <hr/>	

Skills Recognize and read grade-appropriate irregularly spelled words.

Use it in a Sentence

favorite

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

early

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

ocean

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

## Talk About It



<https://www.franklinparkcoalition.org/galleries/kite-bike-festival/>

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<https://www.franklinparkcoalition.org/galleries/kite-bike-festival/>

Vocabulary Station U3 W6

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

**Talk About It**

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

Here is an image of a kite festival, where many people come to the park to fly kites and picnic. How might a festival like this help people share their stories?

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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Unit 3: Connecting Places, Connecting People

WEEK 6 Lesson 1

**Science and Engineering: Physical Science**  
 Matter and Its Interactions: Properties of Materials  
 Are all changes in matter reversible?

<b>S &amp; E Big Idea</b>	Dividing a material into smaller pieces does not change the material.															
<b>S &amp; E Guiding Questions</b>	What happens to the properties of materials when we cut the materials into smaller pieces?  Has the material/matter changed, or is it still the same?															
<b>Content Objective</b>	I can compare the properties of a piece of material before and after it is cut into smaller pieces. (2-PS1-3, Practice 4)															
<b>Language Objective</b>	I can draw on previous experience to describe properties of materials. (L.6.2.a)															
<b>Vocabulary</b>	<b>reversible:</b> able to be returned to its previous state															
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Science and Engineering packets</li> <li>● writing and drawing tools, including colored pencils</li> <li>● chart paper, 2 pieces, and markers</li> </ul> <p>Title one piece of chart paper, Some Properties of Materials.                      On the other piece, prepare the following chart, with as many lines as the class has small groups.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Material</th> <th style="width: 33%;">Properties: large piece</th> <th style="width: 33%;">Properties: small piece</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Material	Properties: large piece	Properties: small piece												
Material	Properties: large piece	Properties: small piece														

	<p>On the whiteboard, write the following questions.</p> <p>Does a material remain the same in large or small pieces?          What makes you say that?          What has changed?          What remains the same?</p> <ul style="list-style-type: none"> <li>● large pieces of materials that can be torn, broken, or cut into smaller pieces, enough variety for each group to work with a different material          For example:           <ul style="list-style-type: none"> <li>○ construction paper</li> <li>○ cloth</li> <li>○ wood (paired with sandpaper, rather than with scissors)</li> <li>○ thin plastic</li> <li>○ aluminum foil</li> <li>○ leaves</li> </ul> </li> <li>● appropriate tools for making these materials smaller (Children will also use their hands.)          For example:           <ul style="list-style-type: none"> <li>○ scissors</li> <li>○ sandpaper</li> <li>○ dull plastic knives</li> <li>○ hole punches</li> </ul> </li> </ul> <p>Affirm or reassign small groups, based on how children have been working together in previous investigations.</p> <p>Note: The size and shape of a material are properties of that material. What children will discover is that the material, altered in size and shape (these properties), is still the same material, as it has not undergone a chemical change.</p>
<p><b>Opening</b> 4 minutes</p>	<p><i>We have been investigating how matter can undergo changes. Some of these changes are reversible, and some are not. For example, we can turn water into ice and back into water again, but we cannot turn tomato sauce back into its separate, raw parts of tomatoes, garlic, and oil.</i></p> <p><i>Today we'll investigate another change in matter: What happens to a material when we break or cut it into smaller pieces? Is it still the same material? We began to wonder about this before; today we'll do our own investigations. First, let's remember back to when we investigated properties of materials for our chair</i></p>

	<p style="text-align: center;"><i>designs in Unit 1. What properties did we identify then?</i></p> <p>Brainstorm a list of general properties that materials might have, and record this list on the paper titled, Some Properties of Materials. Make this list accessible for children to reference as they work in groups.</p> <p style="text-align: center;"><i>Today you will work in groups, with each group using a different material. I'll lead you through this investigation.</i></p>
<p><b>Investigation</b> 15 minutes</p>	<p>Indicate the appropriate page in the Science and Engineering packet, and distribute children's packets. Send children to work in groups, distributing one material to each group. Give instructions to the whole class at once, with time between instructions for children to carry out and discuss each step of the investigation.</p> <ol style="list-style-type: none"> <li>1. <i>Look at and pass around your material. Write the kind of material you have at the top of the page, next to "Material."</i></li> <li>2. <i>Talk in your group to describe the material's properties. Record these properties in the left column, under "properties of a large piece."</i></li> </ol> <p>Distribute tools to each group, considering those that will work for a given material.</p> <ol style="list-style-type: none"> <li>3. <i>Use tools to change the material by making it into smaller pieces. [tearing, breaking, crumbling, cutting, sanding, etc.]</i></li> <li>4. <i>Look at the small pieces. Describe the properties of the small pieces. Record these properties in the right column, under "properties of a small piece."</i></li> <li>5. <i>Compare the properties of the original large piece and the small pieces. Using a colored pencil, circle all the properties that are the same on both sides of the chart.</i></li> </ol> <p>Refer to the questions on the board.</p> <ol style="list-style-type: none"> <li>6. <i>Discuss these questions:</i>  <i>Does a material remain the same in large or small pieces?</i>  <i>What makes you say that?</i>  <i>What has changed?</i>  <i>What remains the same?</i></li> </ol>
<p><b>Close of investigation</b> 5 minutes</p>	<p>While children clean up, invite one child from each group to record some of the group's observations on the class chart.</p>

<p><b>Discussion</b> 5 minutes</p>	<p>Facilitate a discussion based on children’s observations and questions. <i>By looking at everybody’s results, what can we say about the properties of a material when we cut it in smaller pieces?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we talked about how materials keep their properties even when they are cut in smaller pieces.</i></p>
<p><b>Standards and Practices</b></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). <b>2-PS1-1.</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on class discussions. How do children refer to previous experiences in talking about materials and their properties? What language do they use? Are children identifying appropriate properties of matter?</p>

**Notes**

### Unit 3: Connecting Places, Connecting People

## WEEK 6 Lesson 2

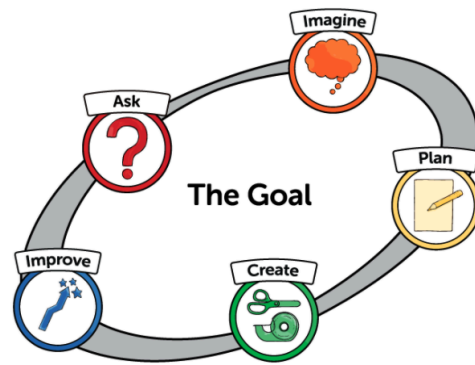
### Science and Engineering: Engineering Design

Designing the Our Town Project Exhibit: Considering Exhibit Designs

<b>Big Ideas</b>	Every place has many stories. People and places around the world are linked.
<b>S &amp; E Guiding Question</b>	How do museums and others exhibit work for audiences to learn about a topic?
<b>Content Objectives</b>	I can learn about ways to exhibit work by asking questions and analyzing the work of others. (SL.1.2.c, 2.K-2-ETS1-3) I can use the engineering design process to create an exhibit that displays artifacts. (2.K-2-ETS1-3, Practice 1)
<b>Language Objective</b>	I can talk with my partners about what I notice in the provided images. (SL.1.2)
<b>Vocabulary</b>	<b>artifact:</b> an object made by a human being <b>exhibit:</b> an object or a collection of objects displayed in a public space for people to look at <b>task:</b> a piece of work to be done
<b>Materials and Preparation</b>	This lesson and those through Week 8 are dedicated to introducing children to the Engineering is Elementary (EiE) Engineering Design Process. During this time children will design their exhibit about the town/school area, incorporating a variety of work and artifacts.  The EiE Engineering Design Process was developed by Boston’s Museum of Science. Review the <a href="https://www.eie.org/overview/engineering-design-process">EiE website</a> to become familiar with the process (https://www.eie.org/overview/engineering-design-process).  The goal for these lessons is to practice most of the steps of the process in preparation for Unit 4, when children will work on an in-depth engineering task.

The following graphic summarizes the Engineering Design Process steps and will be recreated on a chart during the lessons. (A free poster of this graphic can be downloaded from the EiE website:

<https://info.eie.org/download-free-engineering-design-process-poster-1.>)



**ASK:** What is the problem? How have others approached it? What are the constraints?

**IMAGINE:** What are some solutions? Brainstorm ideas. Choose the best one.

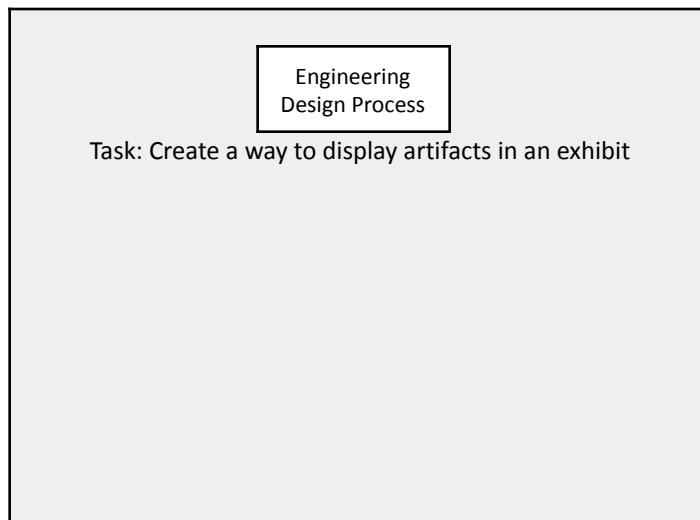
**PLAN:** Draw a diagram. Make lists of needed materials.

**CREATE:** Follow the plan and create something. Test it out.

**IMPROVE:** What works? What doesn't? What could work better? Modify the design to make it better. Test it out.

Children will work in ongoing small groups of three to four.

- Engineering Design Process cards  
Cut the cards apart. Only the title and Ask cards will be used in this lesson. Set the others aside for upcoming lessons.
- glue stick or tape
- chart paper  
Create the following chart by attaching the Engineering Design Process title card at the center top of the chart paper. Below this write, Task: Create a way to display artifacts in an exhibit.



- Museum Exhibits images, one set for each small group
- Science and Engineering packets
- writing tools

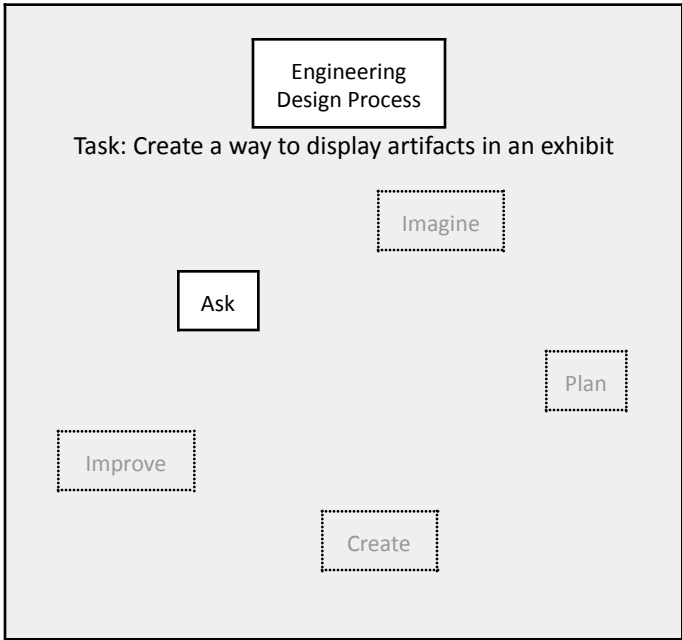
**Opening**  
10 minutes

*We're going to switch gears for our Science and Engineering lessons. For the next three weeks we will be working on an **exhibit**—a collection of objects displayed in a public space for people to look at. Today we'll just begin gathering information. For our project, we will go through several steps as we work as engineers and designers: we will learn what it takes to create a solution to an engineering or design problem.*

*Here is the task: Create a way to display different kinds of **artifacts**—objects made by people—in an exhibit.*

*Designers and engineers ask questions about the task first. What do you need to know in order to do this work? Let's gather and record some questions.*

Attach the Ask design process card to the chart, leaving room for attaching the other steps and for writing notes related to each. For example:



Children might ask questions about materials, to clarify the task, and/or about the Engineering Design Process. Write questions on the chart next to or below "Ask," and respond to those with immediate answers. Answers to some questions will emerge as children look at images or later, during the

	<p>design process.</p> <p><i>Engineers and designers like to look at the way others have completed tasks or solved problems similar to their own. Doing this gives them inspiration and ideas. We did this when we were designing chairs in the fall, remember?</i></p> <p><i>Working in your small groups, take a look at these images of exhibits in museums around the world. On the chart in your packets, write down the kinds of <u>artifacts</u> you see being displayed. Then, notice and write down <u>how</u> they are being displayed. Are they hanging on a wall, for example, or standing up somehow? Finally, write down the kinds of <u>materials</u> that might have been used to create the displays you see.</i></p>
<p><b>Investigation</b> 13 minutes</p>	<p>Distribute images, Science and Engineering packets, and writing tools. Send children to work in small groups.</p> <p>While children look at images one at a time, noticing and recording elements of various displays, circulate and listen carefully to what they notice and to the questions they ask.</p>
<p><b>Discussion</b> 6 minutes</p>	<p>Gather the group and facilitate a conversation about what children notice in the images and what they have recorded in their packets. Discuss any answers that have emerged to questions posed earlier, and record any additional questions that have surfaced.</p> <p>Turn children’s attention to the self-assessment questions in their packets. In today’s work, how did they gather information to answer a question? What was the question?</p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today’s work gave us some ideas about designing exhibits. We’ll continue with this engineering design process tomorrow!</i></p>
<p><b>Standards and Practices</b></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.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>2-PS1-1.</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>
<p><b>Ongoing assessment</b></p>	<p>Reflect on the discussion and on children’s work in small groups. What do children notice in the images, and how do they connect</p>

	<p>this to the task? What kinds of questions do children ask? What does this indicate about their thinking? What previous experiences do children draw upon?</p> <p>Children will have had differing prior experiences in museums. Consider what other classroom experiences will help all children connect to the task.</p>
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**Notes**

# Engineering Design Process

**Ask**

**Imagine**

**Plan**

**Create**

**Improve**

## Images of Museum Exhibits





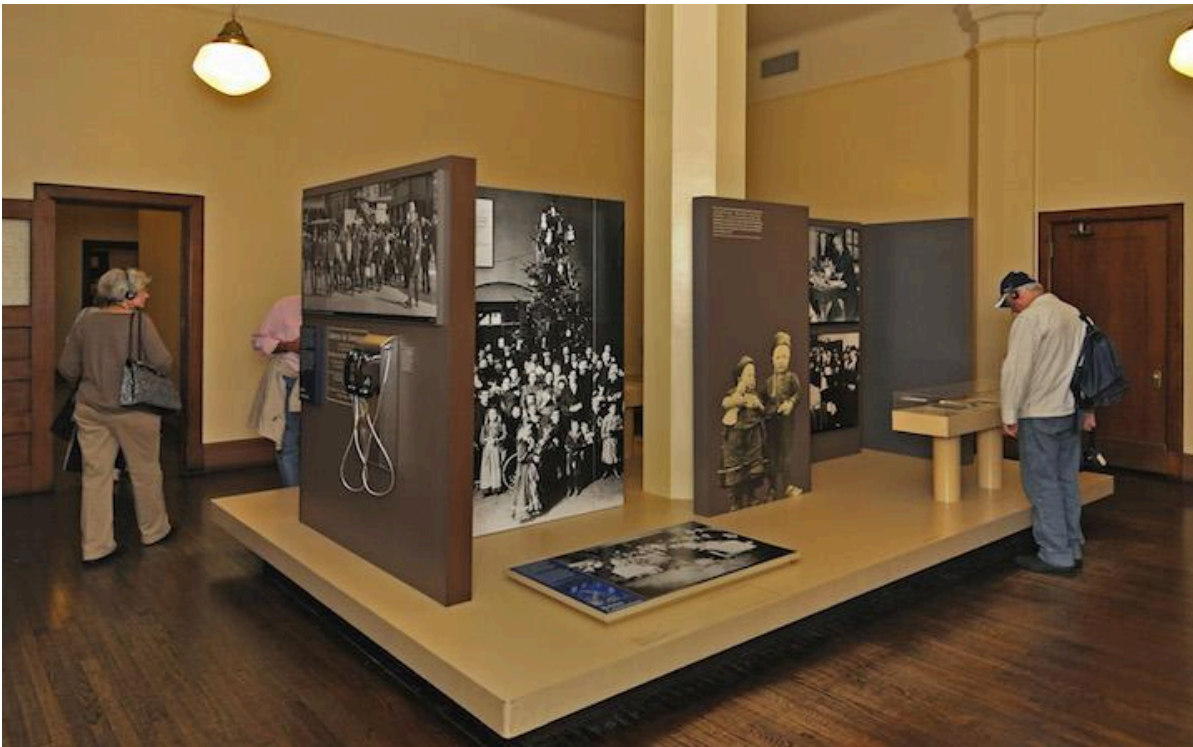


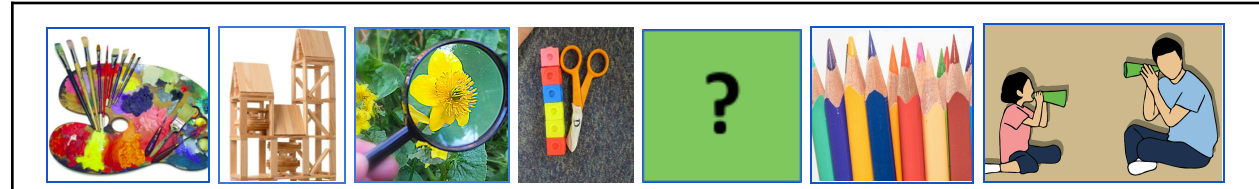




Image credits:  
Smithsonian National Museum Of African American History And Culture (NMAAHC)  
Museum of the Moving Image  
Primeras Vanguardias Artísticas, Exhibition  
The Jim Henson Exhibition  
Archeology, Museums, & Outreach  
Immigration Museum, The Statue of Liberty, Ellis Island Foundation  
Nerman Museum of Contemporary Art  
Waca Paka  
Poets House, Reeds Foundation and Cummings Desk

Unit 3: Connecting Places, Connecting People

WEEK 6 Studios



**Following Journeys**

Children continue working on biographical puppets. They consider and invent stories of immigrants and immigration to the US and read a child’s immigration interview. In the Building and Discovery Studios, children consider designs for displaying artifacts. Additionally, work in any studio will be determined according to the Project Plan, initiated during Text Talk Week 6, Day 2, and evolving.

<p><b>Big Ideas</b></p>	<p>Every place has many stories.</p> <p>People and places around the world are linked.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p> <p>Individuals and communities shape each other.</p> <p>We understand our own identities by thinking about where we are and where we come from.</p>
<p><b>Weekly Question</b></p>	<p>What are some of our stories?</p>
<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● Our Town Project Planning chart, begun during Text Talk Day 2</li> <li>● new studios prompts Cut apart and replace studios prompts.</li> <li>● Unit 3 Observation Sheet</li> </ul> <p><u>New for the Art Studio:</u></p> <ul style="list-style-type: none"> <li>● materials needed to continue papier-mâché heads:             <ul style="list-style-type: none"> <li>○ tempera paints and brushes</li> <li>○ colored pencils and/or oil pastels</li> <li>○ yarn and glue, for hair, optional</li> <li>○ Beautiful Stuff materials (see description below)</li> </ul> </li> </ul> <p>Notes:</p> <p>Children will continue to work on puppets as portraits of their biography subjects. Dry papier-mâché is painted to show skin color;</p>

facial features are painted or drawn; hair is painted or glued on.

From there, these puppets can be made in a variety of ways. The simplest method is to cut a hole large enough for a child's hand to fit inside of; the child's arm becomes the puppet's body. (The balloon is punctured in this process and can be pulled out through the hole.)

Alternatively, the head is cut with a hole just large enough to insert a ruler, wooden dowel, or stick, and clothing is cut out of construction paper and glued to this handle.

On the very complicated end of the continuum is a marionette with a t-shaped wooden armature (body) and clothing sewn of fabric; second graders can be quite capable with needle and thread.

Materials from a Beautiful Stuff collection could also be useful for various puppet parts. Consider how involved a project is suitable for the classroom community, and plan and proceed accordingly.

New for the Building Studio:

- any materials needed for developing the Our Town Project exhibit
- Kapla blocks
- Beautiful Stuff

New for the Discovery Studio:

- Museum Exhibits images, from Science and Engineering Day 2
- Science and Engineering packets

New for the Math Studio:


- Jump the Line Stage 1 [Gameboard](#)
- Jump the Line Stage 1 [Spinners](#)
- sheet protectors  
Slip the Gameboard into the sheet protectors.
- dry erase markers
- paper clips


New for the Research Studio:



- Interview with Ange, printed
- Grandmother Biographies, from Writing Week 5, Day 1
- Grandmother Biographies slides with audio
- Immigrant Grandmothers Mural Image, printed, from Text Talk Day 3
- Immigrant Grandmothers Mural slides with audio
- *Ryan Adams* informational text, add after use in Text Talk Day 4
- *Safiya Khalid* informational text, add after use in Text Talk Day 5
- tablets or laptops, with headphones



	<p><u>Writing and Storytelling Studio:</u></p> <ul style="list-style-type: none"> <li>● evolving work from Writing Days 2-5</li> <li>● Interview with Ange</li> <li>● Storytelling Books</li> <li>● writing and drawing tools</li> </ul> <p>Make sure the Our Town Project Planning chart is visible from the meeting area.</p> <p>In the Opening Basket, place the Studios Planner, a few sample materials from each studio, and prompts.</p> <p>Plan to bring the Art Studio bin to the whole group, along with examples of children’s work from previous weeks.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p> <p>Decide which day(s) to host a Thinking and Feedback meeting, and plan Studios time accordingly.</p>
<p><b>Opening</b></p>	<p><i>If you made a papier-mâché head last week, now you can begin to paint it to look like the person you are writing your biography about. Begin by thinking about what color the skin should be. You will need to mix paints to get the right color. Once that is painted and dry, you’ll add eyes, nose, mouth, hair, and other features. You can also offer to help a friend who has not yet made a papier-mâché head.</i></p> <p><i>We are thinking about ways to display different kinds of artifacts, such as in a museum. In the Discovery Studio, you can look at the images from museum exhibits to continue your work from our design lesson. You can also build museums and exhibits in the Building Studio. Either way, think about what kinds of artifacts you want to display and what might be the best way to do so.</i></p> <p><i>In the Research Studio, you can read all the biographies and interviews of people. Here is a new immigration story: an interview with Ange, a ten year old child!</i></p> <p><i>In the Writing and Storytelling Studio, you can continue to work on your writing. Check in with a classmate to get some feedback, if you like. You could also use your Storytelling Books</i></p>

	<p><i>to write and draw your own story where someone travels from one place to another.</i></p> <p>Review the Our Town Project Planning chart.  <i>Take a moment to make a plan for today.</i></p> <p>Give children time to share their plans with a partner or small group.  Dismiss children to work.</p>
<p><b>Facilitation</b></p>	<p>If children have not already made a puppet head, prioritize that work so that the project can continue from there as children identify their biography subjects.</p> <p>Encourage children to refer to the Our Town Project Planning chart and to add notes to update it, as appropriate.</p> <p>Observe children’s use of space and materials.</p> <p>Observe children’s interactions with each other and their habits of asking for and offering help and feedback.</p> <p>Use the Studios Guiding Questions and refer to the Weekly Question to understand and extend children’s thinking.</p> <p>Collect samples of children’s work for use during Thinking and Feedback and/or for planning purposes.</p>

<p><b>Art</b></p> 	<p><b>Biography Puppets</b></p> <p><u>Content Objective:</u>  I can represent important qualities about a person through art, as well as through writing.</p> <p><u>Process:</u>  Children begin painting papier-mâché heads to represent the subjects of their biographies.  Children who have not done so already follow papier-mâché directions to create heads for the puppets.</p> <p><u>Facilitation:</u>  With painting, as with papier-mâché, make a connection to previous science lessons by exploring children’s ideas about evaporation: What do they think about ideal drying conditions? Are ideal conditions similar to those for papier mache?</p>
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	<p>Refer to Week 5 Studios lesson for notes about the papier-mâché process.</p> <p><u>Thinking and Feedback Possibilities:</u> Children may wish to explore strategies for mixing appropriate colors to represent different skin tones.</p> <p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting.</p> <p>What connections are children making to the biographies they are writing? How are children identifying the important qualities they wish to represent in their puppets? What connections do they make to previous science experiences? To what degree do children collaborate and share strategies?</p>
<p><b>Building</b></p> 	<p><b>Building Exhibits</b></p> <p><u>Content Objective:</u> I can design places and structures for displaying specific kinds of artifacts.</p> <p><u>Process:</u> Children build models of a museum and/or exhibit displays. They talk together about how they are making display decisions. They may also build the environment or town surrounding the museum. Alternatively, children may work on structures related to the Our Town Project plans.</p> <p><u>Facilitation:</u></p> <p><i>How are you making decisions about the design of your museum or display?</i> <i>What kind of artifacts might be displayed in this space?</i> <i>Who will come to look at these artifacts?</i> <i>Where would this museum be located? What would it be called?</i></p> <p><u>Thinking and Feedback Possibilities:</u> Take and project photographs of a constructed museum or exhibit. Peers ask questions about the builders’ intent and offer feedback about the effectiveness of a display for a particular kind of artifact.</p>

	<p><u>Ongoing Assessment:</u> Use the observation sheet to record what children are working on, what understandings and misconceptions are revealed in their work, and how they are interacting. How are children connecting kinds of artifacts to displays and spaces?</p>
<p><b>Discovery</b></p> 	<p><b>Ongoing Investigations</b> <u>Content Objective:</u> I can design solutions for displaying different kinds of artifacts. I can discuss, present, and evaluate my own and my classmates' ideas.</p> <p><u>Ongoing Assessment:</u> How are children making decisions? What resources, experiences, and text-based information are they considering?</p>
<p><b>Math</b></p> 	<p><b>Jump the Line</b> <u>Content Objective:</u> I can make strategic choices about numbers to add or subtract to reach target numbers.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> <li>• Children work in partnerships. Each will need a gameboard (in sheet protector), dry erase markers. and 2 paper clips.</li> <li>• Each partner selects 3 target numbers and marks them on the number line.</li> <li>• Children begin at the start of the number line.</li> <li>• Partner A spins all three spinners. Partner A decides which of the three moves to make.</li> <li>• Partner B repeats.</li> <li>• The goal is to try to land exactly on the target numbers. The first player to land exactly on two target numbers wins.</li> </ul> <p><u>Facilitation:</u> <i>How are you making decisions about which spinner move to make?</i> <i>How will you land on your target numbers?</i> <i>What is challenging about this game?</i></p>
<p><b>Research</b></p>	<p><b>Learning from Stories</b> <u>Content Objective:</u> I can use images and text to gather information and develop my</p>

	<p>thinking about the ways immigrants enrich a place.</p> <p><u>Process:</u> Children read short biographies and interviews to find out about and discuss the stories and contributions.</p> <p><u>Facilitation:</u> <i>What are you learning about this person?</i> <i>What connections do you make to this person’s story?</i> <i>How does this person enrich the community where she or he lives?</i> <i>What questions would you like to ask this person?</i> <i>What do you think you would like to do together with this person if you met?</i></p> <p><u>Thinking and Feedback Possibilities:</u> This activity is not well suited to a whole group Thinking and Feedback process.</p> <p><u>Ongoing Assessment:</u> How are children approaching new and familiar text? What personal connections are they making? What do they understand about the contributions of people with immigration stories?</p>
<p><b>Writing and Storytelling</b></p> 	<p><b>Continuing Writing, Inventing Stories</b></p> <p>Children use the studio to continue their individual construction of biographies (from Writing lessons) and to talk together about their work.</p> <p>Children may also choose to retell or invent stories in which people move from one place to another, including Ange’s journey, from her interview in the Research Studio.</p>
<p><b>Standards</b></p>	<p>Some standards addressed will depend on the studios in which children work. Some possibilities include work towards those listed in the Studios Introduction (Part 1) and the following studio-specific standards.</p> <p><u>Math:</u> <b>2.MD.B.6</b></p> <p><u>Research:</u> <b>R.4.2</b> Ask and answer questions about who, what, when, where, how and why.</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> <p><b>SL.2.2.a</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><u>Writing and Storytelling:</u></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>W.1.2.b</b> Gather information from provided sources and/or recall information from experiences in order to answer questions.</p>
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**Notes**

## **Art Studio**

*While you are working, think about:*

Who will this puppet be?

What is important to communicate about this person?

What would I say to this person if we met in real life?

What am I discovering about this material?

What strategies can I share?

## **Building Studio**

*While you are working, think about:*

What kind of artifacts will be displayed here?

Who will come to see the artifacts displayed here?

Where would this museum be located? What would it be called?

How will this museum or display enrich the town where it is located?

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## **Discovery Studio**

*While you are working, think about:*

What kinds of artifacts do we want to display?

What kind of display will work best for this?

Why do we think so?

What other ideas might we consider?

## **Math Studio**

*While you are working, think about:*

How are you making decisions about which spinner  
move to make?

How will you land on your target numbers?

What is challenging about this game?

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## **Research Studio**

*While you are working, think about:*

What are we learning about this person?

How is this person important in our community?

What would we talk about if we met?

What might we like to do together?

How does this person enrich the community?

## **Writing and Storytelling Studio**

*While you are working, think about:*

What is important to communicate about a person's life?

What is important to communicate about a person's character?

What would it be like to move from one place to another?



# Grandmothers Biographies

Research Studio Week 6



## ANTOINETTA DIMARINO

Antoinetta came to the U.S. from the province of Avellino in Italy at 25 years old. She raised six children and was a proud grandmother of twenty-five. She worked full-time as a seamstress while raising her family in Boston. Every Easter, she brought her family together for a traditional breakfast of *pizza chena*, hard boiled eggs, and many other traditional treats.





## ROSE TINO DELLO RUSSO

Rose came to the US from Italy in 1958 when she was 10 years old. She owned a fabric store, Tino's Fabrics, for many years. Currently she works at a school and volunteers for the elderly.





## TERESA LYONS

Teresa lived the first half of her life in Castelcivita, a mountain village in southern Italy. In 1953, she arrived in the US where she worked at the old gum ball factory and made a home first on Everett and then Haynes Street. A visit to “Nonni's” usually involved a meal of her handmade fusilli, gnocchi, or ravioli.



## MARIE ANTOINETTE DENTE



Marie was born on July 24, 1905, to Italian immigrants, Elesio and Concetta Dente. Marie lived on Maverick Street where she met her husband, Louis I. Battaglia, who she married in 1931. Together they had three sons: Louis, Paul, and Thomas. When her husband died, Marie began working as a stitcher at Hallmark Curtain Co. Marie was two months short of her 99th birthday when she died, still residing on Maverick Street. She left behind 7 grandchildren and 10 great grandchildren. She was a homemaker, daily churchgoer, and great mother all her life.





## Interview with Ange

Conducted by Manny Pierre, Teacher

### Section 1

***How old are you, Ange?***

I'm 10 years old.

***You were born in Haiti. Why did your family move to America?***

I was born in Haiti. But there wasn't enough work for my dad and my mom in Haiti. From the time I was three until I was five, my dad wasn't there. He was in Chile. He was working there with his brother. Because I was little, my mom didn't know what to do. Then, when I was five, my dad sent my mom a check so we could go to Chile. My dad already had a house that he had rented. We moved to Chile and lived there for two years.

After about two months there, my dad said it's time for me to go school so I could learn Spanish. I didn't know what Spanish was or what country I was in, but when I was 5 years old I learned how to speak Spanish. We lived in Chile from when I was five until I was seven.

***Tell me about your journey.***

There was a long experience between Chile and the United States. First, we had to travel to Colombia. In Chile, we took a bus, then we went on an airplane to Colombia, where there was another bus. On that bus, we were sent to where the boats were so we could cross the ocean to get to Panama. We waited for five days before we could get on the boat to Panama. Before we went on the boat, we got a tent. In Panama, we would live in the tent in a refugee camp.

In the boat, I fell asleep. When I woke up, we had arrived on land in Panama. We got a snack, and I saw a mountain. I asked if we were going to the mountain. They said yes. We stayed in the mountains in Panama for six weeks. Then we could finally leave the mountain.

And then we took a bus to different Spanish speaking countries. I went to Honduras, Guatemala, and Mexico. We

lived in each country for one week so we could prepare ourselves to go to the next one.

Finally, it was time to go to America. We took a plane, and when we got to America we took another bus. Then I took a taxi so we could come to where my grandpa lives in Boston, Massachusetts.

***How did you feel on the plane ride to the United States?***

It was good because I got to sit with my sister and we got to watch TV. You know how there's iPads on the chairs? We got to watch and eat whatever we wanted from the plane. That was a happy thing. I liked it because I had never been on a plane. I wanted to go up high. I saw the clouds.

***What are the strongest memories that you have from your trip from Haiti, to Chile, to America?***

The boat part. I liked that when I entered the boat, the water of the ocean started splashing me on my face and my clothes. My dad said to lie down so it didn't get on my whole body. I was happy that I was on a boat for the first time. I fell asleep there, and then I got out of the boat when we arrived on land. It took about an hour to get to land.

I also remember going to other Spanish speaking countries. I got to learn new Spanish words that I didn't know.

## Interview with Ange: Section 2

### ***Tell me about school when you first came to America.***

We had just moved from Chile. So I was nervous when my dad and my grandpa told me they found a school for me. The first day I was going to school I said I wasn't ready. I said I wasn't going to go. I was nervous because I was going to meet new kids, and I didn't know if they spoke Spanish, and I didn't speak English.

When my family brought me to school, my grandpa told the people in the office that I was in third grade. Then, the principal showed me the classroom. When I came to the classroom, I saw you, and ...

### ***You were surprised?***

Mm hmm. I felt really nervous, and I didn't know how I was going to talk. When I came in, everyone was in a circle on the rug, and everybody was staring at me. I didn't know why. You told me to put away my backpack. I didn't know where to put it, so somebody showed me. Then I went to the rug, and you guys said to introduce myself. I didn't introduce myself because I didn't know how to say it, and I didn't know what you were saying. Then when you said something in Haitian, I understood it because I speak Haitian. That's when I knew what to do, because you were

translating it for me in Haitian. I thought, “Does this teacher know how to speak Haitian Creole, or am I dreaming?”

All of the classmates were speaking Spanish. That's when I said, “Oh!” I said, “Do you guys speak Spanish?” in Spanish, and then I started talking to them. I was able to talk to them.

***How did teachers help you?***

Teachers helped me because some of them do know Spanish, so that's how I knew to talk to some of the teachers.

***How did you make friends? How did other kids help you in school?***

I made friends by speaking Spanish.

When it was recess time, one of them used to play with me and show me around the yard, so I could play new games that I didn't know in English. They were teaching me how to play tag and other stuff. Also, they helped me know things that you said in class.

## Interview with Ange: Section 3

***What's different from the first day you came to America and now?***

The languages I speak are different now. I loved Spanish until I started speaking English. I was proud of myself that I learned to speak English. I always help my father translate now. Now I know English much better.

***What's it like to be able to speak three languages?***

It's good, but I don't speak three languages. I speak four: French, Haitian Kreyòl, Spanish, and English.

***What are some ways your life and your family's life have changed since coming to America?***

The changes have been really good. My dad got to look for new jobs, and my mom had somewhere to work, too.

***How is being Haitian being important to you and to your family?***

I get to help my dad and my mom translate things in their languages.

***What were your favorite foods in Haiti and Chile, and what is your favorite food now?***

In Haiti: rice and beans

In Chile: empanadas with flour and chicken inside of them

Right now, I like french fries, chicken nuggets, and cranberry juice.

***What is a favorite memory of your life in Haiti and Chile?***

I have so many pictures of Haiti in my backpack. I bring them to school with me. They make me remember how it was. My favorite thing in Haiti was when I was a kid, at my kindergarten school, they always used to have a pool party. I used to take pictures there.

***What do you like about living in America?***

I get to learn new things and get to make things by myself. When I grow up and I'm a teenager, I get to have a job.

***What do you want people to know about Haiti?***

Knowing languages. If you know a language, like English, and you move to Haiti, now you know two languages. So now you can get good jobs. That's the funnest thing about Haiti.

Also, in Haiti, many people don't have houses or enough food. When I came here, I appreciated that I had those things.

***What do you want people to know about Chile?***

In Chile, everywhere that you go you see water. There's a park with a whole bunch of stores. People put umbrellas up and put stuff that other people want to buy. Right next to the stores, you see water. I always went there when my mom was doing her job. Everywhere you go in Chile you see water!

***Do you know other kids who have an immigration story like yours?***

Not exactly, but one of our fourth grade teachers had a new student that was in Haiti and then went to Chile and then came here.

***Why do you think it could be useful for other kids to hear your story?***

So kids know more about different experiences that people have. It's good for people to see that not everybody has the same type of life. Some of them were born here, some of them were born in different countries. I went to many countries to come here.

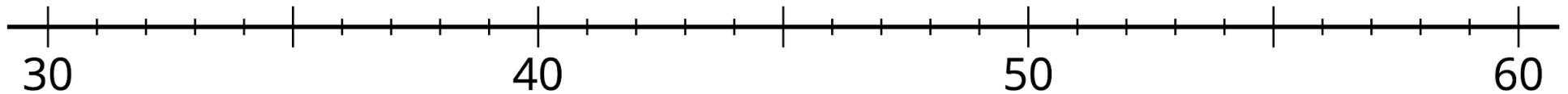
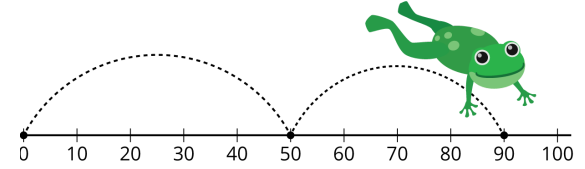
***Why do you think it might be good to know about more places?***

So you can get more jobs as a teenager. If you have more languages, you go to a job and they say, "Can you speak this language?" you can say, "Yes, I can."

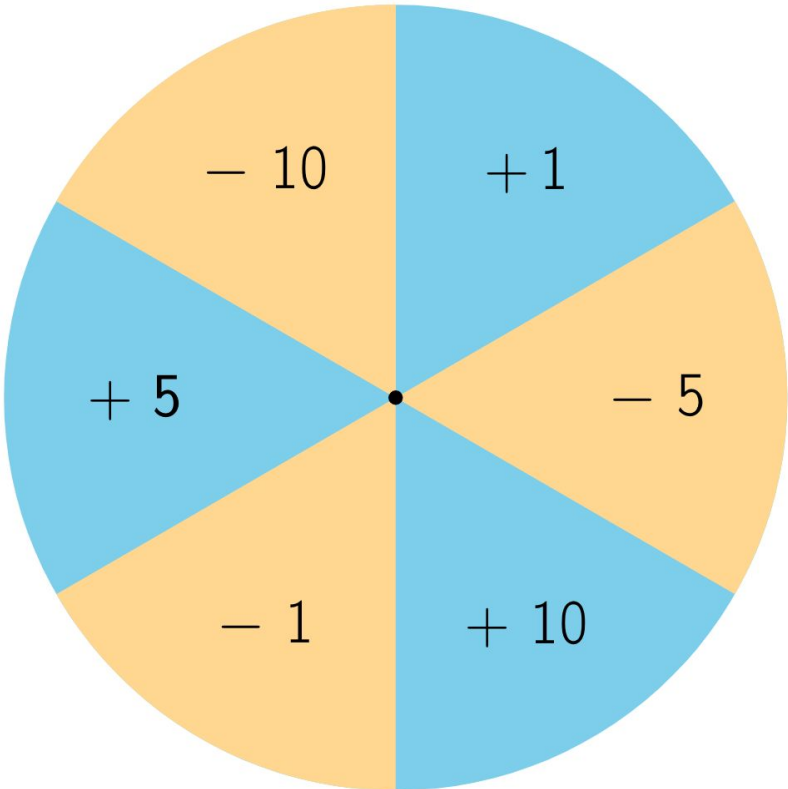
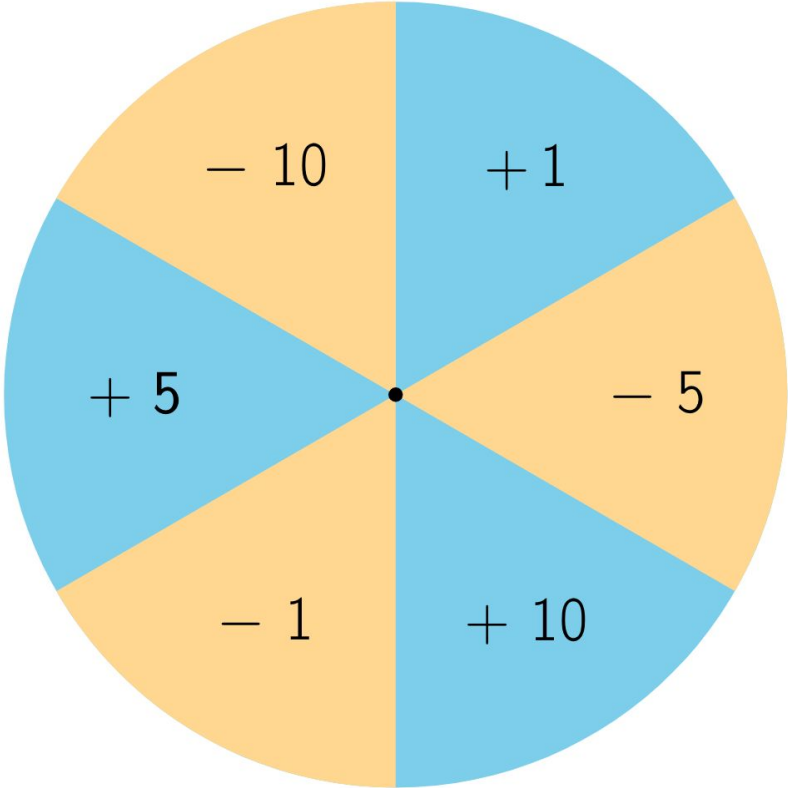
## Jump the Line Stage 1 Gameboard

### Directions:

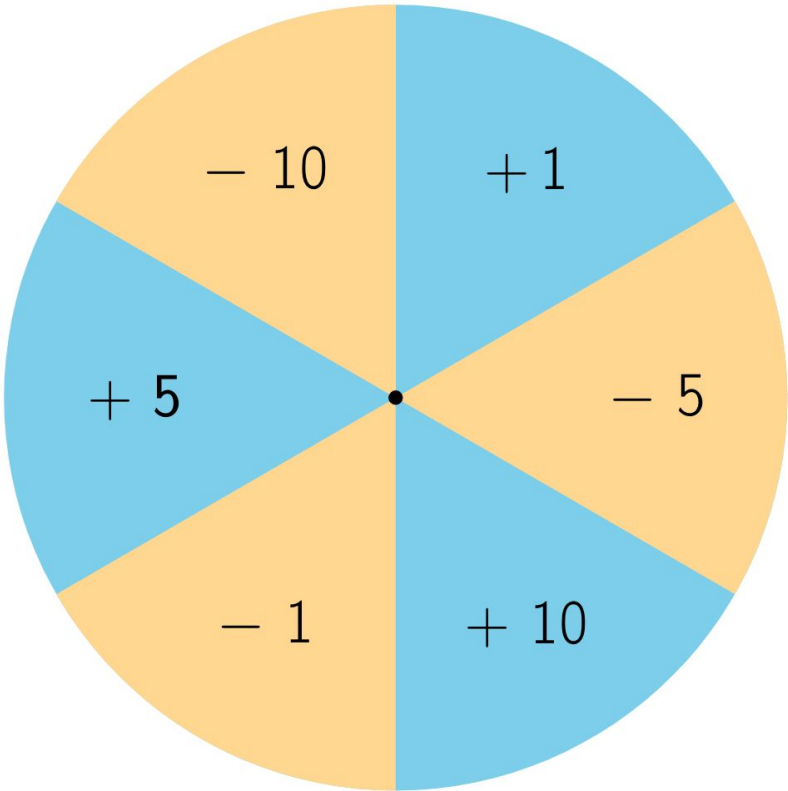
- Together with your partner, decide on 3 target numbers and mark them on your number line.
- On your turn:
  - Spin all 3 spinners. Decide which moves you want to use on your turn.
  - Mark where you ended up on the number line.
- Take turns spinning and moving on the number line. The first partner to land on 2 of the target numbers wins.



Jump the Line Stage 1 Spinners



Jump the Line Stage 1 Spinners



### Unit 3: Connecting Places, Connecting People

## WEEK 6 Day 1

# Writing Biography

## Joint Construction in Small Groups

<b>Content Objective</b>	I can use research notes to write a biography. (W.3.2, W.1.2.a, W.1.2.b)
<b>Language Objective</b>	I can write collaboratively with a small group. (SL.1.2)
<b>Vocabulary</b>	<p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>conclusion:</b> the end</p> <p><b>orientation:</b> in a biography, the text that introduces the person and his/her significance</p> <p><b>record of events:</b> things that happened that helped develop the person’s identity</p>
<b>Materials and Preparation</b>	<p>The children write in small groups during this lesson. One group of about 4 children plans and writes the orientation, while another similarly-sized group plans and writes the conclusion. The rest of the children work together with the teacher to plan the record of events, and then break into smaller groups to write the record of events. Before the lesson, group the children accordingly.</p> <ul style="list-style-type: none"><li>● children’s notes on paper scraps, from Week 5, Day 5 Before the lesson, review the children’s notes and sort them according to stages (orientation, record of events, conclusion). Note any that seem to be miscategorized. Small groups of children will use each set of notes to write together.</li><li>● Biography anchor chart</li><li>● writing paper, enough copies to write, on separate sheets, the orientation, each record of events, and the conclusion, plus a few extra copies</li><li>● <i>Growing Up Pedro</i>; <i>Pelé: The King of Soccer</i>; <i>How We are Smart</i>; and Grandmother biographies, available for children’s reference</li></ul>

<p><b>Opening</b> 1 minute</p>	<p><i>Today we will use our notes to begin writing a biography of ____.</i></p>
<p><b>Joint Construction</b> 5 minutes</p>	<p>Briefly review the types of information included in each stage of biography.</p> <p><i>I reviewed your notes and sorted them into three groups: orientation, record of events, and conclusion. Today you will work together in small groups to begin writing our class biography, using these notes.</i></p> <p>With the class, review any notes that were not marked with the appropriate stage. Briefly discuss why they do not fit that stage and mark them with the stage that makes the most sense.</p>
<p><b>Joint Construction in Small Groups</b> 23 minutes</p>	<p><i>Now let's put our ideas together to write. One group will plan and write the orientation.</i></p> <p><i>Using the orientation notes, four of you will work together to write the orientation.</i></p> <p>Refer to the Biography anchor chart. <i>Remember, the <b>orientation</b> introduces the biography by naming who it is about, where and when it happened, and what is important about the person. In this case, we are naming this person as a member of our school community.</i></p> <p><i>At the same time, another group—the conclusion group—will review the class's conclusion notes and write the conclusion together.</i></p> <p>Refer to the Biography anchor chart. <i>Remember, the <b>conclusion</b> says why the person is important. In this case, why is this person an important member of our school community?</i></p> <p><i>The record of events group will do the same thing, but, because there are more events, there will be several groups working together with me.</i></p> <p>Send the orientation and conclusion groups with notes, writing paper, and materials for writing. Keep the record of events groups together.</p> <hr/> <p>Facilitate the record of events group, using the guidance that follows.</p> <p><i>Our job is to review the record of events to make sure they relate to the trait we are communicating—being a member of the school community, and to put the events in order.</i></p>

	<p>Distribute the record of events notes to individuals, pairs, or small groups (depending on the number of notes and children), so that each child is looking at one event.</p> <p><i>Read your event. Think: Does this fit with the trait we are communicating: _____?</i></p> <p>Give the children several minutes to review the events.</p> <p><i>Does anyone have an event that does not seem to fit?</i></p> <p>Discuss the event. If it does not fit, put it to the side.</p> <p><i>Now we need to order these events.</i></p> <p>Work together as a group to order the events. When they have been ordered, number them.</p> <p><i>Now you will work in small groups to write the record of events.</i></p> <p>Assign sets of events to small groups. For example, one group may write about the biography subject’s early life; one about the middle of their life; and one about her more current life. Distribute notes and writing materials (one record of events page for each event) and send the children to write.</p> <p>Check in on the orientation and conclusion groups and offer support as needed.</p>
<p><b>Closing</b> 1 minute</p>	<p>Collect the notes, planner, and writing from each group.</p> <p><i>Today we began writing our class biography. Tomorrow you will continue writing with your group, and begin writing your individual biography. Make sure to bring your Interview Homework packet back tomorrow so that you can begin writing.</i></p>
<p><b>Standards</b></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>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>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>Ongoing assessment</b></p>	<p>After the lesson, review each group’s work.</p> <p>To what extent does the children’s planning and writing reflect the information included in the research notes?</p> <p>Do the planning and writing accurately reflect the purpose of the stage?</p>

**Notes**

A large empty rectangular box with a black border, intended for taking notes.

### Unit 3: Connecting Places, Connecting People

## WEEK 6 Day 2

### Writing Biography

#### Joint Construction in Small Groups and Individual Construction

Joint Construction in Small Groups continues from Day 1.

Individual Construction begins, with work continuing on Days 3 and 4.

<b>Content Objective</b>	I can use research notes to write a biography. (W.3.2, W.1.2.a, W.1.2.b)
<b>Language Objective</b>	I can write collaboratively with a small group. (SL.1.2)
<b>Vocabulary</b>	<b>biography:</b> a genre of writing whose purpose is to tell a person's life story <b>conclusion:</b> the end <b>interview:</b> to ask someone questions to get information <b>orientation:</b> in a biography, the text that introduces the person and his/her significance <b>record of events:</b> things that happened that helped develop the person's identity
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● writing tools</li><li>● notes and writing, from Day 1</li><li>● writing folders</li><li>● children's completed Interview Questions sheets</li><li>● Biography Stages sheets, from Week 5, Day 5</li><li>● writing paper</li><li>● <i>Growing Up Pedro; Pelé: The King of Soccer; How We are Smart;</i> and Grandmother biographies, available for children's reference</li><li>● Biography Observation Tools, one copy to complete for each child</li></ul>
<b>Opening</b> 5 minutes	<p><i>Today you will finish writing with your group and then begin writing on your own.</i></p> <p><i>First, we'll go back to the groups we were working in yesterday. After your group finishes writing, you will have time to begin writing your own biographies, based on the interviews you conducted.</i></p>

Writing U3 W6 D2

	<p><i>When you are ready to write on your own, your first job will be to sort your interview notes, just like we did for our class interview. Review your notes and label each piece of information for the stage it matches. Information that goes in the orientation should be labeled O; information that belongs in the record of events, R; and information for the conclusion, C. You can look at the Biography Stages sheet to remember how to label the stages.</i></p> <p><i>If you have time after sorting your research, you may begin writing your orientation.</i></p>
<p><b>Joint Construction in Small Groups and Individual Construction</b> 24 minutes</p>	<p>Send the children to continue writing in their small groups. As they are ready, help children transition to individual work: beginning to sort research and then to write. As they write, circulate to support their work.</p> <p>If children have time to begin their orientations, guide them to write using the following steps:</p> <ul style="list-style-type: none"> <li>● find all of the information they labeled O;</li> <li>● say the information out loud, in their own words;</li> <li>● write the orientation;</li> <li>● check the Biography anchor chart to be sure they included all parts of the orientation.</li> </ul>
<p><b>Closing</b> 1 minute</p>	<p>Have the children put their Interview Questions sheets and writing sheets in their writing folders. Collect small group work.</p> <p><i>Tomorrow you will begin learning about the language of biography and continue writing your individual biographies.</i></p>
<p><b>Standards</b></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>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>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>Ongoing assessment</b></p>	<p>During the lesson, use the Biography Observation Tool to assess the children’s individual writing.</p> <p>After the lesson, review each group’s work. To what extent does the children’s writing reflect the information</p>

	included in the research notes? Does the writing accurately reflect the purpose of the stage?
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**Notes**

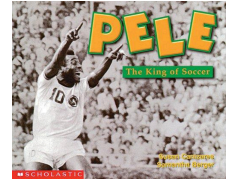
## Biography Observation Tool

Child's Name: \_\_\_\_\_

	Yes, date observed and notes	Not Yet, notes and next steps
Structure		
<b>Orientation:</b> introduces the subject of the biography and the trait the author wants to communicate; provides background information		
<b>Record of Events:</b> events are in sequence and relate to the identified trait; there are sufficient events		
<b>Conclusion:</b> communicates the significance of the subject of the biography		
<b>Title:</b> is informative (previews the topic) and enticing (draws the reader in)		

	Yes, date observed and notes	Not Yet, notes and next steps
Language		
<b>Verbs:</b> uses verbs related to the topic; begins and ends with present tense verbs and uses past tense verbs to retell events		
<b>Adjectives:</b> words and prepositional phrases are used to describe the nouns; adjectives are packed into sentences (e.g. "The great soccer player Pelé..." rather than "Pelé was a great soccer player.")		
<b>Adverbial Phrases of Time:</b> introduces new events with phrases that indicate when they happened (rather than using "First," "Then," "Next," etc.)		

Suggestions for Week 8 revisions, based on observations



WEEK 6 Day 3

## Writing Biography

Deconstruction and Individual Construction: Verbs

<b>Content Objective</b>	I can list verbs that relate to the trait I want to communicate. (L.4, )
<b>Language Objective</b>	I can identify verbs in a text that relate to a topic. (L.5)
<b>Vocabulary</b>	<p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>orientation:</b> in a biography, the text that introduces the person and his/her significance</p> <p><b>verb:</b> a word that expresses a physical action, mental action, or state of being</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Autobiography Verbs chart, from Week 1, Day 4</li> <li>● <i>Pelé: The King of Soccer</i>, Susan Canizares and Samantha Berger</li> <li>● writing tools</li> <li>● Biography Verbs: Pelé</li> <li>● jointly constructed biography, from Day 2</li> <li>● Biography Verbs sheet, one copy for each child and one for the class</li> <li>● writing folders, including completed Interview Questions sheets</li> </ul>
<b>Opening</b> 1 minute	<p><i>We know that the verbs in personal recounts and autobiographies relate to the topic and help to develop the character. The same is true for biographies, where the verbs help to develop the person the biography is written about.</i></p>
<b>Deconstruction</b> 8 minutes	<p>Show the Autobiography Verbs chart.</p> <p><i>Here are some of the verbs we collected when we read autobiographies. We organized them here by the topic—the trait that we wanted to communicate. Today we are going to make lists of verbs that relate to other traits, using a new sheet.</i></p> <p><i>Let’s read Pelé: The King of Soccer and record the verbs that Susan Canizares and Samantha Berger use.</i></p>

	<p>Show the Biography Verbs: Pelé sheet.  <i>We will use a sheet like this for recording verbs. What trait of Pelé’s are the authors communicating?</i></p> <p>Record the trait on the top line. Then read the book, pausing after each page to record the verb on the paper. Read only the short pages of text, not the longer biography on the last two pages.  <i>These verbs are the ones the authors chose to use when writing about Pelé as a soccer player.</i></p>
<p><b>Joint Construction</b>  10 minutes</p>	<p><i>Now let’s work together to generate verbs for our class biography. We know that the biographies we are writing are related to people being part of our school community. Each person has a special role in this community. Let’s review what we learned about _____. What is their role in the community?</i></p> <p>Harvest the children’s ideas.</p> <p>Show the Biography Verbs sheet.  <i>Let’s write this at the top of the page, where it says “Trait.”</i></p> <p><i>Now, let’s think together about verbs that match well with this role. What are things that someone would do, think, or be, having this role in the community?</i></p> <p>Harvest the children’s ideas and record verbs on the sheet.</p>
<p><b>Individual Construction</b>  10 minutes</p>	<p><i>Now you will follow the same process for your biographies. Review your notes and think about the person’s role in the community. Then list verbs related to that trait.</i></p> <p>Send the children with writing tools, Biography Verbs sheets, and writing folders. As they work, circulate to support them.</p>
<p><b>Closing</b>  1 minute</p>	<p><i>Today we began learning about the verbs in biographies. Tomorrow you will learn about another language feature of biography and continue writing your biography.</i></p> <p>Note: Leave the Autobiography Verbs chart and the class Biography Verbs sheet posted.</p>
<p><b>Standards</b></p>	<p><b>L.4</b> Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p> <p><b>L.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking,</p>

	and listening.
<b>Ongoing assessment</b>	After the lesson, review children’s verb lists. Do they generate verbs that relate to the topic? What are their confusions? How sophisticated are the words they generate?

**Notes**

# Biography Verbs: Pele'

Trait: \_\_\_\_\_

Verbs:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

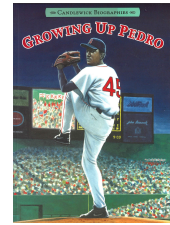
## Biography Verbs

Trait (role in the community): \_\_\_\_\_

Verbs:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Unit 3: Connecting Places, Connecting People



WEEK 6 Day 4

**Writing Biography**  
 Deconstruction: Phrases of Time  
 Individual Construction

<b>Content Objective</b>	I can use research to write a biography. (W.3.2, W.1.2.a, W.1.2.a)
<b>Language Objective</b>	I can introduce events using phrases of time. (L.1.2.e)
<b>Vocabulary</b>	<p><b>adverb:</b> a word or phrase used to describe a verb</p> <p><b>biography:</b> a genre of writing whose purpose is to tell a person’s life story</p> <p><b>phrase of time:</b> a group of words that indicates when something happened</p> <p><b>record of events:</b> things that happened that helped develop the person’s identity</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Biography Phrases of Time slides</li> <li>● Biography anchor chart images: language: phrases of time and verbs, cut apart</li> <li>● Biography anchor chart, from Week 5, Day 1 Under the Stages section, write Language.</li> <li>● class biography</li> <li>● writing tools</li> <li>● writing folders, including children’s biographies, completed Interview Questions sheets, and Biography Verbs sheets</li> <li>● writing paper</li> <li>● <i>Growing Up Pedro; Pelé: The King of Soccer; How We are Smart;</i> and Grandmother biographies, available for children’s reference</li> <li>● Phrases of Time chart, from Unit 1, Week 2, Day 4, for children’s reference (optional)</li> <li>● Biography Observation Tools, from Day 2</li> </ul>

<b>Opening</b> 1 minute	<p><i>When we wrote personal recounts, we learned that events are introduced with adverbs called <b>phrases of time</b> that describe when something happened.</i></p>
<b>Deconstruction</b> 15 minutes	<p><i>We are going to reread a page from Growing Up Pedro. As you listen, think about the phrases of time you hear.</i></p>
slide 2	<p>After reading, harvest the children’s ideas.</p>
slide 3	<p>Read the sentence. <i>Matt Tavares uses this phrase of time to introduce a new period of Pedro and Ramón’s lives.</i></p>
slide 4	<p>Read the sentence. <i>On the same page he uses another phrase of time to describe when Pedro walks for miles.</i></p>
slide 5	<p>Read the sentence. <i>There is one more phrase of time on this page, used to introduce when another event happened.</i></p>
slide 6	<p><i>Matt Tavares uses these phrases of time to precisely introduce when new events happened.</i></p> <p><i>Let’s add this information about Biography language to our anchor chart.</i></p> <p>Read the phrases of time and verbs cards, and attach them to the chart, under Language.</p>
<b>Joint Construction</b> 5 minutes	<p>Show the class biography. <i>Let’s review our class biography to see how we introduced events.</i></p> <p>Read the beginning of each event. Together with the children, revise to begin each event with a phrase of time.</p>
<b>Individual Construction</b> 8 minutes	<p><i>Now you will continue writing your biography. When you write the record of events, keep in mind the verbs you listed yesterday and think about how to introduce each event with a phrase of time.</i></p> <p><i>You will follow a similar process for turning your notes into writing that you did when you wrote your orientation:</i></p> <ul style="list-style-type: none"> <li>● <i>Find all of the information you labeled R.</i></li> <li>● <i>Review your notes.</i></li> <li>● <i>Say the information out loud, in your own words.</i></li> <li>● <i>Use your notes to begin writing the record of events for your</i></li> </ul>

	<p><i>biography.</i></p> <ul style="list-style-type: none"> <li>● <i>Make sure to write the events in order.</i></li> <li>● <i>Use phrases of time to introduce new events.</i></li> </ul> <p>As children write, circulate to support their work.</p>
<b>Closing</b> 1 minute	<i>Today you reviewed phrases of time and used your interview notes to begin writing the record of events for your biography. Tomorrow you will continue writing the record of events.</i>
<b>Standards</b>	<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>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>L.1.2.e</b> Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
<b>Ongoing assessment</b>	<p>During the lesson, use the Biography Observation Tool to assess the children’s writing.</p> <p>After the lesson, review the children’s biographies. Do children add phrases of time to introduce events?</p>

<b>Notes</b>	
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# Biography Phrases of Time

Writing Unit 3 Week 6 Day 4



## ❖ CHAPTER TWO ❖

By the time Ramón is fifteen, he is pitching against grown men in games around Santo Domingo. Sometimes Pedro walks for miles just to watch him pitch.



At sixteen, Ramón is the youngest player on the Dominican national team. The Los Angeles Dodgers offer him a contract. They pay him five thousand dollars — not much by big-league standards, but more money than the Martínez family has ever seen.

Ramón uses some of the money to buy his little brother Pedro his first real baseball glove.



By the time Ramón is fifteen, he is pitching against grown men in games around Santo Domingo.



Sometimes Pedro walks for miles just to watch him pitch.



At sixteen, Ramón is the youngest player on the Dominican national team.



By the time Ramón is fifteen

Sometimes

At sixteen



Biography anchor chart images

language

at sixteen



**phrases of time:** adverbs that describe when

owned volunteers



**verbs** that relate to the topic and develop the subject of the biography;

record of events: in the past tense

conclusion: in the present tense

Writing U3 W6 D4

### Unit 3: Connecting Places, Connecting People

## WEEK 6 Day 5

During Day 5 and continued in Week 7, Days 1-2, children continue to independently write the orientation and record of events in their biographies. (Note that they will be guided to write conclusions on Week 7, Day 3.) In addition, children's writing is assessed using the Biography Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

#### **Preparation:**

Review each child's Biography Observation Tool. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

#### Writing Biography: (see the attached lessons for recommendations)

- orientation
- record of events
- verbs
- phrases of time

#### Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in *Foundations*

#### Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and *Foundations* posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 4-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

Writing U3 W6 D5

**Day 5**

Target Students (individual, small group, or whole group?):

Topic:

Writing U3 W6 D5

# Writing Biography

## Deconstruction and Revision: Orientation

### Materials:

- Biography anchor chart, from Week 5, Day 1
- *Growing Up Pedro* chart, from Text Talk, Week 4, Day 1
- mentor text for biography: *How We are Smart* (choose one profile and plan to read the first two sentences of the paragraph under the poem) or a child's writing that includes a strong orientation
- children's biographies and Interview Homework packets

### Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Growing Up Pedro* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who the biography is about, when and where it happened, and naming what is special about the person.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, referring to the information in their Interview Homework notes.

## Writing Biography

### Deconstruction and Revision: Record of Events

#### Materials:

- Biography anchor chart, from Week 5, Day 1
- *Growing Up Pedro* chart, from Text Talk, Week 4, Day 1
- children's biographies and Interview Homework packets

#### Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Growing Up Pedro* chart, and review that the record of events includes events in the biography subject's life that relate to the trait and in order.
- Have children review their Interview Homework notes labeled R.
- Guide children to compare their notes to their record of events.
  - Did they include all events?
  - Are the events in order?
  - Do they relate to the person's role in the school community?
- Assist children with revising by adding, reordering, or removing events.

# Writing Biography

## Deconstruction and Revision: Verbs

### Materials:

- Biography anchor chart, from Week 5, Day 1
- Autobiography Verbs chart, from Week 1, Day 4
- Biography Verbs: Pelé, from Day 3
- children's biographies and Biography Verbs sheets

### Process (small or whole group):

- Show the Biography anchor chart. Review the stages and language of biography.
- Refer to the Autobiography Verbs chart and Biography Verbs: Pelé sheet. Review the verbs related to each of the listed traits.
- Refer children back to their biographies. Have them underline the verbs.
- Have children review their Biography Verbs sheets.
- If children identify verbs in their biographies that do not relate to the trait, have them work with a partner or with teacher guidance to choose the appropriate replacement verbs.

## Writing Biography

### Deconstruction and Revision: Phrases of Time

#### Materials:

- Biography anchor chart, from Week 5, Day 1
- children's biographies

#### Process (small or whole group):

- Show the Biography anchor chart. Review that events are introduced with phrases of time.
- Have children review how they introduce each event.
- Guide them to replace words such as "then" and "next" with phrases that more precisely describe when the event happened.