

In Unit 3, students synthesize their understanding of the module guiding question “What is school, and why are schools important?” For the first half of the unit, students compare and contrast different schools from *Off to Class* with their own school as they answer the unit guiding question, “How are schools around world different? How are they similar?” They read one new section and revisit two previously read sections from *Off to Class* to gather information on how these schools are similar to their own school and how they are different. Students then choose one school they are most interested in to continue researching in small groups to further explore the unit guiding questions.

For the Unit 3 assessment, students use their research notes to participate in the Collaborative Conversations protocol in a small group. This protocol encourages them to use sentence starters to add on to their group members’ ideas and to ask for clarification when needed (SL.2.1b,c). This assessment also serves as scaffolding toward the performance task. In the second half of the unit, students complete the performance task by creating individual “The Most Important Thing about Schools” books. Finally, students share their books and perform their Readers Theater scripts with a kindergarten class during an end-of-module celebration.



### Guiding Questions and Big Ideas

#### How are schools around the world different? How are they similar?

- *Schools around the world may be different or they may be similar, but they are all places designed for learning.*

The 4 T's			
TOPIC			TASK
Differences and Similarities in Schools			Speaking and Listening about Schools around the World
TARGETS			TEXTS
(standards explicitly taught and assessed): SL.2.1b, SL.2.1c			<i>Off to Class: Incredible and Unusual Schools Around the World</i>

### Unit 3 Assessment

#### Speaking and Listening about Schools around the World

This assessment centers on CCSS ELA SL.2.1b and SL.2.1c. Students participate in the Collaborative Conversations protocol in a small group to share one similarity and one difference between their own school and the school they have researched. They use their notes

and sentence starters to help them add on to their group members' ideas and to ask for clarification as needed.

### Assessment Checklists

Throughout this unit, teachers use the Informative/Explanatory Writing Checklist to gather data on students' progress toward W.2.2, W.2.5, and L.2.1a,b, and d (see Assessment Overview and Resources).

## Habits of Character

## Social-Emotional Learning Focus

Central to EL Education curriculum is a focus on “habits of character” and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In this module, students **work to become ethical people** and **work to become effective learners**: develop the mindsets and skills for success in college, career, and life, and treating others well. Throughout Unit 3, students practice respect as they engage in a series of focused read-alouds of **Off to Class**, which asks them to contrast and compare their own school with schools around the world. These conversations help them to appreciate the differences between their own school and the schools they are researching. In the second part of the unit, students also revisit the habit of perseverance as they work to create their “The Most Important Thing about Schools” book.

This unit is approximately 2 weeks or 10 sessions of instruction.



### Week-at-a-Glance

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>  <b>SL.2.1, SL.2.1a, SL.2.1b, W.2.8, RI.2.1, RI.2.7</b>	<b>Focused Read-aloud: Contrasting and Comparing My School and a Boat School in Bangladesh</b>  <b>1. Opening</b> A. Engaging the Learner: Unit 3 Guiding Question (10 minutes)	<ul style="list-style-type: none"> <li>I can contrast and compare my own school with a boat school in Bangladesh. (RL.2.1, RL.2.7, W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, circulate and observe students using the Word Wall words during independent writing (W.2.8).</li> </ul>	<ul style="list-style-type: none"> <li>Module Guiding Question anchor chart</li> <li>Unit 2 Guiding Questions anchor chart</li> <li>Unit 3 Guiding Question anchor chart</li> </ul>

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
	<b>2. Work Time</b> A. Focused Read-aloud: <i>Off to Class</i> , Pages 8–9 (20 minutes) B. Responding to Text: How Is This School Different from Ours? (10 minutes) C. Collaborative Conversations Protocol: How Is This School Different from Ours? (15 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> <li>I can build on others' ideas while participating in a collaborative conversation about how schools are different. (SL.2.1, SL.2.1a, SL.2.1b)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time C, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a</b> and <b>SL.2.1b</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Language for Contrasting and Comparing anchor chart</li> <li>Public Notes: Boat School anchor chart</li> <li>Writing Partners anchor chart</li> <li>Collaborative Conversations Protocol anchor chart</li> <li>"What Is School?" song</li> </ul>
<b>Lesson 2</b>  <b>SL.2.1, SL.2.1a, SL.2.1c, W.2.8, RI.2.1, RI.2.7</b>	<b>Focused Read-aloud: Contrasting and Comparing My School and a Tent School in Haiti</b>  <b>1. Opening</b> A. Song and Movement: "What Is School?" Song (5 minutes) <b>2. Work Time</b> A. Focused Read-aloud: <i>Off to Class</i> , 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) <b>3. Closing and Assessment</b> A. Sit, Kneel, Stand Protocol: Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> <li>I can contrast and compare my own school with a tent school in Haiti. (RI.2.7, RI.2.1, W.2.8)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, circulate and observe students using the Word Wall words during independent writing (<b>W.2.8</b>).</li> <li>During Work Time C, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1c</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>"What Is School?" song</li> <li>Language for Contrasting and Comparing anchor chart</li> <li>Public Notes: Tent School anchor chart</li> <li>Collaborative Conversations Protocol anchor chart</li> </ul>
<b>Lesson 3</b>  <b>SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, W.2.8, RI.2.1, RI.2.7</b>	<b>Focused Read-aloud: Contrasting and Comparing My School and A Doorstep School in India</b>  <b>1. Opening</b> A. Small Group Work: Working with Public Notes (10 minutes) <b>2. Work Time</b> A. Focused Read-aloud: <i>Off to Class</i> , 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) <b>3. Closing and Assessment</b> A. Engaging the Learner: Voting on Schools to Research (5 minutes)	<ul style="list-style-type: none"> <li>I can contrast and compare my own school with a doorstep school in India. (RI.2.1, RI.2.7, W.2.8)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B, circulate and observe students using the Word Wall words during independent writing (<b>W.2.8</b>).</li> <li>During Work Time C, use the Speaking and Listening Checklist to monitor student progress toward <b>SL.2.1a</b>, <b>SL.2.1b</b>, and <b>SL.2.1c</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Language for Contrasting and Comparing anchor chart</li> <li>Public Notes: Doorstep School anchor chart</li> <li>Collaborative Conversations Protocol anchor chart</li> </ul>

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>  <b>SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3, W.2.7, RI.2.1, RI.2.7</b>	<b>Shared Research: Diving Deeper to Learn about Schools</b>  <b>1. Opening</b> A. Engaging the Learner: Revealing Research School Teams (5 minutes) <b>2. Work Time</b> A. Guided Practice: Creating Research Note-catchers (15 minutes) B. Small Group Research, Part I: Viewing Pictures Closely (15 minutes) C. Small Group Research, Part II: Research Schools Videos (10 minutes) <b>3. Closing and Assessment</b> A. Collaborative Conversations Protocol: Sharing Interesting Facts (10 minutes) B. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> <li>I can research a school to find more details about how it is similar to and different from my school. (RI.2.1, RI.2.7, W.2.7)</li> <li>I can respond to others' ideas during a collaborative conversation about an interesting fact from our research. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3)</li> </ul>	<ul style="list-style-type: none"> <li>During Closing and Assessment A, use the Speaking and Listening Checklist to monitor students' progress toward <b>SL.2.1b</b> and <b>SL.2.1c</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Research School Teams chart</li> <li>Public Notes: Boat School anchor chart</li> <li>Public Notes: Tent School anchor chart</li> <li>Public Notes: Doorstep School anchor chart</li> <li>Language for Contrasting and Comparing anchor chart</li> <li>Collaborative Conversations Protocol anchor chart</li> <li>Classroom Discussion Norms anchor chart</li> </ul>
<b>Lesson 5</b>  <b>SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3, W.2.2, W.2.8</b>	<b>Unit 3 Assessment: Speaking and Listening: Sharing What We Learned from Our Research</b>  <b>1. Opening</b> A. Engaging the Learner: Reading a Letter from a Kindergarten Teacher (5 minutes) <b>2. Work Time</b> A. Unit 3 Assessment: Engaging in a Collaborative Conversation Using My Notes (25 minutes) B. Generating Criteria for Our Performance Task: "The Most Important Thing about Schools" Book (10 minutes) C. Analyzing a Model: Important Book Sorting Activity (15 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> <li>I can respond to others' ideas during a collaborative conversation about our research school. (SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c, SL.2.3, W.2.8)</li> <li>I can analyze a model of "The Most Important Thing about Schools" book. (W.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, use the Speaking and Listening Checklist to monitor students' progress toward <b>SL.2.1b</b> and <b>SL.2.1c</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Conversations Protocol anchor chart</li> <li>Important Book Parts anchor chart</li> <li>Directions for Important Book Sorting activity anchor chart</li> </ul>
<b>Lesson 6</b>  <b>SL.2.1, SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.2</b>	<b>Independent Writing: Focus Statement and Differences between Two Schools</b>  <b>1. Opening</b> A. Engaging the Learner: Working with Our Writing Partners (5 minutes)	<ul style="list-style-type: none"> <li>I can write a focus statement for my "The Most Important Thing about Schools" book. (SL.2.1a, SL.2.1c, W.2.2, L.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, Work Time B and Work Time C, use the Informative/Explanatory Writing Checklist to document students' progress toward <b>W.2.2</b> and <b>L.2.2</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Writing Partners anchor chart</li> <li>Important Book Parts anchor chart</li> <li>Turning Our Notes into Sentences anchor chart</li> </ul>

Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
	<b>2. Work Time</b> A. Independent Writing: Focus Statement (10 minutes) B. Independent Writing: Information about Differences (25 minutes) C. Revising and Editing: Focus Statement and Information about Differences (10 minutes) <b>3. Closing and Assessment</b> A. Pinky Partners: Sharing Our Work (10 minutes)	<ul style="list-style-type: none"> <li>I can write about the differences between my school and the school that I researched using details from my notes. (SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.)</li> </ul>		
<b>Lesson 7</b>  SL.2.1, SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.2	<b>Independent Writing: Similarities between Two Schools</b> <b>1. Opening</b> A. Engaging the Learner: Working with Our Writing Partners (5 minutes) <b>2. Work Time</b> A. Engaging the Writer: Note-taking Activity (10 minutes) B. Independent Writing: Information about Similarities (25 minutes) C. Revising and Editing: Information about Similarities (10 minutes) <b>3. Closing and Assessment</b> A. Pinky Partners: Sharing Our Work (10 minutes)	<ul style="list-style-type: none"> <li>I can write about the similarities between my school and the school that I researched using details from my notes. (SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time B and Work Time C, use the Informative/Explanatory Writing Checklist to document students' progress toward <b>W.2.2</b> and <b>L.2.2</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Writing Partners anchor chart</li> <li>Important Book Parts anchor chart</li> <li>Turning Our Notes into Sentences anchor chart</li> </ul>
<b>Lesson 8</b>  SL.2.1, SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.2	<b>Independent Writing: Conclusion and Revising Our "Most Important Thing about Schools" Book</b> <b>1. Opening</b> A. Engaging the Learner: Working with Our Writing Partners (5 minutes) <b>2. Work Time</b> A. Independent Writing: Conclusion (25 minutes) B. Revising My Writing: Using the Revising and Editing Checklist (25 minutes) <b>3. Closing and Assessment</b> A. Pinky Partners: Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> <li>I can write a conclusion for my "The Most Important Thing about Schools" book. (SL.2.1a, SL.2.1c, W.2.2, W.2.5, L.2.2)</li> <li>I can revise my writing using the Revising and Editing Checklist. (W.2.5, L.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A and Work Time B, use the Informative/Explanatory Writing Checklist to document students' progress toward <b>W.2.</b> and <b>L.2.2</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Writing Partners anchor chart</li> <li>Important Book Parts anchor chart</li> <li>Module Guiding Questions anchor chart</li> <li>Ways to Show Things Are Similar anchor chart</li> </ul>



Lesson and CCSS	Agenda	Daily Learning Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>  <b>W.2.2, W.2.5, SL.2.1, SL.2.1a, SL.2.4, L.2.2</b>	<b>Preparing for Our Celebration of Learning: Editing My “Most Important Thing about Schools” Book</b>  <b>1. Opening</b> A. Engaging the Learner: Working with Our Writing Partners (5 minutes) <b>2. Work Time</b> A. Editing My Writing: Using the Revising and Editing Checklist (25 minutes) B. Speaking and Listening: Practicing Our Readers Theater Scripts (15 minutes) C. Speaking and Listening: Practicing Reading Our “The Most Important Thing about Schools” Books (10 minutes) <b>3. Closing and Assessment</b> A. Reflecting on Learning (5 minutes)	<ul style="list-style-type: none"> <li>I can edit my writing using the Revising and Editing Checklist. (W.2.2, W.2.5, L.2.2)</li> <li>I can present what I have learned about schools by preparing for the Celebration of Learning. (SL.2.1.a, SL.2.4)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, use the Informative/Explanatory Writing Checklist to document students’ progress toward <b>L.2.2</b> (see Assessment Overview and Resources).</li> <li>During Work Time C, use the Speaking and Listening Checklist to monitor students’ progress toward <b>SL.2.1a</b> (see Assessment Overview and Resources).</li> </ul>	<ul style="list-style-type: none"> <li>Writing Partners anchor chart</li> <li>Revising and Editing Checklist anchor chart</li> <li>Celebration of Learning anchor chart</li> <li>Presentation Criteria anchor chart</li> </ul>
<b>Lesson 10</b>  <b>SL.2.1, SL.2.1a, SL.2.4, W.2.8</b>	<b>Celebrating Our Work: Sharing What We Have Learned with Kindergarteners</b>  <b>1. Opening</b> A. Engaging the Learner: Reviewing Presentation Criteria (5 minutes) <b>2. Work Time</b> A. Celebration of Learning: Sharing What I Have Learned about Schools (30 minutes) B. Reflecting on Learning (15 minutes) <b>3. Closing and Assessment</b> A. Pinky Partners: Sharing Our Reflections (10 minutes)	<ul style="list-style-type: none"> <li>I can present what I have learned about schools to kindergarteners at my school. (SL.2.1.a, SL.2.4)</li> <li>I can reflect on what I have learned during this module. (W.2.8, SL.2.1a)</li> </ul>	<ul style="list-style-type: none"> <li>During Work Time A, use the Speaking and Listening Checklist to monitor students’ progress on the speaking and listening standards. (<b>SL.2.1, SL.2.1a, SL.2.1b, SL.2.1c</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of Learning anchor chart</li> <li>Presentation Criteria anchor chart</li> <li>Pinky Partners Protocol anchor chart</li> </ul>

## Accountable Independent Reading

The ability to read and comprehend text is the heart of literacy instruction. Comprehension is taught, reinforced, and assessed across all three components of this primary curriculum: integrated module lessons, Integrated Labs, and the Reading Foundations Skills block. See module overview for details.

For Unit 3, during the independent reading in the Skills block, reinforce the comprehension skills and standards that students are practicing during the Integrated Literacy block:

- **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.

- Invite the students to read aloud a portion of an informational text and ask comprehension questions.
- After a student reads aloud the first few pages of an informational text, ask: “What questions do you have? What are you wondering?”
- **RI.2.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  - When conferencing with a student, have them explain how the illustrations or details in the text are related to the key ideas in the text.
  - Ask: “How do these illustrations help you understand the text?”

## Supporting English Language Learners

*Whereas the Meeting Students’ Needs column in each lesson contains support for both ELLs and Universal Design for Learning (UDL), ELLs have unique needs that cannot always be met with UDL support. According to federal guidelines, ELLs must be given access to the curriculum with appropriate supports, such as those that are identified for ELLs in the Meeting Students’ Needs column.*

- **Prioritize lessons for classrooms with many ELLs:** Consider prioritizing and expanding instruction in Lessons 1–4 to support the Collaborative Conversations protocol before the assessment and to support comprehension of the content within *Off to Class*, including a Language Dive. Consider placing less focus and condensing the Work Time devoted to revising and editing writing in Lessons 6–9. Students may struggle with the writing itself, and thus may need to spend more time writing before they are able to meaningfully revise their work.
- **Language Dives:** This unit includes only one optional Language Dive for ELLs in Lesson 2. Most lessons also offer optional Mini Language Dives for ELLs. Language Dives are guided conversations about the meaning of a sentence from the central texts, models, or learning targets. The conversation invites students to unpack complex syntax, or “academic phrases,” as a necessary component of building both literacy and habits of mind. Students then apply their understanding of language structure as they work toward the assessments and performance task. All Language Dives follow a Deconstruct-Reconstruct-Practice routine, in which students discuss and play with the meaning and purpose of the sentence and each chunk of the sentence; put the chunks back together into the original order and any possible variations; and practice using the chunks in their own speaking and writing. To maximize language practice and accommodate time, consider dividing or reviewing each Language Dive over multiple lessons. A consistent Language Dive routine is critical in helping all students learn how to decipher complex sentences and write their own. In addition, Language Dive conversations can hasten overall English language development for ELLs. Avoid using the Language Dive Guide to lecture about grammar; the Guide is designed to prompt students as they grapple with the meaning and purpose of the chunks and the sentence. Consider providing students with a Language Dive log inside a folder to track Language Dive sentences and structures and collate Language Dive note-catchers. Assure students that this log will not be graded; however, consider inviting students to use their log and note-catchers to gauge the progress of their speaking and writing skills. For more information on Language Dives, refer to the Supporting English Language Learners Guidance and Appendix.

- **Goal 2 Conversation Cues:** Encourage productive and equitable conversation with Conversation Cues, which are questions teachers can ask students to help achieve four goals: (Goal 1) encourage all students to talk and be understood; (Goal 2) listen carefully to one another and seek to understand; (Goal 3) deepen thinking; and (Goal 4) think with others to expand the 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](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). Refer to the Appendix for the complete set of cues. Goal 2 Conversation Cues are introduced in Lesson 1. Heightened language processing and development is a primary potential benefit for ELLs.
- **Diversity and inclusion:** Investigate the routines, practices, rituals, beliefs, norms, and experiences that are important to ELLs and their families. Integrate this background into the classroom as students explore an informational text, taking place across different cultures and countries. The anchor text, *Off to Class: Incredible and Unusual Schools Around the World*, explores different communities with educational access challenges. Research to make sure that some students have not experienced trauma related to some of the events featured in the text such as earthquakes or floods. If necessary, prepare students for these topics and encourage them to share any feelings the text may elicit. Create a safe space for students to express themselves without putting them on the spot if they choose not to. Ensure students understand that although the text explores communities from different countries, the communities profiled in the text do not represent all communities and people within that country or region. Consult with a guidance counselor, school social worker, or ESL teacher for further investigation of diversity and inclusion concerns.
- **Strategic grouping:** As students are invited to pair up for various tasks and protocols, seriously consider matching ELLs to a partner who has greater language proficiency. The conversations that happen as a result of such strategic grouping will greatly serve the language development of both partners.
- **Language processing time:** Give ELLs sufficient time to think about what they want to say before they share with other students or write.
- **Writing and paragraph organization:** Students will continue to receive explicit instruction in how to craft an informational paragraph, which they will expand into a book: introductory sentence, focus statement, body sentences, and concluding sentence. This unit will introduce a reflection statement to their paragraphs. Organization may be difficult to grasp from some students who may struggle to comprehend the language itself. Use color-coding and manipulatives, such as sentence strips, to support this skill. Some students may not be able to fully grasp the role of each sentence in a paragraph. Focus on helping students comprehend the sentences themselves, and make them aware the sentences are organized according to purposeful sequence.
- **Focused read-aloud and identifying similarities and differences:** Students will participate in a series of focused read-aloud sessions during which they will hone their comprehension and interpretive skills by determining similarities and differences between their schools and schools around the world. Use photographs, videos, and visual information as much as possible to support student comprehension. Use color-coding and graphic organizers to support comparing and contrasting. Students will use the Collaborative Conversations protocol to discuss their observations.
- **Celebration:** Celebrate the courage, enthusiasm, diversity, and bilingual skills that ELLs bring to the classroom.



### Preparation and Materials

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For basic lesson preparation, refer to the materials list and Teaching Notes in each lesson. The following are unusual materials that may take more time or effort to organize or prepare.

- Lessons 1–3: Read through the focused read-alouds to determine notes that apply to your own school.
- Lesson 1: Create small groups for the Collaborative Conversations protocol; arrange for a kindergarten class to visit during the Celebration of Learning in Lesson 10.
- Lesson 1: Prepare Our Study of School Word Wall cards: *similar*, *different*, *compare*, *contrast*.
- Lesson 4: Prepare technology necessary to play the following videos: “Making Waves: Floating Schools in Bangladesh” (<https://www.youtube.com/watch?v=8YgV9AM2jco>), “UNICEF: “Tent Schools provide refuge for children in Haiti” (<https://www.youtube.com/watch?v=e-HAlaLkJhqY>), “Door Step School—Education Moves On to Every Door Step.” <https://www.youtube.com/watch?v=uOHviRWA1Nk>); determine research school groups; designate areas for each of the three research groups.
- Lesson 9: Determine presentation groups for the Celebration of Learning.