

About Inkwell

Meet Inkwell, a **K–2 core curriculum** that **integrates ELA and social studies** into **one cohesive instructional block**.



- Supports **mastery of ELA and social studies standards in one block**
- Grounded in the **Science of Reading**
- Embeds **explicit writing instruction** in daily lessons
- **Builds knowledge** through content-rich social studies investigations
- Connects and deepens learning through **inquiry**

Step inside an Inkwell lesson

In Inkwell, students build literacy skills and social studies knowledge together, learning to read, write, and think deeply about the world around them. With Inkwell, students:

- Build reading comprehension, writing, and speaking and listening skills within standards-aligned history, civics, geography, and economics content.
- Read and analyze a wide range of complex literary and informational texts.
- Engage with primary and secondary sources that deepen understanding of people, places, and change.

Inkwell takes integration a step further, connecting reading, writing, speaking, and language in authentic, purposeful ways.

- **Daily writing:** Students write with purpose, using reading and discussion to strengthen comprehension and composition.
- **Authentic connections:** Grammar, vocabulary, and conversation are tools for communication, not stand-alone skills.
- **Real-world literacy:** Learning experiences help students read, think, and write to understand their world.



Note: This lesson plan sample does not reflect the format of the digital platform or printed Teacher Edition.

LESSON 2

Classroom Cooperation

In Our Garden

Students see how cooperation impacts feelings and communities. Rereading Millie's story helps them track her shift from homesick to connected and gives them practice citing details in writing.

PREVIEW

PART 1

35 MIN



Gather
20 MIN

Students close read *In Our Garden* to see how cooperation affects the community.

- *In Our Garden* Book



Flow
15 MIN

Students discuss their learning from the close read.

PART 2

35 MIN



Focus
15 MIN

Students write two detail sentences to support a topic sentence.



- Handout 5.2a (Millie's Community Informational Paragraph)



Gather
20 MIN

Students discuss the story's central message and add to the findings chart.



- Module 5 Essential Findings Chart

The nuts and bolts

Every Inkwell lesson is designed to bring ELA and social studies instruction together in a single lesson plan. Each lesson fits into a 70-minute window, divided into two parts (two 35-minute segments), giving teachers the flexibility to pause, regroup, or reconfigure based on student needs.

And, more:

- Standards that spiral and deepen in complexity year-over-year, for two subjects at once
- Embedded supports for all learners
- Assessments that give teachers the right data to adjust instruction
- Curriculum-based professional learning

OBJECTIVES

- Analyze how working together affected the community in *In Our Garden* to determine the central message that communities are stronger when people work together to solve problems
- Write complete sentences to explain how the garden helped Millie and her community, using correct grammar, capitalization, and punctuation
- Apply speaking and listening norms to engage in collaborative discussion about how working together can help a community solve problems and grow stronger

MATERIALS & PREP

- Lesson slide deck ([Google Slides](#), [PDF](#))
- *In Our Garden* Book
- [Handout 5.2a \(Millie's Community Informational Paragraph\)](#)
- [Module 5 Essential Findings Chart](#)

LESSON PLAN

Intro Slide



PART 1

35 MIN



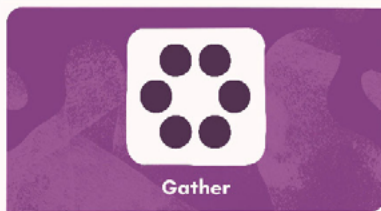
GATHER

20 min

- *In Our Garden* Book

1 Transition students to their Gather spots.

Slide 1.1



Transition slide

2 Examine an illustration from *In Our Garden* to spark curiosity about how cooperation can affect people in a community.

Slide 2.1



- Review the definition of cooperation.

Slide 2.2



- Display the illustration of the school garden on pp. 26–27 and invite students to turn-and-talk to discuss what they see using the word “cooperation.”
 - ...people are working together to water or care for the plants.
 - ...many people worked together to make the garden.
- Invite students to imagine how working together to accomplish a big goal would feel.
 - ☺ Imagine that you were a part of Millie’s class. How do you think working together to build the garden would make you feel? Why?
 - I might feel happy that we did something special that everyone can enjoy
 - I would feel proud of our work because now we have a garden

3 Ground students in the lesson goal: Today we will explore how working together affects a community and the people in it.

Slide 3.1



- Share the lesson goal.

4 Lead a close read-aloud of *In Our Garden* to examine how cooperation affected Millie and her community.

Slide 4.1



- Provide purpose for the close read-aloud by explaining that students will listen for details that show how working together to build a garden affects Millie and her community. Emphasize that students should not just focus on *what* happened but *how* it impacted Millie and her community.
- Read p. 1, then analyze how the words “gray” and “homesick” show Millie’s feelings early in the story.
 - ☺ Millie uses the word “gray” to describe the day and her feelings.
 - ☺ Act-it-out! How does Millie feel?
 - ☺ What does a gray day look like or feel like?
 - It’s raining and not sunny
 - It’s wet. It’s boring because you can’t play outside

- ☺ Act-it-out! Show on your face how you might feel if you looked out the window and saw that it was a gray day.
 - ☺ What does the word “gray” show readers about Millie’s feelings?
 - *She’s feeling sad*
 - ☺ Millie’s mom says that she feels homesick. The word “homesick” combines two different words: “home” and “sick.”
 - ☺ Give a thumbs-up if you’ve heard the word “homesick” before. What does it mean?
 - *Someone feels sick or sad because they miss home*
 - ☺ How does this help you understand why Millie feels sad?
 - *She misses where she used to live*

- Read pp. 2–10, then analyze the effect that sharing her idea starts to have on Millie.
 - ☺ Act-it-out! Pretend to bounce a ball.
 - ☺ What does the word “bounce” mean?
 - *To go up and down*
 - *To move with a lot of energy*
 - ☺ What causes Millie to feel like she is bouncing?
 - *Miss Mirales says they will need supplies to make a garden and people start sharing ideas*
 - *She is excited that she shared her idea and she realizes her class wants to help*

- Revisit p. 7 and think aloud to guide students to notice a detail that helps readers understand Millie’s story.
 - ☺ I notice that when Millie shares her idea with her classmates, she says, “I tell everyone how I used to live in a tall building – more than an ocean away.” This helps me understand why she feels homesick. She has moved very far away from where she used to live. Things must feel really different to her in her new home and school.
 - ☺ How might planting a garden with her classmates help Millie feel less homesick?
 - *It will remind her of her home*
 - *It might help her feel like she is a part of her school community*

- Read pp. 11–16 to analyze the ways that working on the garden together begins to change the community, and prompt students to identify details that show the community working together.
 - ☺ Principal Blinson says that gardens bring people together. What details from the text and illustration support this idea?
 - *Parents and neighbors bring supplies to the school, so they are coming to help*
 - *Millie and her classmates do different things like sawing and building and planting together*

- Read p. 18 through the end of the story to analyze the impact of cooperation on Millie's new community.
- Revisit p. 26 and reread the first two lines: "Now everyone wants...some of it home." Prompt students to use context clues to determine the meaning of the word "glorious" in a turn-and-talk, then invite a student to share their thinking with the whole class.
 - ☺ What does "glorious" mean? Remember that we use what we know from the words and illustrations to figure out what this word means.
 - *I think glorious means really beautiful or amazing*
 - ☺ What clues in the sentence and illustration helped you?
 - *The sentence says everyone wants to see the garden and take some of it home. That means the garden must be really special and pretty, so glorious must be a good word that means something like that.*
- Guide students to use details from the text to describe the changes in Millie and her new community by revisiting the final lines: "I find the sunniest carrot...in our garden."
 - ☺ How does the community feel about the garden?
 - *The community is excited to have a garden*
 - *They like being able to get vegetables*
 - ☺ [Read p. 30 and display the lines from the text.]
 - ☺ How does Millie feel at the end of the text? Why?
 - *She isn't homesick because she has a garden*
 - *She feels closer to her community and proud of what they did together*
 - ☺ What does Millie mean when she says, "It tastes like home"?
 - *Millie says this because the carrot reminds her of where she used to live. It makes her feel happy and connected – like the garden helped her bring a piece of her old home to her new home.*
- Discuss the role of sensory details in the text to help readers understand what the characters are feeling, and invite students to recall similar figurative language in *Chik Chak Shabbat*. Think aloud to explain the authors' use of figurative language in these examples.
 - ☺ Does anyone remember another time when an author used the words "It tastes like..." to show how a character feels?
 - ☺ Yes! In *Chik Chak Shabbat*, Goldie says "It tastes like Shabbat."
 - ☺ The authors use language to show that a taste is connected to a feeling or memory, not just the flavor of the food. The carrot doesn't actually taste like a house or a place, just like Goldie's food doesn't literally taste like Saturday. The authors want us to know how these characters feel – happy, comforted, and connected to something special.

💬 Why do you think authors use taste to help us understand feelings?

> *Tasting your favorite foods makes you feel happy*

- Support students in realizing that taste is linked to memories, culture, and family, and that food often helps characters (and real people) feel connected to where they come from or who they are with.

LEARNER SUPPORT

If students need support **interpreting figurative language**, provide scaffolds matched to student needs.

- Explain that sometimes authors use special language to tell you how something makes us **feel** by talking about how it **tastes**.
- Invite students to correct misinterpretations (e.g., "Does Millie really mean the carrot tastes like a house? Like she broke off a big piece of her house and ate it?").
- Model additional examples, such as: "When I eat chocolate chip cookies, it reminds me of getting a warm hug from my mom. So I could say, 'Chocolate chip cookies taste like love.'"
- Encourage students to make personal connections, and provide sentence frames to help them express their ideas. Ask: "What food reminds you of your family?" and have students respond with: "___ tastes like ___." (*Cake tastes like a party.; Chicken and rice tastes like family night.*)



FLOW
15 min

5 Transition students to the mingle-pair-share Flow activity.

Slide 5.1



Transition slide

- Arrange students around the room for the mingle-pair-share.

6 Give students the opportunity to synthesize ideas from the close read-aloud with a mingle-pair-share.

Slide 6.1



- Share that students will mingle-pair-share to explain how working together to build the garden helped Millie and her community.
- Review the protocol and explain the movement pattern, noting how students should calmly mingle around the room. Emphasize that students should pair up with a classmate they haven't talked to in a while!

Slide 6.2



- Review the speaking and listening (CHAT) norms students will practice during the mingle-pair-share.

Slide 6.3



- Read the Round 1 prompt aloud, then direct students to mingle until you say "Stop!" Students then pair up with the classmate closest to them and take turns answering the prompt, using details from the text to support their ideas.
- After pairs discuss, invite a few students to share with the whole class.
 - *She can eat fresh vegetables that remind her of home*
 - *She feels happy that her classmates and community worked together to make a garden*

MULTILINGUAL SUPPORT

If students need support **expressing their thinking**, provide sentence frames in Rounds 1 and 2:

- This helped Millie ____.
- This helped the community ____.

To support students in **recognizing the use of pronouns to connect the prompts**, clarify that "this" refers to the previous idea. Point as you reread the Round 1 prompts, and highlight the connection by drawing an arrow from "worked together to build a garden" to "this" in the second question. For more support, rewrite "The community working together to build a garden" below the word "this" and explain how they mean the same thing, but "this" is shorter.

Slide 6.4

Mingle - Pair - Share 2

Millie's community worked together to build a garden.

How did this help the community?

- Facilitate Round 2 of the mingle-pair-share.
 - *Students and community members got to know each other by working together*
 - *Everyone can have fresh vegetables*

PART 2

35 MIN



FOCUS
15 min

- Handout 5.2a (Millie's Community Informational Paragraph)

7 Transition students to their Focus spots.

Slide 7.1



Transition slide

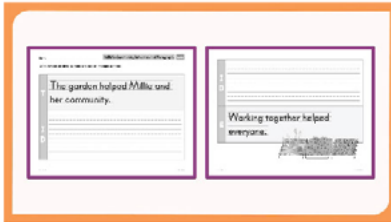
8 Guide students to complete Handout 5.2a (Millie's Community Informational Paragraph) to practice writing important detail sentences.

Slide 8.1

T	Topic sentence
I D	Important Detail sentences
E	Ending sentence

- Share that students will complete a paragraph about how working together to create the garden affected Millie and her community.
- Review TIDE, emphasizing the purpose of each sentence.
 - ☞ The topic sentence tells readers what the paragraph will be about.
 - ☞ The important detail sentences support the topic sentence by giving examples or sharing facts.
 - ☞ The ending sentence reminds the reader about the big idea of the paragraph.

Slide 8.2



- Frame the task by reading aloud the pre-filled topic sentence and ending sentence on the **handout**.
- Share that students will write two important detail sentences to support the topic sentence. One important detail sentence should focus on how the garden helped Millie and the other should focus on how the garden helped the community.
- Invite students to orally rehearse their sentences in a turn-and-talk.
- Students write 2 important detail sentences on the handout. Encourage them to think about CAPS as they write.

PULSE CHECK

As students complete **Handout 5.2a (Millie's Community Informational Paragraph)**, circulate as they draft their two important detail sentences; **look for**:

- detail sentences that are relevant to the topic and support the prompt
- creation of complete sentences (capital first letter, subject and predicate, end punctuation)
- responses that include details from the story

Support: If a student's detail sentences are unrelated to how the garden helped Millie or the community, guide them back to the text and illustrations so they can recall important details.

- First, ground their thinking in text evidence. Turn to p. 30 and say: "Point to something on this page that shows how the garden helped Millie."
- Once they've identified a detail, guide them to put their observation into words. Ask: "What is Millie doing here? How does that show the garden helped her?"
- Finally, support them in moving from oral rehearsal to writing. Say: "Now say your sentence aloud with finger taps, then go back to your handout to write it."

Support: If a student needs support using grammar and mechanics to clearly share their idea, guide them to reread and revise so they can see how grammar conventions make a sentence complete.

- Choral read the sentence together. Ask: "Does your sentence have both a naming part and a telling part? Let's read it together and check for both parts."
- After, ask: "Who or what is this sentence about? What could we add to make sure it's complete and tells us what happens?"
- Once you and the student confirm that the sentence has a naming part and telling part, invite them to rehearse the sentence aloud with finger taps.
- Finally, guide the student back to their handout to write. Say: "Now you'll write your complete sentence and use CAPS like we always do to make sure our sentence is ready."

Extend: If a student’s detail sentences are complete, relevant, and supported with story details, invite them to deepen their thinking by showing how each sentence connects to the paragraph’s big idea.

- First, guide them to revisit each sentence and label it based on who it’s about. Say: “Next to each sentence, write who it’s about: Millie or the community.”
- Then, invite them to represent how working together helped in each case. Say: “Next to your sentence, draw a small picture or write one word that shows *how* they were helped.”

LEARNER SUPPORT

If students need support **managing the task**, chunk instruction to focus on one sentence at a time. Restate the writing prompt and invite students to orally rehearse each sentence before writing. For additional support, check student understanding by asking, “What should be in this detail sentence? So who should be in the naming part of your sentence?”

If students need support **transferring their ideas into writing**, encourage them to use the “say it, tap it, write it” routine for each sentence (students say their sentence, tap each word on their fingers or the page, then write the sentence).



GATHER
20 min

- Module 5 Essential Findings Chart

9 Transition students to their Gather spots.

Slide 9.1



Transition slide

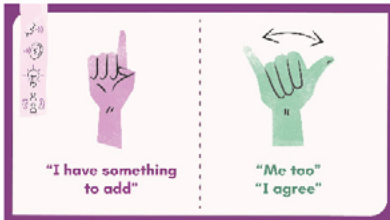
10 Lead a whole-class discussion about the central message of *In Our Garden* and add takeaways to the Module 5 Essential Findings Chart.

Slide 10.1



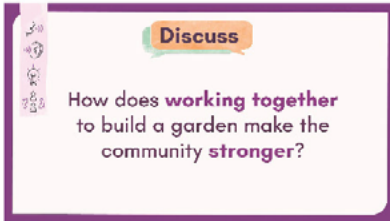
- Remind students that the central message is a lesson the story teaches us, and explain that students will take part in a whole-class discussion to share their ideas about the central message of *In Our Garden*.

Slide 10.2



- Review the speaking and listening (CHAT) norms and whole-group discussion hand signals that students will practice during the discussion.
- Emphasize that while not everyone will speak to share their ideas, everyone can participate by using the discussion hand motions.

Slide 10.3



- Share the question and discuss it as a class. As students share, add to the last column of the **findings chart** to show how cooperation impacted Millie's community.
 - ☺ How does working together to build a garden make the community stronger?
 - *People in the community have something they can feel proud of*
 - *People in the community can feel connected to people around them*
 - *People learn that they can solve problems and do things for their community*

Slide 10.4



- Share the question and discuss it as a class.
 - ☺ What is the central message of this story? What can we learn from *In Our Garden* about how cooperation can affect a community?
 - *Cooperation can help people solve problems together, even when something seems hard*
 - *Working together can turn a small idea, like a garden, into something that helps many people*
 - *Cooperation can help build friendships*

 PULSE CHECK

As students participate in the whole-class discussion, circulate to listen to their responses and observe speaking and listening behaviors; **look for:**

- responses that reflect the central message of the story about how cooperation helps communities solve problems and grow stronger together

- use of active listening behaviors in collaborative discussions (clear speaking, hearing others, adding ideas, taking turns)

Support: If students need support to communicate clearly during the discussion, use a brief rehearse-reshare so they can practice privately and build confidence before speaking to the whole group.

- Invite the student to privately rehearse their idea with you or a peer before resharing it to the group.
- If needed, guide students in the use of the sentence frame: "I think ___ because ___."
- Once the student has practiced, guide them to share confidently with the whole class.

11 Reflect on the speaking and listening norms students practiced throughout the discussion.

Slide 11.1



- Invite students to self-assess.
 - ☞ How did our class do today? Were we clear speakers? Give me a thumbs-up, thumbs-down, or somewhere in the middle.
 - ☞ [repeat for hearing others, adding ideas, and taking turns]
- Remind them they will continue to practice these norms throughout the school year.

12 Reflect on the lesson in light of new learning.

Slide 12.1



- Explain that students continued their investigation by learning how working together affects a community.
- Invite students to think about the effects of cooperation in their own lives. Emphasize responses that mention the positive impacts of cooperation on a community.
 - ☞ When have you seen cooperation make a difference in your community? Think about experiences where you have seen people work together at home, at school, or in the community.
 - *At school, my class cleaned up the playground together so it would be nice for everyone to play*
 - *At home, my family helped cook dinner and set the table together so we could eat faster*



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inquirED supports teachers with high-quality instructional materials that make joyful, rigorous, and transferable learning possible for every student. Our social studies curricula – Inquiry Journeys (K-5) and Middle School World History – are used across the country to help students build deep content knowledge and develop inquiry skills essential for a thriving democracy.