

<p>Weekly Question: How are people connected in and across communities? (repeated from Week 4)</p>			
<p>Texts</p>    	<p>Vocabulary and Language Days 1 & 2: Introduce Weekly Words: <i>celebration, commerce, influence, kinship, opportunity, promote, translate, understanding</i> Day 3: Compound Words Day 4: Compound Words Day 5: Making and Using New Words</p> <hr/> <p>Text Talk Day 1: <i>Janjak & Freda Go to the Iron Market</i>, Read 1 Day 2: <i>Janjak & Freda Go to the Iron Market</i>, Read 2 Day 3: Haitian Art (slides) Day 4: Interview with Jean Senat Fleury (informational text) Day 5: <i>Honoring Our Ancestors</i>: JoeSam., “I Honor My Three Aunts”</p> <hr/> <p>Stations Guided Independent Reading</p> <hr/> <p>Listening & Speaking: Talking about Community Members Science Literacy: How do engineers think of different ways to solve problems? Vocabulary: Choose 3!, Talk About It Word Work: select from activities Writing: follows from Text Talk Week 7, Day 1</p>		
<p>Mentor texts</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: Proposing Designs Lesson 2: Finalizing Designs</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Studios Across studios, children begin and continue work exploring unit themes and contributing to the Our Neighborhood Project, according to the class Project Plan. Puppet making evolves.</p> </td> </tr> </table> <hr/> <p>Writing: Biography Days 1 and 2: Individual Construction, with individual/small group/whole group lessons Day 3: Deconstruction: Verb Tense; Individual Construction: Conclusion Day 4: Deconstruction and Revision: Adjectives Day 5: Individual Construction</p>	<p>Science and Engineering Lesson 1: Designing the Our Town Project Exhibit: Proposing Designs Lesson 2: Finalizing Designs</p>	<p>Studios Across studios, children begin and continue work exploring unit themes and contributing to the Our Neighborhood Project, according to the class Project Plan. Puppet making evolves.</p>
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Unit 3: Connecting Places, Connecting People

WEEK 7 Days 1 & 2

Vocabulary & Language
Weekly Words

Weekly Question	How are people connected in and across communities?
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	<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>
Materials and Preparation	<p>Choose four words to teach each day, following the steps of the Weekly Words routine.</p> <ul style="list-style-type: none"> ● Week 7 Weekly Words cards ● Week 7 Weekly Words slides ● chart paper <p>Create the week’s Weekly Words chart by writing out the Weekly Words and their definitions. Add icons, sketches, or images as needed.</p>
Opening Day 1	<p><i>This week’s Weekly Words are ones we can use to talk about the ways people and communities are connected to each other. Today’s words are: _____, _____, _____, and _____.</i></p>

	<p>As children rate their knowledge of each word, ask a few children to share their ideas about the word. Use this opportunity to highlight connections, similarities, and differences to other words used in the classroom, remarking on parts of speech and morphology and affirming children’s word knowledge.</p> <p>As children respond to the Think, Pair, Share prompts, encourage them to use the word as they speak. Offer sentence stems where it might be helpful.</p>
Day 2	<p><i>Let’s continue learning our words for this week. Today’s words are: _____, _____, _____, and _____.</i></p>
Teaching the words	<p>celebration (noun) Elaboration: <i>The people in this group are having a celebration in honor of Monarch butterflies and their migration from the United States to Mexico.</i></p> <p>Think, Pair, Share prompt: <i>Tell your partner about a celebration you have been part of!</i></p> <hr/> <p>commerce (noun) Elaboration: <i>These people are participating in commerce: one is selling a cup of coffee, and the other is buying it. Those are both sides of commerce.</i></p> <p>Think, Pair, Share prompt: <i>When do you or other people in your family participate in commerce? What do you buy or sell?</i></p> <hr/> <p>influence (noun) Elaboration: <i>Weather has an influence on the activities of people and animals. Maybe you have been ice skating in the winter and then playing in the same pond over the summer.</i></p> <p>Think, Pair, Share prompt: <i>What are some ways that the weather has an influence on things people do?</i></p> <hr/> <p>kinship (noun) Elaboration: <i>Kinship can be thought of as a tree, with lots of different parts that</i></p>

are all related in some way. You can feel kinship with people in your family, or with someone you have just met but who you have lots in common with. Think of when you are with someone and you think, "I feel exactly the same way! We are connected!" You feel affinity for one another.

Whole group prompt:

Can you think of a character in a book we have read whom you feel kinship with?

opportunity (noun)

Elaboration:

In The Upside Down Boy, Juan Felipe Herrera describes his first opportunity to go to school, when he was eight years old. In this story, he has another opportunity to perform for his classmates, when his uncle gives him a harmonica. Opportunities can feel exciting and also a bit worrisome.

Think, Pair, Share prompt:

This week you will have an opportunity to _____ in school. How do you feel about that?

OR:

What is an opportunity you have had? How did you feel about it at the time?

promote (verb)

Elaboration:

When you are working on an important project, or if you hear about something, and you want other people to know about it, you can promote it—tell others about it.

Think, Pair, Share prompt:

Imagine there is going to be a festival in town. What are a few ways you could promote it so everyone finds out about it and plans to come?

translate (verb)

Elaboration:

*The people in Ami Chi's family don't all speak the same language. They find many ways to communicate, but sometimes it's most useful to have someone to translate. That person, the **translator**, can speak both languages. Ami Chi's grandmother speaks Vietnamese, and Ami Chi speaks English. Her parents can translate—they can tell one what the other is saying by switching*

	<p><i>back and forth between the two languages they know.</i></p> <p>Think, Pair, Share prompt: <i>Share a time when you translated or saw another person translate for another person. What languages were used? What was the situation?</i></p> <p>OR: <i>What do you think it would be like to be in a place where you didn't speak the language and you didn't have anyone to translate?</i></p> <hr/> <p>understanding (noun) Elaboration: <i>You know the verb "understand," to get the meaning of something, like when you are reading a book.</i> <i>Another meaning is to have sympathy for, or to appreciate somebody.</i> <i>"Understanding" is a noun—the feeling of appreciating something about others.</i> <i>In Drum Dream Girl, the drummer waits a long time for her father to develop an understanding about how important it felt to her to play the drums.</i></p> <p>Think, Pair, Share prompt: <i>Have you developed a new understanding about [something related to the unit: muralists, musicians, etc...] through the work we are doing in this unit?</i></p>
Closing	<p><i>This week we are thinking more about how people and communities are connected. The words we're studying this week will help us to talk about this, our texts, and other experiences we're having together.</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 do children interact with new and familiar words? Are they playful, curious, perplexed, disengaged?</p> <p>Do children connect words to personal experiences?</p> <p>What connections do children make between words they are learning and familiar words?</p> <p>How do children integrate learning from these lessons and other developing morphological knowledge?</p> <p>How do children respond when they discover an error in their understanding or use of a word? How flexible are they when confronted with new definitions?</p> <p>How do children talk with peers about new words—do they use gestures, substitute familiar words, dig for descriptions, tell stories?</p> <p>Keep a list to follow each child’s vocabulary growth over time.</p>
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Notes



celebration

noun

<https://www.valleycentral.com/news/local-news/butterfly-migration-celebration-in-mcallen/>



commerce

noun

<https://www.citybureau.org/stories/2017/4/3/inside-englewoods-best-corner-store>

Weekly Words U3 W7

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

Maine Department of Education



influence

noun

<https://www.bcheights.com/2020/12/01/frog-pond-closes-for-ice-skating-for-first-time/>,
<https://www.wbur.org/news/2021/06/25/janey-frog-pond>



kinship

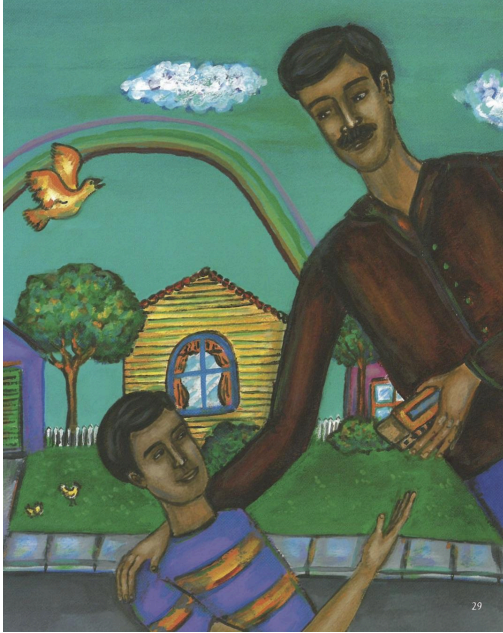
noun

<https://www.basicgoodness.com/2014/eps-68-family-constellation-adventure/>

Weekly Words U3 W7

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

Maine Department of Education



opportunity

noun

Illustration from *The Upside Down Boy* | *El niño de cabeza* by Elizabeth Gómez, written by Juan Felipe Herrera



promote

verb

<https://www.eventbrite.com/blog/how-to-promote-event-social-media-ds00/>

Weekly Words U3 W7

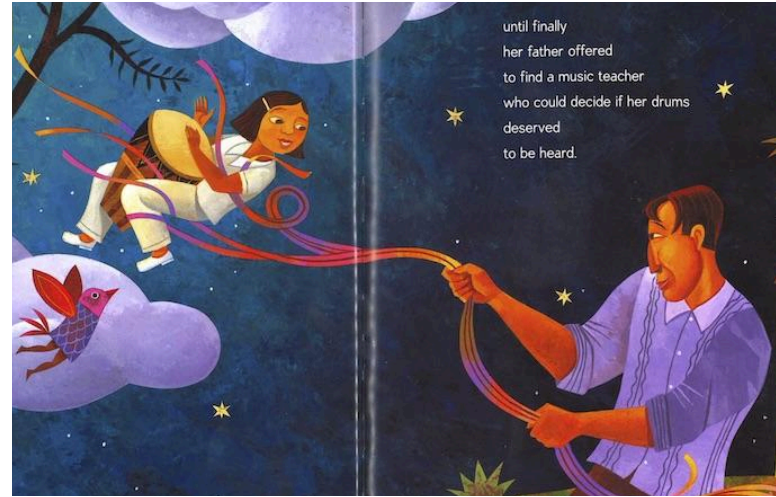
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Maine Department of Education



translate

verb

Illustration from *Going Home, Coming Home* by Ann Phong, written by Truong Tran



until finally
her father offered
to find a music teacher
who could decide if her drums
deserved
to be heard.

understanding

noun

Illustration from *Drum Dream Girl: How One Girl's Courage Changed Music* by Rafael López, written by Margarita Engle

Weekly Words U3 W7

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

Maine Department of Education

Weekly Words

Unit 3, Week 7

celebration

noun

an activity done to honor or celebrate something or someone



commerce

noun

buying and selling goods and
services



influence

noun

power that has an effect on
someone or something



kinship

noun

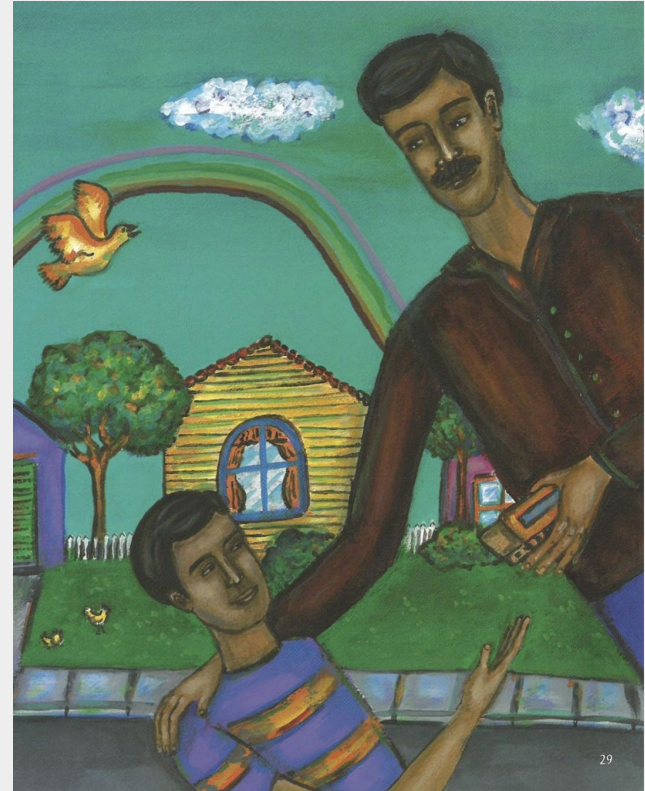
a feeling of sharing common values, ideas, or characteristics;
a feeling of being related, like to family



opportunity

noun

a chance for a better situation or
outcome



promote

verb

to support or encourage;
to tell about something in a
public way



translate

verb

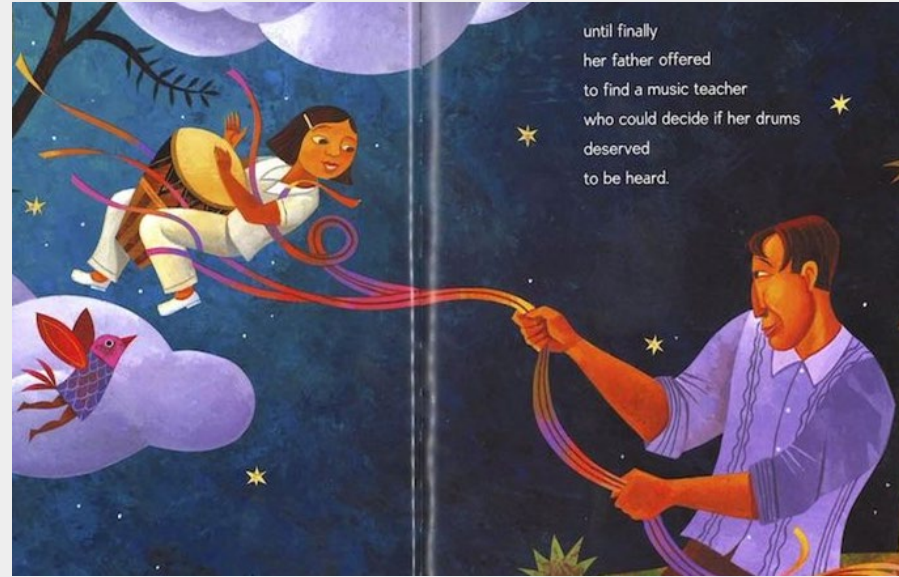
to change into the words of
another language



understanding

noun

sympathy toward or appreciation
about other people



Unit 3: Connecting Places, Connecting People

WEEK 7 Day 3

Vocabulary & Language
Compound Words

Weekly Question	How are people connected in and across communities?
Language Objective	I can use the meaning of individual words to predict the meaning of a compound word. (L.4.2.d)
Vocabulary	compound: made up of two or more parts
Materials and Preparation	<ul style="list-style-type: none">Compound Words slides Note: This lesson uses slides 1-8.
Opening	<i>In Unit 2 we discussed compound words. Today we are going to continue to use our knowledge of words to predict the meaning of compound words.</i>
Discussion slide 2	<i>“Worldview” was one of our Weekly Words. Remember, it is a compound word. [Click the animation.] It is made up of two words: “world” and “view.” We know what “world” is, and we know what “view” means. We can use what we know about each word to predict what the compound word means. So we can predict that “worldview” has to do with how someone sees the world.</i>
slide 3	Review the definition of “worldview.”
slide 4	<i>Let’s read the first paragraph on this page from Janjak and Freda Go to the Iron Market. There is a compound word in this paragraph—can you find it?</i> Read the first paragraph on the page.
slide 5	<i>“Downtown” is a compound word. Let’s think about the two words that make up this compound word. What does “down” mean?</i>

	<p><i>What does “town” mean?</i> <i>What do you think “downtown” means?</i></p>
slide 6	<p><i>Let’s listen for compound words on another page from this book.</i> Read the first paragraph, then pause to ask children which compound word they heard. Repeat the process with the second paragraph.</p>
slide 7	<p><i>“Anthill” is a compound word.</i> <i>Let’s think about the two words that make up this compound word.</i> <i>What does “ant” mean?</i> <i>What does “hill” mean?</i> <i>What do you think “anthill” means?</i></p>
slide 8	<p><i>“Mountainside” is a compound word.</i> <i>Let’s think about the two words that make up this compound word.</i> <i>What does “mountain” mean?</i> <i>What does “side” mean?</i> <i>What do you think “mountainside” means?</i></p>
Closing	<p><i>Today you used your knowledge of the meanings of individual words to predict the meanings of compound words.</i> <i>Tomorrow you will build your own compound words.</i></p>
Standards	<p>L.4.2.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>
Ongoing assessment	<p>During the discussion, listen for evidence that children are understanding compound words.</p> <ul style="list-style-type: none"> Do children accurately define the individual words? Are they able to apply their knowledge of individual word meanings to predict the meaning of the compound word?

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Unit 3: Connecting Places, Connecting People

WEEK 7 Day 4

Vocabulary & Language
Compound Words

Weekly Question	How are people connected in and across communities?
Language Objective	I can create and define compound words. (L.4.2.d)
Vocabulary	compound: made up of two or more parts
Materials and Preparation	<ul style="list-style-type: none">• Compound Words slides, from Day 3 Note: This lesson uses slides 9-11.• paper and pencil, one for each child
Opening	<i>Yesterday you reviewed compound words. Today you will write your own compound words.</i>
Discussion slide 9	<i>Remember, compound words are made when two or more words are put together to form a word with a new meaning.</i>
slide 10	<i>You will write three compound words. You can combine words from this list, or any other words you can think of.</i>
slide 11	<i>After you finish writing your words, you will share them with a partner.</i> Review the process for sharing words from the slide.
	Bring the class back together. Invite a child to share their partner’s compound words. Ask the pair to define each individual word, as well as the compound word. Repeat the process with another child/pair, as time allows.
Closing	<i>Today you wrote and defined three compound words!</i>

Standards	L.4.2.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
Ongoing assessment	During the discussion, listen for evidence that children are understanding compound words. Do children accurately define the individual words? Are they able to apply their knowledge of individual word meanings to predict the meaning of the compound word?

Notes

Unit 3: Connecting Places, Connecting People

WEEK 5 Day 5

Vocabulary & Language

Making and Using New Words

Weekly Question	How are community traditions passed down and shared?
Language Objective	I can work with my classmates to make new words by identifying root words and changing or adding parts. I can use the words we make in a sentence. (SL.1.2, L.4.2.c)
Vocabulary	arrange: to put in a certain order layer: to arrange something out flat on top of something else reveal: to show something that was unknown tradition: belief or custom that is handed down weave (v): to lace together threads to create a fabric; (n): the pattern or construction of a fabric
Materials and Preparation	<ul style="list-style-type: none">• Week 5 Making and Using New Words sheets, one for each small group• pencils, one or two for each small group• Week 5 Weekly Words cards, those listed above• chart paper and markers (2 different colors)
Opening	<p><i>This week we are using the Making and Using New Words routine, using both suffixes and prefixes.</i></p> <p>Recall that suffixes change the end of a word, and prefixes change the beginning of a word.</p>
Key Activity	Facilitate the Making and Using New Words routine, as in Week 1 and established in odd weeks since Unit 1.
Closing	<p><i>We can see that changing a word's ending changes its meaning and how it's used.</i></p>
Standards	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>L.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
<p>Ongoing assessment</p>	<p>Listen to children’s conversations as they work. What knowledge do children demonstrate about parts of words? What contributions do they make to the construction of a response to a specific question?</p> <p>Observe children’s interactions. 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 of how words’ meanings change according to their parts?</p> <p>Review each sheet. Use children’s answers to inform planning for successive lessons, revisiting words, prefixes, and suffixes, and informal conversations with individual children.</p>

Notes

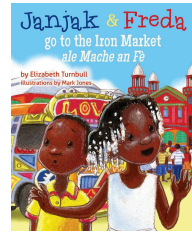
Names: _____

Choose one Weekly Word. Underline the base word. Make new words by adding or changing prefixes or suffixes. Write the words. Check to make sure they make sense. What do the new words mean?

Weekly Words	Prefixes	Suffixes		New Words
celebration influence opportunity promote translate understanding	un - re - mis - dis - trans - non -	- s - ed - ing - es - er - est	- ful - ment - ness - less	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Write a sentence with one of the new words.

Unit 3: Connecting Places, Connecting People



WEEK 7 Day 1

Text Talk
Janjak & Freda Go to the Iron Market
 Read 1 of 2

Note: The Iron Market suffered a devastating fire on February 14, 2018 (see this [report](http://www.bbc.com/news/world-latin-america-43057183), <http://www.bbc.com/news/world-latin-america-43057183>). Use caution if you are searching online with children. [This article](http://www.bbc.com/news/in-pictures-20971898) (<http://www.bbc.com/news/in-pictures-20971898>) has good information and images predating the fire. Built in 1891, the Iron Market has been badly damaged before, most recently by fire in 2008 and by the earthquake in 2010. It was rebuilt and reopened in 2011.

Big Ideas	Every place has many stories. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	How are people connected in and across communities?
Content Objectives	I can ask and answer questions that help me describe the structure of the story. (R.4.2, R.8.2.a) I can describe the setting of the story. (R.11.2.a, R.11.2.b)
Language Objective	I can use discussion prompts to help me listen and speak to my classmates with care. (SL.1.2.a)
Vocabulary	amazement: awe artisan: person who is skilled in making things bargain: to discuss the price of something between customer and vendor chirimoya: a tropical fruit cornmeal: corn that has been ground into flour dab: to touch lightly

	<p>eagerly: with excitement</p> <p>gruff: grumpy and not polite</p> <p>godmother: a woman who has agreed to have special responsibility for a child</p> <p>kenep: a kind of fruit (the same that Carla Gualdrón calls <i>limoncillos</i>, Text Talk Week 6, Day 5)</p> <p>paisley: a clothing pattern with colorful, curved shapes</p> <p>refresh: to cool down</p> <p>satin: a silky fabric</p> <p>sidestep: to avoid</p> <p>soursop: a fruit from an evergreen tree</p> <p>sparkle: to shine</p> <p>stern: strict and serious</p> <p>toppling: falling down</p> <p>vendor: a person who sells selling things</p> <p>wonder: a feeling of amazement</p> <p>zig-zag: to move to side to side</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Word in Haitian Creole</td> </tr> <tr> <td>mouchwa: scarf</td> </tr> </table>	Word in Haitian Creole	mouchwa: scarf
Word in Haitian Creole			
mouchwa: scarf			

<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Janjak & Freda Go to the Iron Market</i>, Elizabeth Turnbull <p>Review the Glossary and Pronunciation Guide at the end of the book to prepare for reading aloud.</p> <ul style="list-style-type: none"> ● world map and pushpin ● Text Talk notebooks ● writing tools ● chart paper <p>Prepare the chart, Learning about a Place: Haiti.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">Learning about a Place: Haiti</td> </tr> <tr> <td style="width: 50%;">What we know from background</td> <td style="width: 50%;">What we learn from the story</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </table>	Learning about a Place: Haiti		What we know from background	What we learn from the story		
Learning about a Place: Haiti							
What we know from background	What we learn from the story						

	<ul style="list-style-type: none"> ● Writing Station Response: <i>Janjak & Freda Go to the Iron Market</i>, 1 copy ● Weekly Question chart from Week 4, How are people connected in and across communities? Review the chart, and consider how this week’s lessons might extend children’s thinking. If sufficient space remains on the Week 4 chart to continue adding to it this week, draw a line under existing ideas. If not, create a new chart with the same question. <p>On the whiteboard write the following questions.</p> <p>Who are the important characters? Where does the story take place? What is going on? What is the problem? Why is it a problem? How does the problem get solved? How do the characters feel?</p>
<p>Opening 4 minutes</p>	<p>Introduce the book and purpose for reading.</p> <p><i>Today we’ll read Janjak & Freda Go to the Iron Market, written by Elizabeth Turnbull and illustrated by Mark Jones. In this story, two children go with their godmother to a big, famous market called the Iron Market. Today, we’ll pay attention to the structure of the story—the characters and setting, the beginning, middle, and end, and the problems and how they get resolved.</i></p> <p><i>As we read, we will ask ourselves who, where, what, why, and how questions to gather key details. [Read the questions.]</i></p> <p>Pin Haiti on the map.</p> <p><i>This story takes place in the country of Haiti. What background knowledge do you already have about Haiti? What connections or experiences do you or people you know have to Haiti?</i></p> <p>Invite children to respond, and add to the left side of the chart, Learning about a Place: Haiti.</p> <p><i>As we read, we’ll record what we learn about Haiti from the text. Haiti is a diverse place, with many people and perspectives. This story takes place in one city, Port-au-Prince, the capital of Haiti.</i></p>
<p>Text and Discussion</p>	<p>Open to any page in the book.</p> <p><i>This book is written in English—in blue—and in Haitian Creole, the</i></p>

<p>25 minutes</p>	<p><i>language people speak in Haiti—in purple. Haitian Creole is a mixture of French, Portuguese, Spanish, English, Taino, and West African languages.</i></p> <p><i>Even in the English version, there are some words in Haitian Creole. When we come to these words, signal me with a thumb up, and we can talk about them.</i></p>
<p>page 5</p>	<p>Read to the end of page 5. <i>So far we have learned a bit that will help us understand the story. Turn and talk to a partner: Who is in the story? What is happening so far?</i></p> <p>Solicit several responses.</p> <p>Distribute Text Talk notebooks and writing tools. <i>The setting of this text is very important to the story. Let’s take a Note Break. Draw a sketch about the setting so far.</i></p> <p><i>Looking at your sketch. Thinking about the illustrations and words in the story, describe this setting to your partner.</i></p> <p><i>Can we add anything about the setting to our chart—what we are learning about Haiti?</i></p>
<p>page 11</p>	<p>Continue reading through page 11. <i>What is going on now?</i></p> <p>Solicit several responses.</p> <p><i>Now that we have read more of the text, add to your sketch of the market setting.</i></p> <p>Collect or have children sit on their notebooks.</p>
<p>page 15</p>	<p>Read the first two paragraphs on page 15 (stopping after “She was just going to take a closer look.”). Think together through the meaning of a word.</p> <p><i>What does gruff mean? We can get a clue about this word from the illustration.</i></p> <p><i>When you’re confused as a reader, you can stop and ask yourself a question: Why might the vendor be gruff? Is she angry because Janjak and Freda did something naughty? They haven’t.</i></p> <p><i>The text says that the vendor thinks children ruin her things and</i></p>

	<p><i>that she is stern, or strict. Maybe she is not comfortable with children, and that’s why she is gruff. Let’s see if that will be important in the story.</i></p>
page 19	<p>Continue reading. Read through the dialogue on page 19 (through “How can two children possibly help me?”).</p> <p><i>Let’s ask and answer an important question. What is the problem? Turn and talk to a partner about this.</i></p>
page 25	<p>Continue reading to the end of page 25. Think, Pair, Share.</p> <p><i>How does the problem get solved? How do the characters feel?</i></p> <p>As a whole group, add to the chart. <i>From the text, what have we learned about Haiti that we can add to our chart now? Let’s use just a few words or phrases.</i></p> <p>Read through the end of the story. Add any new information to the chart. As a whole group, discuss any misconceptions or missing ideas.</p>
Key Discussion 8 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>Describe details about the setting of the story citing illustrations and words from the text.</i></p> <p>Prompt 2. <i>Tell the sequence of events in the story.</i></p> <p>Introduce the Writing Station, showing the sheet. <i>Today you will draw and write about the setting of the Iron Market. Then, you will write the sequence of events in the story.</i></p>
Closing 1 minute	<p><i>Today we asked and answered questions about Janjak & Freda Go to the Iron Market. We described key details that helped us understand the story structure - who the characters are, where the story takes place and its problem and resolution. We also described the setting of the story using key details.</i></p> <p><i>Tomorrow we will read to think closely about the vocabulary in this story.</i></p>
Weekly Question Chart 2 minutes	<p>Introduce the Weekly Question Chart, or reintroduce the one from Week 4. <i>Throughout this week, we will be revisiting this question: How are people connected in and across communities?</i></p>

	<p><i>Let's write something about how the people who go to a busy city market are connected.</i></p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</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.</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.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>Ongoing assessment</p>	<p>Observe the quality of conversation and children's ability to ask and answer important questions about the text.</p> <p>How do they describe the key elements in the structure of the story?</p> <p>Are they citing key details?</p> <p>Collect and review children's notes to assess understanding of the setting of the story.</p> <p>How are they growing their connections to this new place?</p>

Notes

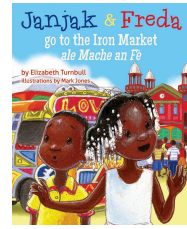
Writing Station Response: *Janjak and Freda Go to the Iron Market*

Name: _____ Date: _____

Draw and write about the setting of the Iron Market. Use key details and images.



Unit 3: Connecting Places, Connecting People



WEEK 7 Day 2

Text Talk
Janjak & Freda Go to the Iron Market
 Read 2 of 2

Big Ideas	Every place has many stories. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	How are people connected in and across communities?
Content Objective	I can use precise story language to deepen my understanding of key details of the story. (L.4)
Language Objective	I can determine the meaning of new words by using context as well as my knowledge of prefixes, suffixes, root words and compound words. (L.4.2.b, L.4.2.c)
Vocabulary	<p>amazement: awe</p> <p>artisan: person who is skilled in making things</p> <p>bargain: to discuss the price of something between customer and vendor</p> <p>chirimoya: a tropical fruit</p> <p>cornmeal: corn that has been ground into flour</p> <p>dab: to touch lightly</p> <p>eagerly: with excitement</p> <p>gruff: grumpy and not polite</p> <p>godmother: a woman who has agreed to have special responsibility for a child</p> <p>kenep: a kind of fruit (the same that Carla Gualdron calls <i>limoncillos</i>, Text Talk Week 6, Day 5)</p> <p>paisley: a clothing pattern with colorful, curved shapes</p>

	<p>refresh: to cool down satin: a silky fabric sidestep: to avoid soursop: a fruit from an evergreen tree sparkle: to shine stern: strict and serious toppling: falling down vendor: a person who sells selling things wonder: a feeling of amazement zig-zag: to move to side to side</p> <table border="1" data-bbox="446 661 1409 800"> <tr> <td data-bbox="446 661 1409 730" style="text-align: center;">Word in Haitian Creole</td> </tr> <tr> <td data-bbox="446 730 1409 800">mouchwa: scarf</td> </tr> </table>	Word in Haitian Creole	mouchwa: scarf
Word in Haitian Creole			
mouchwa: scarf			
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Janjak & Freda Go to the Iron Market</i>, Elizabeth Turnbull ● Text Talk notebooks ● writing tools ● Learning about a Place: Haiti chart, from Day 1 <p>On the whiteboard write the following questions.</p> <p style="padding-left: 40px;">What tricky words tell us what the <u>mouchwas</u> are like?</p> <p style="padding-left: 40px;">What do those words mean?</p> <p style="padding-left: 40px;">How did you figure out the meanings?</p> <p style="padding-left: 40px;">Why do you think the author is using so many precise words?</p> <p>Assign groups for the Numbered Heads Together routine.</p>		
<p>Opening 1 minute</p>	<p><i>Today we'll read Janjak & Freda Go to the Iron Market a second time. This story has many interesting vocabulary words. Today we'll read to see how the author's use of precise language makes key details of the text come alive.</i></p> <p><i>As we read, if we learn more about Haiti, we can add to our chart.</i></p>		
<p>Text and Discussion 26 minutes pages 1-3</p>	<p>Read the first two pages. Think aloud to define vocabulary in context.</p> <p><i>This page mentions frescos. Even if we don't know what "frescos" means in Haitian Creole, we can see that they look good! The author and illustrator give us clues in both the illustrations and the text that "frescos" are something made with ice and syrup that</i></p>		

	<p><i>kids like to eat.</i></p> <p><i>Look: this word, “refresh,” also gives us a clue about what frescos are. “Refresh” includes the prefix “re” and the root word “fresh;” when we are refreshed, we feel fresh again. We can infer that the characters feel cooled down and better again after being hot and dusty. From here we can infer that this part of the country of Haiti might be hot and dusty, and people enjoy these refreshing, icy treats. Let’s add this to our chart.</i></p>
<p>page 13</p>	<p>Read to the end of page 13.</p> <p>Mouchwas is a word in Haitian Creole that seems important, but the author doesn’t tell us directly what it means. Also, many of the words that the author uses to describe the mouchwas are precise and may also be new. It’s challenging to use new words as context clues to help us understand the text.</p> <p>Facilitate the Numbered Heads Together routine.</p> <p><i>We’ll use this routine to try to understand and explain some tricky words. Then these words might help us imagine what the mouchwas are and why they are special to Freda and important in the story. I’ll read the page again. Try to hold some of these precise words in your head.</i></p> <p>Reread the page, emphasizing words that may be unfamiliar or tricky.</p> <p><i>Now turn to your group and discuss these questions [refer to the board]:</i></p> <ul style="list-style-type: none"> ● <i>What tricky words tell us what the mouchwas are like?</i> ● <i>What do those words mean?</i> ● <i>How did you figure out the meanings?</i> ● <i>Why do you think the author is using so many special words?</i> <p>Children may come up with words like rainbow, mountains, satin, paisley, sparkle. They may use context or their knowledge of compound words, root words, and affixes to determine their meanings. The author chooses to use a lot of detailed language to describe the <i>mouchwas</i> because they are a key element that drives the plot.</p> <p>Choose a number to have one child from each group share the group’s thinking.</p>
<p>page 17</p>	<p>Continue reading through page 17.</p> <p><i>On this page, the author is again using precise and interesting</i></p>

	<p><i>language to describe the scene with the goat. Based on this page, what do you think “toppling” means? What about “zig-zagging”? How does knowing these words help you imagine the action on this page?</i></p> <p>Distribute Text Talk notebooks and pencils for a Note Break. <i>To think more about these words, try to make a sketch of the goat zig-zagging through the market while the items topple down around it.</i></p> <p>Have children set their notebooks aside. <i>Before we continue reading, can we add anything else that we think or are learning about Haiti to our chart?</i></p> <p>Read through the end of the story. Add any new information to the chart. As a whole group, discuss any misconceptions or missing ideas.</p>
<p>Key Activity 12 minutes</p>	<p>Take a Note Break. <i>How did Elizabeth Turnbull’s use of precise language help you better understand the story? In one or two sentences, give an example when this was true.</i></p> <p><i>Turn to your partner and share your ideas. Be sure to ask your partner why they think so if you don’t quite understand.</i></p> <p>Harvest a few ideas from the group.</p>
<p>Closing 1 minute</p>	<p><i>Today we read to see how the author’s use of precise story language makes important parts of the text come alive. This helps us understand the structure of the story even more.</i></p>
<p>Standards</p>	<p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content.</p> <p>L.4.2.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>L.4.2.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>
<p>Ongoing assessment</p>	<p>Observe the quality of conversation and children’s ability to express understanding of precise language and why the author chose that language.</p> <p>Review the Text Talk notebooks.</p>

	How do children explain the impact of precise language?
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Unit 3: Connecting Places, Connecting People



WEEK 7 Day 3

Text Talk
Haitian Art (slides)

Big Ideas	Every place has many stories. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	How are people connected in and across communities?
Content Objectives	I can describe Haitian artwork, and I can compare paintings, texts, and photographs to describe images of Haiti. I can think about how artwork connects people within and across communities.
Language Objective	I can talk with my classmates about what I notice in Haitian paintings, using vocabulary from the unit. (SL.1.2, SL.1.2.a)
SEL Objective	I can make connections to a place and community by drawing on my impressions of images. (Self Awareness, Social Awareness)
Vocabulary	<p>* celebrate: to honor joyfully (* celebration)</p> <p>compare: to consider similarities and differences of two things (* Week 3)</p> <p>hero: a person who is brave and a role model</p> <p>independence: freedom from the control of others (* Unit 1, Week 5: freedom to do things oneself)</p> <p>republic: independent government</p> <p>scene: place where action happens</p> <p>similarity: a way things are alike</p> <p>Western Hemisphere: western part of the globe</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Haitian Art slides ● projector and screen

	<ul style="list-style-type: none"> ● world map or globe ● Learning about a Place: Haiti chart, from Day 1 <p>On the whiteboard write the prompts for the VTS routine:</p> <p>What’s going on in this picture?</p> <p>What do you see that makes you say that?</p> <p>What more can we find?</p> <p>Elsewhere on the board, write:</p> <p>What are some similarities and differences between the artist’s painting of the street and the photograph of the street?</p> <p>What can we learn about Haiti from these two images? What connections do you make to the Haitian community depicted in these images?</p>
<p>Opening 1 minute</p>	<p><i>Today we are going to look at some artwork from Haiti and the Caribbean.</i></p> <p>Indicate Haiti and the Caribbean on the map.</p> <p><i>What do we already know about Haiti? What connections have we made?</i></p> <p>Review ideas recorded on the Learning about a Place: Haiti chart.</p>
<p>Text and Discussion 25 minutes</p> <p>slide 2</p>	<p>Read the caption that includes the artist and title.</p> <p>Use the VTS routine to uncover children’s initial responses to and ideas about the painting. Refer to the questions on the board.</p> <p>Give children several minutes to look at this painting and offer impressions about it. They may make connections to Unit 1, thinking about schools in different places and different kinds of learners.</p> <p><i>What can we learn about Haiti from this painting? What do you think or wonder about how some children might learn in parts of Haiti?</i></p> <p>Add children’s ideas to the right side of the chart.</p>
<p>slide 3</p>	<p>Explain a bit about Haitian history.</p> <p><i>This painting shows soldiers—called “heroes” by the artist—who fought for Haiti to become its own republic, or independent government. One thing that is important about Haiti is that it is the first republic, or government, set up by Black people to lead themselves in the Western Hemisphere, this entire part of the world. [Indicate the Western Hemisphere on the world map or</i></p>

	<p>globe.] <i>The soldiers are stepping on the French flag to show that the country of France is no longer the ruler of this country, and they are holding up the flag of Haitian independence.</i></p>
slide 4	<p>Turn and talk.</p> <p><i>What connections can we make between the painting, “Open Market” and the book, Janjak & Freda Go to the Iron Market?</i></p> <p><i>What other market scenes have we seen or read about?</i></p> <p><i>What are some similarities and differences you notice?</i></p>
slide 5	<p><i>This is a street scene. What feelings does this painting bring up?</i></p>
slide 6	<p><i>Here is another street scene. This one is a photograph. Look carefully for a moment.</i></p>
<p>Key Discussion 14 minutes</p> <p>slide 7</p>	<p>Compare the painting “RaRa” and the photograph.</p> <p><i>Let’s look at these two images together.</i></p> <p>Think, Pair, Share.</p> <p>Prompt 1: <i>What are some similarities and differences between the artist’s painting of the street and the photograph of the street?</i></p> <p>Prompt 2: <i>What can we learn about Haiti from these two images? What connections do you make to the Haitian community depicted in these images?</i></p> <p>Add children’s ideas to the right side of the chart.</p>
<p>Closing 1 minute</p>	<p><i>Today, to learn more about Haiti, we looked at a few paintings by Haitian artists. Tomorrow we will learn more about some connections between Haiti and the United States by reading an interview with Jean Senat Fleury, the director of an art gallery.</i></p>
<p>Standards</p>	<p>SL.1.2 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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. Self Awareness</p> <p>SEL. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Take note of what children notice and how they describe what they see.</p>

	<p>Note the comparisons children make. What vocabulary do they use to describe similarities and differences? What connections do they make? Listen in to conversation. How do children describe the ways that art connects people in and across communities?</p>
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Notes

Haitian Art

Art for Change Gallery

Text Talk Week 7, Day 3

Bithos Faustin
School



Phillipe Claude
The Haitian Heroes





Jonas Exume
Open Market



Jackson Day
RaRa





Jackson Day, **RaRa**



Citations

Slides 2 - 5, 8 : Used by permission of Art for Change Gallery

Slides 6 and 7: <http://cja.org/where-we-work/haiti/>



WEEK 7 Day 4

Text Talk
Interview with Jean Senat Fleury (informational text)

Big Idea	We understand our own identities by thinking about where we are and where we come from.
Weekly Question	How are people connected in and across communities?
Content Objective	I can answer questions about details in an interview about Jean Senat Fleury, an important person from Haiti who immigrated to the United States. (R.4.2)
Language Objectives	I can follow a procedure for reading and discussion. (SL.1.2.a) I can determine the meaning of keywords in an interview. (L.4)
SEL Objective	I can describe how the Jigsaw routine worked for me as a learner. (Social Awareness)
Vocabulary	<p>Caribbean: coming from places in the Caribbean sea, including Haiti and the Dominican Republic</p> <p>challenge: something that’s difficult</p> <p>courthouse: place where people decide cases based on the law</p> <p>culture: the beliefs, customs, arts, and traditions of a place or group of people (* Week 6)</p> <p>diverse: having a lot of different kinds of people (* diversity, Week 6)</p> <p>earthquake: vibrations of the earth</p> <p>gallery: a small museum</p> <p>healthcare: the field of medicine, nursing, and caretaking</p> <p>immigration: the act of moving to one country from another (* Week 6)</p> <p>impact: to have a strong effect on someone or something (*Unit 2, Week 3)</p> <p>judge: someone who makes makes decisions based on the law (* as verb:</p>

	<p>to form an opinion about, Unit 1, Week 3)</p> <p>museum: a building where collections of objects that are important to history, art, or science are kept and shown to the public</p> <p>offer: to give</p> <p>opportunity: a chance for a better situation or outcome</p> <p>poorest: having the least money and resources</p> <p>promote: to support or encourage; to tell about something in a public way</p> <p>select: to choose</p> <p>social media: tools on the Internet that people use to connect with others</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● Weekly Word cards: “diversity” (Week 6) and “immigration” ● Interview with Jean Senat Fleury, Director of Art for Change, one copy for each pair ● Interview with Jean Senat Fleury sheets, one for each small group <p>Write these four questions on the whiteboard.</p> <ul style="list-style-type: none"> ○ Who is Jean Senat Fleury? ○ What is it like for him to be an immigrant from Haiti living in the United States? ○ What are some of his experiences and ideas about Haiti and the United States? ○ What does he want to accomplish with his gallery? <ul style="list-style-type: none"> ● pencils, highlighters, and/or other note-taking tools <p>Children will work in pairs and small groups in the Jigsaw routine. Plan pairs and groups strategically. Each pair will read one page. Preview the text and assign reading for each pair.</p>
<p>Opening 6 minutes</p>	<p><i>Yesterday we looked at images. Today’s text is an interview with Jean Senat Fleury, the director of the Art Gallery where the art is displayed/ He is an important Haitian person living in the United States.</i></p> <p><i>We will read this interview using the Jigsaw routine. The purpose of the Jigsaw is to help everyone to get to know a longer text without each person reading the whole thing.</i></p> <p><i>First, you and a partner will read one section of the interview. You will annotate your section by underlining key details. You can also put an exclamation point next to ideas you think are important and a question mark next to something you want to know more about.</i></p> <p><i>Second, you will get together with the other children who read the same section as you. You will talk about what you learned in that</i></p>

	<p><i>section and what some of the important points are.</i></p> <p><i>Third, you will get together in a different group, with children who have read different sections. You will share what you learned from reading your section and listen to others, so that everyone in the group can learn about the whole interview.</i></p> <p><i>Finally, that group will work together to fill out the Interview with Jean Senat Fleury sheet.</i></p> <p>Refer to the questions on the board.</p> <p><i>Today we are reading to find out:</i></p> <ul style="list-style-type: none"> ○ <i>Who is Jean Senat Fleury?</i> ○ <i>What is it like for him to be an immigrant from Haiti living in the United States?</i> ○ <i>What are some of his experiences and ideas about Haiti and the United States?</i> ○ <i>What does he want to accomplish with his gallery?</i> <p><i>You may not be able to answer all of these questions after you read your section, but you should be able to answer them all by the end of the Jigsaw discussion.</i></p> <p>Allow time for clarifying questions about this new routine.</p>
<p>Text and Jigsaw 30 minutes</p>	<p><i>Before we begin, let's go over some important words.</i></p> <p><i>A gallery is a small museum.</i></p> <p><i>Immigration is when people come from one country to settle in a new country. [Refer to the Weekly Word card.]</i></p> <p><i>Diverse means having a lot of different kinds of people. [Refer to the Weekly Word card.]</i></p> <p><i>A judge is someone who makes decisions based on the law.</i></p> <p><i>Caribbean means coming from places in the Caribbean sea. This includes Haiti and the Dominican Republic. [Indicate on the map.]</i></p> <p><i>As you come to other tricky words, be sure to underline them so you can discuss them with your partner and small groups.</i></p> <p>Assign a page of reading to each pair, and send them to read and annotate together. Circulate as children read, annotate, and talk together to support them in finding key details, comprehending the text, and working with vocabulary.</p> <p>After about 10 minutes, bring together all pairs of children who read the same section to share and discuss their understandings and notations</p>

	<p>(three pairs/six children). Circulate to support accountable talk and address any misconceptions.</p> <p>After another 8-10 minutes, make new groups, each with one pair of children who read each page, so that the entire interview is represented in each group (three pairs/six children). Direct each pair to summarize their section, reminding them to cite key details.</p> <p>After children discuss the full interview, direct them, in these groups, to complete the sheet. This will take the majority of the remaining time.</p> <p>After children have cycled through the Jigsaw routine, with about 10 minutes remaining in the lesson, bring the class back together. Invite one representative from each of the final groups to share their thinking and notes with the whole group.</p>
<p>Closing 4 minutes</p>	<p>Debrief the new routine.</p> <p><i>How did the Jigsaw routine go for you as a learner?</i></p> <p>Encourage children to describe what was comfortable and uncomfortable about using the routine.</p> <p><i>As we know, people learn best in different ways, in different situations. Based on what you have just heard from your classmates, do you have any suggestions about how we might use the Jigsaw routine another time?</i></p> <p>Record children’s suggestions.</p>
<p>Standards</p>	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content.</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. Social Awareness</p>
<p>Ongoing assessment</p>	<p>Listen in to children’s discussions.</p> <p>Do children identify and discuss key details?</p> <p>How do children approach new words and ideas?</p> <p>What ideas do they have about what it means to contribute to a community?</p> <p>What ideas are becoming more complex about immigration?</p> <p>Observe and make notes about how children interact with and support each other with reading and annotating, and in discussion.</p>

Notes

A large empty rectangular box with a black border, intended for taking notes.

Interview with Jean Senat Fleury,

Director of Art for Change



Tell me your immigration story. When did you come? Why did you come?

I came to the United States in 2007. Before that, I was a judge in Haiti for 18 years.

I came to the United States because my wife is from here.

My goal was to build a museum. In my gallery, I want to promote art and Caribbean culture, to hold open art classes, to offer immigration classes, and to be able teach people in the community.

How do you feel living here?

I'm very comfortable here. I live in a diverse place. You can get a good education.

What are some challenges you have faced?

I came here when I was 44, and it was hard to learn the language. It was also challenging to go back to school.

In Haiti, most people are Haitian. When I moved here, most of the people in my community were white. That was hard to get used to, but my wife helped me a lot.

What does it mean to you to be Haitian in the United States?

When I see so many Haitian people working in healthcare and education, I feel proud.

It's important to me to help Haitian people here. For example, Haitian people who came here after the earthquake need help to stay in the United States. For this reason, we will open immigration classes at the gallery to keep the people connected, and to teach them.

What are some differences between life here and life in Haiti?

Here in the U.S. we have all we need to live well. Haiti is one of the poorest countries in the world. Life in Haiti is more difficult than life here.

How do you stay connected to Haiti?

With the Internet and social media, it's easy to stay connected.

How do Haitian immigrants contribute to the richness of the United States?

People come here looking for a good school and good healthcare. When they are here, they do important jobs.

How do you feel your experience living in Haiti impacts your life now?

My body is in the U.S., but my heart is always in Haiti. Having so many beautiful paintings around me in the gallery makes me feel like I'm in Haiti. I want to give back to the U.S. because the U.S. has given me so much. Now I have two countries – the United States and Haiti.

But I'm very happy here and proud to be here, too. Everyone I meet here is very kind.

What is important to you about this gallery?

The first place I visited was the Courthouse. I saw some young people getting into trouble. I thought: What can I do? How can I connect Caribbean children to their culture? Maybe I can use art.

I was so proud because in 2017 the Mayor selected the gallery as the best business in the area.

What would you want to tell the young people?

Don't take things for granted. In the U.S., we have free water and free school. In some countries, like Haiti, some people are in need of these basic things. Education in the U.S. can open all doors. Young people can use this opportunity to change their life and the lives of others.

Interview by Fay Ferency and Nicole St.Victor

<http://art-for-change.com/the-gallery/>

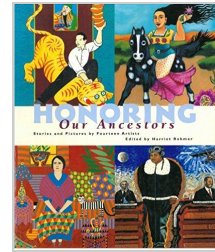
Interview with Jean Senat Fleury

Names: _____

<p>Who is Jean Senat Fleury?</p>	<p>What is it like for him to be an immigrant from Haiti living in the United States?</p>
<p>What are some of his experiences, and what are some of his ideas about Haiti and the U.S.?</p>	<p>What does he want to accomplish with his gallery?</p>

Unit 3: Connecting Places, Connecting People

WEEK 7 Day 5



Text Talk
Honoring Our Ancestors
 JoeSam., “I Honor My Three Aunts”

Big Ideas	<p>We understand our own identities by thinking about where we are and where we come from.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p>
Weekly Question	How are people connected in and across communities?
Content Objectives	<p>I can use key details to ask and answer questions about a text. (R.4.2)</p> <p>I can describe some of the ways that artists convey their identities through their artwork.</p> <p>I can think about how artwork connects people within and across communities.</p>
Language Objective	I can use descriptive details to discuss artwork with my classmates. (SL.1.2.a)
SEL Objective	I can think about ways an artist’s work inspires me. (Self Awareness)
Vocabulary	<p>ancestors: elders or people who lived before</p> <p>culture: the beliefs, customs, arts, and traditions of a place or group of people (* Week 6)</p> <p>collage: a medium of art using scraps of paper and other materials and glue</p> <p>draped: covered with folds of fabric</p> <p>embellish: to decorate</p> <p>halo: ring of light</p>

	<p>heritage: the cultural history of a group of people (* Week 6)</p> <p>innovative: creative and original</p> <p>internationally: all over the world</p> <p>landscape: an expanse of land, or scene</p> <p>medium: a certain material an artist uses, such as paint</p> <p>mixed-media: a combination of materials an artist uses, such as painting and collage together</p> <p>recognized: known</p> <p>scraps: small pieces</p> <p>Third World cultures: the set of beliefs, customs, arts, and traditions of people from developing nations (see note at beginning of lesson)</p> <p>turban: head scarf</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● <i>Honoring Our Ancestors</i>, Harriet Rohmer Flag pages 26-27. ● projector and screen ● world map and pushpins Pin Trinidad and Manhattan ● Art of JoeSam. slides ● blank white paper, one piece for each child ● colored pencils ● clipboards or other writing surfaces ● Weekly Question Chart <p>On the whiteboard, write the prompts for the VTS routine, if helpful:</p> <p style="padding-left: 40px;">What’s going on in this picture?</p> <p style="padding-left: 40px;">What do you see that makes you say that?</p> <p style="padding-left: 40px;">What more can we find?</p> <p>Elsewhere on the whiteboard, write the following questions.</p> <p style="padding-left: 40px;">How is JoeSam.’s public artwork similar to or different from the artwork in the book?</p> <p style="padding-left: 40px;">How is this artwork similar to or different from other public artworks we have seen?</p> <p style="padding-left: 40px;">Why is this kind of public art important?</p> <p style="padding-left: 40px;">How does public art connect people in a community and across communities?</p>
<p>Opening</p>	<p>Reintroduce the book.</p>

<p>1 minute</p>	<p><i>Today we'll read another selection from Honoring Our Ancestors. In this book, artists describe people in their lives who have influenced them and who have influenced their art. The written description is paired with a piece of artwork by the artist. Today we will read the selection written by JoeSam., called "I Honor My Three Aunts: Edna, Viney, and Grace Mannings."</i></p> <p>Draw attention to conventions of print by acknowledging the unusual way JoeSam. writes his name.</p> <p><i>As we read we'll think about the ways people move around the world and the identities that they bring with them. We will also try to understand why JoeSam. makes certain choices in his artwork. We will read text and examine images to describe ways that art connects people in and across communities.</i></p>
<p>Text and Discussion 16 minutes</p>	<p>Start this reading and discussion by reading the box about JoeSam. Pause to explain tricky words, such as "innovative" and "internationally." Explain that the phrase "Third World" has been used to describe countries that are not well connected to the economic systems of other countries; the more current language is "developing".</p> <p>Address questions that arise.</p> <p>Read the main text. Pause to define and discuss tricky vocabulary. <i>Turn and talk. What do we find out about JoeSam.'s aunts and how they dealt with the changes in moving to Harlem?</i></p> <p>Return to the whole group. <i>What questions do you have about this text?</i></p>
<p>slide 2</p>	<p>Show slide 2. Use the VTS routine to consider the work of art by JoeSam. <i>What's going on here?</i> <i>What do you see that makes you say that?</i> <i>What more can we find?</i></p> <p>If not already surfaced, consider these prompts for discussion:</p> <ul style="list-style-type: none"> ● <i>What do the colors represent in the artwork?</i> ● <i>Why do you think each woman is depicted with a different medium [watercolor, pastel crayon, collage]?</i> ● <i>What is going on in the background?</i> ● <i>How does the artwork make you feel? Why does it do that?</i> <p>As a whole group, discuss any misconceptions or missing ideas.</p>

<p>slides 3-6</p>	<p><i>We know that JoeSam. is a mixed-media artist. Here we see his use of collage and paint. JoeSam. also creates artwork for public spaces.</i></p> <p>Show JoeSam.'s public artwork (slides 3-6), reading the caption of each and wondering aloud.</p> <p><i>JoeSam.'s public art has similarities and differences with the work in the book.</i></p> <p>Think, Triad, Share. Refer to the questions on the board.</p> <p><i>Talk about each of these questions one at a time.</i> [Read the questions.]</p> <p>Facilitate a whole group discussion, drawing connections to other conversations during the course of the unit, as relevant.</p>
<p>Key Activity 15 minutes</p>	<p><i>How does JoeSam.'s artwork and story inspire you?</i></p> <p>Distribute paper and colored pencils. Provide quiet time for children to sketch and/or write on paper, inspired by the work of JoeSam. To support children's thinking, continue to rotate the slides and refer to the Weekly Question Chart. To help children get started, if needed, ask questions such as,</p> <p><i>What does JoeSam.'s artwork make you think about?</i> <i>What does it inspire you to do or create?</i> <i>What other artwork, texts, or conversations does this work remind you of?</i></p> <p>After ten minutes, arrange children in groups of three to share their work. Encourage children to talk about their connections to JoeSam.'s work and consider how people are connected in and across communities by works of art.</p>
<p>Closing 3 minutes</p>	<p><i>Today we read and looked at artwork by JoeSam. We discussed how artwork connects people in and across communities.</i></p> <p><i>What did you think of this experience, responding to JoeSam.'s artwork?</i></p> <p>Connect this drawing and writing activity to the work children did as they listened to pieces of music.</p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p><i>This week we have been thinking again about this question: How are people connected in and across communities?</i></p>

	<p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: Art can inspire and connect people. People are connected because of their heritage.</p> <p>Save this and previous Weekly Question Charts for use in Week 8.</p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</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. Self-Awareness</p>
Ongoing assessment	<p>Take note of children’s contributions to discussion and drawings.</p> <p>How do children describe key details in the text and artwork?</p> <p>How do they express how artwork inspires them?</p> <p>How do children explain ways that art connects people within and across communities?</p>

Notes

Art of JoeSam.

Text Talk Week 7, Day 5



My Three Aunts, Honoring Our Ancestors



Dancing Kids, Tenderloin Children's Center, San Francisco, California



Girl in Wheelchair, Facility Neighborhood Center, Orlando, Florida



Ice Play, Ice Centre of San Jose, California



Hide N Seek, Metro Rail Station, Los Angeles, California

Unit 3: Connecting Places, Connecting People

WEEK 7

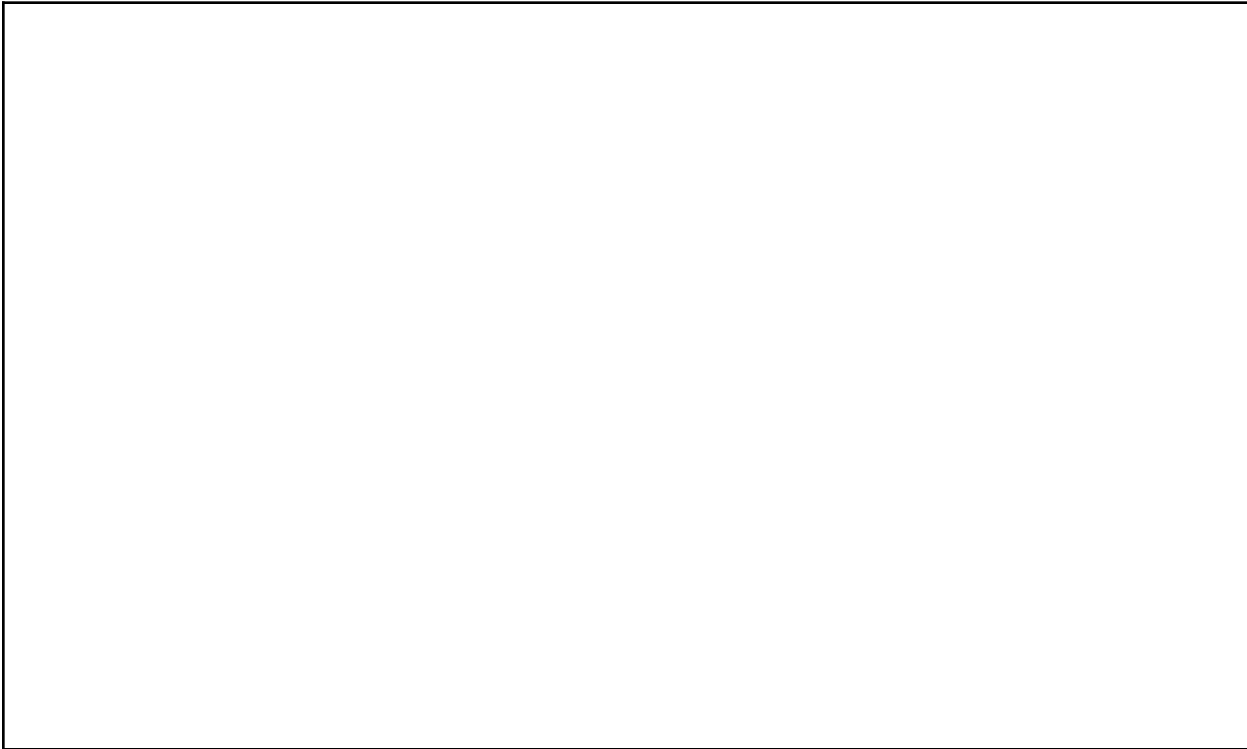
Stations

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"> Talking about Community Members sheet
Science Literacy	How do engineers think of different ways to solve problems?	<ul style="list-style-type: none"> Unit 3 Science and Engineering packets colored pencils
Vocabulary	Choose 3!	<ul style="list-style-type: none"> Week 6 Weekly Words cards Recording sheets Choose 3! menu
	Talk About It: The Grand Bazaar, in Istanbul, Turkey, is about 500 years old. ... How does this market compare with Haiti's Iron Market?	<ul style="list-style-type: none"> Week 7 image, 2 copies cut apart Week 7 sheets
Word Work (align skills with literacy program) Provide activity directions cards	Finding words with oa/oe/ow vowel teams, using them in sentences	<ul style="list-style-type: none"> Week 7 Find Them! sheets
	Choosing vowel teams (oa/oe/ow)	<ul style="list-style-type: none"> Week 7 Name Choose Read sheets
	Marking double vowels	<ul style="list-style-type: none"> Week 7 Name It, Write It, Mark It sheets
Writing	Prompt from Text Talk Day 1: Draw and write about the setting of the Iron Market.	<ul style="list-style-type: none"> Writing Station Response sheet

Writing Station Response: *Janjak and Freda Go to the Iron Market*

Name: _____ Date: _____

Draw and write about the setting of the Iron Market. Use key details and images.



Name: _____

Draw a sketch of someone in your community who is important to you. Then use the questions in the box below to talk with your partner.



1. Who did you draw, and why is this person important in your community?
2. How do you know or know about this person?
3. Where do you see or imagine seeing this person in your community?
4. What are two things would you like to tell others about this person?

Name: _____

Find Them!
Vowel Teams

Look through your books to find words with the vowel teams **oa**, **oe**, and **ow**. Write the words you find. Circle the vowel teams.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

Use them in Sentences

Choose four words from the list above. Use each one in a sentence.

1. _____

2. _____

3. _____







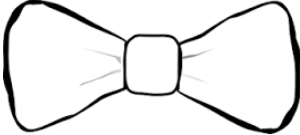


4. _____

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Name the picture. Write the word. Circle and mark the double vowel.

Word Bank							
toe	coat	boat	throw	road	crow	toilet	bowtie

 m o w d	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____







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

Name: _____

Name	Choose	Read
------	--------	------

Name the picture. Choose the vowel team that completes the word and write it in the space. Read the word.

oe, oa, ow

	gr_____n		t_____
	t_____st		c_____t
	b_____t		t_____

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

Talk About It



<http://worldkings.org/news/world-tops-academy/worldkings-top-100-famous-markets-in-the-world-p63-grand-bazaar-turkey-the-oldest-wholesale-market-in-turkey>



<http://worldkings.org/news/world-tops-academy/worldkings-top-100-famous-markets-in-the-world-p63-grand-bazaar-turkey-the-oldest-wholesale-market-in-turkey>

Vocabulary Station U3 W7

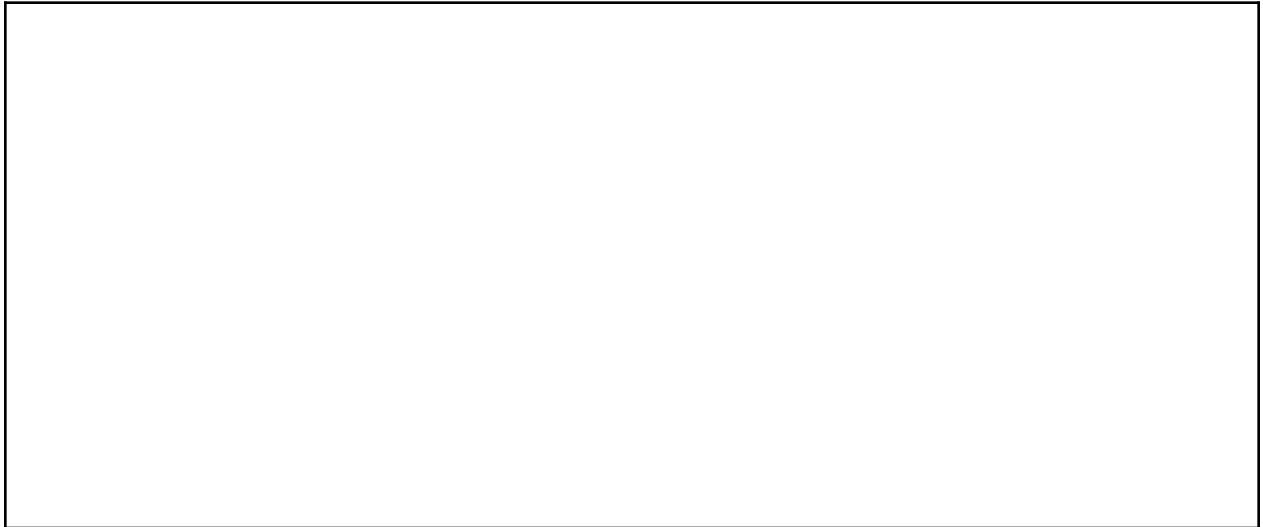
Focus on Second/ 2nd Grade for ME | Boston Public Schools Department of Early Childhood P-2/
Maine Department of Education

Talk About It

Name: _____ Date: _____

The Grand Bazaar, in Istanbul, Turkey, is about 500 years old. Under fancy passageways, it has around 4,000 shops selling jewelry, carpets, ceramics, and goods made of brass and leather. How does this market compare with Haiti's Iron Market or another store you know?

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 7 Lesson 1

Science and Engineering: Engineering Design

Designing the Our Town Project Exhibit: Proposing Exhibit Designs

Big Idea	We understand our own identities by thinking about where we are and where we come from.
S & E Guiding Question	How do museums and others exhibit work for audiences to learn about a topic?
Content Objectives	I can propose three different solutions to display an artifact through drawing and writing. (W.1.2.a) I can use the engineering design process to research different ways to create exhibits for our artifacts. (2.K-2-ETS1-3, Practice 8)
Language Objective	I can discuss solutions for displaying an artifact by asking and answering questions about my classmates' and my own ideas. (SL.2.2.b)
Vocabulary	artifact: an object made by a human being exhibit: an object or a collection of objects displayed in a public space for people to look at task: a piece of work to be done
Materials and Preparation	<ul style="list-style-type: none">● Our Town Project Planning chart, from Text Talk, Week 6● Engineering Design Process chart, from Week 6, Lesson 2● Engineering Design Process card, Imagine● glue stick, for attaching card to chart● Museum Exhibits images, from Week 6, Lesson 2● Science and Engineering packets● writing tools
Opening 4 minutes	<i>Today you will begin to imagine possible solutions for the Our Town Project display.</i> Attach the Imagine card to the chart, as follows.

	<div data-bbox="602 212 1278 842" data-label="Diagram"> <p>The diagram is titled "Engineering Design Process" and includes the task: "Create a way to display artifacts in an exhibit". It features five steps in boxes: "Ask" (solid border), "Imagine" (solid border), "Plan" (dotted border), "Create" (dotted border), and "Improve" (dotted border). The steps are arranged in a non-linear fashion: "Ask" is in the center-left, "Imagine" is in the upper-right, "Plan" is to the right of "Imagine", "Create" is at the bottom, and "Improve" is on the left side.</p> </div> <p>Refer to the Our Town Project Planning chart.</p> <p><i>We already know that we will be making and displaying biographies and puppets. We know that we will need some signs to give people information about our artifacts. [Add reminders about other exhibit ideas the group has developed to date.]</i></p> <p><i>Today you will work as a design team with one other person to imagine three possible solutions to display one kind of artifact for our exhibit. First, at the top of your page, write the kind of artifact you are thinking about displaying. Then write a short description and make a sketch of each display idea, or solution. After you do that, you'll decide together which solution you think is the best, and why. You will need to think about properties of different materials as you do this.</i></p> <p><i>When you and your partner have settled on one idea, you'll present it to another design team and talk with them about their idea. Together with that team, you'll decide on one display idea.</i></p> <p><i>During Studios, you'll investigate different materials to test your design.</i></p>
<p>Investigation 25 minutes</p>	<p>Distribute Science and Engineering packets, writing tools, and Museum Exhibits images.</p> <p>Children work in pairs and then in groups of four to consider a particular</p>

	<p>kind of artifact and corresponding display design solutions. Children might refer to the Museum Exhibits images for inspiration.</p> <p>Circulate and join children’s conversations. Make sure that children:</p> <ul style="list-style-type: none"> ● are clear about the kind of artifact for which they are designing a display; ● discuss and evaluate design ideas; ● draw with detail and label their drawings; ● identify one best solution to pursue and articulate why; ● refer to and discuss the self-assessment question. <p>If children are working on standing structures, challenge them to explain how they are ensuring the structure will be stable.</p>
<p>Closing 1 minute</p>	<p><i>You can continue to work on your display designs at the Discovery Studio this week.</i></p>
<p>Standards and Practices</p>	<p>W.1.2.a Investigate questions by participating in shared research and writing projects.</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>Reflect on children’s work.</p> <p>How do children generate ideas? What resources do they draw on? Are children’s drawings detailed and labeled? What strategies do they use to produce them? What is the quality of children’s conversations? How do children decide which solution to present to their team? What reasons do they provide to justify their choice?</p>

Notes

Unit 3: Connecting Places, Connecting People

WEEK 7 Lesson 2

Science and Engineering: Engineering Design

Designing the Our Town Project Exhibit: Finalizing Display Designs

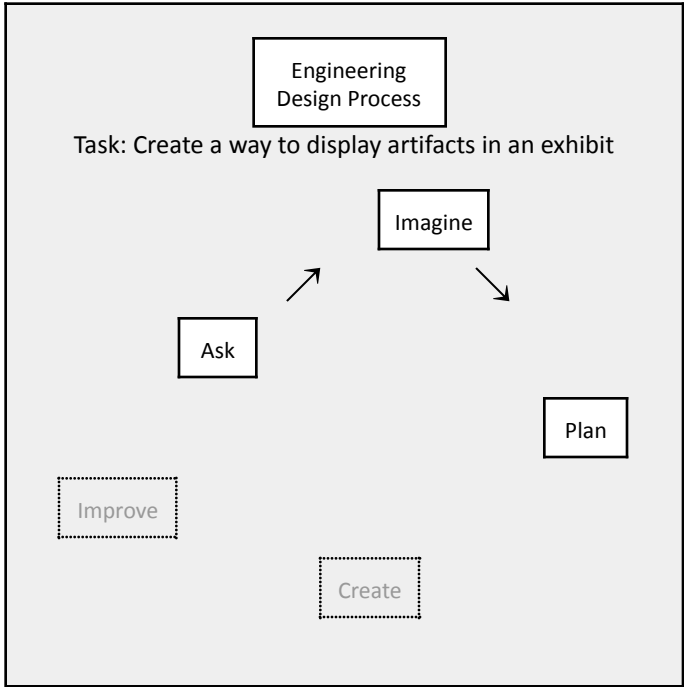
Big Idea	We understand our own identities by thinking about where we are and where we come from.
Guiding Question	How can we help others understand the identity of our place?
Content Objective	I can work with my group to make a plan to create an exhibit to display artifacts. (Practice 6)
Language Objective	I can ask my classmates questions to understand their ideas and answer questions to share my own ideas in order to arrive at a group plan. (SL.2.2.b)
Vocabulary	diagram: a drawing that shows the appearance and structure of something procedure: a genre of writing whose purpose is to give directions to accomplish a goal
Materials and Preparation	<ul style="list-style-type: none">● Engineering Design Process chart, from Week 6● Engineering Design Process card, Plan● glue stick, for attaching card to chart● Design Diagram and Materials sheet, one for each group● scrap paper● writing tools● Our Town Project Planning chart, for reference● Museum Exhibits images, from Week 6, for reference <p>On the whiteboard, write out the following directions.</p> <ol style="list-style-type: none">1. Decide who will record the group's design.2. Talk about your design ideas. Ask each other questions.3. Agree on a design.4. Draw a diagram and label it.

- 5. Write down why this is a good design for the artifacts being displayed.
- 6. Make a list of materials.

Opening
5 minutes

We've been working on designing displays for our exhibit. Today we will engage in another step of the Engineering Design Process: Plan.

Attach the Plan card to the chart, as follows. Draw arrows from Ask to Imagine to Plan.



Today you'll continue to work with your design team. Your group will work together on one sheet.

Show the Design Diagram and Materials sheet.

I've written directions on the board; let's talk through them.
Refer to the board.

1. *Decide who will record the group's design.*
The group might have one person be the recorder, or you might decide to each write or draw different parts.
2. *Talk about your design ideas. Ask each other questions.*
Think about the particular kind of artifact your group is thinking about displaying. Tell your teammates what you think will work or not work about different ideas, and why.
It might be helpful to draw your idea on scrap paper so others can see it before you start drawing the final design on

	<p><i>this Design Diagram and Materials sheet.</i></p> <p><i>3. Agree on a design.</i> <i>Make sure everyone in the group feels good about the design you are deciding on!</i></p> <p><i>4. Draw a diagram, and label it.</i> [Indicate the corresponding space on the sheet.] <i>Label your diagram so that you and anyone else could understand it, as carefully as you do in a procedure.</i></p> <p><i>5. Write down why this is a good design for the artifacts you are displaying.</i> [Indicate the corresponding space on the sheet.]</p> <p><i>6. Make a list of materials.</i> [Indicate the corresponding space on the sheet.]</p> <p><i>It's important for all the members of your group to have a chance to contribute ideas. When you don't understand someone else's idea, ask them a question. That way you can all get to a design you agree on and feel good about.</i></p>
<p>Investigation 20 minutes</p>	<p>Distribute a Design Diagram and Materials sheet to each group.</p> <p>As groups work, circulate to observe and offer support as needed. Help groups negotiate ideas so that all children participate and see their ideas included. Children may assign a recorder or take turns drawing and writing. Encourage children to use classroom resources for writing.</p> <p>As children identify materials, encourage them to consider observable properties of materials. Help them recall their experiences with materials during the chair building investigations in Unit 1.</p>
<p>Closing 5 minutes</p>	<p>Bring the group back together, and share observations about the work happening in different groups. Suggest ways children might support or be inspired by each other. If time permits, a child from each group might share one aspect of the group's design.</p> <p>Collect the Design Diagram and Materials sheets from each group, and use these to gather needed materials.</p>
<p>Standards and Practices</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>



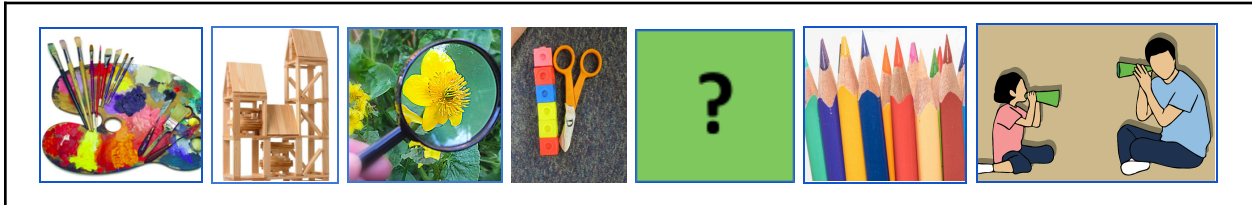
Design diagram and materials Names: _____

Artifacts we are designing for: _____

Final diagram	We think this design will work because _____ _____ _____
	Materials we will need _____ _____ _____ _____ _____ _____

Unit 3: Connecting Places, Connecting People

WEEK 7 Studios





Our Town Project



In all studios, children begin and continue work exploring unit themes and contributing to the Our Town Project, according to the class Project Plan.
In the Art Studio, puppet making evolves.

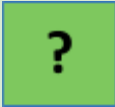

<p>Big Ideas</p>	<p>Every place has many stories.</p> <p>People and places around the world are linked.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p> <p>Individuals and communities shape each other.</p> <p>We understand our own identities by thinking about where we are and where we come from.</p>
<p>Weekly Question</p>	<p>How are people connected in and across communities?</p>
<p>Materials and Preparation</p>	<p><u>New for the Math Studio:</u></p> <ul style="list-style-type: none"> ● Five in a Row Addition Gameboard ● paper clips Each partnership needs 2 paper clips. ● two-color counters Each partnership needs 25 counters. ● base 10 blocks, optional, for modeling numbers <p><u>All other Studios:</u></p> <ul style="list-style-type: none"> ● Our Town Project Planning chart, begun in Week 6 ● new studios prompts Cut apart and replace studios prompts. ● Unit 3 Observation Sheet ● Exhibit Tag template, many copies ● paper of different colors and sizes, for making labels and signs <p>Review the Project Plan and determine how the work the class has</p>

	<p>identified is being and will be accomplished. It may be most useful to identify small groups to each work on a distinct part of the exhibit—displaying and making labels and signs for the writing work, puppets, and models, for example. If needed, be prepared to suggest a small group project the children have not yet identified in the Project Plan in order to extend the ways of communicating about the town (built models, paintings or other artworks, a map, a timeline, pamphlet(s), a playlist, or a photo montage).</p> <p>Ensure that as many unit 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 furthering 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>Plan to spend one day this week or early in Week 8 engaging in Thinking and Feedback.</p>
<p>Opening</p>	<p><i>Our work this week and next week in Studios is to prepare our exhibit.</i></p> <p><i>Remember, this exhibit will include the biographies you are writing now, as well as your autobiographical poems. We made this wonderful mural, too! For these projects, we need to think about how we will display them.</i></p> <p><i>We are also working on _____ and _____.</i> <i>Another idea I had in looking over your work so far was to create a _____. What do you think about that idea? Would anyone like to work on that?</i></p> <p><i>For each part of the exhibit, of course, we will need clear exhibit tags and signs so that our viewers will understand what we most want to communicate about the people, places, and identity of our town.</i></p> <p>Show and explain how to complete an exhibit tag.</p> <p><i>Let's take a few minutes to plan so we make sure to get all of our work completed before our presentation!</i> <i>First, let's think: Think about what you need to finish up, what materials you need, and who you will work with.</i></p>

	<p>Remind children of ongoing work. Give children a minute to think quietly.</p> <p><i>You probably need to check in with a classmate or two about your plan. Let's do that now.</i></p> <p>Allow another two minutes for children to find and talk with their partners or small groups.</p> <p><i>Do you know what you will do now?</i></p> <p>Ask a couple of children or small groups to articulate their plans. Add to the Project Plan as appropriate, thinking aloud to help organize and prioritize work.</p> <p>Once children have identified the work they will pursue, dismiss the group to begin working.</p>
<p>Facilitation</p>	<p>Children might pursue any number of individual or small group projects related to building the exhibit.</p> <p>Use the boxes on the following pages to record the kinds of work children are pursuing, and use these notes to plan for subsequent sessions in studios.</p> <p>Encourage children to work on exhibit tags to complete one kind of work before moving on to something else.</p> <p>Encourage children to situate themselves in one studio, to support organization within and among projects, even as they may use materials and resources from—and collaborate with children in—other studios.</p> <p>Facilitate careful, intentional work by asking children questions about their plans, processes, collaborations, changes in course, and successes. Remind children that writing (exhibit tags, signs, other information) must be neat and inviting enough for an audience.</p>

<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>Five in a Row Addition</p> <p><u>Objective:</u> I can make strategic choices about numbers to add to reach numbers that will create 5 in a row on a gameboard.</p> <p><u>Process/Directions:</u></p> <ul style="list-style-type: none"> ● Children will play in partnerships. Each needs 25 counters, 2 paper clips, and a gameboard. ● Partner A chooses two numbers from the grey rows and places a paper clip on each number. Partner A adds the numbers and places a counter on the sum. ● Partner B moves one of the paper clips to a different number in the grey rows, adds the numbers, and places a counter on the sum. ● The partners take turns moving one paper clip, finding the sum, and covering it with a counter. ● The partner who covers 5 squares in a row wins. ● Encourage children to model their numbers with the base 10 blocks to verify their answers. <p><u>Facilitation:</u></p> <p><i>How are you making decisions about which numbers to add?</i></p> <p><i>What will be your next move? Why?</i></p> <p><i>How can you show your thinking with these base 10 blocks?</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>	

Art Studio

While you are working, think about:

How are these people important in our community? 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 town 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 which numbers to add?

What will be your next move? Why?

How can you show your thinking with these base 10 blocks?

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?

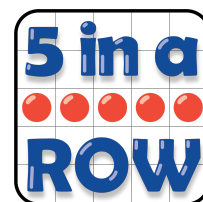
Why is this important?

Who is our audience?

Five in a Row Addition and Subtraction Stage 7 Gameboard

Directions:

- Partner A: Put a paper clip on 2 numbers in the grey rows. Cover the sum of the 2 numbers with a counter.
- Partner B: Move 1 of the paper clips, add the numbers, and cover the sum with a counter.
- Take turns. The first partner to cover 5 squares in a row wins.



704	669	621	442	784
497	695	323	956	44
586	413	784	576	614
297	386	378	867	532
873	99	134	531	665

263	100	352	65	10
-----	-----	-----	----	----

34	432	604	313	521
----	-----	-----	-----	-----

Unit 3: Connecting Places, Connecting People

WEEK 7 Days 1-2, continued from Week 6, Day 5

During Days 1-2 children continue to independently write the orientation and record of events in their biographies. (Note that they will be guided to write conclusions on Day 3.) In addition, children's writing is assessed using the Biography Observation Tool, and individual/small group/whole group lessons are added in response to children's needs.

Preparation:

Review each child's Biography Observation Tool. Note any trends that are emerging. Plan for individual, small group, or whole group instruction based on these needs. Areas of need may include, but are not limited to, the following.

Writing Biography: (see the attached lessons for recommendations)

- orientation
- record of events
- verbs
- phrases of time

Conventions: (no suggested lessons included)

- writing and expanding complete sentences
- capitalization
- end punctuation, commas, and apostrophes
- applying rules and strategies taught in *Foundations*

Writing Behaviors: (no suggested lessons included)

- using spelling strategies, such as chunking and writing word parts
- using resources such as texts, environmental print, and *Foundations* posters for spelling
- re-reading own writing

Use the following sheet to plan instruction for Days 4-5. Make additional copies as necessary to plan for multiple individual or small group lessons.

Day 1

Target Students (individual, small group, or whole group?):

Topic:

Day 2

Target Students (individual, small group, or whole group?):

Topic:

Writing Biography

Deconstruction and Revision: Orientation

Materials:

- Biography anchor chart, from Week 5, Day 1
- *Growing Up Pedro* chart, from Text Talk, Week 4, Day 1
- mentor text for biography: *How We are Smart* (choose one profile and plan to read the first two sentences of the paragraph under the poem) or a child's writing that includes a strong orientation
- children's biographies and Interview Homework packets

Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Growing Up Pedro* chart and review the parts of the orientation.
- Read the orientation of the mentor text.
- If the mentor text is a child's writing, together identify the orienting information: who the biography is about, when and where it happened, and naming what is special about the person.
- Refer children back to the first page of their own writing. Have them identify the elements of orientation.
- If children identify that a piece is missing, have them work with a partner or with teacher guidance to add that information to the orientation, referring to the information in their Interview Homework notes.

Writing Biography

Deconstruction and Revision: Record of Events

Materials:

- Biography anchor chart, from Week 5, Day 1
- *Growing Up Pedro* chart, from Text Talk, Week 4, Day 1
- children's biographies and Interview Homework packets

Process (small or whole group):

- Show the Biography anchor chart. Review the stages of biography.
- Show the *Growing Up Pedro* chart, and review that the record of events includes events in the biography subject's life that relate to the trait and in order.
- Have children review their Interview Homework notes labeled R.
- Guide children to compare their notes to their record of events.
 - Did they include all events?
 - Are the events in order?
 - Do they relate to the person's role in the community?
- Assist children with revising by adding, reordering, or removing events.

Writing Biography

Deconstruction and Revision: Verbs

Materials:

- Biography anchor chart, from Week 5, Day 1
- Autobiography Verbs chart, from Week 1, Day 4
- Biography Verbs: Pelé, from Day 3
- children's biographies and Biography Verbs sheets

Process (small or whole group):

- Show the Biography anchor chart. Review the stages and language of biography.
- Refer to the Autobiography Verbs chart and Biography Verbs: Pelé sheet. Review the verbs related to each of the listed traits.
- Refer children back to their biographies. Have them underline the verbs.
- Have children review their Biography Verbs sheets.
- If children identify verbs in their biographies that do not relate to the trait, have them work with a partner or with teacher guidance to choose the appropriate replacement verbs.

Writing Biography

Deconstruction and Revision: Phrases of Time

Materials:

- Biography anchor chart, from Week 5, Day 1
- children's biographies

Process (small or whole group):

- Show the Biography anchor chart. Review that events are introduced with phrases of time.
- Have children review how they introduce each event.
- Guide them to replace words such as "then" and "next" with phrases that more precisely describe when the event happened.



WEEK 7 Day 3

Writing Biography
 Deconstruction: Verb Tense
 Individual Construction: Conclusion

Content Objective	I can use research to write a biography. (W.3.2, W.1.2.a, W.1.2.b)
Language Objective	I can use present tense verbs to write a conclusion. (L.1)
Vocabulary	<p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>conclusion: the end</p> <p>record of events: things that happened that helped develop the person’s identity</p> <p>tense: the form of a verb related to time</p> <p>verb: a word that expresses a physical action, mental action, or state of being</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Biography Verb Tense slides ● Biography anchor chart, from Week 5, Day 1 ● writing tools ● writing folders, including children’s biographies, Interview Questions sheets, and Biography Verbs sheets ● writing paper ● <i>Growing Up Pedro; Pelé: The King of Soccer; How We are Smart;</i> and Grandmother biographies, available for children’s reference ● Biography Observation Tools, from Week 6, Day 2
Opening 1 minute	<i>We learned that the verbs in biographies are related to the trait of the person the biography is about, and that they provide information about that person. Today we are going to continue learning about the verbs in biographies, and you will write your conclusion.</i>
Deconstruction	<i>Today we’re going to look at the tenses of verbs in biographies.</i>

<p>10 minutes</p> <p>slide 2</p>	<p><i>Remember, the tense of a verb shows when something happened. For example, a word in the present tense means it's happening now, and a word in the past tense means it already happened. "I run," in present tense, means I run now in my life. "I ran," in past tense, means that I used to run.</i></p> <p><i>Let's read this biography of Rose Tino Dello Russo, one of the grandmothers from the Immigrant Grandmothers mural.</i></p>
<p>slide 3</p>	<p><i>This is one of the events from Rose Tino Dello Russo's biography. Just like in personal recounts, the events are written in the past tense, because they are recounting events that have already happened.</i></p>
<p>slide 3</p>	<p><i>This is the conclusion of Rose's biography.</i></p> <p>Reread the conclusion.</p> <p><i>What do you notice about the verbs?</i></p> <p><i>The verbs in the conclusion are in the present tense. They show what Rose's impact is today.</i></p> <p>Refer to the Conclusion and Verbs images on the Biography anchor chart.</p>
<p>Individual Construction</p> <p>18 minutes</p>	<p><i>Now you will write your conclusion. You will follow a similar process for turning your notes into writing.</i></p> <ul style="list-style-type: none"> ● <i>Find all of the information you labeled "C."</i> ● <i>Review your notes.</i> ● <i>Say the information out loud, in your own words.</i> ● <i>Use your notes to write the conclusion.</i> ● <i>Make sure to write in the present tense.</i> <p>As children write, circulate to support their work.</p>
<p>Closing</p> <p>1 minute</p>	<p><i>Today we learned more about the verbs in biographies, and you wrote your conclusions. Tomorrow we will learn about another language feature of biography.</i></p>
<p>Standards</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>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p>

	<p>L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>Ongoing assessment</p>	<p>During the lesson, note children’s understanding of verb tense. Do they know the differences between past and present tense verbs? Do they understand when each type of verb is used in biography? Do they understand why? After the lesson, use the Biography Observation Tool to assess the children’s writing.</p>

Notes

Biography Verb Tense

Writing Unit 3 Week 7 Day 3



ROSE TINO DELLO RUSSO



Rose came to the U.S. from Italy in 1958 when she was 10 years old. She owned a fabric store, Tino's Fabrics, for many years. Currently she works at a school and volunteers for the elderly.



Record of Events:

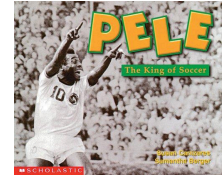
She **owned** a fabric store,
Tino's Fabrics, for many
years.



Conclusion:

Currently she **works** at a school and **volunteers** for the elderly.





WEEK 7 Day 4

Writing Biography

Deconstruction and Revision: Adjectives

Content Objective	I can revise writing by adding adjectives. (W.2.2.a, W.2.2.b)
Language Objective	I can use adjectives to describe people, places, and things. (L.1.2.e)
Vocabulary	<p>adjective: a word or phrase used to describe a person, place, thing, or idea</p> <p>biography: a genre of writing whose purpose is to tell a person’s life story</p> <p>revise: make changes to writing</p> <p>orientation: in a biography, the text that introduces the person and his/her significance</p> <p>conclusion: the end</p> <p>record of events: things that happened that helped develop the person’s identity</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Biography Adjectives slides ● Biography anchor chart image: language: adjectives, cut out ● Biography anchor chart, from Week 5, Day 1 ● writing tools ● class biography <p>During this lesson, the children will work in small groups to revise the adjectives in the class biography. Before the lesson, prepare the biography so that each group can work on one page. For example, one group will work on the orientation, one on each event, and one on the conclusion. Assign small groups of children to each part.</p>
Opening 1 minute	<i>When we studied Argument, Procedure, Report, and Explanation, we learned about using adjectives to provide more information. Today we will look at the adjectives in biographies.</i>
Deconstruction	Adjectives are words or phrases used to describe people, places,

<p>14 minutes</p> <p>slide 2</p>	<p><i>and things. They provide more information by answering these questions.</i></p> <p>Read the questions on the slide.</p>
<p>slide 3</p>	<p><i>Let's take a look at the first sentence from Pelé: The King of Soccer.</i></p> <p><i>Here is the first sentence of the book. I have covered up the adjectives.</i></p> <p>Read the sentence.</p> <p><i>What does this sentence tell the reader about Pelé?</i></p> <p>Harvest several children's ideas.</p>
<p>slide 4</p>	<p><i>Here is the sentence as it is written in the book, with the adjectives uncovered.</i></p> <p>Read the sentence.</p> <p><i>What additional information do the adjectives give the reader?</i></p> <p>Click through the animation while explaining the adjectives.</p> <p><i>The sentence names Pelé as a player.</i></p> <p><i>What kind of player? A soccer player.</i></p> <p><i>What is he like as a soccer player? Great.</i></p>
<p>slide 5</p>	<p><i>When we looked at report and explanation, we learned that adjectives can help us pack more information into one sentence. Take a look at this version of the sentence and think about what additional information the sentence gives, and which questions it answers.</i></p> <p>Harvest several children's ideas.</p>
<p>slide 6</p>	<p><i>By adding adjectives, I was able to pack a lot more information into just one sentence!</i></p> <p><i>Let's add this information to our Biography anchor chart.</i></p> <p>Add the adjectives card to the Biography anchor chart, under Language.</p>
<p>Joint Construction in Small Groups: Revision</p> <p>10 minutes</p> <p>slide 2</p>	<p><i>Now you will work together in small groups to revise our class biography by adding adjectives. Each group will get one piece of the biography: the orientation, one event from the record of events, ,or the conclusion. Read the portion with your group and underline the adjectives that are already there. Then read each sentence. Review the adjectives questions and see if you can add more information to the sentence by adding adjectives.</i></p> <p>Send the children to work in small groups, with the biography section and writing tools. As they write, circulate to support their work. Before</p>

	collecting their work, have children write their names on the papers.
Closing 5 minutes	As time allows, invite several groups to share the adjectives they added, along with an explanation of why they chose these words. <i>Today we added adjectives to our class biography. Tomorrow you will add to your own biographies.</i>
Standards	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.2.2.b With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration. L.1.2.e Use adjectives and adverbs and choose between them depending on what is to be modified.
Ongoing assessment	During the lesson, note children’s understanding of adjectives. Do they understand the information provided by adjectives? Do they understand how adjectives function in biographies? After the lesson, review each group’s revisions. Do their revisions help to add more information to the biography? Are the adjectives they choose appropriate to the people/places/things they are describing?

Notes

Biography Adjectives

Writing Unit 3 Week 7 Day 4

Adjectives describe nouns.

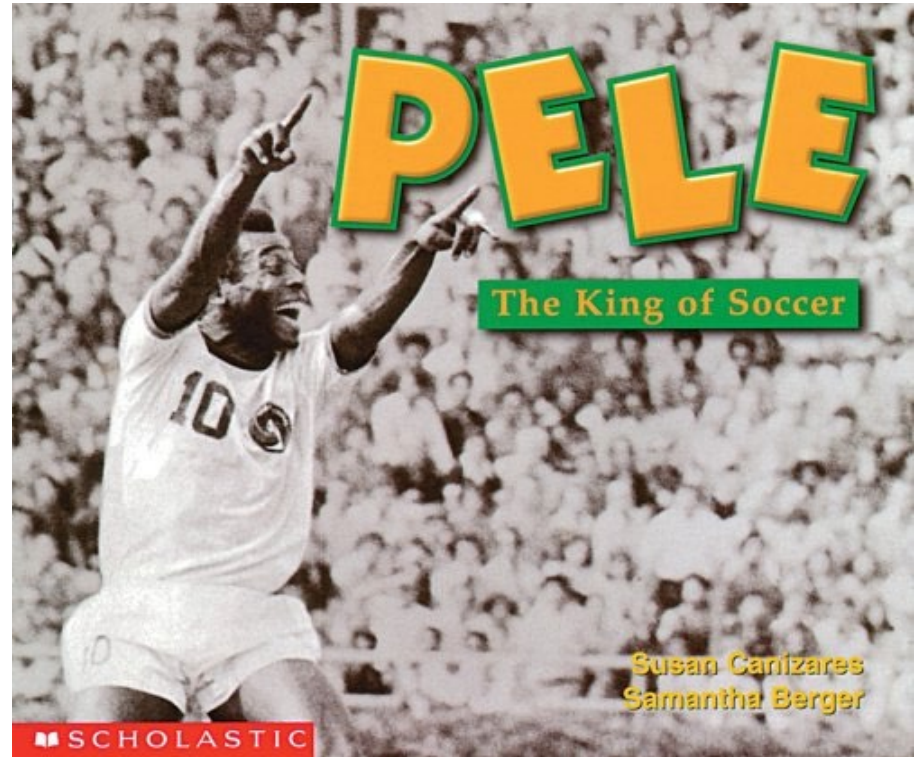
They answer these questions:

How many/much?

What kind?

What like?

Which ones? Whose?



Pelé was a  player.

Pelé was a **great soccer** player.

What? **player**

What kind?

soccer

What like?

great

The **great soccer player** Pele´ helped soccer to become a **well-known** and **popular** sport in the United States.

Pelé was a  player.

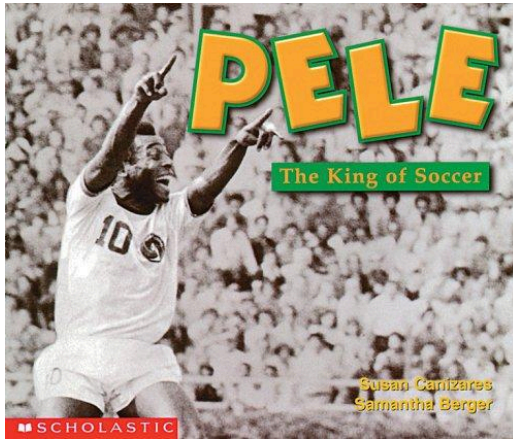
Pelé was a **great soccer player**.

The **great soccer player** Pelé helped soccer to become a **well-known** and **popular** sport in the United States.

Biography anchor chart images

language

adjectives that pack information



helped soccer to become a **well-known**
and **popular** sport

Writing U3 W7 D4

Unit 3: Connecting Places, Connecting People

WEEK 7 Day 5

Writing Biography

Individual Construction

Content Objective	I can use research to write a biography. (W.3.2, W.1.2.a, W.1.2.b)
Language Objectives	I can use past tense verbs in the record of events and present tense verbs in the conclusion. (L.1) I can introduce events using phrases of time. (L.1.2.e) I can use adjectives to describe people, places, and things. (L.1.2.e)
Vocabulary	adjective: a word or phrase used to describe a person, place, thing, or idea biography: a genre of writing whose purpose is to tell a person’s life story conclusion: the end 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 record of events: things that happened that helped develop the person’s identity verb: a word that expresses a physical action, mental action, or state of being
Materials and Preparation	<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 Observation Tools, from Week 6, Day 2
Opening 5 minutes	<i>Today you will finish writing your biographies, before receiving feedback and then revising and publishing your work next week.</i>

	<p>Show the Biography anchor chart.</p> <p><i>We have learned a lot about biographies. When you work today, be sure to include all of the aspects of biography in your work. Check that your work includes all of the stages of biography, and that you use the language of biography.</i></p> <p>Review aspects of biography in more detail, as necessary for launching children’s work.</p>
<p>Individual Construction 24 minutes</p>	<p>Send children with writing tools and folders. As children work, circulate to support them.</p>
<p>Closing 1 minute</p>	<p><i>Today you finished writing your biographies! Next week you will receive feedback and revise your work before publishing and sharing it as part of the Our Town Project.</i></p>
<p>Standards</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>W.1.2.a Investigate questions by participating in shared research and writing projects.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</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>
<p>Ongoing assessment</p>	<p>During the lesson, use the Biography Observation Tool to assess the children’s writing.</p>

<p>Notes</p>
