

WEEK 6 Day 3

**Text Talk**

**Access to Books and Introduction to the Project**

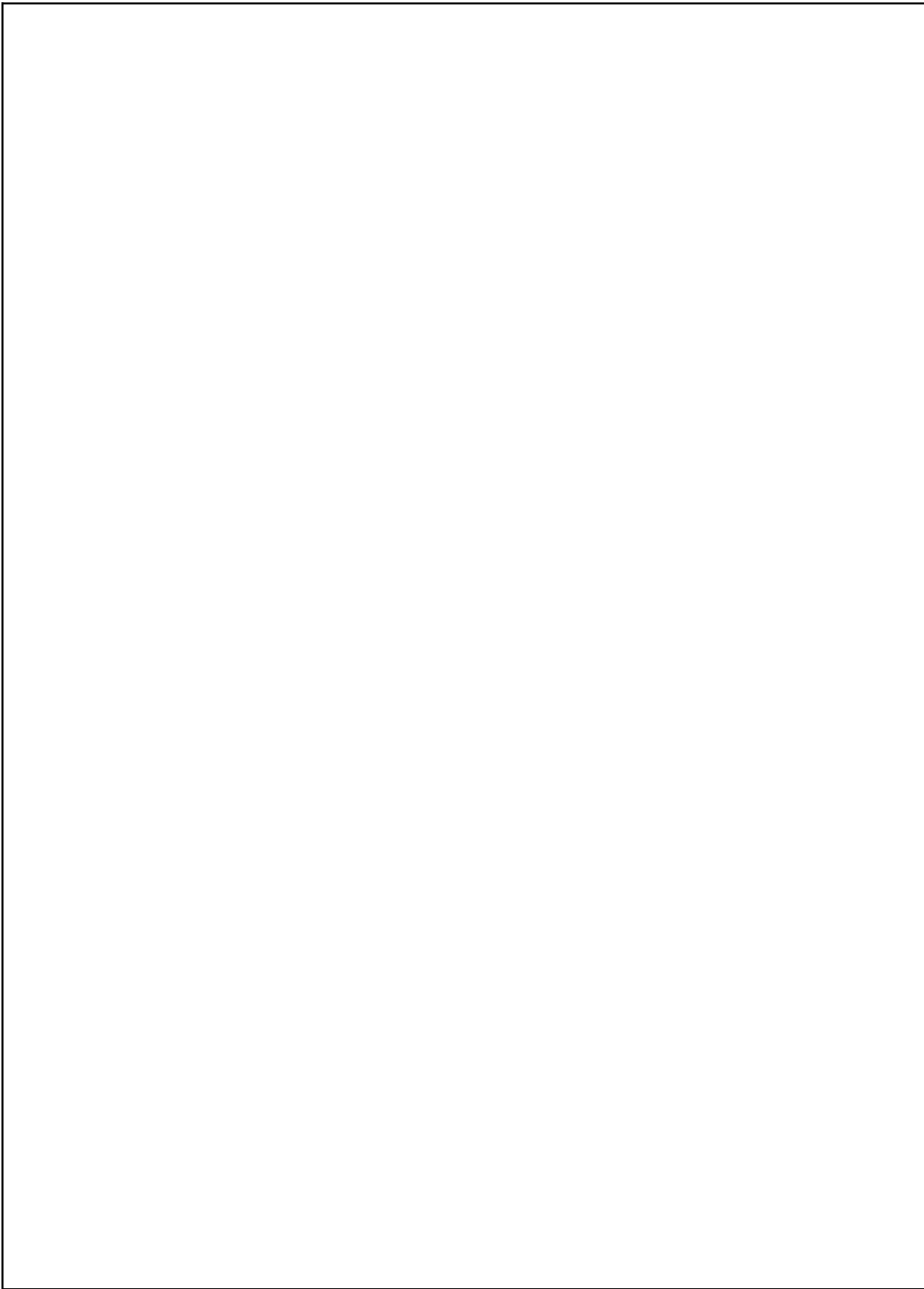
**NOTE TO TEACHERS:** There is content on these slides specific to Boston (especially slides 2 and 11) . Replace it with information relevant to your children and community.

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| <b>Big Idea</b>                  | When people in communities talk, work, play, and learn together, they can create positive change.  |
| <b>Weekly Question</b>           | How can we create positive change in our communities?  |
| <b>Content Objectives</b>        | I can discuss the roles of different individuals and groups in the community in increasing access to books. (R.5.1.b, Civics & Government 2)<br><br>With my classmates, I can write a list of possible ways to increase access to books in our community. (Writing Preamble Direction)         |
| <b>Language Objective</b>        | I can take turns to listen and share ideas for increasing access to books for more communities around our town. (SL.1.1.a)   |
| <b>Vocabulary</b>                | <b>library branch:</b> a library that is part of a bigger system of libraries<br><b>access:</b> the freedom or ability to get or use something<br><b>equipped:</b> supplied<br><b>equitable:</b> fair<br><b>launch:</b> start  |
| <b>Materials and Preparation</b> | <ul style="list-style-type: none"> <li>● Access to Books and Project Introduction slides</li> <li>● projector and screen</li> <li>● chart paper</li> </ul> <p>At the top of the paper, write the question, How can we increase access to books for children and families around our towns?</p> |
| <b>Opening</b><br>1 minute       | <i>We have been learning about people who recognize needs in their communities and how they respond to them. Three people in three</i>   |

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|  | <p><i>different communities noticed that people did not have the books that they needed—Marley Dias, Luis Soriano, and Arturo Schomburg—and they all did something about this.</i></p> <p>Set a purpose for the lesson.<br/> <i>Today we’ll look at some slides about how people get access to books; we’ll watch a video about the importance of books; and then we’ll share some ideas about what we might do to continue to address this need.</i></p>  |
| <p><b>Text and Discussion</b><br/>8 minutes</p> <p>slide 2</p> | <p>Pause to look closely at the map. Locate the school’s neighborhood, the neighborhoods where children live, and the libraries in proximity. Allow for children’s responses.</p>  |
| <p>slide 4</p>   | <p><b><i>Equitable</i></b> means fair.</p>   |
| <p>slide 9</p>   | <p><i>Thumbs up if you have noticed a Little Free Library somewhere.</i></p>   |
| <p><b>Key Discussion</b><br/>slide 11<br/>4 minutes</p>        | <p>Think, Pair, Share.<br/> <i>What are some of the ways people get access to books, according to this text?</i></p>   |
| <p><b>Key Activity</b><br/>8 minutes</p>                       | <p>Turn to the chart.<br/> <i>Increasing access to books is one way to make positive change in a community. Let’s think about this question: How can we make sure that children and families in all neighborhoods/towns have access to books? We’ll make a list of our ideas.</i></p> <p>Co-construct a list of children’s ideas. They may repeat ideas from the text or come up with new ones. Model writing a list with numbers or bullets, alternating colors for visual discrimination.</p> <p><i>We’re going to use this list to begin our first project: The Book Access Project. You will work in a group with a few classmates on one of these ideas. You’ll choose a studio to work in to show what your idea might look like if you could really make it happen. For example, if you decided on some kind of book bike, you might choose to paint a poster of it, or to perform a story about a day on the book bike. If you decided on a kind of library, you might build it out of cardboard.</i></p> <p><i>Turn and talk with a partner about an idea you are interested in and which studio materials you might use to show that idea to others.</i></p> |

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| <p><b>Closing</b><br/>1 minute</p> | <p><i>We'll organize our groups and materials during Studios today!</i></p>   |
| <p><b>Standards</b></p>            | <p><b>R.5.1.b</b> Retell key details of texts, including the main topic.<br/> <b>Writing Preamble:</b> Writing is a lifelong, essential tool for communication. In order to prepare students for varied and evolving writing tasks, students should write routinely, in both long- and short-time frames, as a means of building writing stamina. Moreover, students should write in a breadth of modes and forms across all disciplines.<br/> <b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).<br/> <b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p> |
| <p><b>Ongoing assessment</b></p>   | <p>Listen to children's responses during whole group time and Think, Pair, Share.</p> <p>Do children talk about the main idea of the text to describe book access?<br/> Which details from the text do children retell?<br/> How fluidly do children take conversational turns? How carefully do they listen to each other's ideas?</p> <p>Review the list of ideas for increasing book access.<br/> What information does this list offer about children's understanding about how people and groups contribute to the good of the community?</p>  |

**Notes**



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