

Unit 3: Connecting Places, Connecting People

WEEK 6 Day 2

Text Talk

Our Town Project

(Introduction and Planning)

Big Ideas	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.
Weekly Question	What are some of our stories?
Content Objective	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)
Language Objective	I can exchange questions with peers to make a plan about a shared project. (SL.1.2)
SEL Objective	I can brainstorm project ideas that will help me answer questions about our school neighborhood. (Decision Making)
Vocabulary	develop: to create something and make it bigger or better over time exhibit: an object or a collection of objects that have been put out in a public space for people to look at
Materials and Preparation	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

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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	

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<p>Opening 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>Text and Discussion 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>Key Discussion 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.</p> <p><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.</p> <p><i>What do you want to communicate about our town/school area?</i> [column 2]</p> <p><i>What kind of project would be good for that purpose?</i> [column 1]</p> <p><i>When would we work on this project?</i> [column 3]</p> <p><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>Closing</p> <p>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>Standards</p>	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>SEL. Decision Making</p>
<p>Next steps and Ongoing assessment</p>	<p>Think strategically about the project ahead:</p> <ul style="list-style-type: none"> ● Do the activities children have suggested lead to investigation of their most important questions? ● Are the activities feasible each on their own and as part of the whole project? Do any activities need to be refined? ● 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? ● What resources might children need to carry out their work? ● Are children poised to work successfully in small groups? ● Are there any children who have not expressed interest in a

	<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">● What skills do children have that can be applied to the various activities and the overall presentation of the project? <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

