

TALK TASK #1: Source B

How did the citizens of America and the world unite after the tragedy of September 11, 2001?

<p>Worthwhile Standards-Based Topic & Why It's Important</p>	<p>SS.2.2. With prompting & support, generate supporting questions related to compelling questions. ELA.SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p>
<p>Discussion Norms</p>	<p style="text-align: center;">Use the Discussion Guidelines</p>
<p>Thoughtful Group Formation (What type of configuration will work best?)</p>	<p style="text-align: center;">Pairs (A and B)</p>
<p>Prompt (What texts will guide the discussion?)</p>	<p>What happened September 11, 2001? Where was the event? Who was there? https://www.911memorial.org/teach-learn 9/11 Fact Sheet</p>
<p>Task (What will students do? What roles will they have for both speaking and for listening?)</p>	<p>Partner A: Ask a “who” question about the picture. Partner B: Respond to Partner A about his/her question. “I agree/disagree, I want to know “Who _____?””</p> <p>Partner B: Ask a “what” question about the picture. Partner A: Respond to Partner B about his/her question. “I agree/disagree, I want to know “What _____?””</p> <p>Discuss: What other questions would you ask about this picture? Generate as many together as you can. There are no bad questions.</p>
<p>Accountability (How will you measure student engagement and growth as speakers and listeners?)</p>	<p>Individual Self-Assessment on turn-taking and listening and responding appropriately (Social-Emotional).</p>

Source B

(<https://www.911memorial.org/teach-learn>)

Compelling Question: How did citizens of America and the world unite after the tragedy of September 11, 2001?	Supporting Question(s): What happened September 11, 2001? Where was the event? Who was there?
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What was the World Trade Center?

View of lower Manhattan on the morning of September 11, 2001. Photograph by David Monderer

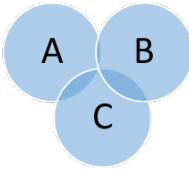
Collection of the New-York Historical Society



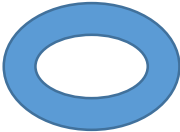
The World Trade Center was a group of seven buildings in lower Manhattan, a busy and crowded part of New York City. Many people worked and visited there. There was also a hotel and an underground mall where people shopped and stayed during visits.

<p>Partner A: Ask a “who” question about the picture.</p> <p>Partner B: Respond to Partner A about his/her question.</p> <p>“I agree/disagree, I want to know ‘Who _____?’”</p>	<p>Partner B: Ask a “what” question about the picture.</p> <p>Partner A: Respond to Partner B about his/her question.</p> <p>“I agree/disagree, I want to know ‘What _____?’”</p>	<p>Discuss: What other questions would you ask about this picture?</p> <p>Generate as many together as you can. There are no bad questions.</p>
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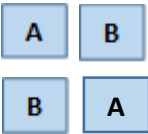
TALK TASK #2 School21 Video Analysis

<p>Worthwhile Standards-Based Topic & Why It's Important</p>	<p>ELA.SL.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Discussion Norms</p>	<p style="text-align: center;">Use the Discussion Guidelines</p>
<p>Thoughtful Group Formation (What type of configuration will work best?)</p>	<p style="text-align: center;">Triads</p> 
<p>Prompt (What texts will guide the discussion?)</p>	<p style="text-align: center;">Oracy in the Classroom Strategies for Effective Talk https://www.youtube.com/watch?v=2ADAY9AQm54</p>
<p>Task (What will students do? What roles will they have for both speaking and for listening?)</p>	<p>Watch the video focusing on the following perspective (circle your role):</p> <p>Partner A: Teacher Requirements</p> <p>Partner B: Student Requirements</p> <p>Partner C: School Culture & Supports</p> <p>Discuss: What does a focus on oracy look like?</p>
<p>Accountability (How will you measure student engagement and growth as speakers and listeners?)</p>	<p>Individual Accountability: Write a summary sentence from one of your other group member's perspective.</p> <p style="text-align: center;"><i>What does a focus on oracy look like?</i></p> <hr/> <hr/> <hr/>

TALK TASK #3 September Roses

<p>Worthwhile Standards-Based Topic & Why It's Important</p>	<p>SS.2.6. With prompting and support, participate in a structured academic discussion using reasoning.</p>
<p>Discussion Norms</p>	<p>Use the Discussion Guidelines</p>
<p>Thoughtful Group Formation (What type of configuration will work best?)</p>	<p>Circle of 6 (Numbered 1, 2, and 3)</p> 
<p>Prompt (What texts will guide the discussion?)</p>	<p>How did different groups of people respond when the Twin Towers collapsed? <u>September Roses</u> by Jeanette Winter https://www.youtube.com/watch?v=2ADAY9AQm54</p>
<p>Task (What will students do? What roles will they have for both speaking and for listening?)</p>	<p>Number off (1, 2, and 3) Watch/listen to the story focusing on our supporting question: How did different groups of people respond when the Twin Towers collapsed?</p> <p>Comprehension Task:</p> <ol style="list-style-type: none"> 1) Why are the sisters traveling to New York? 2) Why were the sisters stranded/stuck at the airport? 3) What kindness was shown to the sisters? <p>Discuss: How did the two sisters respond when the Twin Towers collapsed?</p> <p style="text-align: center;">-----</p> <p>Watch/listen to the story a second time focusing on the illustrations. Share scanned copy of select pages with each group.</p> <p>Author's Purpose Task:</p> <ol style="list-style-type: none"> 1) What color are the pictures at the beginning of the book? 2) What happens to the pictures "after the sky turned black?" 3) When do we next see colored pictures? What do we see? <p>Discuss: How do the black and white pictures make you feel? Why? How do the colored roses make you feel when you see them? Why does the author change the pictures from colored to black and white?</p>
<p>Accountability (How will you measure student engagement and growth as speakers and listeners?)</p>	<p>Self-Assess on maintaining focus on task giving reasons and evidence to support views (cognitive). What color would you use to illustrate your focus today? Why?</p>

TALK TASK #4 on Source G: Memorials around the USA

<p>Worthwhile Standards-Based Topic & Why It's Important</p>	<p>SS.2.5. With prompting and support, construct organized explanations for various audiences and purposes.</p>
<p>Discussion Norms</p>	<p style="text-align: center;">Use the Discussion Guidelines</p>
<p>Thoughtful Group Formation (What type of configuration will work best?)</p>	<p style="text-align: center;">Pairs to Pairs Squared</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>
<p>Prompt (What texts will guide the discussion?)</p>	<p style="text-align: center;">Why is important to remember the events that happened on September 11, 2001? Source G: Pictures and descriptions of Memorials around the USA</p>
<p>Task (What will students do? What roles will they have for both speaking and for listening?)</p>	<p style="text-align: center;">Partners (A, B)</p> <p>Looking at the pictures of different memorials, analyze the pictures and determine an answer using evidence and reasoning.</p> <p>Partner A: Which memorial do you feel honors the people affected by 9/11? Why?</p> <p>Partner B: Build on what Partner A shared. Use the Lego Builder Sentence Stems if needed. ("I would like to add to your point about...", or, "Ok, but don't you think...")</p> <p>Partner B: Which one captures the essence of the Twin Towers? Why?</p> <p>Partner A: Build on what Partner B shared. Use the Lego Builder Sentence Stems if needed. ("I would like to add to your point about...", or, "Ok, but don't you think...")</p> <p style="text-align: center;">Discuss: Which memorial resonates with you the most?</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Pairs Squared (Two A, B Partners Join Up)</p> <p>Demonstrate Active Listening: Share with your new group how hearing your partner's response made you think.</p> <p>"When <u>partner's name</u> said _____ it made me think _____, because..."</p>
<p>Accountability (How will you measure student engagement and growth as speakers and listeners?)</p>	<p>Self-Assess on building on the views of others (cognitive).</p> <p>Assess your partner on listening actively and responding appropriately (social emotional).</p>

Source G

(<https://www.cnbc.com/2011/08/31/september-11-memorials-across-america.html?slide=13>)



Partner A: Which memorial do you feel honors the people affected by 9/11? Why?

Partner B: Build on what Partner A shared. Use the Lego Builder Sentence Stems if needed. (“I would like to add to your point about...”, or, “Ok, but don’t you think...”)

Partner B: Which one captures the essence of the Twin Towers? Why?

Partner A: Build on what Partner B shared. Use the Lego Builder Sentence Stems if needed. (“I would like to add to your point about...”, or, “Ok, but don’t you think...”)

Partners Discuss: Which memorial resonates with you the most? Why?

Now join with another pair for “Pairs Squared.” Take turns sharing your active listening response.

“When partner’s name said _____ it made me think _____, because...”