

Part 1: Design

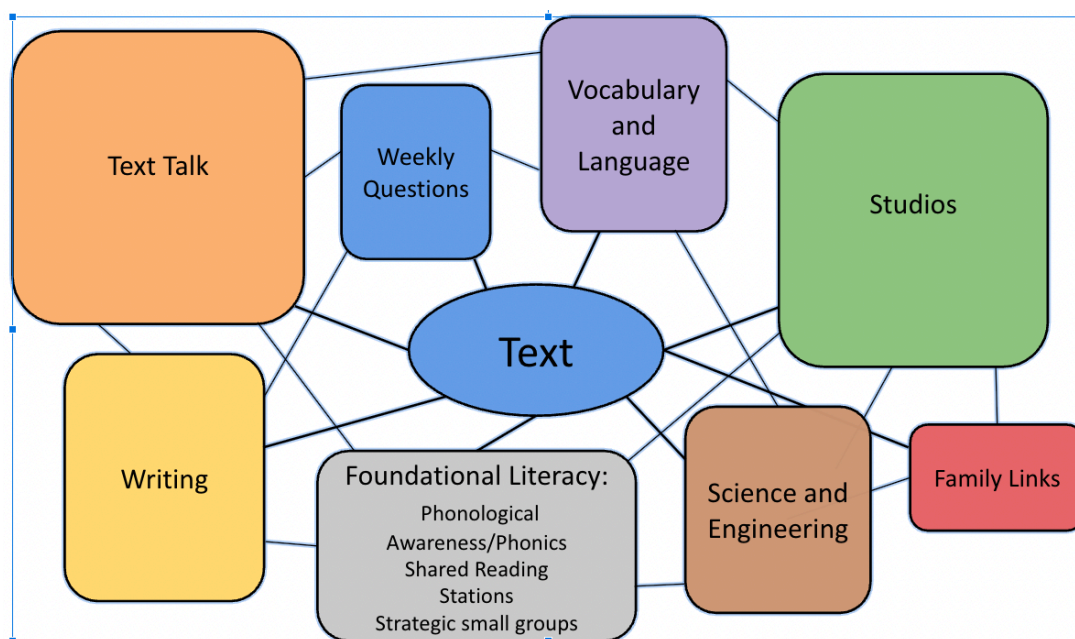


Design and Structure

A primary task of second grade is analyzing: looking closely and methodically at something in order to make sense of it and then communicate about it to others. The *2nd Grade for ME* (Boston Public School's *Focus on 2nd*) curriculum offers specific texts and lessons for doing just this. The *2nd Grade for ME* structures opportunities for children and adults to work together to analyze texts, ideas, images, structures, works of art, and words. As their understanding develops, children are compelled to create products that communicate their ideas and ongoing questions. Through structured lessons, guided and independent practice, and time for children to direct their own experiences, the curriculum establishes an ongoing rhythm of peering intently and pulling back for a wider scope.

In the design of *2nd Grade for ME*, all of the parts work in concert with each other. The components that support children's learning and development in literacy and language, science and engineering, social studies, arts, and the social-emotional realm reference each other and connect to the overall topic of study. When visitors walk into a *2nd Grade for ME* classroom, it is immediately apparent what the children are learning about and learning to do; the curriculum is alive on the walls and shelves, in the meeting area and work spaces.

Text acts as the animating feature of each unit of study and each day's experiences:



Fiction and informational books alongside other texts such as photographs with captions, articles, documents, websites, and videos promote conceptual learning, suggest vocabulary for further study, inspire work in Studios, and interact with writing lessons, all linked by the Weekly Questions and exploring the Big Ideas and Guiding Questions. Differently said, the learning is driven by content (the units of study), and all experiences are designed to reinforce that knowledge building.

Each unit of study includes both social studies and science learning; the units alternate bringing each content area to the foreground.

Twice-weekly lessons in Science and Engineering share a 30-minute block with Studios and are enhanced by work in the Discovery Studio. For schools with designated science blocks, collaboration with the science specialist is highly encouraged to make the most of both science and Studios time.

Each component of the curriculum is detailed in the Introduction, Part 2.

Units of Study

Over the course of the school year, children and teachers embark on four in-depth studies:

Unit 1: How We Learn in our School Communities

Unit 2: The Forces of Wind and Water

Unit 3: Connecting Places, Connecting People

Unit 4: The Power of Pollinators

Each study spans eight weeks, integrating learning in literacy, science, social studies, and arts and culminating with projects that both keep the topics close to the learners and push the children out into the community. Each topic is carried by identified Big Ideas and Guiding Questions; Weekly Questions bring these into clearer focus and connect the curriculum components. The first unit is designed to begin in the first full week of school and thus includes support for establishing the classroom community—the most important work of the beginning of any school year. The units are propelled by text analysis and discussion and supported by content-specific vocabulary. Development of understanding around the topic of study runs parallel with the development of specific skills in communication (reading, writing, listening, and speaking); the two are critically interconnected.

Within each unit of study are two distinct Writing units, with focus on a particular genre and contributing to children’s development, expansion, and communication of ideas.

Routines

Each component of the day and all activities are bolstered by routines that keep learning moving smoothly and encourage the participation of every learner. Those referred to as Anchor Routines connect one part of the day and learning to another, and should be followed with particular care. Other daily routines, such as Think, Pair, Share, are quick, specific opportunities for children to access learning in diverse ways. Of course, teachers have established routines according to their school and classroom cultures and personal teaching styles; the daily routines suggested here are meant to support purposeful and productive work and can be seen as a resource. Please see the Routines document for specific information and guidance on *2nd Grade for ME* routines.

Projects

The last weeks of each unit consolidate around a final, authentic, multi-dimensional project. Children's thinking is deepened and communication refined as they engage in projects that require research, negotiation, and the synthesis of ideas. This shared and/or individual work considers and addresses a complex question or dilemma. Understandings that develop over the course of the unit come to fruition in the final weeks in the form of purpose-laden writing and products in other media. For example, in Unit 1, after exploring ideas of schools and identities of learners, second graders communicate their ideas for improvements to their own school to make it a place where all learners can be successful.

Social-Emotional Learning

With the goal of developing the whole child, *2nd Grade for ME* is grounded in practices that naturally support social emotional learning (SEL). SEL is intentionally embedded into the components, routines, and content of *2nd Grade for ME* to support children in building cognitive regulation, understanding their emotional processes, and strengthening social/interpersonal skills¹. The BPS SELWEL skills and competencies are attended to explicitly. Building meaningful relationships with peers and adults is at the heart of the curriculum. With positive relationships, children are more likely to be successful learners.

Studios is a primary opportunity for social-emotional development. During Studios time, children are provided many choices: they choose with whom to work and from a variety of materials for use in expressing their understandings. The opportunity to explore and manipulate

¹ Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). "Navigating from the inside out: Looking inside & across 25 Leading SEL Programs: A practical resource for schools and OST providers." Harvard Graduate School of Education, 12-20.

various media allows children to practice cognitive flexibility, self-regulation, and emotional expression.

In creating a predictable routine, children learn to trust the learning environment. In Unit 1, children co-construct classroom agreements. With this practice, children experience ownership of their space and are empowered to self-regulate. With routines that promote authentic dialogue, children learn not only to articulate their ideas but to listen thoughtfully and ask questions. During Thinking and Feedback sessions, children hear the ideas of others, provide suggestions, and challenge thinking, thus, developing practice with self-regulation and social and emotional awareness.

In any group of vibrant young learners, some social discord is inevitable. Part of building a community of learners is integrating these conflicts or dilemmas into a positive classroom experience. Seize these learning opportunities, as they further develop children's prosocial behavior, building empathy and perspective taking. Engage in small- or whole-group meetings where problems are presented and solutions are suggested by both adults and children. Rely on routines and discussion prompts to ensure that these conversations are productive. Allow emerging ideas to inform the Classroom Agreements, revising them as needed throughout the year.

Any SEL curriculum already at work in schools will buoy and be buoyed by the SEL children are already doing throughout *2nd Grade for ME*.

Accessibility

2nd Grade for ME is designed with the intention of supporting the learning of every child in our schools. From the first unit of study, **How do we learn in our School Communities?**, children and teachers consider together the various ways people learn and how schools and classrooms can be the best possible places for learning. This compels teachers to take seriously and abide by children's knowledge about themselves, their peers, and the learners they meet through unit texts and other resources.

Throughout the *2nd Grade for ME* experience, children are telling their own stories, bringing the resources of their home and community lives into the classroom—enriching the learning community while asserting themselves. These stories appear in their writing, their storytelling, their works of art, and their conversations.

Each school's population and identity is unique. The curriculum is written with diverse learners in mind, including English Learners, incorporating the Universal Design for Learning (UDL) framework, and early childhood practices (NAEYC). The amount and depth of conversation

embedded in *2nd Grade for ME* will be challenging for some children; it is through supported conversation that both language *and* conceptual understanding develop.

Teachers are experts in getting to know the children in their company and coming up with new approaches to meet those children in response to their resources and needs. Schools adapt and develop a variety of frameworks to shape the habits of learning in their buildings. The second grade team of curriculum developers and coaches work enthusiastically with teachers and instructional leaders to illuminate the possibilities of this curriculum within the particular contexts of their schools.

Please see the following document, *Planning for Variability*, for more specific guidance.

Alignment PreK-2

Among our primary goals in creating and offering a second grade curriculum are to provide children with learning experiences and routines they can build on and to provide schools with a platform that informs cohesive and productive conversations about teaching and learning through these grades. Some examples of PreK-2 alignment are structural, such as Centers/Studios, texts read aloud and discussed in ways that support literacy, vocabulary, and conceptual development, and independent literacy stations simultaneous with teacher-led, strategic small group instruction. All of the curricula in the early grades revolve around extended units of study. For example, there are feedback routines in each year that support children's critical consideration of their own work and that of their peers. Children, their families, and school teams should experience connectivity among grades; we all should thus witness impacts toward children's self-awareness and metacognition, deep conceptual understandings, progressive skill development, and enhanced responsibility to their learning communities.

This curriculum is presented as a vehicle for vigorous and joyful learning. The suggested scripts, lessons, and activities offer a roadmap for enrichment. Still, much more needs to happen outside these pages. When teachers talk to each other about their practice and about children's work, when school leaders embrace a cohesive and celebratory approach to teaching and learning, when the topics we present to children are meaningful to them, when families are included, school can be transformative. This is the hope in building *2nd Grade for ME*.

Planning for Variability

Children arrive in our classrooms with a wide variety of competencies and challenges. They express their ideas and questions in many ways and demonstrate their particular approaches to tasks and problems in countless languages, including with words, movements, gestures, artwork, symbols, and stories. Some children's learning paths have been codified by diagnoses, and specific recommendations have been written into Individualized Education Plans (IEPs). While these documents lay out goals, benchmarks, and accommodations, we know that our most precise attention is required to understand how each child learns and to design progressive and provocative learning experiences. In the framework of Universal Design for Learning (UDL), teaching and learning is crafted around carefully articulated goals, achievable by all children through multiple paths of access. This represents a shift away from designing curriculum for most children and then planning accommodations for others. Instead, a variety of materials, tools, and processes allow children and teachers to approach learning experiences from different points and in various ways while maintaining the expectation that all children will develop and express understandings, try new strategies, and demonstrate skills as they develop.

The emphasis on oral language, work in small groups, conversation, vocabulary development in the context of content learning, and interaction with rich materials all support language development and acquisition. Teachers' use of precise vocabulary and language, multiple interactions with meaningful texts, and focused attention to written language as models promote the language development of all children, especially English Learners.

All children benefit from having available a broad menu of specialized tools and strategies in order to best access various activities and concepts, and some suggestions are provided here. In addition to these, further consideration may be needed to assure accessibility for the variability of all learners, based on the context of a classroom and classroom/school community. Adaptations outlined in children's specific IEPs will help inform preparations and processes.

To expand accessibility in the brain's recognition networks (gathering and categorizing information):

- Use visual images to
 - Support understanding of the steps in a process
 - Reference resources ("Your building reminds me of this painting.")
 - Inspire

- Document children's work and support conversation about it
- Provide instructions
- List needed or possible tools and materials
- Use a slow pace of speech
- Provide one- or two-step directions at a time
- Answer questions clearly and succinctly
- Ask questions that can be answered with one or two words and then rephrase with more complex language
- Ask explicit questions (who, what, when, where, how many)
- Encourage predictions (*What will happen if you...?*)
- Start sentences for children to complete (*This story is about ____.*)
- Incorporate topic-specific vocabulary into informal conversation
- Demonstrate and repeat vocabulary from text
- Retell stories with illustrations
- Record stories and nonfiction texts for listening
- Use nonverbal signals
- Verbally label children's actions (*You are using the long paintbrush.*)
- Verbally label and describe attributes of materials
- Label tools, materials, and features of the environment in children's home languages
- Limit clutter
- Encourage collaboration and conversation with other children

To expand accessibility in the brain's strategic networks (planning and performing tasks, organizing and expressing ideas):

- Create a picture schedule of flow of the day, using Boardmaker icons, photographs, or sketches
- Provide a visual menu of activities
- Provide sequencing templates and other graphic organizers
- Provide picture cards to make sentences and express ideas
- Provide sentence frames
- Encourage children to use non-verbal signals
- Invite children to point in order to express understandings and ask questions
- Be consistent with setup and location of materials and spaces
- Use tape to define work spaces
- Arrange all materials needed for a task on a tray
- Limit number of available materials, gradually adding more in number and type
- Ask children to identify materials and tools needed for a particular task and to set them aside in a designated work space

- Provide small work spaces with limited visual and aural stimulation
- Demonstrate the use of materials and tools with step-by-step instructions
- Expand options for approaching a task
- Provide different kinds of writing paper
- Clip paper to a binder to provide a slant for writing/drawing
- Add grips to pencils to facilitate grasp; offer writing tools in a variety of thicknesses
- Provide gloves
- Encourage collaboration with other children

To expand accessibility in the brain's affective networks (getting engaged, being challenged, and staying motivated):

- Offer a variety of seating at group meetings and at work spaces, including standing
- Stretch elastic material between front chair legs
- Allow and encourage movement breaks: wall push-ups, jumping jacks, floor tape "balance beam," arm circles
- Offer squishy balls or other concentration tools for group meetings
- Provide a mat for private work space or seating on the floor
- Clip paper to a binder to provide a slant for writing/drawing
- Provide headphones or earmuffs
- Add or remove environmental scents
- Offer a personal box of materials
- Create a blind (with a cardboard box) that provides a semi-private work area
- Model expanding on or making adaptations to a familiar activity, narrating the process
- Invite children to lay on bellies while reading
- Use a visual timer to support transitions
- Offer opportunities to work with partners

Assessment

Assessment in *2nd Grade for ME* is rooted in thoughtful observation of children and looking closely at the work they produce and the skills they demonstrate. *2nd Grade for ME* assessment fosters a cultural shift from assessment *of* learning to assessment *for* learning.

Formative Assessment

Assessment Focus	Assessment Tools
All areas	<p>With observation-based assessment, teachers gather a full picture of individual children and understand them as learners across contexts and content domains. It is important to pay attention to and make notes about their social and emotional development throughout the day, including during whole group meetings, Studios, and Storytelling/Story Acting as well as during informal times such as transitions, snack, and recess. These observational notes, integrated with more formal data and information shared by families, offer a picture of the whole child.</p> <p>Other material rich for formative assessment include photographs of works in progress and completed, videos of children at work, transcription of children’s conversation and stories, child-driven writing and drawing, and artwork.</p>
Reading <ul style="list-style-type: none"> Phonological Awareness, Phonics, and Word Recognition Use of academic language Comprehension Fluency 	<p><u>Strategic Small Group Reading Instruction</u> provides opportunities to observe children’s literacy skills and behaviors through foundational literacy activities, as well as through observation of reading in continuous text. Progress monitoring assessments, as well as district reading screener data, are used to form dynamic and flexible groups and to plan specific instructional moves. Teachers select text and plan instruction that targets children’s specific literacy needs.</p> <p>All school programs should engage in a formal phonological program that provides ongoing assessment. This alongside daily observation of children’s work, Unit Tests and fluency passages will</p>

	<p>provide a fuller picture of children’s progress. The Word Work station, along with children’s reading of decodable texts, allow for observation of foundational skills.</p> <p><u>Text Talk</u> introduces, develops, and reinforces speaking and listening, language, vocabulary, comprehension and text-analysis skills using complex text at or above grade level. Lesson objectives point to specific grade-level standards. Children’s understanding is advanced and assessed through talking, drawing, and writing about text. Observation and resulting documentation serve as assessment tools. Children further synthesize and extend their understanding of complex text through the writing station which is aligned to Text Talk. <u>Text Talk</u> also serves to develop second graders’ fluency through echo, choral, and paired reading opportunities of grade-level text.</p>
<p>Language</p> <p>Use of diverse, grade-level academic language</p>	<p>Teachers can observe broad trends and challenges in language use at the class level during <u>Text Talk</u>. The Weekly Question charts provide an artifact to analyze the types of words that children use to discuss unit-specific content.</p> <p>Teachers observe children’s use of academic language and facility with applying newly learned words during <u>Vocabulary and Language lessons</u>, at the <u>Vocabulary Station</u>, and during the <u>Day 5 Vocabulary</u> routines: <i>Answering a Weekly Question</i> and <i>Making and Using New Words</i>; these reveal children’s understanding of the meaning of words in the context of the Weekly Question and the application of word morphology explored in <i>Foundations</i>.</p> <p>Observation of children in <u>Studios</u> can give teachers a sense of the language structures and specific academic vocabulary children use among themselves.</p>
<p>Writing</p>	<p>Each writing lesson includes opportunities for ongoing assessment and feedback. In addition, teachers are provided with observation tools to record children’s progress and next steps in the particular features of each genre. Children periodically give each other feedback on their work, and these notes can be mined for understanding both the givers’ and receivers’ understanding and</p>

	use of genre features.
Social Emotional Learning Knowledge Building Vocabulary Cross-discipline learning	During Studios, teachers can use the Studios Observation Sheet to record observations about how children interact with materials, each other, and the learning environment; their connections to and development of ideas related to unit content; and their use of language and academic vocabulary. Teachers will also have many opportunities to observe children’s approaches to writing, reading, scientific investigations, and mathematical problems.

Summative Assessment

Writing

Three formal writing assessments are embedded in lessons during the *Focus on Second* year. Children are given a prompt before and after learning about a given genre, and their work is scored using a related rubric. The assessments are as follows:

- Personal Recount (W.2.3), Unit 1
- Explanation (W.2.2), Unit 2
- Argument (W.2.1), Unit 4

Mid- and End of Unit Assessments

The purpose of both the mid- and end of unit assessments is both formative and summative. The Mid-Unit assessment is used to assess children’s understanding of unit vocabulary and unit content mid-way through the unit in order to inform planning of the remaining weeks. The End of Unit assessment is used to gauge children’s progress towards grade-level ELA standards, as well as to analyze what children have gleaned and consolidated specific to the Big Ideas of each unit. To this end, the associated rubric focuses on three key areas: comprehension of unit texts, demonstration of conceptual understanding, and effective communication.

Teachers introduce the Mid- and End of Unit Assessments in the whole group, and children continue working independently at the Writing Station. Children will benefit from various levels of prompting and support as they respond to the assessment prompt. Children will have had an opportunity to think together about the assessment text and its big ideas during a previous Text Talk lesson; during the assessment, they pull from that discussion as they think, draw, and write independently to demonstrate their understanding.

Family Links

Learning happens well beyond the confines of the classroom. Family Links act as a tool to enliven the curriculum topics for families, enhancing skills and concepts developed at school and providing opportunities for teachers and families to work together. Cross-discipline activities in Family Links are designed with flexibility, authenticity, and playfulness so that all families can access them in meaningful ways. Rather than pressure children with disconnected homework, Family Links spur conversation and excitement about the topics of each unit and offer families new ways of participating in their children's learning.

How Family Links work

- At the beginning of the school year, talk with families about what to expect with Family Links. The school orientation or open house and established school communication methods, such as newsletters, can be used to advertise and encourage participation. Offer suggestions for making the routine successful at home.
- To launch Family Links, introduce and teach the Family Links routine. Send home the example and explanatory document, What are Family Links? along with the first week's sheet.
- Every week, children take home a Family Links activity sheet connected to the unit of study, the week's specific classroom lessons, and needed skills practice.
- Weekly, use a few minutes of whole group meeting time to highlight one or two novel activities.
- Families and children choose and pursue one suggested activity each day for as much time as they would like, along with daily reading for about twenty minutes. Activities can be completed more than once, and not all must be completed.
- A reading log is included. Reading can be child to adult, adult to child, or shared.
- Family Links can be edited to make them responsive to each classroom community's real-time experiences. Teachers might also include child-specific practice guidance, such as a list of sight words or math facts.
- Children return the Family Links sheet to school each week on a specified day.
- Teachers collect, review, and acknowledge children's individual work. During whole class meetings, teachers might refer to children's work at home to enhance classroom experiences.

The following resources can be helpful in preparing to talk with families about the benefits and potential pitfalls of homework. In brief, multiple studies find that the benefits of homework vary

Introduction Part 1: Family Links

greatly. Significant factors include children's age/grade (more useful for older students), content area (potentially more useful in supporting math and narrowing the achievement gap in science), parents' educational level (affecting parental involvement), and relevance.

In addition, studies warn of creating a negative attitude towards school and learning generally and of fostering family discord as adults become homework monitors. Family Links strives to engage families and children together in purposeful, experiential activity that extends learning at school and at home, for both children and families.

Resources

Crawford, L. (June 14, 2018). Does Homework Really work? *GreatSchools.org*. Retrieved from <https://www.greatschools.org/gk/articles/what-research-says-about-homework/>

Hough, L. (Winter 2012). Are You Down With or Done With Homework? *Harvard Ed. Magazine*. Retrieved from <https://www.gse.harvard.edu/news/ed/12/01/are-you-down-or-done-homework>

Hough, L. (Winter 2014). Homework Policy Still Going Strong. *Harvard Ed. Magazine*. Retrieved from <https://www.gse.harvard.edu/news/ed/14/01/homework-policy-still-going-strong>

Kohn, A. (2006). *The Homework Myth: Why Our Kids Get Too Much of a Bad Thing*. Boston: Da Capo Press.

Kohn, A. (February 6, 2013) Can Homework Backfire? Interview. *Scholastic Parents*. Retrieved from <https://www.scholastic.com/parents/family-life/parent-child/can-homework-backfire.html#.U7w2UwFwXGc.gmail>

Shumaker, H. (March 5, 2016). Homework is Wrecking Our Kids: The research is clear, let's ban elementary homework. *Salon*. Retrieved from https://www.salon.com/2016/03/05/homework_is_wrecking_our_kids_the_research_is_clear_lets_ban_elementary_homework/

What research says about the value of homework (2007). *Center for Public Education*. Retrieved from <http://www.centerforpubliceducation.org/research/what-research-says-about-value-homework-research-review>

The Classroom Environment

The *2nd Grade for ME* classroom is lively, serious, and multi-layered. In considering the particular needs of the children in any classroom, teachers design spaces and arrange furniture in ways that support intellectual exploration and physical stamina. Generally, classroom areas are well-defined, materials are organized and accessible, text is everywhere, and children's work is visible.

This checklist can help guide classroom set up for the kinds of learning that *2nd Grade for ME* promotes.

Furniture and Arrangement

- A meeting area comfortably accommodates the whole group, with enough space for children to arrange themselves in different configurations (circle, facing forward, pairs).
- In the whole group meeting area, at least one large easel or wall space is visible by the whole group for jointly constructing writing, projecting images, and other activities requiring whole group focus. A projector is in place.
- Tables are set up for independent, flexible group work throughout the day, with particular consideration for work in Stations and Studios. In addition, the teacher has a space for working with small groups, from which the rest of the class remains visible.
- Various kinds of seating and work surfaces are provided throughout the classroom (including standing, or sitting or lying on the floor with clipboards).
- Shelves are available for storing tools and materials within easy access for children.
- Clear spaces exist for children to store their work, completed and in progress.
- Work spaces are uncluttered.
- Book shelves are full, inviting, and organized. Titles are relevant and rotate regularly.
- A small, quiet, getaway space is provided and open for all children to use, as needed.

Walls

- Children's identities are reflected and celebrated.
- The topic of study is apparent: about one-third of the wall space is reserved for unit-specific work such as Weekly Question Charts, images, anchor charts for writing. Children's work dominates.
- Vocabulary and sound walls are prominent and in places easily referenced and manipulated by children.
- A work board may help children organize their work for the day.

- Visuals support and offer reminders of classroom systems, routines, and schedules.
- Walls are full but uncluttered.

Children's supplies

- Clear systems are in place for children to manage their own supplies, including Foundations packets, books they are reading, writing and drawing tools—whether in desks, bins, cubbies, or at tables.

Stations

- A designated bin for each Station includes any needed visual directions, sheets, writing tools, and other supplies children need to accomplish the intended tasks. Papers are organized in folders. Bins are labeled.
- Systems for organizing work are apparent and easily managed by children.

Studios

- Each Studio is designated by a discrete and labeled space, basket, bin, or shelf, with relevant tools and materials at hand.
- Diverse work spaces are available, depending on materials and processes being used, numbers of children working together, and children's preferences.
- Beautiful Stuff is neatly organized.
- Adequate paths across the classroom allow for safe and fluid movement.

Building and Using a Classroom Library

Classroom libraries play an important role in early literacy development. They are inviting, culturally- and linguistically-sustaining areas that offer children a variety and volume of topics, perspectives, media, and genres. Classroom libraries offer children a significant span of text difficulty and complexity, so as not to limit each child's reading to a single letter or lexile level. In different classrooms, this space may be referred to as the library, the bookshelf, the Library or Research Studio, or the Reading Corner. A classroom may have one centralized, child-facing library or several areas around the room where children can access books and read. A classroom library may have rocking chairs, padded milk crates, a cozy rug, bean bags, or some of each. Most essentially, this place will invite children to read and to love reading.

2nd Grade for ME classroom libraries should offer a variety of "leveled" texts; these should be interspersed with other books in the classroom library, organized by high interest topic, genre, and author. Classroom libraries should not direct children to select books based on a particular level. When helping children choose texts for independent reading, teachers are guided first and foremost by children's interests. When selecting text for small group instruction, teachers must consider their readers and tasks, a text's qualitative demands (such as meaning, purpose and language), and quantitative measures (such as lexile level). As a tool for this process, it makes sense to continue to organize teacher-facing book rooms *both* by levels and by other features such as genre and topic.

For more guidance on best practices for classroom libraries and independent reading, please read:

[Designing Classroom Libraries that Build Knowledge, Vocabulary and Engagement \(Achieve the Core\)](#) (The Book Basket Project)

[How Do Lexile Measures Relate to Grade Levels?](#) (quantitative measures)

Components of the Day and Sample Schedule

2nd Grade for ME is designed to encompass approximately **three hours** of classroom work each day. The following are the major components and expected number of instructional minutes. See the following page for a sample schedule.

Vocabulary and Language (10 minutes/day; 15 minutes on Day 5)

Explicit teaching of content-related words and collaborative assessment routines; explicit lessons and practice of language functions. Whole group.

Text Talk (40 minutes/day)

Interaction with texts through discussion and activities. Whole group.

Explicit Literacy Instruction (specific to the school/District)

Systematic teaching of foundational skills in reading and spelling, emphasizing phonemic awareness, phonics, word study, high-frequency words, fluency, vocabulary and handwriting. Whole group.

Stations (45 minutes/day)

Responsive literacy instruction, including independent and collaborative practice of explicit literacy skills: Guided Independent Reading, Listening and Speaking, Science Literacy, Vocabulary, Word Work, and Writing Stations. Teachers convene small groups for strategic, data-driven instruction. Small group and individual.

Science and Engineering (30 minutes/day, twice a week)

Investigation, discussion, and occasional reading related to the content of the unit. Whole group.

Studios (30 minutes/day, three times a week)

Playful exploration of weekly questions and texts in a variety of media and processes; progressive and sustained work, including toward unit projects. Studios include Art, Building, Discovery, Math, Research, and Writing and Storytelling. Individual and small group.

Writing (30 minutes/day)

Lessons grounded in Systemic Functional Linguistics (SFL), including deconstructing mentor texts and collaborative and independent writing. Children write in various genres for specific audiences, in the context of the unit content. Individual and whole group.

Storytelling/Story Acting (embedded and during Studios; about 10 minutes, twice a week)
A system of telling, writing, and acting out personal stories. Individual and whole group.

Daily Schedule

The following is only a suggested sequence. Teachers are encouraged to create individual daily schedules based on unique school schedules.

Time	Minutes	Component
8:30 - 9:00	30	Arrival Community Meeting Storytelling/Acting: Adults telling stories or dictation 2x/week Number Talks 2x/week
9:00 - 9:15	10-15	Vocabulary and Language
9:15 - 9:55	40	Text Talk
9:55 - 10:00	5	movement break
10:00 - 10:30	30	Explicit Literacy Instruction
10:30 - 11:15	45	Stations: Guided Independent Reading, Listening & Speaking, Science Literacy, Vocabulary, Word Work, Writing, Teacher Groups
11:15 - 11:45	30	Science and Engineering/Studios
11:45 - 12:30	45	Lunch and Recess
12:30 - 1:00	30	Writing
1:00 - 1:05	5	movement break
1:05 - 1:50	45	Special (Common Planning Time)
1:50 - 2:50	60	Math Core Curriculum
2:50 - 3:05	15	Closing and Dismissal Story Acting (2x/week)

Anatomy of a Lesson

All lessons follow the same basic order and format, with some variation among different components (see the box below).

Unit and title,
Week and Day

Unit 1: How We Learn in Our School Communities

WEEK 1 Day 1

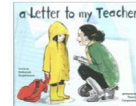


Image of relevant text(s), if any

Component, kind of lesson,
text and sometimes context

<p>Text Talk A Letter to My Teacher Read 1 of 3</p>

The most relevant Big Idea(s)
and Weekly Question situate
the lesson in context.

Big Idea	Communities can include and support all learners.
Weekly Question	How do we want to work and learn together this year?
Content Objective	I can describe the main character's experience in school and provide key details that support my thinking. (RL.2.1, RL.2.3)
Language Objective	I can discuss the main character's experience in school, as well as how we learn in school, using vocabulary words in context. (L.2.4a)
SEL Objective	I can build relationships with the diverse group of people in my classroom. (Relationship Skills)
Vocabulary	<p>* exasperating: frustrating</p> <p>explorer: someone who goes to a new place in order to learn something about it</p> <p>* fearless: having courage, ready to do something that might be scary</p> <p>ornery: acting unpleasant or in a cranky mood</p> <p>* patience: ability to wait calmly</p>
Materials and Preparation	<ul style="list-style-type: none"> A Letter to My Teacher, Deborah Hopkinson Pre-mark page numbers in the book to correspond with the lesson. Page 1 is the page that begins "Dear Teacher, Whenever I had something to tell you..." Mary Kingsley image world map Mary Kingsley image and world map on slide, optional, with projection Writing Station Response: A Letter to My Teacher, 1 copy for teacher

Content, language, and SEL objectives link to Standards and Ongoing Assessment, below

Text- and content-based
vocabulary with child-
friendly definitions.
Words marked with * are
Weekly Words.

A lesson may require background reading, materials preparation, and/or materials used previously. Examples of charts are included. Any needed sheets and slides are provided.

Introducing and setting
context for the lesson

Opening 4 minutes	<p>Introduce the Text Talk component.</p> <p><i>In second grade, we will have a time each day called Text Talk. During Text Talk, we will discuss books and other kinds of texts, as you did in first grade. We will also learn and use vocabulary that is important to our topic.</i></p> <p>Introduce the book and purpose for reading.</p> <p><i>Today we will read A Letter to My Teacher by Deborah Hopkinson. In this book, we will meet a character on her first day of school and learn about her second grade year. As you listen to the story, think about how the narrator responds to her experience of school over time and what key details from the text support your thinking. Today you will also describe your own experiences in school that are important to you.</i></p> <p><i>As we read today, I'll stop and ask you to turn and talk with a partner.</i></p> <p>Identify or have children partners with whom they will talk. Practice once or twice, turning to partners and then returning attention back to the text</p>
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Introduction Part 1: Anatomy of a Lesson

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Maine Department of Education

Interacting with the text, building content knowledge, using vocabulary, making meaning of text

Includes pacing (suggested minutes, page/slide numbers) and interactive routines

Standards listed are explicitly addressed in this lesson.

Space for observational notes, to use in planning upcoming lessons; also serves to begin each new lesson on its own right-facing page so lessons can be pulled out of the binder as needed without disrupting other pages.

Text and Discussion 18 minutes page 5	Read the text through with minimal stops. Pause only briefly on the indicated pages to explore vocabulary words or initiate discussion. Define the words and discuss the narrator's experience. Omery means in an unpleasant or cranky mood. <i>The narrator stood there, dripping with water, in an unpleasant mood.</i> Fearless means to have a lot of courage, to be brave. <i>Turn and Talk to a partner. How do you think the narrator is feeling in this moment with her teacher? How can you tell?</i> Return the children's focus to the whole group. Show the image of Mary Kingsley. <i>Mary Kingsley was an explorer from the 1860's, a long time ago. Explorers go to new places to see what they will find. During this time, it was unusual for women to explore new places.</i> On the map, indicate the continent of Africa and countries of West Africa.
page 9	Use a kinesthetic response to elicit key details. <i>Show with your face and body how the narrator is feeling here. Now turn and talk to your partner. How does the narrator feel during this experience? What part of the text makes you say that?</i>

Key Discussion 10 minutes	Introduce Think, Pair, Share. <i>Sometimes during Text Talk we will use a routine called Think, Pair, Share. I'll ask you a question. You will have a moment to think quietly about your own response, then talk with a partner, or in a pair. Then we'll come back all together to share your ideas. Let's try it.</i>
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Standards	RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.3. Describe how characters in a story respond to major events and challenges. Geography 2.T2.1 On a map of the world and on a globe, locate all the continents and some major physical characteristics on each continent (e.g., lakes, seas, bays, rivers and tributaries, mountains and mountain ranges, and peninsulas, deserts, plains). L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase. SEL. Relationship Skills
Ongoing assessment	Listen to children's responses during whole group conversation and Think, Pair, Share. Note how children describe key details of the text that show the main character's experience of school and how it changes over time. Do children cite text details about the narrator's experience? Do children make connections to their own experiences in school? Take notes during or after the session.

Notes

Key discussion/activity animates the lesson objectives.

What to look for during and after the lesson, linked to the objectives

Pages are coded for component, unit, week, and day: Text Talk Unit 1, Week 1, Day 1. This allows for various organizational preferences.

Text Talk U1 W1 D1

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Variations:

Writing lessons do not include Big Ideas, Guiding Questions, or Weekly Questions. Each lesson is identified by the topic of the lesson as well as the action (Deconstruction, Joint and/or Individual Construction).

Studios lessons include a general introduction where new materials are listed, and then separate descriptions for the action in each studio, including a learning objective, specific introduction, facilitation suggestions, possibilities for Thinking & Feedback sessions, and ongoing assessment. They generally do not include vocabulary, although children will be using new vocabulary as they work.

Introduction Part 1: Anatomy of a Lesson

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

Materials and Their Uses

material	quantity	component/use	when introduced & notes
Bic highlighter markers		general	
Chart paper, lined, adhesive		general	
Chart markers, 8 colors		general	
Post-it file tabs		general	To mark sections in children's notebooks
Sheet protectors		Building Studio, other	To use in the Building Design Notebook
Pocket folders, 5 colors	1 box each color	Stations (4), Writing	To organize stations sheets in bins; writing
Tissue paper, assorted colors	50 sheets	Science	
Eye droppers	Set of 12	Science	
Ziplock bags, 1-gallon	Pack of 40	Science	
toothpicks		Science	
Aluminum foil		Science	
Packing tape		Science	
Index cards, 4 x 6		Science	
Composition books, blue	22	Text Talk	Reading Notebook
Caddies	4	Stations	
Sand timers	3 sets of 4	Stations	

Baskets, plastic	4	Studios	
Composition books, red	22	Studios	Planning and Reflection Notebooks
Tempera paints	6-pack	Art Studio	
Liquid watercolor paints	6 bottles	Art Studio	
Watercolor brushes	Set of 9	Art Studio	
Watercolor paper, 6 x 9	50 sheets, 2 packages	Art Studio	
Watercolor paper, 12 x 18	50 sheets	Art Studio	
Art paste	3 boxes	Art Studio	For papier mache (U3)
Craft sticks, jumbo	Box of 100	Art Studio	puppets (U1), stream table structures (U2)
Paintbrushes	Set of 24	Art Studio	
Markers, thin	Class pack	Art Studio, Writing/STSA	
Drawing paper	500 sheets, 2 packages	Art Studio	
Glue spreaders	Set of 10, 2 packages	Art Studio	U1
Crayons	5 boxes of 64	Art Studio	
Liquid glue	10 bottles	Art Studio	
Cardstock	1 package	Art Studio	
Scissors, children's	2 packs of 12	Art Studio	
Paper fasteners	3 boxes of 100	Art Studio	
Construction paper, assorted	3 packages of 300	Art Studio	

Introduction Part 1: Materials

Felt tip pens, black	Box of 36	Art Studio	
Oil pastels	3 packages of 24	Art Studio	
Glue sticks	box of 30	Art Studio	
K'Nex, basic kit	2 boxes	Building Studio	
Kapla Blocks	2 boxes	Building Studio	
Sand bin	1	Discovery Studio	Unit 2
Sand	1 package	Discovery Studio	Unit 2
Clothespins	pack of 50	Writing & Storytelling Studio	
Fabric	3 pieces	Writing & Storytelling Studio	
Roll a Story dice	2 packages	Writing & Storytelling Studio	
Blank hardcover books	44 (2 per child)	Writing & Storytelling Studio	Storytelling Books
Colored pencils	3 boxes of 24	Writing and Art Studio	
Colored pencils	1 class pack	Writing and Art Studio	
Composition books, yellow	22	Writing	Writing Notebooks
Sticky notes	1 package of 12 pads	Writing, Text Talk	
Clipboards	24	Writing, Text Talk	
White 1" binder	4	Vocabulary, Building Studio	Class Word Knowledge Binder Building Design Notebook Other similar uses at teacher discretion

Introduction Part 1: Materials