

Lesson 2: Focused Read-aloud: Comparing and Contrasting My School and a Tent School in Haiti



CCS Standards

- **RI.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **SL.2.1a:** 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).
- **SL.2.1c:** Ask for clarification and further explanation as needed about the topics and texts under discussion.



Daily Learning Targets

- I can compare and contrast my own school with a tent school in Haiti. (RI.2.7, RI.2.1, W.2.8)
- I can clarify and ask questions about others' ideas while participating in a conversation about how schools are similar. (SL.2.1, SL.2.1a, SL.2.1c)

Ongoing Assessment

- During Work Time B, circulate and observe students using the Word Wall words during independent writing (W.2.8).
- During Work Time C, use the Speaking and Listening Checklist to monitor student progress toward SL.2.1c (see Assessment Overview and Resources).

Agenda

1. **Opening**
 - A. Song and Movement: "What Is School?" Song (5 minutes)
2. **Work Time**
 - A. Focused Read-aloud: *Off to Class*, Pages 18–19 (20 minutes)
 - B. Responding to Text: How Is This School Similar to Ours? (10 minutes)
 - C. Collaborative Conversations Protocol: How Is This School Similar to Ours? (20 minutes)
3. **Closing and Assessment**
 - A. Sit, Kneel, Stand Protocol: Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson follows a similar pattern to Lesson 1. Students complete another focused read-aloud of a familiar section from *Off to Class* and then respond in writing to consider how the school in the text is similar to their own school. Similar to the previous lesson, students focus on the skill of comparing and contrasting while the teacher takes responsibility for taking class notes during the focused read-aloud, and the writing they complete prepares them for the collaborative discussion. Also similar to Lesson 1, students use the Collaborative Conversations protocol to practice skills required by **SL.2.1c**. Use this time to collect data on students using the Speaking and Listening Checklist for this module (see Assessment Overview and Resources).
- This lesson is the second in a series of three that include built-out instruction for the use of Goal 2 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf. Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 2 Conversation Cues encourage students to listen carefully to one another and seek to understand. Continue drawing on Goal 1 Conversation Cues, introduced in Unit 1, Lesson 3, and add Goal 2 Conversation Cues to more strategically promote productive and equitable conversation. As the modules progress, Goal 3 and 4 Conversation Cues are also introduced. Consider providing students with a thinking journal or scrap paper.

How this lesson builds on previous work:

- This lesson has a similar structure to Lesson 1 in order to create a sense of routine. Students should create a habit of reading or listening to a text read aloud and then speaking and writing about the text to deepen their understanding of the content.

Areas in which students may need additional support:

- In Work Time A, students listen to the text read aloud and indicate when they have heard a difference or a similarity. To help students find important details, give them prompts of specific details to listen for, such as “materials the students are using” or “what subjects the students are learning.” For students who may not feel comfortable sharing with the class, invite them to whisper the answer to a friend or write their answer on a whiteboard.
- In Work Time B, students write a detail from the reading completed in Work Time A. For students who need more support with writing, invite them to draw a picture with labels for their notes.
- In Work Time C, students participate in a small group discussion using sentence starters. For students who need more support with timing cues for verbal responding, invite the group to use a talking stick that can be passed to anyone who has a response when the previous speaker is finished speaking.
- In Work Time C, students participate in the Collaborative Conversations protocol by clarifying one another’s statements. To ensure all students understand the protocol, consider including another model in the lesson before having students begin in small groups.

Down the road:

- In this lesson, students revisit the skills required by SL.2.1c using sentence starters during the Collaborative Conversations protocol. In Lesson 3 and beyond, students will combine their skills for SL.2.1b and SL.2.1c to participate in the protocol.
- In Lessons 6–9, students will use the public notes to write their performance task. Refer to the Performance Task Overview and Resources for more information on the performance task.

In advance:

- Preview the section “Out of the Rubble” from *Off to Class* to get an idea of the similarities and differences students can find when comparing and contrasting the school in the text with their own school.
- Consider copying the Tent School Similarities: Student Response Sheet and Sentence Starters: Day 2 tracking sheet back-to-back on single sheets for less material management.
- Review the Collaborative Conversations and Sit, Kneel, Stand protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, “What Is School?” song, Language for Comparing and Contrasting anchor chart, Writing Partners anchor chart, and Collaborative Conversations Protocol anchor chart.

Technology & Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Opening A: If you recorded students singing the “What is School?” song in Units 1 or 2, play this recording for them to join in with.
- Work Time B: Students complete the Tent School Similarities: Student Response Sheet using a word processing tool, for example a Google Doc.
- Work Time B: Students use Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)
- Work Time C: Record students as they participate in the Collaborative Conversation protocol to listen to later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Closing and Assessment A: If students were recorded during Work Time C, consider replaying excerpts of these recordings to help students self-assess their learning.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 2.I.A.1, 2.I.A.3, 2.I.B.5, 2.I.B.6, and 2.I.C.10

Important points in the lesson itself

- The basic design of this lesson supports ELLs with explicit instruction in speaking and listening protocols. This will familiarize students with the conventions of participating in conversation and will prompt students to think more deeply about content. Students will also participate in a focused read-aloud with a chapter they have seen before. This will allow students to focus on comparing and contrasting as they already possess a foundation for understanding the content.

- ELLs may continue to find the abundance of information, materials, and new skills offered during these initial lessons overwhelming. Continue to gradually introduce some of the content over a series of lessons. For example, introduce each row on the Language for Comparing and Contrasting anchor chart on a different day. Or encourage students to focus on using only one at a time.
- In Work Time A, ELLs are invited to participate in a Language Dive conversation (optional). This conversation guides them through a sentence from *Off to Class*. It also provides students with further practice identifying similarities and differences. Students may draw on this sentence when writing about the similarities of schools around the world and their own school as they create their “The Most Important Thing about Schools” book. Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting materials). Select from the questions and goals provided to best meet your students’ needs.

Levels of support

For lighter support:

- Before providing sentence frames or additional modeling during Work Time, observe student interaction and allow students to grapple. Provide supportive frames and demonstrations only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- During Work Time D, distribute a partially pre-filled copy of the Tent School Similarities: Student Response Sheet. This will provide students with models for the kind of information they should enter, while relieving them of the volume of writing required.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During Work Time C, students discuss tent school similarities in conversation groups. The Sentence Starters: Day 2 tracking sheet supports students as they engage in focused listening and speaking, but some students may need support with learning to use this checklist as a tool. Circulate and listen in for students who may need additional support. Guide information processing by providing specific prompts for students to systematically use the sentence starter tracking sheet.
- **Multiple Means of Action & Expression (MMAE):** During the focused read-aloud, some students may benefit from sensory input and opportunities for movement while they are sitting. Provide options for differentiated seating, such as sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs.
- **Multiple Means of Engagement (MME):** During the Closing, students reflect on how well they met the second learning target. Some students may benefit from a reminder about the relevance of the learning target to their own experiences in the classroom. Optimize relevance by connecting the target to students’ individual learning goals.

Vocabulary

Key:

- (L): Lesson-Specific Vocabulary
- (T): Text-Specific Vocabulary
- (W): Vocabulary Used in Writing

New:

- clarify (L)

Review:

- compare, contrast (L)

Materials

- ✓ “What Is School?” song (from Unit 1, Lesson 3; one to display)
- ✓ Our Study of School Word Wall (begun in Unit 2, Lesson 1)
- ✓ Language for Comparing and Contrasting anchor chart (begun in Lesson 1)
- ✓ Public Notes: Tent School anchor chart (new; co-created with students during Work Time A)
- ✓ Public Notes: Tent School anchor chart (example, for teacher reference)
- ✓ *Off to Class* (from Unit 2, Lesson 2; one to display)
- ✓ Writing Partners anchor chart (begun in Unit 2, Lesson 2)
- ✓ Tent School Similarities: Student Response Sheet (one per student and one to display)
- ✓ Tent School Similarities: Sample Student Response Sheet (for teacher reference)
- ✓ Sentence Starters: Day 2 tracking sheet (one per student and one to display)
- ✓ Collaborative Conversations Protocol anchor chart (begun in Lesson 1)
- ✓ Speaking and Listening Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Language Dive Guide III: *Off to Class* (optional; for ELLs; for teacher reference)
 - Sentence strip chunks III: *Off to Class* (for ELLs one to display)

Opening

A. Song and Movement: “What Is School?” Song (5 minutes)

- Gather students whole group and invite them to stand.
- Direct their attention to the “**What Is School?**” song.
- Invite students to read through the song once with you and practice the motions that accompany it (from Unit 2).
- Sing the song with motions together as a class.
- Tell students they should keep practicing the song because they will present it to their kindergarten buddies at the end of this unit.

Meeting Students' Needs

- As students practice the song with motions, provide options for expression by singing the song several times in different voices. Invite students to try singing the song in a whisper voice, a giant voice, and/or an opera voice. (MMAE)

Work Time

A. Focused Read-aloud: *Off to Class*, Pages 18–19 (20 minutes)

- Direct students' attention to the learning targets and read the first one aloud:
"I can compare and contrast my own school with a tent school in Haiti."
- Focus students on the words *compare* and *contrast* on the **Our Study of School Word Wall**.
- Using a total participation technique, invite responses from the group:
What do you remember about the words compare and contrast? (finding the similarities, finding the differences)
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:
"Who can repeat what your classmate said?" (Responses will vary.)
- Focus students' attention on the Language for Comparing and Contrasting anchor chart.
- Remind students that the chart has different sentences to help them have conversations when comparing and contrasting schools.
- Read some of the examples out loud. Tell students that you will practice using these sentences and they should try, too.
- Invite students to turn and talk with an elbow partner:
"How can we show respect while we talk about similarities and differences between our school and another school?" (use kind words; find special things about other schools; differences aren't bad)
- Remind students that showing respect means that you appreciate the qualities and talents of someone else or, in this case, another place.
- Direct students' attention to the **Public Notes: Tent School anchor chart**. Tell students you will use the charts to write down the differences and similarities they find while they read.
- Display pages 18–19 from *Off to Class*.
- Invite students to whisper a response into their hands:
What do you remember about this school?" (Responses will vary, but may include: Students experienced a bad earthquake.)
- Tell students that first, they should be listening for things about the school that are different from their school, such as what the students learn, what materials they use, and what weather they experience.
- Invite students to make the motion for *differences* (two fists with space between them). Encourage them to show this motion when they hear something that is different between the tent school and their own school.
- While still displaying the text, begin reading on page 18 at "What if you woke up one morning ..."
- Stop reading after the sentence beginning with "The severe earthquake ..."

- Model the use of the public notes using the context of your school when contrasting. Refer to the **Public Notes: Tent School anchor chart (example, for teacher reference)** as necessary:
 - Think aloud:

“I heard a difference. I am going to use the Language for Comparing and Contrasting anchor chart to help me talk about it. The tent school and our school are different because the tent school has earthquakes and our school doesn’t.”
 - Write “earthquakes” as a difference under the Tent School column on the Public Notes: Tent School anchor chart.
 - Write “no earthquakes” as a difference under the Our School column on the Public Notes: Tent School anchor chart.
- Encourage students to continue listening and to show a motion for the next note to write on the chart.
- Draw students’ attention back to the text and continue reading on page 19 at “In the days after the earthquake ...”
- After reading two or three sentences, look for students to show a motion to indicate a difference.
- Call on a volunteer to share a detail with the class.
- Before adding to the public notes, help students think through their details by prompting with questions:

“What detail did you hear in the book?”

“How does that detail show a difference between the tent school and our school?”
- Model writing student ideas as phrases on the Public Notes: Tent School anchor chart.
- Draw students’ attention back to the text and finish reading the text on page 19 in chunks of two or three sentences, stopping to call on students when they show the differences motion and adding notes to the anchor chart.
- Tell students that they should be listening now for things about the school that are similar to their school, such as what the students learn, what materials they use, and what weather they experience.
- Invite students to make the motion for *similarities* (two fists together, touching). Encourage students to show this motion when they hear something that is similar between the tent school and their own school.
- Draw students’ attention back to the text and begin reading page 19 at “In the days after the earthquake ...”
- Repeat the process of reading to the end of the text in chunks of two or three sentences, calling on volunteers and adding notes to the anchor chart.
- When the public notes are completed, invite students to stand in their spot to do a cheer or celebration of their work or take a short movement break.

Meeting Students’ Needs

- For ELLs: During the focused read-aloud, provide sentence frames for Think-Pair-Shares. (Example: “I remember ____.”) (MMAE)
- For ELLs: During the focused read-aloud, display the text on a document camera or an enlarged copy of the text to help direct students to the appropriate sentences on each page. (MMR)

- For ELLs: During or after Work Time A, guide students through a Language Dive. Refer to **Language Dive Guide III: Off to Class** and **Chunk Chart III: Off to Class**. Display Sentence Strip Chunks II: *Off to Class*.
- For ELLs: For students who focused on only one pair of comparing and contrasting sentences from the Language for Comparing and Contrasting anchor chart during Lesson 1, encourage them to try a new one during this lesson.
- For ELLs and students who may need additional support making ideas into phrases: Think aloud this process and consider spending additional time on supporting students in expanding language. (MMAE)
- When preparing students for the focused read-aloud, provide options for physical action and sensory input by differentiating seating. Some students might benefit from sitting on a gym ball, a move-and-sit cushion, or a chair with a resistive elastic band wrapped around the legs. (MMAE)

Work Time

B. Responding to Text: How Is This School Similar to Ours? (10 minutes)

- Give students specific feedback for their work finding details in the text. (Example: “I noticed you worked really hard to listen for details about the tent school.”)
- Tell students they will get a chance to write a note about a similarity they read about after talking with their writing partners. They will use their notes during the collaborative conversation about the schools’ similarities.
- Invite students to whisper a response into their hand:
“What is something a writing partner does with a partner?” (listens to his or her ideas about what he or she will write)
- Direct students’ attention to the **Writing Partners anchor chart** and review it.
- Invite students to move to sit next to their writing partner.
- Display the Tent School Similarities: Student Response Sheet.
- Invite students to turn and talk with their writing partner:
“What is one similarity you will write to answer this question?” (We both sing songs.)
- Tell students that their own copies of the Tent School Similarities: Student Response Sheet are already at their workspace, and they will use these to write about what they read today.
- Remind students how to transition back to their seats for independent work as necessary.
- Invite students to return to their workspace and begin working.
- Circulate and support students as they write. Give frequent time reminders and encourage students to locate a detail from the Public Notes: Tent School anchor chart to include in their writing. Refer to the **Tent School Similarities: Sample Student Response Sheet (for teacher reference)** as necessary.
- When 2 minutes remain, ask students to wrap up their writing.
- When 1 minute remains, encourage students to share their work with their writing partner. Remind them to try to use the sentences on the Language for Comparing and Contrasting anchor chart as they share.
- Invite students to give their writing partner a handshake or high-five for the work they have done.

Meeting Students' Needs

- For ELLs: Display an enlarged or projected copy of the Tent School Similarities: Student Response Sheet. Model and think aloud checking the public notes and deciding what to write on the response sheet. (Example: "Hmmm ... I see lots of similarities listed here, but I will choose *reading and math*. Oh look, I know how to spell it because it is right here.") (MMR)
- As students work to complete the Tent School Similarities: Student Response Sheet, provide options for expression by inviting students to first sketch their ideas on a separate page or on sticky notes before transferring their ideas into written words. (MMAE)

Work Time

C. Collaborative Conversations Protocol: How Is This School Similar to Ours? (20 minutes)

- Direct students' attention to the learning targets and read the second one aloud:

"I can clarify and ask question about others' ideas while participating in a conversation about how schools are similar."
- Using a total participation technique, invite responses from the group:

"What do you think it means to clarify?" (to make something clear and easy to understand)
- Display the **Sentence Starters: Day 2 tracking sheet**.
- Remind students of the sentence starters they can use to clarify or ask questions about others' ideas by reading through each sentence starter on the page.
- Invite volunteers to help point out other important words in the target and define them (*participate, conversation, similar, collaborative*).
- Invite students to turn and talk with an elbow partner:

"How can you have a collaborative conversation?" (by cooperating and working together)
- Tell students they will now share their similarities with a small group using the Collaborative Conversations protocol. Remind them that they used this protocol in the previous lesson and review as necessary using the **Collaborative Conversations Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Model how to clarify a group member's idea with a student volunteer:
- Sit or stand face-to-face with the volunteer.
 - Ask the volunteer:

"What is one similarity between our school and the tent school?"
- After the student answers, think aloud: "I heard what she said, but I am not sure I got enough details to understand it. I will ask for more details."
- Tell students that you used the sentence starter because you need more information. If group members offer enough details, you might not need to ask any questions.
- Tell students they will be working in the same groups as in the previous lesson, and remind them of their groups as necessary.
- Invite students to take their Tent School Similarities: Student Response Sheet and move to sit with their group.

- Guide students through each step of the Collaborative Conversations protocol using this question:
“How is the tent school similar to our school?”
- Circulate to observe students as they discuss and gather data on **SL.2.1c** using the **Speaking and Listening Checklist**.
- Refocus whole group.
- If time permits, use a total participation technique to invite responses from the group:
“How did you do using the sentence starters to clarify others’ ideas today?” (Responses will vary.)
- Tell students they will get a chance to practice having a collaborative conversation again in coming lessons.

Meeting Students’ Needs

- For ELLs: Point out that *clarify* contains the suffix *-ify* which means “to make more,” so *clarify* means “to make more clear.” Ask:
“Can you think of any other words that use the same suffix?” (simplify, beautify)
- As students discuss tent school similarities in conversation groups, circulate and listen in for students who may need additional support using the Sentence Starters: Day 2 tracking sheet as a tool. Guide information processing by providing specific prompts for students to systematically use the tracking sheet. (MMR)

Closing and Assessment

A. Sit, Kneel, Stand Protocol: Reflecting on Learning (5 minutes)

- Remind students that the best learning happens when learners check to see how well they are doing and what they can do to be even better.
- Direct students’ attention to the second learning target and invite students to silently reread it:
“I can clarify and ask questions about others’ ideas while participating in a conversation about how schools are similar.”
- Give students some time to think independently.
- Tell students they are going to reflect using the Sit, Kneel, Stand protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Comment on how the class members have rated themselves. (Example: I noticed that half of the class thinks they were able to clarify a group member’s ideas today.)
- Have students sit; cold call on a student to share his or her thoughts.
- Prompt students to clarify and justify their thinking with questions such as:
“Why do you think the class did this well?”
“What can our class do a little better next time?”
- After a student is done sharing, invite that student to call on another student to share his or her thinking.

- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:
“Who can tell us what your classmate said in your own words?” (Responses will vary.)
- Share with students that they will use this information to help them have more successful conversations in the next lesson.

Meeting Students' Needs

- As students reflect on how well they met the learning target, optimize relevance by connecting the target to students' own learning goals in the classroom. (Example: “Why is it important to work on this learning target? I know that one thing Eva told me she wants to get better at is writing paragraphs. But sometimes it can be difficult to come up with ideas for writing. Through conversations with our classmates, Eva can learn even more ideas to include in her writing.”) (MME)