

Lesson 3: Focused Read-aloud: Comparing and Contrasting My School and A Doorstep School in India



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.2.1b:** Build on others' talk in conversations by linking their comments to the remarks of others.
- **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 doorstep school in India. (RI.2.1, RI.2.7, W.2.8)
- I can respond to others' ideas while participating in a collaborative conversation about similarities in the schools we have researched. (SL.2.1, SL.2.1a, SL.2.1b, 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.2.1a, SL.2.1b, and SL.2.1c (see Assessment Overview and Resources).

Agenda

1. Opening

A. Small Group Work: Working with Public Notes (10 minutes)

2. Work Time

A. Focused Read-aloud: *Off to Class*, Pages 50–51 (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? (15 minutes)

3. Closing and Assessment

A. Engaging the Learner: Voting on Schools to Research (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- This lesson follows a similar pattern to Lessons 1 and 2. Students participate in a focused read-aloud, then write in response to the reading, and then discuss their ideas using the Collaborative Conversations protocol.
- In Work Time A, students listen to a new section of *Off to School*—“Schools That Go to Kids.” This section explores a mobile bus in India that serves children who live in remote or far-away places in the city of Mumbai and have no other way of making it to school every day.
- Research to make sure the text about street kids in India is not traumatic for students who may have experienced a similar situation. Other students may be unfamiliar with the notion of homeless children. Be prepared to briefly discuss the issue with the class. Consider whether the topic or text is too sensitive for a student to discuss in front of the class. Invite students and their families to have private conferences, or simply allow students to reflect silently.
- In the Closing, students vote for the school they would like to research further in Lesson 4. Student choice is included here to provide students with a sense of ownership and responsibility for their learning. See notes in Lesson 4 about creating final research school groups.
- This lesson is the final 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 Lessons 1 and 2 in order to create a sense of routine. Students should create a habit of reading or listening to a read-aloud, speaking, and writing to deepen their understanding of the content.
- In Lessons 1 and 2, students reviewed and practiced SL.2.1b and SL.2.1c, and in this lesson they have the opportunity to demonstrate mastery of these substandards during the Collaborative Conversations protocol in Work Time C.

Teaching Notes

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.”

- 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 responses, invite the group to use a “talking stick” or object that can be passed to anyone who has a response when the previous speaker is finished speaking.

Down the road:

- Lesson 3 is the first of three lessons to provide time to collect speaking and listening data on both SL.2.1b and SL.2.1c. Lesson 5, the Unit 3 assessment will be the final opportunity to collect missing data toward these standards.
- In this lesson, students complete the whole group learning about the three schools covered in this unit. Students will use their whole group learning to conduct further research on a school and then use this research to create a book comparing their own school to the school they researched. This book, “The Most Important Thing about Schools,” will serve as the performance task for this module.
- 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 “Schools That Go to Kids” 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 Doorstep School Similarities: Student Response Sheet and Sentence Starters: Day 3 tracking sheet back-to-back on single sheets for less material management.
- Prepare the Public Notes sentence strips by copying enough for each group of four. Consider cutting the strips in advance.
- Review the Collaborative Conversations protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets.

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

- Work Time B: Students complete the Doorstep 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: Students vote using an online tool for example Google Poll or a Google Form.

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, which will allow them to further develop their understanding of comparing and contrasting with new content knowledge.
- ELLs may find it challenging to participate in collaborative conversations at the same pace as other students. It may take them longer to process the language and ideas being shared within the group. Consider grouping students differently each day to monitor their performance with different students. Consider strengths and weaknesses of each student as you group them. (Example: Place students in groups of homogeneous language proficiency on one day so that they are more comfortable participating. On a different day, place students in heterogeneous proficiency groups so that they are exposed to models of successful communication.)

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 in order to target appropriate support.

For heavier support:

- During collaborative conversations, invite beginning proficiency students to shadow an advanced or proficient student as they participate in the collaborative conversation and use their sentence starter tracker. The mentor students can point to the tracker they plan to use once they decide. The beginning proficiency students can repeat what their mentors have contributed to the conversation or offer their own contribution when they feel comfortable.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** During the Opening, students work in small groups to organize the public notes. Some students may benefit from additional resources in order to work productively with their small group. Activate background knowledge by scanning or copying pages about the tent school from *Off to Class* for students to use during small group work.
- **Multiple Means of Action & Expression (MMAE):** During Work Time B, students may need to use the public notes and resources in the room to help them with spelling on their Doorstep School Similarities: Student Response Sheet. Vary methods for response by inviting children to take the response paper on a clipboard and move closer to a print resource (Word Walls, anchor charts, etc.).
- **Multiple Means of Engagement (MME):** During the Closing, students vote on which schools they would prefer to research further. Some students may need guidance in thinking about which school they would prefer to research further. Optimize relevance by modeling aloud how you might decide to conduct further research on one of the schools.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Review:

- compare, contrast, respond (L)

Materials

- ✓ Public Notes sentence strips (one set group and one set to display)
- ✓ Public Notes: Contrast and Compare (one of each per group)
- ✓ Scissors (one pair per group)
- ✓ Language for Comparing and Contrasting anchor chart (begun in Lesson 1)
- ✓ Public Notes: Doorstep School anchor chart (new; co-created with students during Work Time A)
- ✓ Public Notes: Doorstep School anchor chart (example, for teacher reference)
- ✓ *Off to Class* (from Unit 2, Lesson 2; one to display)
- ✓ Doorstep School Similarities: Student Response Sheet (one per student and one to display)
- ✓ Doorstep School Similarities: Sample Student Response Sheet (for teacher reference)
- ✓ Sentence Starters: Day 3 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)
- ✓ Research Schools voting sheet (one per student and one to display)

Opening

A. Small Group Work: Working with Public Notes (10 minutes)

- Display the **Public Notes sentence strips**.
- Tell students, with surprise, that their public notes for the tent school got all mixed up and that it will be their job to work with a small group to put them back in the right place.
- Explain to students that they will need to use what they know about similarities and differences to find the right places to place the notes.
- Model cutting out the word *earthquake* and thinking aloud. Say:
“The word earthquake makes me think of the tent school because that is the problem that happened in their community. That is a difference between their community and ours. I will place this under the tent school on the contrast paper.”
- Move students into groups of four and distribute the Public Notes sentence strips and **Public Notes: Contrast and Compare** sheets to each group.
- Invite students to begin cutting out the notes, using **scissors**, and discussing where each note goes on the Public Notes: Contrast and Compare sheet.

- Circulate to support students' thinking by prompting them with questions:
 - “What does that remind you of?”
 - “Does that sound like something that describes our school?”
 - “Is that a similarity or a difference between the tent school and our school?”
- If necessary, reread sections of the text to help students place the sentence strips.
- When 1 minute remains, thank the students for their hard work on sorting out the mess. Encourage groups to clean up their space before transitioning back to whole group.

Meeting Students' Needs

- For ELLs: Create groups with varying levels of language proficiency. The students with greater language proficiency can serve as models in the group, initiating discussions and providing implicit sentence frames. If possible, consider grouping students who speak the same home language together to help one another interpret and comprehend the activity in their home languages. (MMAE)
- As students prepare to work in small groups, activate background knowledge by scanning or copying pages about the tent school from *Off to Class*. Students can use these pages as a resource as they work with the public notes. (MMR)

Work Time

A. Focused Read-aloud: *Off to Class*, Pages 50–51 (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 doorstep school in India.”
- Using a total participation technique, invite responses from the group:
 - “What does it mean to compare and contrast?” (to find what is different and what is the same)
- Direct students' attention to 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.
- 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: Doorstep School anchor chart**. Remind them you will use the charts to write down the differences and similarities they find while they read.
- Display pages 50 and 51 from *Off to Class*.
- With excitement, tell students that they will be listening to information about a new school today!
- 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 students to show this motion when they hear something that is different between the doorstep school and their own school.
- While still displaying the text, begin reading on page 50 at “India has more street kids ...”
- Stop reading after the sentence “Some live in slums ...”
- Model the use of the public notes using the context of your school when contrasting. See **Public Notes: Doorstep School anchor chart (example, for teacher reference)**:
 - 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. One difference between the students in India and the students at our school is that the children in India live far from the school and can’t get to and from their homes. The students at our school live close enough that they can walk or take a bus.”
 - Write “students live far from school” as a difference under the Doorstep School column on the Public Notes: Doorstep School anchor chart.
 - Write “students live close to school” as a difference under the Our School column on the Public Notes: Doorstep School anchor chart.
- Draw students’ attention back to the text and continue reading page 50. Encourage students to continue listening and to show a motion for the next note to write on the chart.
- 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: Doorstep School anchor chart, 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 doorstep school and our school?”
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully:

“Who can repeat what your classmate said?” (Responses will vary.)
- Model writing student ideas as incomplete sentences on the Public Notes: Doorstep School anchor chart.
- Draw students’ attention back to the text and finish reading page 50 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 doorstep school and their own school.
- Draw students’ attention back to the text and continue reading on page 50 at “Two School-On-Wheels buses ...”
- 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 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: "One detail is ...") (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)
- 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 doorstep school.")
- Tell students they will get a chance to write a note about a similarity they read about after talking with their writing partners.
- Invite students to pretend to do something that a writing partner does (listening, talking, looking at work).
- Invite students to move to sit next to their writing partner.
- Display the **Doorstep School Similarities: Student Response Sheet** and focus students on the prompt.
- Invite students to turn and talk with their writing partner:
"What similarity will you write to answer this question?" (We both go on field trips.)
- Tell students that their own copies of the Doorstep 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: Doorstep School anchor chart to include in their writing. Refer to the **Doorstep 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 Doorstep School Similarities: Student Response Sheet. Model and think aloud checking the public notes and deciding what to write on the response paper. (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)
- For ELLs: Reread the prompt and point out that *similarity* and *between* are words we hear a lot together. (Example: Write *doorstep school* and *our school* on the board. Draw an arrow in the space between the two words and say: "When we look for the similarities *between* things, we look for things that they both share.") Ask:

"What is one similarity between our school and the boat school?" (One similarity between our school and the boat school is ...) (MMR)
- As students use the public notes and resources in the room to help them with spelling, vary methods for response. Invite children to take their Doorstep School Similarities: Student Response Sheet on a clipboard and move closer to a print resource (Word Walls, anchor charts, etc.) that will help them with writing. (MMAE)

Work Time

C. Collaborative Conversations Protocol: How Is This School Similar to Ours? (15 minutes)

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

"I can respond to others' ideas while participating in a collaborative conversation about similarities in the schools we have researched."
- Using a total participation technique, invite responses from the group:

"What does it mean to respond?" (to answer or reply)
- Display the **Sentence Starters: Day 3 tracking sheet**.
- Tell students that today, they will use the sentence starters from Lesson 1 to build onto a group member's idea and the sentence starters from Lesson 2 to clarify a group member's idea. Tell students these are all on this tracking sheet.
- Remind students that they have many sentence starters to help their group collaborate, or work together, but that they may not need all of them. They will need to listen really well to hear when they might use a sentence starter.
- 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 two lessons and review as necessary using the **Collaborative Conversations Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Tell students they will be working in the same groups as in the previous lessons, and remind them of their groups as necessary.
- Invite students to take their Doorstep 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 doorstep school similar to our school?”
- Circulate to observe students as they discuss and gather data on **SL.2.1a**, **SL.2.1b** and **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 build on and clarify others’ ideas today?”
- Tell students that they will get a chance to practice again later in the unit.

Meeting Students’ Needs

- For ELLs: To allow time for all students to process their answers, encourage students to put their hands on their heads when they are ready to move on or when they are ready with a response. Proceed with the conversation only when all students have placed their hands on their heads. (MMAE)

Closing and Assessment

A. Engaging the Learner: Voting on Schools to Research (5 minutes)

- With excitement, tell students that they will use all their notes comparing and contrasting schools to make a book to present to the kindergarteners.
- Say:
“In order to write the book, we will all need to do some more research on one of the schools we have learned about. The kindergarteners need to hear about all three schools, so each of you will get to vote on the school you want to research the most.”
- Display the **Research Schools voting sheet**.
- Read through each school and remind students a bit about each school (Example: “The boat school was in Bangladesh, where the floods made it hard to go to school.”)
- Explain how to vote:
 - Write a “1” next to the school you would most like to learn more about.
 - Write a “2” next to the second school you’d like to learn more about.
 - Write a “3” next to the final school you’d like to learn more about.
- Distribute the Research Schools voting sheets and invite students to begin voting.
- Refocus whole group and collect the voting sheets. Tell students they will all get to study one of their three choices tomorrow!

Meeting Students' Needs

- For ELLs: The exercise of voting may be unfamiliar or confusing for some students. Remind students explicitly that when they vote they are choosing the school they would most like to learn more about. Complete a sample Research Schools voting sheet and think aloud completing it. (Example: "I really liked learning about the boat school, and I wanted to know more about it. So I am going to place '1' next to it. But you might have loved learning about the tent school, so you should put a '1' there.") (MMR)
- When discussing the Research Schools voting sheet, optimize relevance by modeling aloud how you might decide to conduct further research into one of the schools. (Example: "I really liked learning about the boat school and I am also really interested in water, but I've never been on a boat before. Because of this, learning more about the boat school in Bangladesh is my top research choice.") (MME)