



**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>