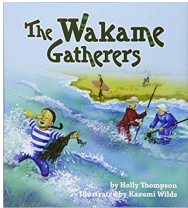


<p>Weekly Question: How are our stories linked?</p>			
<p>Texts</p> 	<p>Vocabulary and Language Days 1 - 4: Review selected Weekly Words Day 5: Answering the Weekly Question</p>		
	<p>Text Talk Day 1: <i>The Wakame Gatherers</i>, Read 1 Day 2: <i>The Wakame Gatherers</i>, Read 2 Day 3: <i>The Wakame Gatherers</i>, Read 3 Day 4: Synthesis of Unit Ideas Day 5: Celebrating Our Projects</p>		
	<p>Stations Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Listen & Respond (<i>Janjak & Freda Go to the Iron Market</i>, <i>Markets Around the World</i>) Science Literacy: How do engineers help each other improve designs? Vocabulary: Choose 3!, Talk About It Word Work: select from activities Writing: End of Unit Assessment, introduced on Day 3</p>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Science and Engineering Lesson 1: Designing the Our Town Project Exhibit: Creating Displays Lesson 2: Quadrat Study 6</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios Children work toward completion of the Our Town Project exhibit, preparation for viewing, and presentation.</p> </td> </tr> </table>	<p>Science and Engineering Lesson 1: Designing the Our Town Project Exhibit: Creating Displays Lesson 2: Quadrat Study 6</p>	<p>Studios Children work toward completion of the Our Town Project exhibit, preparation for viewing, and presentation.</p>
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<p>Writing: Biography Day 1: Peer-to-Peer Feedback Day 2: Introduction to and Beginning Revising and Publishing Day 3: Deconstruction and Individual Construction: Title; Revising and Publishing Day 4: Publishing Day 5: No lesson; dedicate time to presenting the Our Town Project</p>			

Unit 3: Connecting Places, Connecting People

WEEK 8 Days 1 - 4

Vocabulary & Language
Weekly Words

Weekly Question	How are our stories linked?
Language Objectives	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)
Vocabulary	Choose words from previous weeks. Review notes about children’s vocabulary development and use. Choose words that children will particularly benefit from review. These may include words children struggle to use appropriately, words that can be used across contexts, and words that are particularly relevant to children’s understanding of the Unit’s Big Ideas.
Materials and Preparation	There are no Language lessons this week. Choose three or four words to review each day. See guidance below, Reviewing the words. <ul style="list-style-type: none"> ● selected Weekly Words cards ● chart paper Create a chart by writing out the selected words and their definitions.
Opening Day 1	<i>This week we will review some familiar words. These are especially important for us to understand as we think about how people in different places are connected. Today’s words are: _____, _____, _____, and _____.</i>
Days 2-4	<i>Let’s continue reviewing words. Today’s words are: _____, _____, _____, and _____.</i>
Reviewing the words	Rather than strictly following the Weekly Words routine, engage children in active discussion and application of each word in some of the following ways, according to what is most fruitful for the group.

	<p>Say the word and show the card. Give an example of when it has been used.</p> <p>Ask children where they have heard the word or in what context they have used it. Ask them what they understand about its meaning based on context.</p> <p>Ask children to use the word in a sentence related to a different context. Invite children to act out the word with gestures or whole-body motion.</p> <p>Break the word into parts and discuss the meaning of each part.</p> <p>List synonyms and antonyms.</p> <p>Offer a prompt for children to discuss with a partner.</p>
Closing	<p><i>This is our last week with our study, Connecting Places, Connecting People. These words all help us talk about this topic in precise and meaningful ways. We can also use these words to discuss other topics!</i></p>
Standards	<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>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p> <p>L.5.2.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>
Ongoing assessment	<p>Use information gathered from each lesson to plan for embedded opportunities for teaching and reinforcing words.</p> <p>How broadly do children understand word meanings; do they use words across different contexts?</p> <p>How do diverse modes of interacting with words bring them alive for particular children?</p> <p>What misconceptions remain about specific words?</p> <p>How do children integrate learning from these lessons and other developing morphological knowledge?</p> <p>Keep a list to follow each child’s vocabulary growth over time.</p>

Notes

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 5

Vocabulary & Language
Answering a Weekly Question

Weekly Questions	Week 7: How are people connected in and across communities? Week 8: How are our stories linked?
Language Objective	I can use new words to discuss a particular question with my classmates. (SL.1.2, L.6.2.a)
Vocabulary: Week 7	<p>celebration: an activity done to honor or celebrate something or someone</p> <p>commerce: buying and selling goods and services</p> <p>influence: power that has an effect on someone or something</p> <p>kinship: a feeling of sharing common values, ideas, or characteristics; a feeling of being related, like to family</p> <p>opportunity: a chance for a better situation or outcome</p> <p>promote: to support or encourage; to tell about something in a public way</p> <p>translate: to change into the words of another language</p> <p>understanding: sympathy toward or appreciation about other people</p>
Week 8	<i>Words selected from previous weeks and used in Days 1-4</i>
Materials and Preparation	<ul style="list-style-type: none"> ● Week 8 Answering the Weekly Question sheets Add 8 words selected for review this week. Copy one sheet for each small group. ● pencils, one or two for each small group ● Weekly Questions for Weeks 7 and 8, printed or projected ● Weekly Words cards for Week 7 and those selected for review in Week 8 ● chart paper and markers (2 different colors) <p>Strategically assign children to groups of four, and plan where each group will work around the classroom.</p>

Opening	<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>
Key Activity	Facilitate the Answering a Weekly Question routine, as in Week 2 and established in even weeks since Unit 1.
Closing	<i>You have really packed words into your answers to the Weekly Questions!</i>
Standards	<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>L.6.2.a 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>
Ongoing assessment	<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> <p>Reflect on the routine. What worked well? What will need to be reinforced in the Week 4 lesson to make it run more smoothly?</p>

Names: _____

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

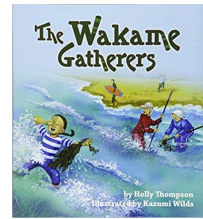
___ How are people connected in and across communities?

___ How are our stories linked?

celebration	opportunity		
commerce	promote		
influence	translate		
kinship	understanding		

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 1



Text Talk
The Wakame Gatherers
 Read 1 of 3

Big Ideas	Individuals and communities shape each other. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	How are our stories linked?
Content Objective	I can use illustrations and text to describe the setting and explain the plot of a story. (R.4.2, R.11.2.a, R.11.2.b)
Language Objective	I can discuss the text with my classmates using a specific protocol. (SL.1.2.a)
SEL Objective	I can respectfully talk with and listen to my peers. (Relationship Skills)
Vocabulary	<p>bay: a body of water that cuts into the shoreline and is partly surrounded by land</p> <p>boiled: cooked in very hot water</p> <p>breakwater: a barrier that stops waves before they reach the shore</p> <p>cauldron: large pot, used for boiling</p> <p>clump: a group of things close together</p> <p>equipment: tools needed for a particular activity</p> <p>fascinated: extremely interested</p> <p>frond: a long leaf with many parts</p> <p>harbor: a sheltered area of water where boats can come and go</p> <p>harvest: to collect</p> <p>pound: to hit with force</p> <p>streetcar: bus on rails, trolley</p>

	<p>translate: to change into the words of another language (* Week 7)</p> <p>translator: someone who changes one language into another</p> <p>wakame: an edible plant from the ocean, a kind of seaweed</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>The Wakame Gatherers</i>, Holly Thompson <p>Pre-mark the pages in the book. Page 1 begins, “My name is Nanami...”</p> <ul style="list-style-type: none"> ● <i>The Wakame Gatherers</i> excerpts slides ● Text Talk notebooks ● writing tools ● world map and pins ● chart paper, 1 sheet <p>Prepare the Weekly Question Chart.</p> <p>On the whiteboard write the following two sets of questions.</p> <ul style="list-style-type: none"> ○ What are some of the specific settings you notice? What clues in the illustrations tell you that? ○ Why do you think the illustrator is showing so many different settings? ○ What details in the settings might help us understand this story? <p>-----</p> <ul style="list-style-type: none"> ○ Where does the story take place? ○ What is going on in the story? ○ Who are the important characters? <p>Assign children to small groups for the Numbered Heads Together routine.</p>
<p>Opening 3 minutes</p>	<p>Introduce the book and purpose for reading.</p> <p><i>Today we’ll read The Wakame Gatherers, written by Holly Thompson and illustrated by Kazumi Wilds. In this story, a girl has one grandmother from our state, Maine, and one grandmother from Japan.</i></p> <p>Pin Kamakura, Japan on the map.</p> <p><i>Before we read the book for the first time, let’s explore a bit the places where the grandmothers are from. One grandmother traveled from Maine to Japan.</i></p> <p><i>The other grandmother is from Kamakura, Japan, which is where the story takes place. What do you already know about different places in Japan? What connections do you have to Japan?</i></p>

	<p><i>As we know, we won't learn everything about the country of Japan from one story. It is a diverse country and people have many different experiences.</i></p> <p><i>In this story, we will learn about the experience a girl and her grandmothers have when they go together to the ocean to harvest a kind of seaweed, called wakame, from the ocean.</i></p> <p>Connect with previous Vocabulary and Language lessons by pointing out that "seaweed" is a compound word, meaning a plant that grows in the ocean.</p> <p><i>Today we'll read just the first section of the book, paying close attention to the illustrations; they will help us understand what is going on in the story.</i></p>
<p>Reading and Discussion 20 minutes slides</p>	<p><i>Before we read the text, let's explore the setting. We'll do a picture walk, and then you'll talk in groups. Several settings are shown on these pages. We know the story takes place in Maine and in Japan. As we look closely at the illustrations, ask yourself these questions [refer to the board]:</i></p> <p><i>What are some of the specific settings you notice? What clues in the illustrations tell you that?</i></p> <p><i>Why do you think the illustrator is showing so many different settings?</i></p> <p><i>What details in the settings might help us understand this story?</i></p> <p>Show the slides slowly, giving children time to look at each illustration.</p> <p>Arrange children in groups and assign a number to each child.</p> <p><i>Let's do Numbered Heads Together.</i></p> <p><i>First, talk with one partner in your group about these questions. Then, cluster together as a group of four to continue the conversation. After you talk with your small group for about five minutes, we will all get back together. Then I will call out a number, and the person with that number will share the group's thinking.</i></p> <p>After the Numbered Heads Together routine is concluded, distribute the Text Talk notebooks and writing tools.</p> <p><i>Let's take a Note Break. Draw and label a sketch of one setting your group discussed that might be important in the story.</i></p> <p>When children have finished drawing, have them sit on their notebooks.</p>

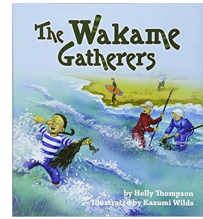
page 2	<p>Read pages 1 and 2. Define “bay.” <i>How does this word connect to the setting and illustration?</i> Harvest a few ideas.</p>
page 3	<p>Pause to define “translator.” <i>Why does Nanami need to be a translator for her grandmothers?</i> <i>What details from the text make you think that?</i></p>
page 9	<p>Read the text through page 9 and show the illustration on page 10. Turn and Talk. <i>What details have you learned about Gram?</i> <i>What details have you learned about Baachaan?</i> Harvest a few ideas.</p>
Key Discussion 14 minutes	<p>Think, Pair, Share. <i>Pull out your sketches of a setting. Look at your sketch and think about the illustrations and words in the story to answer these new questions [refer to the board]:</i> <i>Where does the story take place?</i> <i>What is going on in the story?</i> <i>Who are the important characters?</i></p> <p>As a whole group, harvest ideas and discuss any misconceptions.</p> <p>Stop reading on pages 9-10 and close the book. <i>What do you think might happen in the rest of the story? What makes you think that?</i></p>
Closing 1 minute	<p><i>Today we read to think about how illustrations can help us understand the setting and the plot of a story. Tomorrow we will continue reading this book to think more about these questions.</i></p>
Weekly Question Chart 2 minutes	<p>Introduce the Weekly Question Chart. <i>Throughout this week, we will be thinking about this final question:</i> <i>How are our stories linked?</i></p> <p>Define “linked” [connected], and encourage children to articulate ideas about relationships between people and places.</p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why. R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms.</p>

	<p>SL.1.2.a 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>SEL.Relationship Skills</p>
<p>Ongoing assessment</p>	<p>How do children use illustrations of the setting to understand the text?</p> <p>What details from the text do children use to support their thinking?</p> <p>Do children respectfully talk with and listen to their peers?</p> <p>Observe the quality of conversation in small groups and large groups.</p> <p>Review children’s sketches to assess understanding of the setting of the story.</p>

Notes

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 2



Text Talk
The Wakame Gatherers
 Read 2 of 3

Big Ideas	Individuals and communities shape each other. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	How are our stories linked?
Content Objectives	I can use information in the illustrations and text to explain how the main characters are shaped by their relationships with one another. I can describe how the author uses the characters’ relationships to move the plot forward. (R.8.2.a, R.11.2.a, R.11.2.b)
Language Objective	I can retell key details from a story. (SL.2.2.a)
SEL Objective	I can recognize hardships that people experience because of war and how people recover from those experiences. (Social Awareness)
Vocabulary	<p>amazed: filled with wonder or surprise</p> <p>bay: a body of water that cuts into the shoreline and is partly surrounded by land</p> <p>bomb: a weapon that explodes</p> <p>breakwater: a barrier that stops waves before they reach the shore</p> <p>clump: things stuck together</p> <p>cresting: getting to the highest point</p> <p>enemy: one who wants to harm another</p> <p>frond: a long leaf with many parts</p> <p>hand-me-down: clothing or other item passed from one person to another</p>

	<p>kimono: a long, Japanese garment with wide sleeves and a broad sash</p> <p>knowingly: with experience</p> <p>midrib: the middle of a leaf</p> <p>mended: repaired by sewing</p> <p>peace: a time of harmony without war</p> <p>strand: a single piece or thread</p> <p>surf: waves</p> <p>surfer: someone who rides the ocean waves on a board</p> <p>tumble: to fall end over end</p> <p>translate: to change into the words of another language (* Week 7)</p> <p>wakame: an edible plant from the ocean, a kind of seaweed</p> <p>war: conflict between countries or groups</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> • <i>The Wakame Gatherers</i>, Holly Thompson <p>On the whiteboard write the following two sets of questions.</p> <p>What is Baachan remembering? What was the setting and time of the memory like? Where are Baachan, Gram, and Nanami when they are having this conversation? -----</p> <p>What is it like for Nanami to be the translator of these memories? How does Nanami feel about the time her Baachan is remembering?</p>
<p>Opening 1 minute</p>	<p>Reintroduce the book, and set a purpose for reading.</p> <p><i>Today we'll read The Wakame Gatherers by Holly Thompson again. This time we'll think about the way the plot or story develops. This book has a beginning, middle, and end, but it does not follow a usual structure with a problem and resolution. Instead, the action depends on how the relationships among the main characters develop. As we read, we'll pay attention to this.</i></p>
<p>Reading and Discussion 23 minutes</p> <p>page 15</p>	<p>Quickly remind children of important elements in the story so far, and begin reading on page 11. Read through page 15.</p> <p><i>We are reaching the middle of the book. From what we have learned about story structure with previous books, we might expect there would be a problem for the main character now. However, here Nanami doesn't have a problem, exactly. Instead, she asks her grandmother, Baachan, to talk about her memories. Thinking</i></p>

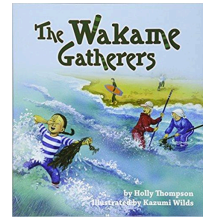
	<p><i>about Baachan’s memories starts a conversation between Baachan, Gram, and Nanami. Let’s see how this will affect the way the plot develops.</i></p>
<p>page 18</p>	<p>Refer to the first set of questions on the whiteboard. <i>Turn and talk with a partner about these three questions:</i> <i>What is Baachan remembering?</i> <i>What was the setting and time of the memory like?</i> <i>Where are Baachan, Gram, and Nanami when they are having this conversation?</i></p> <p>Harvest a few ideas in the whole group.</p> <p>Have children switch partners, and refer to the second set of questions. <i>Talk with your new partner about these two questions:</i> <i>What is it like for Nanami to be the translator of these memories?</i> <i>How does Nanami feel about the time her Baachan is remembering?</i></p> <p>Harvest a few ideas in the whole group.</p> <p>Note: This discussion of Baachan’s war-time memories might be difficult for some children. However, the pages that follow are reassuring; consider flipping ahead to the next page, depicting Nanami and her grandmothers holding hands in the water.</p> <p>Read through page 20.</p>
<p>Key Discussion 15 minutes</p>	<p>Facilitate a discussion. <i>Based on the illustrations, how do Gram, Baachan, and Nanami feel?</i> <i>What does Baachan mean when she tells Nanami, “always protect this peace?”</i></p> <p><i>Now we have read through the middle of the book. We know who the characters are, and we see how our attention shifts back and forth between different settings.</i></p> <p>Think, Pair, Share. <i>Think about other books we have read, such as Janjak & Freda Go the Iron Market and Fin M’Coul. How is the plot different in this story than in other stories we have read?</i></p> <p>Read page 22. Have children predict what might happen in the rest of the story based on the plot’s development so far and on the kind of conversation and closeness that is developing among the characters.</p>

	Stop reading, and close the book.
Closing 1 minute	<i>Tomorrow we will finish reading this book, and we'll think more about the way the author develops the plot by showing the close relationships between Nanami, Gram, and Baachan.</i>
Standards	<p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SEL.Social Awareness</p>
Ongoing assessment	<p>Observe the quality of conversation and children's thoughts on how characters' relationships are developing in this part of the story.</p> <p>How do children use the illustrations and the text to understand the setting?</p> <p>Do children describe important plot points in the story?</p> <p>Do children recall key details from the story?</p>

Notes

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 3



Text Talk
The Wakame Gatherers
 Read 3 of 3

Big Ideas	Individuals and communities shape each other. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	How are our stories linked?
Content Objective	I can use the story’s illustrations and structure to understand the characters’ relationships. (R.8.2.a, R.11.2.a, R.11.2.b)
Language / SEL Objective	I can effectively communicate with my peers by building on group conversation. (SL.1.2.b, Relationship Skills)
Vocabulary	<p>bay: a body of water that cuts into the shoreline and is partly surrounded by land</p> <p>bomb: an exploding weapon</p> <p>breakwater: a barrier that stops waves before they reach the shore</p> <p>brittle: easily broken</p> <p>cauldron: large pot, used for boiling</p> <p>clump: a group of things close together</p> <p>cresting: reaching the highest point</p> <p>enemy: one who wants to harm another</p> <p>hand-me-down: clothing or other items passed from one person to another</p> <p>harbor: a sheltered area of water where boats can come and go</p> <p>kimono: a long, Japanese garment with wide sleeves and a broad sash</p> <p>knowingly: with experience</p>

mended: repaired by sewing
midrib: the middle of a leaf
peace: a time of harmony without war
plunge: to push something into a liquid
shrivel: to shrink and wrinkle up
silken: very soft
snip: to cut
streetcar: bus on rails, trolley
strand: a single piece or thread
tongs: a tool used to hold or lift something
translate: to change into the words of another language (* Week 7)
translator: someone who changes one language into another
tumble: to fall end over end
unfurl: to unfold
war: conflict between countries or groups

Materials and Preparation

- *The Wakame Gatherers*, Holly Thompson
Pre-mark the pages in the book. Page 1, “My name is Nanami...”
- chart paper
Prepare the following chart, Character Relationships.

Character Relationships: Baachan, Gram, and Nanami

On the whiteboard write the following questions.

What happens at the end of the book?

How does sending and receiving these letters reveal how Baachan, Nanami, and Gram are feeling about each other now? What makes you say that?

What else do we know about the relationships between Baachan, Nanami, and Gram?

	<ul style="list-style-type: none"> ● End of Unit Assessment text, one copy ● <i>Going Home, Coming Home</i>, Truong Tran, for reference ● End of Unit Assessment sheet, one copy ● POP! Answering Multiple Choice Questions chart and/or half-sheets
<p>Opening 1 minute</p>	<p>For this lesson, focus first on the conclusion and how the characters’ relationships have developed. After the discussion, read the entire book through fluently, without stopping.</p> <p><i>Today we’ll read the ending of The Wakame Gatherers by Holly Thompson. We’ll see how the relationships between the characters have developed. Then, to get a sense of how the characters’ relationships grow throughout the whole book—its beginning, middle and end—we’ll read the book all the way through without stopping.</i></p>
<p>Text and Discussion 8 minutes page 21</p>	<p>Begin reading on page 21, and read the full page. <i>What does eating wakame together show about the three main characters?</i></p> <p>Harvest a few ideas. Highlight ideas about the characters’ comfort with each other, noting that gathering the wakame has made them closer.</p> <p>Read through the end of the book.</p>
<p>Key Discussion 10 minutes</p>	<p>Refer to the questions on the whiteboard. <i>Turn and talk with a partner about these three questions.</i></p> <p>After a few minutes, bring the whole group back together. Harvest children’s ideas, and record them on the chart.</p> <p>Continue the conversation, using the following prompts. <i>How were Gram, Baachan, and Nanami connected in the beginning of the book?</i> <i>How did what happened in the middle of the book change their relationships?</i> <i>By the end of the book, how have they come to understand each other in a new way?</i></p> <p>Add relevant ideas to the chart.</p> <p>Read through the entire story fluently. <i>What do we think now about the three main characters? Do we have any more to add to our chart?</i></p>

<p>Closing 1 minute</p>	<p><i>Today we read through the beginning, middle, and end of the story. We can see how the story’s action flows as the characters’ relationships grow. Readers think about how characters and their relationships develop over the course of a book.</i></p>
<p>End of Unit Assessment 10 minutes</p>	<p><i>This is the last week of our unit of study, Connecting Places, Connecting People. I want to find out more about what you have been learning. Today you’ll begin an assessment at the Writing Station, and we’ll have more time tomorrow. Let’s look at the assessment together.</i></p> <p>Walk through the assessment. Emphasize that children will read both a summary and an excerpt from a familiar book: <i>Going Home, Coming Home</i>. Answer children’s clarifying questions.</p>
<p>Standards</p>	<p>R.8.2.a Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action. R.11.2.a Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. R.11.2.b Compare and contrast two or more versions of the same story presented in diverse forms. SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others. SEL.Relationship Skills</p>
<p>Ongoing assessment</p>	<p>Observe the quality of conversation.</p> <p>What are children’s thoughts about the development of relationships among the three characters?</p> <p>What are their thoughts about how character development moves a story forward?</p>

Notes

Name _____ Date _____

Use the summary of the beginning and middle of *Going Home, Coming Home* and the excerpt from *the end of the story* to answer the questions.

1. In the beginning of the story, Ami Chi does not want to go to Vietnam. What is one detail from the summary that supports this idea?
 - a. ...Ami Chi takes a trip to Vietnam, where her parents are from.
 - b. Ami Chi loves her ruby red house in America and feels blue on the way to Vietnam.
 - c. Ho Chi Minh City, Vietnam, is very busy, but the house where her mother was born is a small, quieter house near rice paddies.
 - d. She plays a game with one of the children and is excited to show her mother the game.

2. Which word best describes how Ami Chi feels after meeting new friends?
 - a. surprised
 - b. angry
 - c. unhappy
 - d. excited

3. Read paragraph 2 from the excerpt.

When I come in, she brings out a plate of fruit and gestures for me to eat. She sits by me, very close.

The word **gestures** means:

- a. tells
- b. sings
- c. motions
- d. asks

Think about both the summary and excerpt. Choose a clue from the text that helps you determine the meaning of the word **gestures**. Write the clue here.

4. Reread paragraph 2.

When I come in, she brings out a plate of fruit and gestures for me to eat. She sits by me, very close. I want to ask her the meaning of her beautiful sad song, but instead I just smile.

What is one way that Ami Chi does NOT respond to her grandmother's song?

- a. She becomes upset.
- b. She listens to the song.
- c. She wonders about the meaning of the song.
- d. She smiles at Ba ngoai.

5. How do paragraphs 11 and 12 help you understand the setting at this part in the story?

Two weeks later we pack up and all load into Uncle Binh's van. At the airport Uncle Binh says, "Be a good girl," and pinches my cheek. I don't even mind.

Ba ngoai stuffs dried bananas into my pockets, and hides rivers of tears behind her hands. We don't need to say the words for good-bye. She touches my heart with her hand, and I kiss her cheek. And then we're on our way back home to America.

- a. They show that Ami Chi is back in America.
- b. They explain how Ami Chi is at the market.
- c. They show that Ami Chi is at the airport.
- d. They show that Ami Chi is at *Ba ngoai's* house.

6. How do Ami Chi's feelings change from the beginning to the end of the story? Include details from the text to support your answer.

7. One of the big ideas in our unit is:

We understand our own identities by thinking about where we are and where we come from.

How did Ami Chi's trip to Vietnam impact her? Use details from the text to support your ideas.

Summary and Excerpt from *Going Home, Coming Home*¹

Summary of the beginning and middle of the story

In Going Home, Coming Home, Ami Chi takes a trip to Vietnam, where her parents are from. Her mother and father left Vietnam because of the war, which was a painful and difficult experience for many Vietnamese.

Ami Chi loves her ruby red house in America and feels blue on the way to Vietnam.

Ho Chi Minh City, Vietnam, is very busy, but the house where her mother was born is a small, quieter house near a rice paddie. There, Ami Chi meets her grandmother, Ba ngoai, for the first time and feels uncomfortable. They don't understand each other's language.

Ami Chi still wishes she was home in America. Then, her family goes to a huge market where Ami Chi makes new friends named Tuan and Thao. She plays a game with Thao and is excited to show her mother the game. Ami Chi feels sad to leave her new friends.

Excerpt from the end of the story:

- 1 When Tuan drops me off, *Ba ngoai* is home alone, combing her hair and singing in a tone that is both lovely and sad. Her hair is a flowing river of silver. Her skin looks as if the sun has polished it.
- 2 When I come in, she brings out a plate of fruit and gestures for me to eat. She sits by me, very close. I want to ask her the meaning of her beautiful sad song, but instead I just smile.

¹ Adapted from *Going Home, Coming Home*, by Truong Tran (2003)



3 When Mom, Dad, and Uncle Binh finally return from the market, *Ba ngoai* is still singing and I am combing her hair.

4 “We were so worried,” Dad says. “We looked for you everywhere!”

5 I hug him and say, “I thought I’d never find my way home.”

6 “Home?” Dad asks.

7 I tell them about Thao and about the fried canaries and pick-up sticks. “And I was thinking she and *Ba ngoai* could come to America next summer,” I add.

8 “I’m afraid *Ba ngoai* is too old to travel so far, and besides, this is where she belongs. Vietnam is her home,” Dad explains.

9 “Well, it’s my home too,” I tell him, “My home away from home! We’ll just have to come back.”

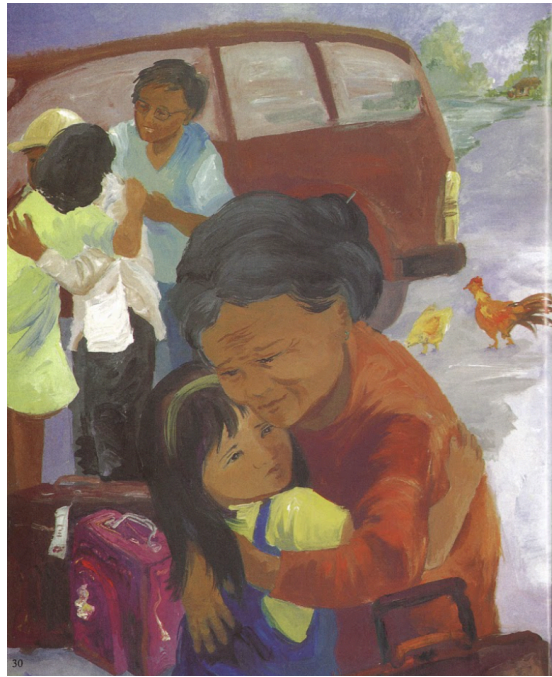
10 At this everyone laughs, even *Ba ngoai*. Even me.

11 Two weeks later we pack up and all load into Uncle Binh’s van. At the airport Uncle Binh says, “Be a good girl,” and pinches my cheek. I don’t even mind.

12 *Ba ngoai* stuffs dried bananas into my pockets, and hides rivers of tears behind her hands. We don’t need to say the words for good-bye. She touches my heart with her hand, and I kiss her cheek. And then we’re on our way back home to America.



13 Before I came to Vietnam, I knew I was American. Here I learned that I am both Vietnamese and American. I am from the East and I am from the West. My home is here. My home is there. Home is two different places, on the left and right sides of my heart.



Name _____ Date _____

Use the summary of the beginning and middle of *Going Home, Coming Home* and the excerpt from *the end of the story* to answer the questions.

1. In the beginning of the story, Ami Chi does not want to go to Vietnam. What is one detail from the summary that supports this idea? (RL.2.1)

- a. "...Ami Chi takes a trip to Vietnam, where her parents are from."
- b. "Ami Chi loves her ruby red house in America and feels blue on the way to Vietnam."**
- c. "Ho Chi Minh City, Vietnam, is very busy, but the house where her mother was born is a small, quieter house near a rice paddie."
- d. "She plays a game with one of the children and is excited to show her mother the game."

2. Which word best describes how Ami Chi feels after meeting new friends? (RL.2.3)

- a. surprised
- b. angry
- c. Unhappy
- d. excited**

3. Part 1: Read paragraph 2 from the excerpt again. (L.2.4)

When I come in, she brings out a plate of fruit and **gestures** for me to eat. She sits by me, very close.

The word **gestures** means:

- a. tells
- b. sings
- c. motions**
- d. asks

Part 2: Think about both the summary and excerpt. Choose a clue from the text that helps you determine the meaning of the word “gestures”. Write your answer here.

4. Reread paragraph 2. What is one way that Ami Chi does NOT respond to her grandmother’s song? (RL.2.1, RL.2.3)

a. She becomes upset.

b. She listens to the song.

c. She wonders about the meaning of the song.

d. She smiles at Ba ngoai.

5. How do paragraphs 11 and 12 help you understand the setting at this part in the story? (RL 2.5)

a. They show that Ami Chi is back in America.

b. They explain how Ami Chi is at the market.

c. They show that Ami Chi is at the airport.

d. They describe that Ami Chi is at *Ba ngoai’s* house.

6. How do Ami Chi’s feelings change from the beginning to the end of the story? Include details from the text to support your answer.(RL.2.3, RL.2.5)

7. One of the big ideas in our unit is:

We understand our own identities by thinking about where we are and where we come from.

How did Ami Chi’s trip to Vietnam impact her? Use details from the text to support your ideas. (RL.2.2, W.2.8, 2.T3.4)

Going Home, Coming Home Summary and Excerpt

Summary of the beginning and middle of the story

Adapted from *Going Home, Coming Home*, by Truong Tran (2003)

In Going Home, Coming Home, Ami Chi takes a trip to Vietnam, where her parents are from. Her mother and father left Vietnam because of the war, which was a painful and difficult experience for many Vietnamese.

Ami Chi loves her ruby red house in America and feels blue on the way to Vietnam.

Ho Chi Minh City, Vietnam, is very busy, but the house where her mother was born is a small, quieter house near rice paddies. There, Ami Chi meets her grandmother, Ba ngoai, for the first time and feels uncomfortable. They don't understand each other's language.

Ami Chi still wishes she was home in America. Then, her family goes to a huge market where Ami Chi makes new friends named Tuan and Thao. She plays a game with Thao and is excited to show her mother the game. Ami Chi feels sad to leave her new friends.

End of Unit Assessment U3 W8

Excerpt from the end of the story

1 When Tuan drops me off, *Ba ngoai* is home alone, combing her hair and singing in a tone that is both lovely and sad. Her hair is a flowing river of silver. Her skin looks as if the sun has polished it.



2 When I come in, she brings out a plate of fruit and gestures for me to eat. She sits by me, very close. I want to ask her the meaning of her beautiful sad song, but instead I just smile.

3 When Mom, Dad, and Uncle Binh finally return from the market, *Ba ngoai* is still singing and I am combing her hair.

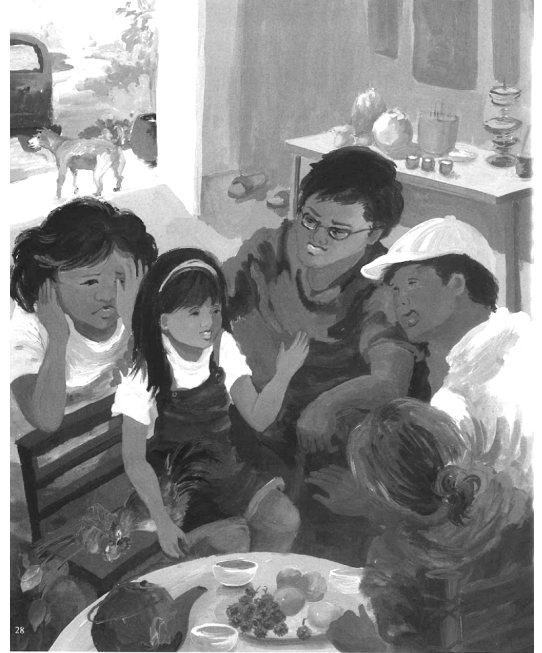
4 “We were so worried,” Dad says. “We looked for you everywhere!”

5 I hug him and say, “I thought I’d never find my way home.”

End of Unit Assessment U3 W8

6 "Home?" Dad asks.

7 I tell them about Thao and about the fried canaries and pick-up sticks. "And I was thinking she and *Ba ngoai* could come to America next summer," I add.



8 "I'm afraid *Ba ngoai* is too old to travel so far, and besides, this is where she belongs. Vietnam is her home," Dad explains.

9 "Well, it's my home too," I tell him, "My home away from home! We'll just have to come back."

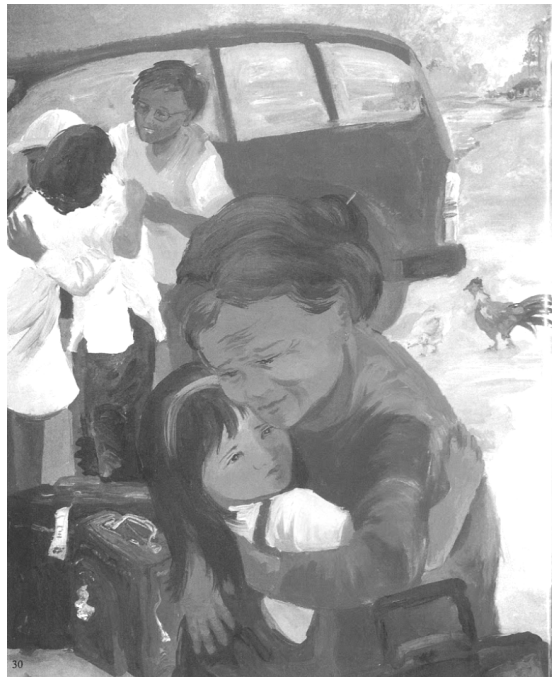
10 At this everyone laughs, even *Ba ngoai*. Even me.

11 Two weeks later we pack up and all load into Uncle Binh's van. At the airport Uncle Binh says, "Be a good girl," and pinches my cheek. I don't even mind.

End of Unit Assessment U3 W8

12 *Ba ngoai* stuffs dried bananas into my pockets, and hides rivers of tears behind her hands. We don't need to say the words for good-bye. She touches my heart with her hand, and I kiss her cheek. And then we're on our way back home to America.

13 Before I came to Vietnam, I knew I was American. Here I learned that I am both Vietnamese and American. I am from the East and I am from the West. My home is here. My home is there. Home is two different places, on the left and right sides of my heart.



End of Unit Assessment U3 W8

End of Unit 3 Assessment Responses and Exemplars

Question 1. (R.4.2)

In the beginning of the story, Ami Chi does not want to go to Vietnam. What is one detail from the summary that supports this (RL.2.1)

- a. "...Ami Chi takes a trip to Vietnam, where her parents are from."
- b. "Ami Chi loves her ruby red house in America and feels blue on the way to Vietnam."**
- c. "Ho Chi Minh City, Vietnam, is very busy, but the house where her mother was born is a small, quieter house near rice paddies."
- d. "She plays a game with one of the children and is excited to show her mother the game."

Question 2. (R.6.2.a)

Which word best describes how Ami Chi feels after meeting new friends? (RL.2.3)

- a. surprised
- b. angry
- c. unhappy
- d. excited**

Question 3. (L.4)

3. Read paragraph 2 from the excerpt again. (L.4)

The word **gestures** means:

- a. tells
- b. sings
- c. motions**
- d. asks

Think about both the summary and excerpt. Choose a clue from the text that helps you determine the meaning of the word **gestures**.

Children may choose one of the following details:

- From the summary, “They don't understand each other's language.”
- From the excerpt, paragraph 2, “ she brings out a plate of fruit...for me to eat”
- From the excerpt, paragraph 2, “She sits by me, very close.”

Question 4. (R.4.2, R.6.2.a)

Reread paragraph 2. What is one way that Ami Chi does NOT respond to her grandmother’s song? (RL.2.1, RL.2.3)

- a. She becomes upset.**
- b. She listens to the song.
- c. She wonders about the meaning of the song.
- d. She smiles at Ba ngoai.

Question 5. (R.8.2.a)

How do paragraphs 11 and 12 help you understand the setting at this part in the story? (R.8.2.a)

- a. They show that Ami Chi is back in America.
- b. They explain how Ami Chi is at the market.
- c. They show that Ami Chi is at the airport.**
- d. They describe that Ami Chi is at *Ba ngoai*'s house.

Question 6. (R.6.2.a, R.8.2.a)

How do Ami Chi's feelings change from the beginning to the end of the story? Include details from the text to support your answer.

In the beginning of the story, Ami Chi did not feel like Vietnam was home. She felt "blue on the way to Vietnam." Also, she felt uncomfortable around her grandmother because they spoke different languages. After Ami Chi meets friends at a market and learns to communicate with her grandmother by gesturing and using body language, she realizes that Vietnam is also her home. She feels excited to return.

Children may also reference details from the text that show how Ami's feelings change. Children should use details that show Ami Chi's feelings at the beginning and the end of the story.

- "Ami Chi loves her ruby red house in America and feels blue on the way to Vietnam."
- "Ami Chi meets her grandmother, Ba ngoai, for the first time and feels uncomfortable."
- "Ami Chi feels sad to leave her new friends."
- "...*Ba ngoai* is still singing and I am combing her hair."
- "We'll just have to come back."
- "She touches my heart with her hand, and I kiss her cheek."

Question 7. (R.5.2.a, W.1.2.b)

7. One of the big ideas in our unit is: *We understand our own identities by thinking about where we are and where we come from.* How did Ami Chi's trip to Vietnam impact her? Use details from the text to support your ideas.

Ami Chi's trip to Vietnam impacted her because it made her realize that being Vietnamese is an important part of who she is. Ami Chi met her uncle and grandmother for the first time and made new friends who exposed her to new cultural experiences. At the end of the story, Ami Chi realizes "home is in two places, on the left and right side of my heart." Ami Chi gained new perspectives about where she comes from that helped shape her self-identity.

Children may also reference details from the text that show the ways the trip to Vietnam helped Ami Chi understand her own identity. Children should use details that show Ami Chi's feelings at the beginning and the end of the story.

- "I thought I'd never find my way home."
- "'Well, it's my home too,' I tell him, 'My home away from home!'"
- "Before I came to Vietnam, I knew I was American."
- "Here I learned that I am both Vietnamese and American."

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 4

Text Talk

Synthesis of Unit Ideas

To review and wrap up Unit 3, children look closely at the Weekly Question Charts to identify connections across the weeks.

This shorter lesson leaves time to continue working on the End of Unit Assessment.

Big Ideas	<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>
Weekly Questions	All Weekly Questions
Content / SEL Objective	I can reflect on my experiences over time and summarize my current thinking, using class-created documents. (Self-Awareness)
Language Objective	I can listen to and build on my classmate's ideas. (SL.1.2, SL.1.2.b)
Vocabulary	Include a review of any relevant words highlighted in the Weekly Question Charts.
Materials and Preparation	<p>Review the Unit Question Chart routine in the Introduction, Part 1: Routines. Reflect on how this routine has gone in previous units.</p> <ul style="list-style-type: none">● Weekly Question charts from Weeks 1-8● How Do Places and People Shape Each Other? chart, from Week 5 Post this chart in the center of the board.● markers● sticky notes, at least 3 per child● writing tools

Text Talk U3 W8 D4

	<ul style="list-style-type: none"> ● highlighters or markers <p>Review the Weekly Question charts from Weeks 6, 7, and 8. Highlight or mark especially important ideas. Consider ideas that build upon each other and those that have contributed to the development of the project work.</p> <p>Review the categories and ideas on the How Do Places and People Shape Each Other? chart.</p> <p>To prepare for the lesson, lay out the charts from all eight weeks. Identify trends. Select three or four charts that include especially important ideas and show a progression of thinking over time. Pay particular attention to important ideas and themes that have surfaced since Week 6. Look for ideas that connect to and build upon each other over the course of Unit 3. Consider categories by which ideas might be grouped (but do not write these on the chart).</p> <p>Post the selected Weekly Question Charts around the classroom.</p>
<p>Opening 1 minute</p>	<p><i>We are at the end of our third unit of study, “Connecting Places, Connecting People.” Each week we have considered a Weekly Question and gathered our ideas on a Weekly Question chart. I’ve been reading over our charts to see how our thinking has grown and changed. Now you have a chance to do the same thing.</i></p>
<p>Text and Discussion 17 minutes</p>	<p>Pass out the sticky notes and writing tools. Provide ten minutes for children to review the selected charts quietly.</p> <p><i>Before we talk together, you will review the charts on your own by doing a kind of Chalk Talk. Walk around slowly and look at each chart. As you look at the chart, think about the Weekly Question and the conversations we have had together. When you notice a connection between the charts, or if you have a question about something on a chart, you can write your connection or question on a sticky note and stick it to the Weekly Question chart that it relates to.</i></p> <p><i>Also, while you are looking at the charts, circle any words that you think are especially important to thinking about how people and places are connected.</i></p> <p>After children have had time to review the charts, gather the charts and put them close together, either on the floor in the whole group area or on the wall. Make sure that the children are arranged, sitting or standing, so that everyone can see the charts.</p>

	<p><i>Think quietly: What do you notice about what we have learned about people and places far away and here?</i></p> <p>Allow thirty seconds of quiet time for children to process.</p> <p>Facilitate a conversation in which children cite specific experiences from Text Talk, Studios, Writing, and Stations that have contributed to their learning over the course of the unit. Support children to pull from the text of the Weekly Question charts:</p> <p><i>Tell us where you see this on the Weekly Question chart.</i></p> <p><i>Why do you say that? Can you remember when we talked about that?</i></p> <p>Encourage children to use the “Me, too” signal. Invite children to add on to others’ comments and to ask clarifying questions.</p>
Closing 2 minutes	Close the session by summarizing the conversation. Make connections to the class project.
End of Unit Assessment 20 minutes	Provide children time to continue working on the End of Unit Assessment. Children can also continue the assessment during Stations.
Standards	<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>SL.1.2.b Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SEL.Self-Awareness</p>
Ongoing assessment	<p>Note how children are summarizing the information learned.</p> <p>Do they think flexibly when summarizing information?</p> <p>Do they consolidate new information?</p> <p>Note how children explain the Big Ideas of the unit.</p> <p>How do children demonstrate understanding of the unit content and Big Ideas?</p> <p>Are the children particularly interested in a specific topic?</p> <p>What concepts might have benefitted from more time or explanation during the lessons?</p>

Unit 1: Connecting People, Connecting Places

WEEK 8 Day 5

Celebrating Our Projects

The **Text Talk**, **Studios**, and **Writing** blocks are combined to accommodate a presentation and celebration of the Our Town Project and completion of Unit 3.

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	How are our stories linked?
Materials and Preparation	Based on the scope of the exhibit, presentation, and celebration planned in a given classroom, teachers may have: <ul style="list-style-type: none">● invited families, biography subjects, school community members, and/or other second grade classes;● prepared and sent child-made invitations;● posted children’s work from throughout the unit;● helped the children rehearse spoken presentations;● adjusted the classroom schedule, coordinated with other school adults;● arranged images and texts from the unit for general viewing;● hung signs and gallery tags to explain work on the walls;● made Weekly Question and other charts available for viewing;● prepared a few words to welcome and thank visitors and to explain the learning and work of the unit.
Process	Arrange the exhibit as in a gallery or museum, with all artifacts accessible for viewing and labeled to aid viewer understanding. Importantly, consider how to make visible and celebrate not only the final products but the process of learning throughout Unit 3: Connecting Places, Connecting

	<p>People.</p> <p>The exhibit, presentation, and celebration of learning unfold according to classroom culture and plans. Some possibilities include:</p> <ul style="list-style-type: none">● having children act as exhibit guides;● hosting a Gallery Walk, where guests can take self-guided tours;● asking biography subjects to speak about their experience of participating in the study;● playing music from the places featured in the unit and other places that are important to the children and families in the classroom community.
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Notes

Unit 3: Connecting Places, Connecting People

WEEK 8

Stations

Stations overview table follows information for the End of Unit Assessment.

End-of-Unit Assessment
<p>Materials and Preparation</p> <ul style="list-style-type: none">● End of Unit Assessment text (<i>Going Home, Coming Home</i> summary and excerpt), copy for each child● End of Unit Assessment questions, copy for each child● End of Unit Assessment Rubric, one copy to complete for each child● End of Unit Assessment Responses and Exemplars
<p>The End of Unit Assessment is introduced during Text Talk on Day 3; time is allowed for its completion during a shortened Text Talk lesson on Day 4 as well as at the Writing Station, Days 3-5.</p> <p>Children read a summary of the beginning and middle and an excerpt from the end of <i>Going Home, Coming Home</i> and then respond to both multiple choice and long answer questions.</p> <p>For children who need additional support understanding how to complete the assessment, or who need adult guidance to respond to the questions, convene a teacher-led small group or work with children individually during Stations.</p>

Stations overview page follows.

Unit 3: Connecting Places, Connecting People

WEEK 8

Stations

Station	Activities	Materials Writing tools at each station
Guided Independent Reading		<ul style="list-style-type: none"> individual book bags
Teacher groups: strategic small group instruction		
Listening & Speaking	Listen and Respond	<ul style="list-style-type: none"> <i>Janjak & Freda Go to the Iron Market</i> book and slides technology <i>Janjak & Freda...</i> conversation prompts Markets Around the World Markets Around the World conversation prompts
Science Literacy	How do engineers help each other improve designs?	<ul style="list-style-type: none"> Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 7 Weekly Words cards Recording sheets Choose 3! menu
	Talk About It: What are some ways grandparents are important in keeping people connected to the places their families come from?	<ul style="list-style-type: none"> Week 8 image, 2 copies cut apart Week 8 sheets
Word Work (align skills with literacy program) Provide activity directions cards	Reading text, finding different kinds of words	<ul style="list-style-type: none"> Week 8 Word Talk text and sheets
	Writing words, using them in sentences	<ul style="list-style-type: none"> Week 8 Look Cover Write Check sheets
	Making new words with suffixes, using them in sentences	<ul style="list-style-type: none"> Week 8 Make a new word, Write a sentence sheets
Writing	End of Unit Assessment	See materials list on previous page.

JanJak and Freda go to the Iron Market Conversation Prompts: Cut apart and provide with text and audio recording.

Page 1:

What have you seen that amazed you the first time that you saw it?

JanJak and Freda go to the Iron Market

Page 15:

Why does the clothing *machann* get upset when Freda touches the beautiful *mouchwa*? Find evidence in the text for your idea.

JanJak and Freda go to the Iron Market

After reading:

Mrs. Jean, the clothing *machann*, wasn't very nice to Freda and Janjak when she first met them. How did she change her mind about them?

JanJak and Freda go to the Iron Market

I agree with you. I also think ____.

Why do you think that?

I don't think I agree with you because ____.

Markets Around the World Conversation Prompts: Cut apart and provide with text and audio recording.

After reading:

Which market is the oldest?
Go back to the text and look for information to answer this question.

Markets Around the World

After reading:

What do you imagine sellers and artists do to prepare before they arrive at the market each day? Think about the characters in *Abuela's Weave* and *Mama and Papa Have a Store*.

Markets Around the World

After reading:

Imagine there was a large outdoor market in your town. What would you like to sell there?
Talk about your answer with your partner.

Markets Around the World

I agree with you. I also think ____.

Why do you think that?

I don't think I agree with you because ____.

Markets around the world

Khan Al-Khalili, Egypt

The Khan Market is over 600 years old. It has 900 shops. Some of the wonderful things found there are items made of glass and beautiful metals, perfume, and jewelry. Many artists create their goods right in front of the shoppers. Go to the Street of the Tentmakers to see a wide selection of beautiful tents of many different colors and patterns. The covered markets on this street are the only ones left from medieval times in the city of Cairo, making them an important part of Egyptian history.



Pike Place Market, United States

Some say Pike Place Market in Seattle, Washington is only for tourists. It's the oldest surviving market in the United States, attracting 40,000 people each day. Books, antiques, flowers, fruits and vegetables are sold here, plus a lot of fish. Watch out, though: when you order a fish, the workers might throw it across the shop for you to catch! You will not see many of the sellers creating their items right here. Most have shops outside of the market where they do their work. Since it was built over 100 years ago, it has been an important part of the culture of the Northwest.



Grand Bazaar, Turkey

Istanbul's Grand Bazaar is about 500 years old. It is Turkey's largest covered market, with around 4,000 shops selling jewelry, carpets, ceramics, and goods made of brass and leather—all under fancy passageways spread across 60 streets. Almost 400,000 people go there each day. That's not all: along with shopping, the bazaar is home to a mosque, 21 hotels, seven fountains, and 18 gates. The bazaar is open Monday to Saturday from 9 a.m. to 7 p.m. and is a short walk to and from other important places in the city.



Adapted from <https://www.lonelyplanet.com/travel-tips-and-articles/the-worlds-greatest-markets>

Listening and Speaking Station U3 W8

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

Name: _____

Word Talk

Read the text "Surprise" on the next pages.
Find and record the kinds of words in each box below.
Check your work with a partner.

Find 4 words with the double vowel **oi**.

_____	_____
-----	-----
_____	_____
-----	-----
_____	_____

Find 3 words with **other** double vowels (*not oi*).

_____	_____	_____
-----	-----	-----
_____	_____	_____

Find 2 words with /ər/.

_____	_____
-----	-----
_____	_____

Find 1 word that means *thinking ahead*.

Surprise

Joe and Kathy Brown want to have a surprise birthday party for their **daughter**, Carly. She is turning seven years old. It will be easy to plan the party while she is away on a week-long trip with her brother Lee and their grandparents. Carly's older brother, Jay, says he would enjoy helping to prepare for the party.

First, they send notes to ask friends and family to join them. Jay helps to get these into the mail. He then gives Dad a hand, setting up a tent so that rain cannot spoil the party. The next step is to get snacks for the party. They go to the store and buy plenty of hotdogs, hamburgers, and soda. They also pick up some chips and dip. They know that kids can eat quite a bit. Mom orders the cake from a bake shop that makes cakes that are rich and moist. She chooses one

with whipped cream frosting.

Mom checks with the other people in the apartment complex to see if they would mind a little **noise**. She tells them the party will last until nine. All of the people say it is just fine. They do not mind a bit of **noise** and hope the kids will enjoy themselves.

Now they need to plan an activity the kids will enjoy. They have some games to play, and some videos and music. But it is likely to be quite hot and humid on party day, and there is nowhere to swim. At last, Mr. Brown came up with a super **idea**: squirt guns! The kids would have a blast squirting each other and getting cool and wet!

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

Name: _____

Look	Cover	Write	Check ✓
------	-------	-------	---------

Monday	<hr/> <hr/> <hr/>	
Tuesday	<hr/> <hr/> <hr/>	
cousin	<hr/> <hr/> <hr/>	
lose	<hr/> <hr/> <hr/>	
tomorrow	<hr/> <hr/> <hr/>	
beautiful	<hr/> <hr/> <hr/>	

Skills: Recognize and read grade-appropriate irregularly spelled words.

Use it in a Sentence

Monday

Tuesday

cousin

lose

tomorrow

beautiful

Name: _____

Make a new word, Write a sentence

Choose a base word from the box. Write it to the left of a suffix.
Put the base word and suffix together to make a new word.
Write a sentence using the new word.

toast	blow	roast	mow	coast
-------	------	-------	-----	-------

_____ + **er** = _____

_____ + **s** = _____

_____ + **ing** = _____

_____ + **er** = _____

Skills: Decode words with common prefixes and suffixes.

Talk About It



<https://www.npr.org/sections/goatsandsoda/2019/02/07/692088371/living-near-your-grandmother-has-evolutionary-benefits>



<https://www.npr.org/sections/goatsandsoda/2019/02/07/692088371/living-near-your-grandmother-has-evolutionary-benefits>

Vocabulary Station U3 W8

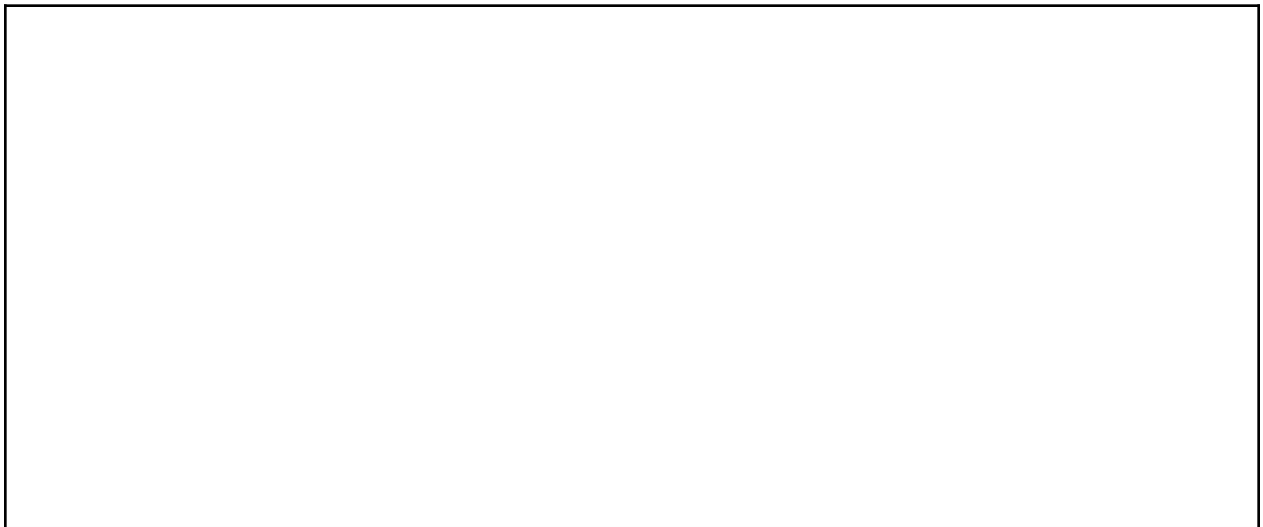
Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Talk About It

Name: _____ Date: _____

We have found several grandmothers in our texts. What are some ways grandparents are important in keeping people connected to the places their families come from?

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.



Unit 3: Connecting Places, Connecting People

WEEK 8 Lesson 1

Science and Engineering: Engineering Design

Designing the Our Town Project Exhibit: Creating Displays

Big Idea	We understand our own identities by thinking about where we are and where we come from.
Guiding Question	How can we help others understand the identity of our place?
Content Objective	I can use the engineering design process to create an exhibit to display artifacts and figure out ways to improve the design. (2-PS1-2, Practice 4, Practice 6)
Language Objectives	I can use adjectives to describe elements of our design and execution. (L.6.2.a) I can share ideas with my classmates by asking and answering questions. (SL.2.2.b)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea create: to make something improve: to make something better modify: to make a change to something to get a different result
Materials and Preparation	<ul style="list-style-type: none">● all materials identified in the groups' Design Diagram and Materials sheets Arrange these materials in a central location so that children can access them as needed.● Engineering Design Process chart, from Week 6● Engineering Design Process cards, Create and Improve● glue stick, for attaching card to chart● each group's Design Diagram and Materials sheet, from Week 7, Lesson 2● Roles cards, from previous lessons● writing tools● Our Town Project Planning chart, for reference● Museum Exhibits images, from Week 6, for reference

On the whiteboard, write the following questions.

What works?

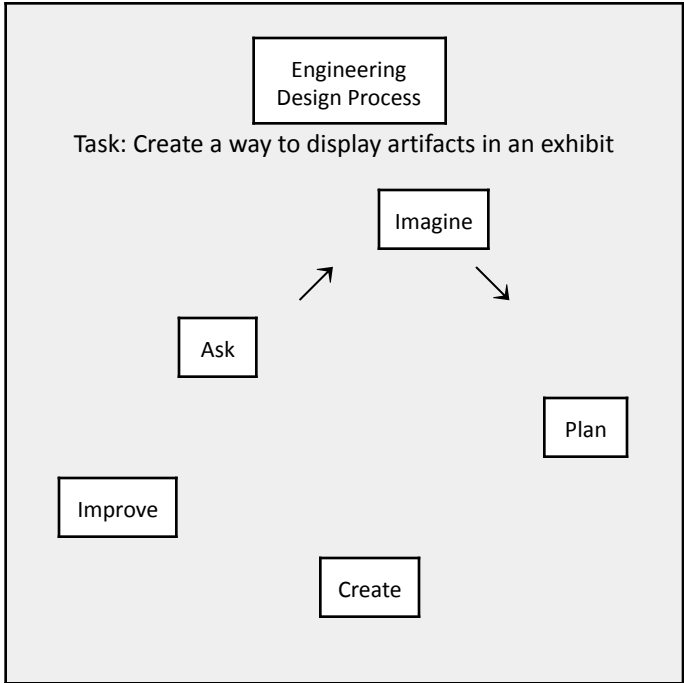
What doesn't?

What could make it work better?

Opening
5 minutes

You have worked in design teams to come up with final diagrams for displaying artifacts. Today we'll add the final two steps to the Engineering Design Process: Create and Improve. [Some groups may need to complete their diagrams or materials lists before moving on.]

Attach the Create and Improve cards to the chart, as follows. Draw arrows from Plan, to Create, to Improve.



Today, as a group, you'll refer to your final diagram and create the actual display you have designed. You may find that once you create something, you'll run into a problem to resolve. That's the "Improve" step. You might find yourselves moving back and forth between creating and improving a few times. That's what engineers do!

The questions on the board will help you think about how your design process is going: What works? What doesn't? What could

	<p><i>work better? When you need to, modify something, or change it, and then test it again.</i></p> <p><i>I used your materials lists to gather the materials you thought you would need.</i></p> <p>Indicate where the materials are set up. If substitutions have been necessary, let children know that and explain why, describing properties of requested materials and what might be similar to or different from those provided.</p> <p>Distribute Role Cards, and indicate where each group will work. Distribute the completed Design Diagram and Materials sheets.</p> <p><i>We'll be creating displays today and during Studios. Materials Managers, you will come gather the materials on your lists; when you bring the materials back to your group, make sure everyone in the group agrees that they are the ones you want to try.</i></p> <p><i>As you know, it can be challenging to work in a group, especially when you are trying to create something together. Continue to ask each other questions about each other's ideas. As you are working, make sure to talk about what you notice is working (or not) and why you think it's going that way. Use adjectives to describe properties of the materials you chose. For example, you might have chosen a material that is very stiff, too flexible, or not strong enough. Doing this will help you make good decisions about what to keep and what to improve.</i></p>
<p>Investigation 20 minutes</p>	<p>Teams will work at different paces. Circulate to observe children working, listen to their conversations, and offer support as needed without offering solutions to the challenges children will run into as they work with materials. Refer children back to the kind of artifact for which they are designing a display to make sure their designs make sense and will be effective.</p> <p>If children run into structural difficulties (such as instability, too much flexibility, insufficient weight-bearing capacity), encourage them to reflect on exactly where the problem might be and to try different solutions, moving dynamically between the Create and Improve steps.</p>
<p>Closing 5 minutes</p>	<p>Signal clean-up time and bring the group back together. Share some observations of the work in progress. If one group is particularly stuck or successful, have them ask questions of each other and share strategies. Offer information about when and how children might continue their work, such as during Studios.</p>

<p>Standards and Practices</p>	<p>L.6.2.a 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>SL.2.2.b Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>
<p>Ongoing assessment</p>	<p>Are children’s designs appropriate for the artifacts to be displayed? Do children consider properties of materials to assess design success?</p> <p>Observe and take notes about small group work. Are children working collaboratively? What kinds of difficulties are children running into? How are they addressing them? What makes a group successful?</p>

Notes

Unit 3: Connecting Places, Connecting People

WEEK 8 Lesson 2

Science and Engineering: Quadrat Study 6

Rocks in our Quadrats

This lesson connects to and continues the year-long Quadrat Study.

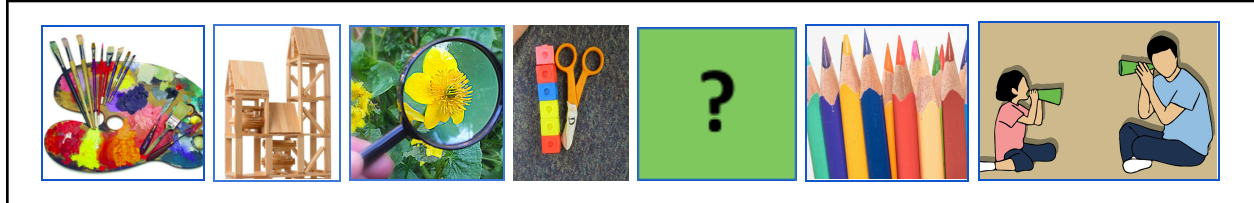
Big Idea	Every place has many stories.
S & E Guiding Question	What can we observe in one small area over time?
Content Objective	I can record observations and make connections among the rocks I observe in my quadrat. (2-PS1-3, Practice 4)
Language Objective	I can describe rocks in speaking and writing. (L.6.2.a, W.2.2.a)
Vocabulary	distribution: the way something is shared in a group or spread over an area isolate: to set apart quadrat: a small area of habitat, usually selected to collect data about the distribution of plants or animals
Materials and Preparation	<p>This lesson occurs outdoors. Review children’s entries in Science and Engineering packets from the previous quadrat study. Select a few that show different and informative observations.</p> <ul style="list-style-type: none">● hula hoops or equivalent lengths of rope or twine knotted to enclose a circle, one for each child● Science and Engineering packets● writing and drawing tools, in one or more containers to carry outdoors● chart paper and markers● hand lenses● 3-5 rocks of the same kind, collected from the schoolyard and washed off● one large, sturdy container, for carrying rocks children collect

<p>Opening 12 minutes</p>	<p><i>Today we're going back out to the schoolyard to continue our quadrat study. Remember, in a quadrat study scientists study the distribution of objects or organisms in an area—or how many of something there are.</i></p> <p><i>When we last observed the quadrats, you observed solid objects in your quadrats. Let's take a look at some of your observations.</i></p> <p>Show the selected examples. Use a simplified Science Circle protocol to guide the conversation.</p> <p><i>What do you notice about some of the objects these scientists found and recorded?</i></p> <p><i>Today you are going to continue to investigate solid objects in your quadrat. Specifically, you are going to take a closer look at the rocks in your quadrat. I was outside earlier, and I noticed that there were a few rocks on the ground that looked alike.</i></p> <p>Show the rocks collected earlier.</p> <p><i>I wondered if they might have been a part of the same rock at some point. So I washed them off and used a hand lens to look at them even closer.</i></p> <p>Point out similarities among the rocks.</p> <p><i>As you revisit your quadrats today, pay close attention to any rocks you find there. Individually and as a group, we will try to see if we notice any patterns in the rocks in our schoolyard.</i></p> <p>Distribute packets. Take the children out to the schoolyard with quadrat markers (hula hoops/ropes) and writing and drawing tools. Bring the container for collecting rocks.</p> <p>Direct children to return to their same spots.</p>
<p>Investigation 16 minutes</p>	<p>Once outside, offer reminders as needed for placing quadrat markers on the ground.</p> <p><i>Now that you are at your quadrat, find and choose one rock to write and draw about. Use your hand lens to look closely at that rock, and draw a detailed picture of it, magnified. Look around your quadrat to see if there are other rocks that look and feel similar to the one you chose. If so, pick some up and look at all of them together.</i></p> <p>As children work, circulate to support their investigation and representation. Ask the following questions.</p> <ul style="list-style-type: none"> ● <i>What do you notice?</i>

	<ul style="list-style-type: none"> ● <i>Could they all be smaller pieces of the same rock?</i> ● <i>Are they naturally occurring, or were they placed there by people?</i> ● <i>If they were placed there by people, why?</i> <p>Identify a few children to share their work with the whole group. Bring the children back indoors.</p>
Discussion 2 minutes	Set aside all materials except children’s packets and rocks. Ask identified children to share and describe their work. Encourage them to use precise vocabulary.
Closing	<p style="text-align: center;"><i>What can we observe about rocks in our quadrats? What makes us think that a smaller rock might be a piece of a larger rock?</i></p> <p>Invite children to describe the rocks they found, encouraging them to use the “Me, too” signal to make connections with each other.</p> <p>Place the rock collection in the Discovery Studio for further investigation.</p>
Standards and Practices	<p>L.6.2.a 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>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p>
Ongoing assessment	<p>As children work to record their observations, take note of their approach to the task, particular interests, and how they might be best supported with ongoing outdoor learning.</p> <p>Review children’s packets.</p> <p style="padding-left: 40px;">What details do children include in their rock observations? How do children describe the origin of the rocks they observe? Have they included any labels or other notations?</p> <p>This is a year-long investigation. As children continue this work, look for greater details in their drawing and writing and increasingly meaningful connections to current unit content.</p>

Unit 3: Connecting Places, Connecting People

WEEK 8 Science and Engineering and Studios





**Finishing, Presenting, and Celebrating
the Our Town Project**



<p>Big Ideas</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>Weekly Question</p>	<p>How are our stories linked?</p>
<p>Materials and Preparation</p>	<p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● Number cards 0–10 Make multiple copies. Remove the cards that show 10. ● How Close? Recording Sheet ● base 10 blocks, optional, for modeling numbers <p><u>For all other Studios:</u></p> <ul style="list-style-type: none"> ● Our Town Project Planning chart, begun in Week 6 ● chart paper, one piece, and markers Title the paper Gallery Name Ideas. Hang it in the whole group area at a height for children to write on it. Place markers nearby. ● Exhibit Tag template, from Week 7, many copies ● paper of different colors and sizes, for making labels and signs ● scrap paper (quarter- or half-sheets) and pencils ● Week 7 studios prompts ● Unit 3 Observation Sheet

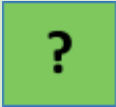

	<p>Review the Project Plan and assess how the work the class has identified is progressing. Review the work of individuals and small groups and add needed next steps to the Progress Notes column of the chart. Make notes on the following pages about how to structure and support the work in each studio.</p> <p>Ensure that as many resources as possible are available in appropriate studios and around the classroom.</p> <p>Gather materials children have already identified and those that might be useful in completing and displaying their work. Have exhibit tag and sign-making supplies available at each studio.</p> <p>Have sufficient copies of the Observation Sheet on clipboards.</p>
<p>Notes</p>	<p>The following outline suggests a focus for each day of the week. Adjust these plans according to how the project is unfolding in the classroom and plans for sharing the exhibit with an outside audience.</p> <p>Day 1: Review the Project Plan and works in progress; dismiss children to work.</p> <p>Day 2: Facilitate a Thinking and Feedback session to</p> <ul style="list-style-type: none"> ● provide encouragement to a struggling child or group; ● provide group analysis and suggestion for work that needs strengthening; ● coordinate efforts among children and groups and minimize duplication of effort; or ● highlight an aspect of work that might positively inspire others' work. <p>Days 3 and 4: Minimize whole group time so children can complete work and set up the exhibit. Review gallery name ideas and choose one.</p> <p>Day 5: Host a celebration!</p>
<p>Opening (Day 1)</p>	<p><i>This is our last week of Unit 3: Connecting Places, Connecting People! You have been working on many different ways to teach others about our town community. This is the week for you to finish all of the pieces of the exhibit and pull the whole thing together. At the end of this week, _____ [describe the plan for sharing the work with others and celebrating it as a class].</i></p>

	<p><i>One thing we will do all together is decide on a name for our gallery or museum where the exhibit is being shown.</i></p> <p>Indicate the Gallery Name Ideas chart.</p> <p><i>For now, if you have an idea, write it here, and we'll talk about all of the ideas later in the week. If someone else has written an idea you especially like, you can put a checkmark or a star next to it, instead of writing the idea again.</i></p> <p>Review the Project Plan. Highlight work completed and ready for exhibit, works in progress and related next steps, and any work that needs special or specific effort, possibly from new collaborators who have finished their project work. As time allows, invite children to briefly describe what they are working on.</p> <p><i>If you are making an exhibit tag, you might ask your classmates about what information needs to be included. For example, if you are writing an exhibit tag for the puppets, you might want to talk with some of the puppet artists to find out how they would describe the work. You can also include a quote from an artist right on the tag. That would make our exhibit more interesting!</i></p> <p>Distribute scrap paper and pencils.</p> <p><i>Many of you have a few things you are working on. Make a list for yourself of each task—puppets, gallery tags, exhibit stands [refer to the Project Plan to name other class work, such as mural, map, playlist, etc.]—and then put a number next to each one to indicate the order you will work on them.</i></p> <p>Dismiss children to work.</p> <p>Note: After Day 1, Opening meetings should be short in order to maximize productive work time.</p> <p>Once dismissed to work, children gather any materials needed for completing their projects and consult relevant resources, including other children and looking at work happening around the classroom.</p>
<p>Facilitation</p>	<p>Facilitate and foster cross-pollination of ideas by suggesting that groups take a break to look at each other's work, ask questions, and be inspired by their classmates' efforts.</p> <p>Support groups if they struggle to come to group consensus about next steps. Refer children to the Studios prompts to focus their work as they</p>

	wrap up their projects and plan for presentation.
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<p style="text-align: center;">Art</p> 	<p>Project(s): Biography Puppets, _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p style="text-align: center;">Building</p> 	<p>Project(s): Building Exhibits, _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

<p>Discovery</p> 	<p>Project(s): Displays, _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p>Math</p> 	<p>How Close? I can add and subtract numbers within 1,000. I can make decisions about how to find the lowest sums.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> ● Children play in partnerships. ● Partner A picks 8 cards and chooses 6 of those cards to create 2 three-digit numbers. ● Partner A adds the three-digit numbers. Then, finds the difference between the sum and 1000. This is the score for the round. Encourage children to use base 10 blocks to show thinking. ● Repeat for Partner B. ● For each round, each player chooses 6 new cards and has 8 cards in hand. ● In the end, the player with the lowest score wins. <p><u>Facilitation:</u></p> <p><i>How are you making decisions about your addends?</i> <i>How will you approach the next round?</i> <i>How can you ensure the lowest score?</i></p>

<p>Research</p> 	<p>Project(s): _____</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	
<p>Writing and Storytelling</p> 	<p>Project(s): Writing biographies, exhibit tags, signs, and stories</p>
<p>Current state of the project</p>	
<p>Questions to prompt further work</p>	
<p>Needed resources, materials, collaboration</p>	

Standards	<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> 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p>
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Notes

Art Studio

While you are working, think about:

How are these people important in our town? How can we represent that?

What details need to be included to represent these community members?

Building Studio

While you are working, think about:

What do we want to communicate about our town?

Why is this important?

Who is our audience?

What questions might someone have about our community that we could answer through our building?

Discovery Studio

While you are working, think about:

What kind of display will work best for this kind of artifact? Why do we think so?

Are we using the best materials?

What's working? What's not working?

What else can we try?

Math Studio

While you are working, think about:

How are you making decisions about your addends?

How will you approach the next round?

How can you ensure the lowest score?

Research Studio

While you are working, think about:

What do we want to communicate about our town?

Why is this important?

Who is our audience?

What else can we find out about our community?

Writing and Storytelling Studio

While you are working, think about:

What do we want to communicate about our town?

Why is this important?

Who is our audience?

Number Cards (0-10)

1

2

3

4

5

6

Number Cards (0-10)

7

8

9

1

2

3

Number Cards (0-10)

4

5

6

7

8

9

Number Cards (0-10)

0

0

10

10

How Close? Stage 4 Recording Sheet

+

Your score this round: _____

+

Your score this round: _____

+

Your score this round: _____

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 1

Writing Biography
Peer-to-Peer Feedback

Content Objective	I can use feedback to plan for revising my writing. (W.2.2.a, W.3.2)
Language Objective	I can discuss my writing with a partner, following the routine for providing feedback. (SL.2.1a)
Vocabulary	audience: an individual or group for whom a piece of writing is composed biography: a genre of writing whose purpose is to tell a person’s life story conclusion: the end feedback: specific, helpful suggestions given to improve work orientation: in a biography, the text that introduces the person and his/her significance record of events: things that happened that helped develop the person’s identity
Materials and Preparation	<ul style="list-style-type: none">● Biography Feedback packet, one copy for each child● writing tools● children’s writing folders, including their biographies <p>Children will work with partners. Pair them strategically so that each child can give and receive meaningful feedback.</p>
Opening 1 minute	<i>Today you will work with a partner to provide feedback about each other’s writing. When you provide feedback, think about your audience. Visitors to our class exhibit may not know the school community members we write about, so we need to make sure the audience has enough information.</i>
Peer-to-Peer Feedback Introduction	Show the Biography Feedback packet, pointing to each part as it is discussed. <i>This is the packet you will use to give feedback. At the top, there is a</i>

<p>8 minutes</p>	<p><i>space for the writer’s name and the reviewer’s name. If you are the person reading your own writing, you are the writer. If you are the person giving feedback, you are the reviewer.</i></p> <p><i>Here’s how this will work: The writer will read their biography to the reviewer section by section, beginning with the orientation.</i></p> <p><i>After listening to the orientation, the reviewer will answer the first question: “Does the orientation introduce the person and the trait?” If the orientation introduces both, the reviewer will check “Yes.” If not, they will check “No.” If information is missing, talk about what is missing, and write a plan in the box below.</i></p> <p><i>Then the writer will read their record of events. After listening to this section, the reviewer will answer the second question: “Does it include events in order, related to the trait?” If the events are in order and related to the trait, the reviewer will check “Yes.” If not, they will check “No.” If events are missing, unrelated, or out of order, write a plan in the box below.</i></p> <p><i>Finally the writer will read their conclusion. After listening to this section, the reviewer will answer the third question: “Does the conclusion tell why the person is significant?” If it does, the reviewer will check “Yes.” If not, they will check “No.” If the conclusion does not include this information, write a plan in the box below.</i></p> <p><i>After providing feedback to one partner, repeat the process to provide feedback to the other partner.</i></p>
<p>Peer-to-Peer Feedback 20 minutes</p>	<p>Partner the children, and send them to work with writing folders, writing tools, and Biography Feedback packets.</p> <p>As the children work, circulate to support them. Have children store their Biography Feedback packets in their writing folders.</p>
<p>Closing 1 minute</p>	<p><i>Today you provided each other with feedback to make your writing even better! Next week you will revise and publish your biographies.</i></p>
<p>Standards</p>	<p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>SL.1.2.a 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</p>

	the topics and texts under discussion).
Ongoing assessment	Collect the Biography Feedback packets and children’s folders. What feedback are children given? Does it match your assessment? What next steps do children set for themselves and each other? Are there any trends emerging?

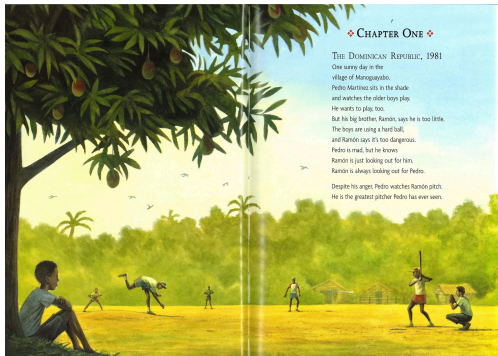
Notes

Biography Feedback

Writer's Name: _____

Reviewer's Name: _____

Does the **orientation** introduce the person and the trait?



Yes

No

orientation plan:



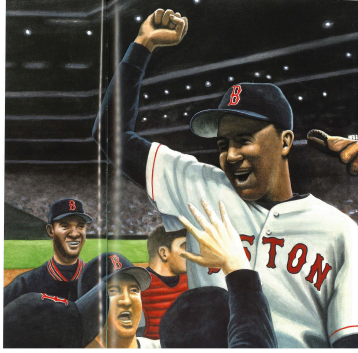
Does it include **events** in order,
related to the trait?

Yes

No



events plan:



Does the **conclusion** tell why the person is significant?

Yes

No

conclusion plan:

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 2

Writing Biography

Introduction to and Beginning Revising and Publishing

Today's lesson launches the work of revising and publishing that continues on Days 3-4. This lesson addresses one phase of the work: revisions (children's individual revisions and teacher-directed small group revisions). Note that publishing is introduced on Day 3.

Children work individually and with partners or small groups to review their work and plan for revisions, considering whether their work makes sense and follows the purpose of biography: to tell a person's life story.

In preparation, the teacher identifies one area of revision for each child, focused on an aspect of structure or language and drawn from observations made throughout the unit. Children then receive guidance from the teacher to make these revisions by meeting in small groups with similar needs.

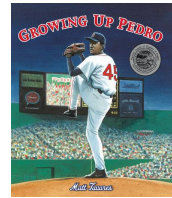
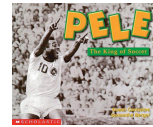
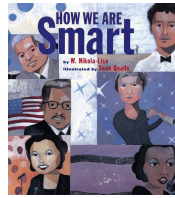
Content Objective	I can revise my writing to fit the purpose, structure, and language of biography. (W.2.2.a, W.3.2, L.1)
Language Objective	I can revise my biography to include past tense verbs in the record of events and present tense verbs in the conclusion. (W.2.2.a, L.1.2.d, L.1.2.e)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea audience: an individual or group for whom a piece of writing is composed biography: a genre of writing whose purpose is to tell a person's life story conclusion: the end feedback: specific, helpful suggestions given to improve work orientation: in a biography, the text that introduces the person and his/her significance phrase of time: a group of words that indicates when something happened publish: to prepare writing for an audience record of events: things that happened that helped develop the person's identity revise: make changes to writing

	<p>verb: a word that expresses a physical action, mental action, or state of being</p>
<p>Materials and Preparation</p>	<p>These materials will be used during Days 2-3 this week.</p> <ul style="list-style-type: none"> ● Biography Observation Tools and Biography Feedback sheets <p>Before the lesson, review the children’s Biography Observation Tools and Biography Feedback sheets, along with other notes taken during Writing, to identify the strongest area of need for each child. Form groups of children with similar needs. Ideally, children should be divided into four groups: two to meet on Day 2, and two to meet on Day 3. See the descriptions below to guide possible group focus areas.</p> <p>For Revisions:</p> <ul style="list-style-type: none"> ● writing tools ● writing folders, including children’s biographies, Interview Questions sheets, and Biography Verbs sheets ● writing paper ● <i>Growing Up Pedro</i>; <i>Pelé: The King of Soccer</i>; <i>How We are Smart</i>; Grandmother biographies; and class biography, available for children’s reference ● Biography anchor chart, from Week 5, Day 1 <p>For Small Group Instruction:</p> <ul style="list-style-type: none"> ● <i>Growing Up Pedro</i> chart, from Text Talk Week 4, Day 1 ● Autobiography Verbs chart, from Week 1, Day 4 ● Biography Verbs: Pelé, from Week 6, Day 3 ● children’s Biography Verbs sheets, from Week 6, Day 3 ● Biography Verb Tense slides, from Week 7, Day 3 ● Phrases of Time slides, from Week 6, Day 4 ● Biography Adjectives slides, from Week 7, Day 4 <ul style="list-style-type: none"> ● system for keeping track of work shared <p>Choose one child who would like to share a biography, preferably a child who has not yet shared their work.</p>
<p>Opening 1 minute</p>	<p><i>We have learned a lot about biographies, and you have written your own biographies! This week you are going to revise and publish your work to get it ready for your audience—members of our community.</i></p>
<p>Individual Construction 24 minutes, concurrent with</p>	<p><i>After you received feedback yesterday, you made plans for revision. Today you will review your plan and begin revising.</i></p> <p><i>You might find that there are other areas of your work that you</i></p>

<p>Small Group Instruction</p>	<p><i>would like to revise and edit as well. You can ask a classmate for feedback on other parts of your biography, or you can edit your work based on the rules you have learned in Foundations.</i></p> <p>Send the children with writing folders to revise their work.</p>
<p>Small Group Possibilities 24 minutes, concurrent with Individual Construction</p>	<p>As children work individually and with partners, pull small groups with similar needs to improve one aspect of their biographies. The aspects addressed in revisions should be features of biography taught during the unit. The following are suggestions for what to address in small groups.</p> <p><u>Stages of Biography</u> Review the following lessons: Text Talk Week 4, Day 1 and Writing Week 5, Day 5. Use the <i>Growing Up Pedro</i> chart for reference. Reinforce the importance of identifying a trait, introducing the subject of the biography in the orientation, writing sequential life events related to that trait, and concluding the biography with a reflection on the significance of the person.</p> <p><u>Verbs</u> Review the lessons from Week 6, Day 3 and Week 7, Day 3. Have children circle the verbs in their writing. In the small group, refer to the Verbs charts to get ideas for using verbs that relate to a topic. Replace repetitive, vague verbs with verbs that are more descriptive and specific. Check verb tense, using past tense verbs in the record of events and present tense verbs in the conclusion.</p> <p><u>Phrases of Time</u> Review the lesson from Week 6, Day 4. Have the children review how they introduce events. Support them to introduce each event with a phrase of time.</p> <p><u>Adjectives</u> Review the lesson from Week 7, Day 4. Support the children as they identify sentences and sections that could be better developed with adjectives. Practice packing more information into one sentence.</p>
<p>Closing 5 minutes</p>	<p>Choose one experience from small group instruction to share with the class. This should be informative to all children as they consider what and how to revise their biographies.</p>
<p>Standards</p>	<p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.3.2 Use a combination of drawing and writing to communicate a topic</p>

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 3



Writing Biography
 Deconstruction and Individual Construction: Title
 Revising and Publishing
 continued from Day 2

Content Objectives	I can write a title for my biography. (W.3.2) I can revise my writing to fit the purpose, structure, and language of biography. (W.2.2.a, W.2.3, L.1.2.e)
Language Objective	I can revise my biography to include past tense verbs in the record of events and present tense verbs in the conclusion. (W.2.2.a, L.1)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>enticing: drawing the reader in; making the reader want to know more</p> <p>informative: providing useful information</p> <p>publish: prepare writing for an audience</p> <p>revise: make changes to writing</p> <p>title: the name of a piece of writing</p>
Materials and Preparation	On the whiteboard, write the following questions: <p style="text-align: center;">Is it informative? Is it enticing?</p> <ul style="list-style-type: none"> ● <i>Growing Up Pedro</i>, Matt Tavares, 2 copies ● <i>Pelé: The King of Soccer</i>, Susan Canizares and Samantha Berger, 4 copies ● <i>How We are Smart</i>, W. Nikola-Lisa, 1 copy ● Grandmother biographies, from Week 5, Day 1 ● materials from Day 2 <p>For Publishing:</p>

	<ul style="list-style-type: none"> • a variety of paper, copies as needed for publishing • blank paper, for the front and back covers • colored pencils • children’s collected photographs of biography subjects • glue sticks, as needed, for attaching copies of photographs
Opening 1 minute	<i>Today we are going to learn about the titles of biographies, and you will write your own titles. Then you will continue revising and begin publishing your work.</i>
Deconstruction 9 minutes	<p><i>Just like with personal recounts and autobiographies, the titles of biographies are both informative, telling the reader what the recount is about, and enticing, drawing the reader in.</i></p> <p><i>With a partner, you will read the title of one of our biography mentor texts. Then, talk to your partner to answer these two questions: Is it informative? Is it enticing?</i></p> <p>Pass out biographies to pairs and allow about five minutes for their discussion.</p> <p>Come back to the whole group and harvest the pairs’ ideas. Help them to support their thinking by sharing why they think a particular title is informative and/or enticing.</p> <p>Think, Pair, Share. <i>What would be a good title for your biography?</i> Have several children share their ideas.</p>
Individual Construction 15 minutes, concurrent with Small Group instruction	<p><i>Your first job today is to add a title to your biography. Write the title on a blank sheet of paper. You will use this page for your front cover when you publish.</i></p> <p><i>After you write your title, you will continue revising. After you revise, you can begin publishing by copying completed pages onto clean sheets of paper. You will have time tomorrow to finish publishing.</i></p> <p>Send the children with writing folders and notebooks to revise their work.</p> <p>After children revise, they may begin to publish biographies, by copying words onto clean sheets of paper. If children are illustrating the biographies themselves, they can draw new illustrations. If they are using photographs, copies of the photographs can be attached to their published pages.</p>
Small Group Possibilities	Continue from Day 2

15 minutes, concurrent with Individual Construction	
Closing 5 minutes	Choose one experience from small group instruction to share with the class. This should be informative to all children as they grow as writers.
Standards	<p>W.2.2.a With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.</p> <p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.</p>
Ongoing assessment	Note children’s participation in and understanding of the content of each small group.

Notes

Unit 3: Connecting Places, Connecting People

WEEK 8 Day 4

Writing Biography
Publishing

Content Objective	I can prepare my biography for an audience. (W.3.2)
Language Objective	I can add images to clarify my writing. (SL.3.2.b)
Vocabulary	publish: prepare writing for an audience biography: a genre of writing whose purpose is to tell a person’s life story title: the name of a piece of writing
Materials and Preparation	<ul style="list-style-type: none">● children’s biographies● drawing and writing tools● publishing materials from Day 3● materials for book binding (could be simply a stapler, or more sophisticated book-binding materials)
Opening 5 minutes	<p><i>Today you will finish publishing your biographies to include in our class exhibit. First you will look over all of your pages. If there are any illustrations or words that you still need to copy onto new sheets of paper, do that first. Then add photographs to any pages that need them.</i></p> <p><i>After all of your pages are complete, put them in order. Add the page with your title to the front and a blank page to the back to make the covers of a book.</i></p> <p><i>After your book is assembled, add to your front cover. Write your name and include an illustration that shows what your biography is about.</i></p> <p>Think, Pair, Share. <i>Think about your biography. What steps do you need to take to</i></p>

	<i>publish it?</i>
Individual Construction 24 minutes	Send the children with their biographies and publishing materials. As children work, circulate to assist them with publishing.
Closing 1 minute	<i>Tomorrow you will share your work in our exhibit!</i>
Standards	W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end. SL.3.2.b Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Ongoing assessment	Reflect and make notes about the unit. What did children understand about the purpose, structure, and language of biography? What is still challenging? What do I still need to address with children this year? What might I do differently next year?

Notes