

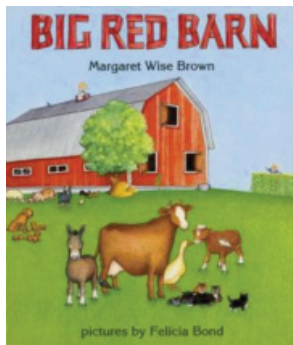
April 22, 2020



Yesterday's mini-lesson featured an "at-home" assignment about a Farm. It was a paragraph about an upcoming trip to a farm and the animals expected in that setting. There were questions to answer about the actions within this setting with suggested answers. It ends with the question "What do they see at the farm?" to pull the text together. At the side of the page, there were small pictures (barn, animals, tractor) to color. Those pictures could be cut out and utilized in a discussion to follow the filling out of the homework.

During the actual "doing" of the assignment, Casey and her mom, did it early in the day. It was about a 15-minute time span including the coloring of the animals, barn and tractor. The video recap was done about 3:45 in the afternoon. Time of day is important as well as their usual morning routine especially during these uncertain times.

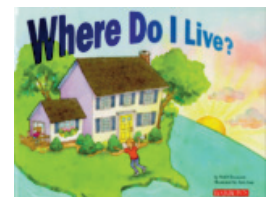
In essence, this lesson was an information text which led to a personal narrative.



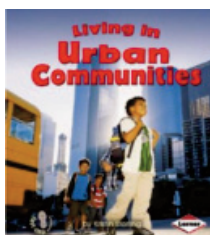
To broaden this lesson and our conversation, we are providing other *Setting* references:

Big Red Barn by Margaret Wise Brown is the selection for today's mini-lesson reading.

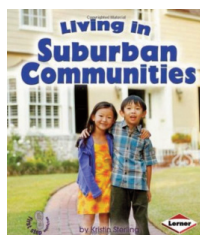
In addition, **Where Do I Live?** by Neil Chesnow is an excellent book on the world as a setting and all the components within it.



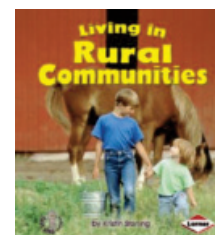
Furthermore, the following books about communities by Kristin Sterling, build upon the setting icon in a broader context. Each book is set up the exact same way: a family within that particular community doing things. This enables the readers to compare and contrast these settings as well as to list and describe them, thus furthering talking between parent and child (student). In school settings and text books on education, the type of talking between people is termed "academic conversations."



Living in Urban Communities

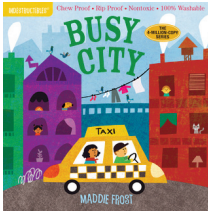


Living in Suburban Communities

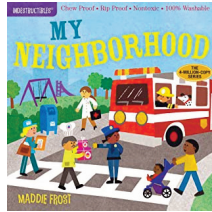


Living in Rural Communities

For very young children, we pair each of the above “community” books with *Indestructibles* by Maddie Frost:



Busy City

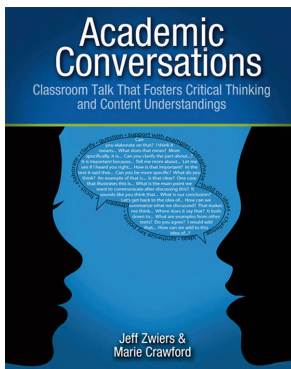


My Neighborhood



Hello Farm

Note: Maryellen has provided many workshops to school systems on how to incorporate our MindWing Concepts’ tools into these “academic conversations.” The following (2011) reference is a textbook on the topic of academic conversations by Jeff Zwiers and Marie Crawford. It is entitled:



Academic Conversations: Classroom talk that fosters critical thinking and content understandings. It is published by Stenhouse. It is a very useful reference to those teachers and specialists who may be watching our mini-lessons during these uncertain times.

The text describes academic conversations. We have found that our tools serve to form the oral language foundation of such conversations... beginning at home.

Please see our blog about “Big Red Barn” on our website:

<https://mindwingconcepts.com/blogs/news/121854721-activity-for-a-field-trip-big-red-barn>

For those of you who have our Braidy the StoryBraid® Manual, please see Pages 104-196 and 119-120 for this lesson and its extensions.

Please go to our website at www.mindwingconcepts.com to read about our history, awards and our collection of lesson plans compiled by Sheila Zagula, a thirty-eight-year teacher for the city of Westfield, Massachusetts. She is now retired, but was a kindergarten teacher, a special education teacher and literacy coach during her tenure. There are also lessons, written monthly for the past five years by Sean Sweeney concerning the SGM®/Braidy® and technology. There are lists of articles showing evidence of the professional value of our approach and tools. We have—for the past 29 years—devoted our minds and hearts to the development of oral language at the discourse level in order to make a difference in the lives of the children in our care.