

## 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.

<b>Big Ideas</b>	<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>
<b>Weekly Questions</b>	All Weekly Questions
<b>Content / SEL Objective</b>	I can reflect on my experiences over time and summarize my current thinking, using class-created documents. (Self-Awareness)
<b>Language Objective</b>	I can listen to and build on my classmate's ideas. (SL.1.2, SL.1.2.b)
<b>Vocabulary</b>	Include a review of any relevant words highlighted in the Weekly Question Charts.
<b>Materials and Preparation</b>	<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"><li>● Weekly Question charts from Weeks 1-8</li><li>● How Do Places and People Shape Each Other? chart, from Week 5 Post this chart in the center of the board.</li><li>● markers</li><li>● sticky notes, at least 3 per child</li><li>● writing tools</li></ul>

	<ul style="list-style-type: none"> <li>● highlighters or markers</li> </ul> <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><b>Opening</b> 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><b>Text and Discussion</b> 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>
<b>Closing</b> 2 minutes	Close the session by summarizing the conversation. Make connections to the class project.
<b>End of Unit Assessment</b> 20 minutes	Provide children time to continue working on the End of Unit Assessment. Children can also continue the assessment during Stations.
<b>Standards</b>	<p><b>SL.1.2</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.2.b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SEL.</b>Self-Awareness</p>
<b>Ongoing assessment</b>	<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>